

AN ABSTRACT OF THE THESIS OF

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Title: A MOTIVATIONAL TYPOLOGY OF REENTRY WOMEN

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Abstract approved: \_\_\_\_\_  
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The major purpose of this study was to examine relationships among biographical characteristics, psychological characteristics, motives for returning to school, and the need for student support services among Reentry Women.

Primary objectives were to:

- (1) examine biographical and psychological characteristics of Reentry Women to determine if significant relationships existed among the variables;
- (2) replicate Maslin's (1978) study of Reentry Women;
- (3) determine whether motives for returning to higher education among Reentry Women could be grouped into patterns and if Reentry Women could be grouped into motive-types;
- (4) determine if significant relationships existed between: motive-types and biographical characteristics, motive-types and sex-typedness, or motive-types and attitudes toward women's role in society;
- (5) assess use of student support services by Reentry Women and satisfaction with services received;

- (6) determine if significant differences existed between community college and university Reentry Women with respect to biographical characteristics, psychological characteristics, motives or evaluation of student support services; and
- (7) utilize research findings to develop recommendations for student services personnel in community colleges and universities.

One hundred undergraduate women over twenty-five, who had returned to higher education seeking a degree or certificate, comprised the sample. A four-part comprehensive questionnaire which included the Continuing Education Women Motives Questionnaire, Personal Attributes Questionnaire, Feminism II Scale, and Personal Background Questionnaire was administered to subjects during scheduled times on campus or at a time and place convenient for the subject.

Statistical methods utilized to test research hypotheses included chi square, t-test, factor analysis and typal analysis. Relationships significant at the .05 level of confidence were found between:

- (1) biographical characteristics and attitude toward women's role in society;
- (2) biographical characteristics and sex-typedness; and
- (3) biographical characteristics and motive-types.

Significant differences in biographical characteristics and attitude toward women's role in society were found between university and community college Reentry Women.

Recommendations for further research and for targeting student support services were made. A recommendation that a research center be established to examine the long-term impact of education upon women and society was also suggested.

A MOTIVATIONAL TYPOLOGY  
OF REENTRY WOMEN

by

DIANE ELTHEA CLAYTON

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Typed by Nina Zerba for DIANE ELTHEA CLAYTON

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# A MOTIVATIONAL TYPOLOGY OF REENTRY WOMEN

## CHAPTER I

### INTRODUCTION

The American university and its Student Services Division have been developed in large measure to respond to the needs of the late adolescent. However, we are entering a new era. As the number of eighteen to twenty-one year olds on college campuses decreases sharply, new populations of adult learners are emerging. These students present new issues and challenges to our professions, and higher education is just beginning to deal with the implications of these challenges (Shriberg, 1980, p. vii).

The increase in enrollment of adult learners observed by Shriberg, includes a large number of adult women. In fact, post-secondary enrollment figures indicate that two women are enrolled for every man in the over twenty-five age category (Hall and Gleaves, 1981).

Various reasons for this large influx of adult women into higher education have been postulated. Among the reasons given have been: (1) increased longevity and leisure time, (2) changes in families and lifestyle, (3) a reduction in sex-role stereotyping, and (4) economic necessity. Women who do decide to return to school may be faced with a number of personal as well as institutional barriers, including inadequate student support services. The motives of women who return to higher education as well as their satisfaction with available student support services are the focus of this study.

## BACKGROUND OF THE PROBLEM

During the past century a great many societal institutions including the family and schools have undergone significant transformation (Hencley and Yates, 1974). The family institution has undergone a significant transformation in composition, with over 6.5 million families headed by women (Knox, 1977). These women have become head of household due to desertion, divorce or widowhood. Changes in the higher education institution include changes in the characteristics of the student population. A decline in the enrollment of traditional college students paralleled with an increase in the enrollment of non-traditional college students has been documented (Brodzinski, 1979). The traditional college student has been described as an eighteen to twenty-one year old student attending school full-time (Brodzinski, 1979). The non-traditional college population is composed of a wide cross-section of students including minority groups, disabled persons, senior citizens and persons over twenty-five years of age (Waterhouse, 1978).

Census data show that the greatest increase in the non-traditional student population has been among women twenty-five to thirty-four years of age (U.S. Census, 1978). Women over thirty-five years of age constitute one of the three age groups in which absolute numbers of women enrolled exceeds the enrollment of men (U.S. Census, 1979). Although some Reentry Women who return to college are seeking opportunities for personal growth and development, the reasons women return are generally very diverse (Knox, 1977).

Nayman and Patten (1980) contend that women returning to institutions of higher education have encountered programs, policies and student services designed to meet the needs of the traditional student. Johnson (1979) assessed the needs of returning women compared with returning men and traditional students and concluded that campus programs and services need to be designed for a variety of students' needs.

Researchers have investigated the reasons given by women for returning to school and the needs of women who have chosen to return (Astin, 1976; Letchworth, 1970; Maslin, 1978; Wisch, 1976). Examining the results obtained by various researchers has proven to be somewhat confusing. The myriad of terms used to label returning women students has made it difficult to interpret research results and to make comparisons. Findings have been obscured by researchers who have categorized women into a general class of Reentry Women without regard to individual or program characteristics. Tittle and Denker (1977) completed a literature review of research directed toward Reentry Women. They stated a need for researchers to be more definitive about the groups of women included in this category and about the kinds of programs developed to meet their educational needs.

The studies cited above seem to indicate that although women are returning to school in greater numbers, little systematic research concerning their motives or their satisfaction with student support services has been completed. There is a need for research that will provide answers to some of the questions concerning the kinds of programs, policies and support services best suited to Reentry

Women (Brodzinski, 1980; Johnson, Wallace and Sedlack, 1979; Tittle and Denker, 1977). Such information may enable educational administrators to remove some of the barriers to women's full participation in education and society. Data gained from this study might also be useful to researchers in refining models of adult development which build upon adult developmental stages. The assumptions upon which models of adult female development have been built, may no longer be true. Research data relative to employment patterns, career goals and social role congruence may indicate a need to change some of these assumptions. Finally, the results of this study may stimulate further investigation into the educational needs and characteristics of Reentry Women.

#### PURPOSE OF THE STUDY

The major purpose of this study was to examine biographical and psychological characteristics of Reentry Women and their motives for returning to school. The primary objectives were:

- (1) to examine the biographical and psychological characteristics of Reentry Women to determine if there were any significant relationships among variables;
- (2) to replicate Maslin's (1978) study of Reentry Women;
- (3) to determine whether motives for returning to higher education among Reentry Women could be grouped into patterns and whether Reentry Women could be grouped into motive-types;

- (4) to determine if significant relationships existed between motive-types and biographical characteristics, between motives-types and sex-typedness, or between motive-types and attitude toward women's role in society.
- (5) to assess student support services in terms of frequency of use and satisfaction with the services received by Reentry Women;
- (6) to determine if there were significant differences between community college Reentry Women and university Reentry Women with respect to biographical characteristics, psychological characteristics, motives and evaluation of student support services;
- (7) to utilize the research findings to develop recommendations for student services personnel in community colleges and universities.

#### RATIONALE FOR THE STUDY

The number of women over twenty-five years of age who have returned to college has increased almost ten times during the last two decades (Epperson, 1975). With rising expectations on the part of women in society, research in the area of the role of the educational system in influencing those aspirations needs to be addressed (National Institute of Aging/National Institute of Mental Health, 1978). College personnel should also be knowledgeable about the characteristics and motives of students enrolled in an institution so that the educational setting provided will enable students to

function more effectively. Creange and Hall (1980) state that inadequate or inappropriate student support services can be barriers to full participation of students in an educational institution. It is therefore important that student services be available to meet Reentry Women's needs (Brodzinski, 1974; Spees, 1975).

Few studies of Reentry Women have produced definitive statements concerning the characteristics, needs and motives of women who return to college (Mitchell, 1979). The typical description of the Reentry Woman as white, middle-class, middle-aged, seeking personal enrichment now that the "empty nest" appears imminent, may not be an accurate portrayal. Although personal enrichment is a motivating factor for some women, reasons such as career development, self-exploration, and credentialing may motivate other women to return to school (McGlynn, 1977).

Maslin (1978) in a study of Continuing Education Women's motives for returning to school utilized a factor analysis of motives to classify subjects into eight distinct motive types. She found that, although considerable diversity existed among the reasons women gave for returning to college, these reasons could be grouped into general motive patterns and that patterns recurred among individuals within a group. Maslin recommended that her study be replicated utilizing other populations of Reentry Women in order to determine if the factor structure could be duplicated and to assess whether or not the results could be generalized to other populations of Reentry Women.

Replication is an accepted method of testing the significance of research results. In fact, the theory of replication is a basic tool of research:

The process of replication is much more vital in our (sic, education) field than in the natural sciences or even the biological sciences (Bauernfeind, 1968, p. 126).

This statement is based upon the hypothesis that there is a greater chance for error to occur in behavioral research than in other kinds of research. Depending upon the type of study conducted, replication can provide the researcher with information about the effectiveness of a procedure, the reliability of a hypothesis, or the validity of a research tool (Borg and Gall, 1979).

#### LIMITATIONS OF THE STUDY

The ability to generalize from the findings of this study may be limited by several factors. Among these factors are:

- (1) This study was limited to Reentry Women over twenty-five years of age who were enrolled in a degree or certificate program at Oregon State University or Chemeketa Community College.
- (2) Only those women who agreed to participate and signed a consent form were included in the study.
- (3) This study was primarily designed to look at "within group" characteristics of Reentry Women.
- (4) Self report questionnaires were utilized for data collection.
- (5) Both existing and modified instruments were used.

## DEFINITION OF TERMS

To facilitate better understanding of this research study, the following terms are defined:

- (1) MOTIVE - reasons for returning to college. These reasons are often interrelated and may form a coherent set of reasons (Maslin, 1978).
- (2) MOTIVE-TYPE - a descriptor utilized to identify an abstraction of a person whose motives for attending college coalesce into a pattern (Maslin, 1978).
- (3) SEX-TYPEDNESS - a term used to describe the self in terms of personality characteristics and behaviors viewed by society as sex-typical (Maslin, 1978). Descriptors of categories of sex-typedness are feminine, masculine and androgynous. In the literature, forms of sex-typedness have also been called sex-role orientations.
- (4) SEX-TYPED TRAIT - a trait identified as either masculine or feminine (Wolman, 1973).
- (5) ATTITUDE TOWARD WOMEN'S ROLE - attitudinal dimensions of traditionality/non-traditionality related to behaviors, rights and status of women in American society. Non-traditional attitudes are those associated with the idea that a woman's role in society is based upon individual choice and that equality of the sexes is enhanced by a reduction in sex-role stereotyping (Maslin, 1978).
- (6) NON-TRADITIONAL STUDENT - a student who does not fit the description of the traditional white, middle-class,

eighteen to twenty-two year old student. Examples of the non-traditional student are minority groups, women, senior citizens and older students (Waterhouse, 1978).

- (7) REENTRY WOMEN - women who are returning to a college or university to complete a degree or certificate program after having been away from an academic institution for a varying period of time (Tittle and Denker, 1977).
- (8) CONTINUING EDUCATION WOMEN - women who return to school for any number of reasons including personal enrichment, clarification of personal identity, and career development (McGlynn, 1977).
- (9) COHORT - "a group who have the same year of birth or some prescribed number of years which have given the group a unique background" (Neugarten, 1976). The cohort of this study are females born before 1956.
- (10) STUDENT SUPPORT SERVICES - resources and assistance designed to benefit students who attend educational institutions. Such assistance includes counseling, advising, financial aid, social activities, and other services (Nayman and Patten, 1980).
- (11) TYPOLGY - the study of types, symbols or symbolism (Webster's Dictionary, 1968). Typology in this study refers to a study of types of women who can be defined by a particular pattern of motives or reasons for returning to college.
- (12) OREGON WOMEN - undergraduate Reentry Women over age twenty-

five who were enrolled at Oregon State University or Chemeketa Community College during 1981.

### SUMMARY

Although increasing numbers of women are returning to higher education, research concerning their psychological characteristics and motives for returning, is sparse. If the educational needs of women are to be met, answers to questions concerning the kinds of programs, policies and services best suited to their needs, must be found.

The purpose of this research was to examine the biographical and psychological characteristics of Reentry Women, as well as their motives for returning to school. This chapter discussed the problem, purpose, objectives and limitations of the research. A definition of the terms used in this study was provided. Chapter II contains a review of literature related to this investigation.

## CHAPTER II

## REVIEW OF THE LITERATURE

INTRODUCTION

In order to better understand the reasons why large numbers of women over twenty-five are returning to school, it is necessary to investigate individual, societal, and institutional factors. All of these may influence a woman's decision. The following literature review addresses each of the research variables in turn. These variables are:

- (1) background characteristics of Reentry Women,
- (2) motives and motive typology,
- (3) sex-typedness,
- (4) attitude toward women's role in society, and
- (5) utilization of and satisfaction with student support services.

The general format for review of the literature germane to each of these variables, progresses from a broad perspective to a more definitive view of research related to Reentry Women.

BACKGROUND CHARACTERISTICS OF REENTRY WOMEN

Although many researchers have collected demographic data on Reentry Women, it is still somewhat difficult to provide a definitive description of the typical woman who has chosen to return to post-secondary education. The diversity in the population, the level of

participation in education and the educational programs developed to meet the needs of this population have complicated efforts to compare research results concerning Reentry Women.

#### A Major Review of Continuing Education Programs for Women

A major survey of fifteen Continuing Education Programs for Women was conducted by Astin in 1976. The programs included in the survey were representative of women in both two and four year institutions in the United States. Data were collected from 649 students who were currently participating in Continuing Education Programs for Women and from 541 alumnae women who had been Continuing Education participants during the preceding three to five years. A demographic profile of these women follows:

The age of participants ranged from eighteen through seventy-five with the median age being thirty-six. Alumnae had a median age of forty and ranged in age from nineteen through seventy. Less than thirty-three percent of both groups ranged in age from thirty-one through forty.

Ninety-four percent of the participants and ninety-five percent of the alumnae were white. Three percent were black with the remainder of the sample population classified as Asian American, American Indian or Spanish-speaking.

Sixty-six percent of the participants and seventy percent of the alumnae were married with eight percent of each group married for a second time. The mean age at marriage for both groups was twenty-two. Seventeen percent of participants and eleven percent of alumnae

had never been married. Fifteen percent of each group were separated or divorced and three percent were widowed.

The majority of both participants and alumnae mothers had two children, however, twenty-five percent of alumnae and twenty percent of participants had four or more children. More participants than alumnae had pre-school children while more alumnae than participants had children over the age of seventeen.

Twenty-five percent of the women had husbands with a doctorate or professional degree and thirty percent had husbands with baccalaureate degrees. Fifteen percent had husbands without a college education.

Ten percent of the participants and seven percent of alumnae had husbands in blue collar jobs. Twenty-eight percent of participants had husbands with incomes above \$30,000 but only thirty-six percent of alumnae fit into this category. Ten percent of husbands in each group made less than \$10,000.

Other demographic data were also compiled. These data included educational status and aspirations, occupational status and plans, self-concept, and attitudes toward marriage. Attitudes toward work and the women's movement were also assessed as were motives for participation in a Continuing Education program. Almost half of the Continuing Education Women in Astin's sample were women not currently enrolled in school. The sample included less than seven percent minority women. Caution must therefore be exercised when attempting to compare the results of Astin's study with the results obtained in

other research studies involving samples of Reentry Women who differ significantly from Astin's study population.

#### A Population of Continuing Education Women

Maslin (1978) completed a study of Continuing Education Women at Temple University. The sample consisted of 250 undergraduate women over the age of twenty-five who were enrolled in a degree or certificate program. A description of the population sample in terms of age, race, marital status, motherhood status and socioeconomic status follows:

Seventy-six percent of the women were under the age of forty with forty-seven percent of the sample in their thirties. The median age was thirty-four.

Fifty-five percent were white. Forty-two percent were black, and three percent were categorized as other non-white.

Fifty percent were currently married with forty-two percent of the women married to their first husband. Six percent were living with, but not married to, a sexual partner. Nineteen percent were never married and twenty-four percent were divorced.

Fifty-seven percent of the sample lived in households where the annual income was \$15,000 or less. Thirteen percent of the women were dependent on public assistance, other than financial aid. Thirty-three percent lived in households where the main provider was in a professional or executive level career while eleven percent lived in a household where the main provider was a blue collar worker.

In comparing the population sample from Astin's study with the Continuing Education Women sample at Temple University one finds that the sample at Temple University:

- was about the same median age;
- had a markedly higher percentage of black women;
- had a larger number of separated or divorced women;
- had about the same number of women with one to two children;
- had a higher number of women without children; and
- were slightly lower in socioeconomic status.

The greatest difference was in the large number of women at Temple University who were minority, low income, single heads of household. From the data one can conclude that there were important differences between the two sub-samples (black and white women) and that there was considerable diversity among the whole sample.

In past studies the Reentry Woman has been typified as an "empty nester," a woman in her forties who has returned to school for personal enrichment, now that her children are grown and no longer need her services (Meridith and Meridith, 1971; Nisbet and Welsh, 1972). Only twenty-five percent of the women included in Maslin's study seemed to fit this stereotype. The fact that forty-two percent of the sample were black and that thirty-eight percent of the total sample had household incomes below \$15,000 may have contributed to the departure from this stereotype.

## Other Related Studies

An examination of demographic data from several other studies tends to support the belief that the characteristics of women returning to school today, have changed markedly from those of Reentry Women of the sixties (Blimline, 1974; Brandenburg, 1974; Taines, 1973; Wisch, 1976). The following is a compilation of data on the background characteristics of Reentry Women of the 1970s:

Subjects ranged in age from twenty-two through sixty. The "typical" woman was between thirty-one and thirty-nine years of age.

The majority of women who participated in the studies were white. For a variety of reasons, the participation rate of minority women in research directed toward Reentry Women, has been low.

Fifty percent to sixty-two percent of the subjects were married or cohabitating. Slightly less than forty-two percent of those surveyed were not currently married, nor were they living with a partner. Fifteen to twenty percent were widowed or divorced.

Approximately sixty-five percent of the women were mothers of one to three children. Over fifty percent still had children of school age.

More than fifty percent of the women who were married had husbands with annual incomes averaging \$15,000. For a family of four in the 1970s this was considered a moderately low income.

In summary, the typical Reentry Woman of the seventies might then be described as white, moderately low income, thirty-five years old, single head of household with two school-aged children. This description truly then, does not fit that of the "empty nester."

In another study, Richardson (1976) found three kinds of Reentry Women. The three kinds were described as:

- (1) Single, divorced, or separated twenty to thirty year olds with children to support,
- (2) Married, twenty to thirty year olds with children of school-age, or
- (3) Married, thirty-five to forty year olds with children who were fourteen years of age or older.

From Richardson's data it would appear that Reentry Women of today are a diverse group. Many are younger women who have school-age children at home. Only a small number of women would seem to fit the description of the "empty nest" mother. Mitchell (1979) also found Reentry Women to be a diverse group in age, life-cycle and socioeconomic status.

#### Summary

On the basis of data gathered from many studies, one finds that there is considerable diversity among this population in terms of age, marital status, motherhood status and socioeconomic status. In addition a comparison of data from recent research with data gathered in earlier studies indicates that the Reentry Woman of today, when compared with the Reentry Woman of the 1960s differs in several respects. The typical Reentry Woman of the 1960s was middle aged, middle-class, married, had grown children and was returning to school for personal fulfillment. The Reentry Woman of the 1970s, in comparison, has tended to be more assertive, younger, have more definite

career goals, and have more family and financial support for continuing her education (Astin, 1976; Watkins, 1974; Wisch, 1976).

In addition to diversity among the variety of women who have returned to college, diversity of motives for returning to higher education also exists (Maslin, 1978). Personal, social, and psychological factors all contribute to the decision of women over twenty-five years of age to return to college, despite the many barriers they encounter. An overview of research related to motives for returning to post-secondary education is presented in the next section.

### MOTIVES AND MOTIVE TYPOLOGY

#### Studies Related to Adult Development

The increasing numbers of adult learners who have returned to post-secondary education have prompted researchers to examine motives related to adult development postulates. Much of the research in adult development has focused on adult developmental stages (Erickson, 1950; Gould, 1972; Levinson, 1974; Lowenthal, Thurnher, and Chiriboga, 1976; Neugarten, 1968; Sheehy, 1977). The middle adult stage, commonly referred to as the mid-life transition stage, is thought to be a time of focusing on self, reevaluation and searching for meaning in life (Zacks, 1980).

In a study designed to examine the midlife returning woman student from a developmental perspective, Kahnweiler and Johnson (1980) interviewed forty women students between the ages of thirty and fifty. The results indicated that midlife returning women were likely to experience developmental concerns upon their return to

school. Seven developmental concerns of Reentry Women were identified. These concerns were:

- (1) introspective or concern with self;
- (2) concern with physiological aspects of aging;
- (3) concern with time limitations or time left to live;
- (4) concern with changing roles of motherhood;
- (5) concern with changing roles of wife;
- (6) concern with role as a child with aging parents; and
- (7) concern with feelings of uniqueness as a middle-aged woman.

As a result of their study, Kahnweiler and Johnson concluded that a return to school on the part of women is part of an ongoing process of midlife development, and not a singular separate experience.

#### Studies Related to Societal Changes

Magill and Cirksena (1978) suggested two theories regarding motivation and Reentry Women. One theory looked at motives in terms of the adult life cycle where different stages precipitate different needs. The other theory posited an adaptation model in which actions and motives are precipitated by adaptation to change in one's life style and in society. The first theory placed motivational emphasis upon developmental changes within the individuals. It implied that not only would women at different stages be motivated for different reasons but that a woman in midlife transition would be more likely to return to school. The adaptation model stressed changes within society such as sex-role expectations. Women who are not expected to confine their role to that of homemaker might be more highly

motivated to reenter college to pursue a career. The majority of Reentry Women in the studies cited earlier in this chapter were not midlife transition women. In fact, at least three-fourths of returning students are under thirty-five years of age (McCrea, 1979). Data, therefore, lend more credence to the adaptation model.

Although recent research emphasis has been placed upon adult developmental stages, the area of adult female development is still in the initial phase of theory building (Kahnweiler and Johnson, 1980). Therefore adult development theories as they presently exist may not be applicable to females and more research is needed (Bischoff, 1976; Westerveldt, 1973).

#### Studies Related to Adult Education

Researchers in the field of adult education have also examined motives of adults for engaging in Adult Education. Houle (1961) grouped adult learners into three categories based on motives for participation. These were goal orientation, activity orientation, and learning orientation. Goal oriented learners had definite learning objectives for engaging in adult education. Learners categorized as activity oriented were presumed to participate in learning activities because they found a meaning in the circumstances of the learning experience. This meaning, more often than not, was unrelated to the content or purpose of the activity. Those adults termed learning oriented were thought to engage in learning activities in order to gain knowledge for its own sake. Grabrowski (1976) concurred with Houle's three basic orientations toward learning among adults.

Subsequent researchers also agreed with the basic premise that learners could be categorized by learning motives, however, the number of categories identified, varies (Burgess, 1971; Souvie, 1962).

Boshier (1976) has stated that Houle's typology does not take into account the wide variety of motives for participating in adult education. In a review of the literature in adult education, Houle identified six motives for participation in adult education. These were escape/stimulation, professional advancement, social welfare, social contact, external expectations, and cognitive interest. Based upon this model of motives, Boshier further categorized learners into two categories: growth or life-space oriented or life-chance oriented. Growth oriented people were thought to engage in education for expression or self actualization while life-chance participants were thought to be motivated by lower order needs such as those identified in Maslow's (1968) hierarchy of needs. These lower order needs were seen as psychological or vocational in nature.

In a study of adult learner's motivations related to selected social and psychological variables, Boshier found escape/stimulation, professional advancement, and external expectations related to life-chance motivations while social welfare and cognitive interest were related to life-space factors (1971). Age and socioeconomic status of participants were significantly related to motives. Young, low-income participants fell into the life-chance categories more often than older, middle-income adult education participants. According to Boshier,

Motives for participation appear to be surface manifestations of psychological states which in turn are related to developmental tasks and psycho-social conditions that characterize various age and socioeconomic groups (p. 204).

Other researchers have also developed typologies for categorizing adult learners. Using a multi-variant analysis of reasons given by 648 college students for seeking post-secondary education, Morstain and Smart (1977) developed a typological framework based on adult learner motivations. Five groups were identified. These were:

- (1) the non-directed learner who had undifferentiated motives;
- (2) the social learner who had humanitarian goals;
- (3) the stimulation seeking learner who was motivated by escape from boredom;
- (4) the career oriented learner who was interested in career goals; and
- (5) the life-change learner who was motivated by life-style changes.

More male than female students fell into the career oriented learner category while more female students were categorized as stimulation seeking learners. The non-directed learner category had the highest number of women over the age of forty-two. The results showed that although each adult learner group had a unique profile, no demographic variables were distinct in discriminating groups. Morstain and Smart (1977) stated that the major result of their study was the effectiveness of a cluster typology approach to categorizing learner motivations. They also indicated a need for further studies of adult learner motivation.

## Studies Related to Reentry Women

Reentry Women as a group are diverse in their reasons for returning to college (Brandenburg, 1974; Christensen, 1980; Maslin, 1978; Reisser, 1980). Bernard (1976) has commented on the diversity in clientele and programs which create difficulty in attempting to classify women and the programs in which they are enrolled.

Based upon an assessment of women's motives for returning to school, several researchers have grouped participants into two motive categories, personal growth and career preparation or advancement (Abrainovitz, 1978; Astin, 1976; McClain, 1977; McCrea, 1979; Smallwood, 1980). In addition to classifying returning women into these two groups, Astin created four sub-classifications within these two groups. Women seeking careers were divided into:

- (1) those who needed to get career skills in order to support a family;
- (2) those who needed a degree to advance on the job or in a career;
- (3) those who desired a career change; or
- (4) those who wanted to return to work now that their family responsibilities had diminished.

Those women who had returned for reasons of personal interest were grouped as:

- (1) those who were seeking more knowledge about technological change and the world around them;
- (2) those who were bored with their current life-style;
- (3) those who were seeking refuge from marital problems; and/or

(4) those who wanted to complete a degree started years earlier. The three reasons or objectives rated highest by all women in Astin's study were to seek more education (63%), to achieve a sense of independence and sense of identity (44%), and to prepare for a better job (44%). The rating of objectives varied by age, marital status, and income level. Job preparation was more important for women forty years of age and younger, for single, widowed and divorced women as well as for those in low income brackets.

According to McGlynn (1977) a perusal of related literature has not provided an answer to the question of why women are returning to college. McGlynn believed it was important to identify and examine the perceived educational needs of Reentry Women and to survey the programs in which they were enrolled. In an assessment of Continuing Education Women and programs in the greater Philadelphia area, McGlynn found that twenty percent of the women had returned to college to pursue a career, 48.6 percent had returned for personal growth and 25.7 percent of the women listed both reasons. The majority of these women were married (82.9%), had two to three children who were of school age (61.9%) ranged in age from twenty-six to forty-five years (74.3%), and had a husband in a professional or executive level career (46%).

An extensive review of the literature by Tittle and Denker (1977) provided the following most frequent reasons women gave for returning to college:

- (1) to get a degree (65%); and/or
- (2) personal satisfaction (35%).

However, McCrea (1979) in a study of 1,067 university women over twenty-five years of age, confirmed the hypothesis that economic motivation underlies the decision of most women to return to school. Differences were found within age groups, with the younger women ranking employment motives highest and older women ranking personal satisfaction highest.

In an attempt to better understand the motives of the large numbers of women returning to college, Maslin (1978) developed a Continuing Education Motives questionnaire designed to measure motives specific to this study population. She was able to identify the existence of seventy reasons women have given for returning to school. The list of reasons comprising the Motives questionnaire was submitted to a pool of experts to determine content validity. Subsequent factor analysis and a test for internal consistency gave evidence of construct validity and reliability. A major purpose of Maslin's study was to determine whether reasons for returning to college could be logically grouped into patterns, and then into motive-types. Maslin (1978) defined a motive-type as,

...a particular pattern of motives which occurs with high regularity and frequency in a population (p. 172).

A second purpose of Maslin's study was to assess whether or not Re-entry Women could be classified by motive-types. As a result of typal analysis, eight pure motive-types were identified from the factor scores of all women included in the sample. All but twenty-one out of 250 subjects were classified as a pure motive-type or a combination of two or more types. Although 64.4 percent of the

sample were classified as pure types, they did not differ significantly from the rest of the sample except in their motive pattern.

### Summary

Despite the fact that Maslin was able to group Reentry Women by motive-types, further analysis of motives among other populations of Reentry Women should be conducted. One cannot assume that the factor structure, the motive patterns, or the motive-types found by Maslin, will be found in other studies. This present study involving Reentry Women is an attempt to replicate the factor structure and types found by Maslin in the Temple University study of Continuing Education Women.

Psychological factors as well as personal background characteristics may motivate an individual to return to school. A discussion of the psychological attribute, sex-typedness, as a possible motivating factor follows.

### SEX-TYPEDNESS

#### Theories of Construct

There are many theories explaining the sex-typical behavior observed in men and women. Freud believed in an innate biological psycho-sexual development, a "biology is destiny" causality. He postulated that the development of sex roles was a biologically determined sequence. Other psychologists (Bandura and Walters, 1963; Mischel, 1970) have supported the social theory of sex-role behaviors in that children learn their sex-typical behaviors through the

modeling of parents and other adults and are reinforced for acceptable sex-role behavior. Kohlberg (1966) developed a theory of sex-typing based upon cognitive development. This theory states that identification and selection of behavior from observed sex-role stereotypes is internalized cognitively and then the appropriate sex behavior becomes valued. Regardless of the differences in these theoretical positions, all three theories support the idea that the development of sex roles is a learned behavior which begins at an early age.

According to Bem (1977) masculinity and femininity have historically been seen as two different but complimentary and positive trait domains. Traditionally, women have been described in terms such as sensitive, affectionate, understanding, and sympathetic. Descriptors for men have included assertive, independent, ambitious, and self-reliant. Most recently, Bem, along with other researchers has provided evidence to support the conceptualization of the masculinity-femininity duality as multi-dimensional, rather than as end points on a unipolar scale (Block, 1973; Lunneborg, 1972; Spence, Helmreich, and Stapp, 1974).

Androgyny, another psychological construct, has also emerged, partly as a result of conflicting research results dealing with the femininity-masculinity construct. Bem (1974) believed that describing behavior only in terms of femininity-masculinity was not adequate to explain the behavior of a great many people who possessed both feminine and masculine behaviors. She proposed the construct androgyny (Andros, male and Gyne, female) to describe such an individual.

The Bem Sex Role Inventory (1974) was developed to measure the extent to which a person's self definition is feminine, masculine, or androgynous.

### Measures of Construct

Spence et al. (1974, 1975) developed the Personal Attributes Questionnaire as a measure of sex-stereotypical attitudes. Femininity and masculinity were seen as separate constructs which coexist, independently. Traits typically seen as feminine were labeled expressive while traits typically seen as masculine were labeled instrumental. It was thought that an individual could possess both masculine and feminine traits to a greater or lesser degree. The Personal Attributes Questionnaire has also been used to measure androgyny by classifying respondents into four groups based upon their femininity and masculinity scores. These four categories are masculine, feminine, androgynous, and undifferentiated. Persons with high scores in stereotypical traits of both sexes were classified as androgynous while those who scored low in both sets of traits were classified as undifferentiated. The present research study utilized the Personal Attributes Questionnaire to measure sex-typedness.

### Androgyny as an Issue

It is important to note that there are several unresolved issues related to conceptualizing androgyny. One of the issues relates to defining the term (Bem, 1974, 1976; Carlson, 1972; Spence et al.,

1974, 1975). Some researchers have tended to define androgyny as a balance between femininity-masculinity, while others have conceived of it as the possession of a high degree of both masculinity and femininity (Spence et al., 1975). Androgyny has been looked upon as the highest stage of human development of mental health (Bem, 1974; Block, 1973; Heilbrun, 1973; Spence et al., 1975). However, neither Zeldrow (1976) or Bennett (1980) found evidence to support the thesis that an androgynous person is mentally healthier than a typically feminine or masculine person.

#### Age and Education

Evidence of a relationship between age, level of education and androgyny also exists (Constantinople, 1973; Neugarten, 1968; Webster, 1973). According to Turner (1979), women in late middle-age begin a shift toward more masculine and less feminine self-concepts. One result of this shift appears to be enhanced self-esteem. Turner states that,

...institutionalized sexism, including cultural prescriptions for femininity and masculinity, has a significant effect upon self-esteem, internal control, age identification, and the content of the self-concepts of women throughout life (1979, p. 475).

Webster (1973) also found a relationship among age, level of education and androgyny. Results indicate that highly educated women tend to be more androgynous and that people become more androgynous as they age. Whether changes in sex-typedness toward androgyny are due to increased age, amount of education, or neither variable has not been determined (Maslin, 1978).

In a study of 154 college students which included eighty women and seventy-four men Rosenkrantz, Bee, Vogel, and Boverman (1968) found support for the hypothesis that sex-role stereotypes of behavior still persisted among college students despite historical changes in the legal status of women, equality of the sexes, and socially proscribed behavior acceptable for women. They also found that both men and women students valued stereotyped male characteristics higher than they did stereotyped traits of women, and that the self-concepts of both men and women were similar to their respective stereotypes. Factors which appeared to influence sex-role stereotyping and stereotyped self-concepts were social class and education. Those who had affluent parents and those who had an older, better educated mother had a less stereotypical self-concept. However, Rosenkrantz et. al. caution that their research findings were based on a select group of college students who were in their late teens and early twenties. Similar results may not be found among older student populations nor among student populations from different educational or social backgrounds.

### Self Concept

A 1974 study by Spence, Helmreich, and Stapp examined the hypothesis that sex-role stereotypes influence self-concepts. The Personal Attributes Questionnaire, The Attitudes Toward Women Scale and the Texas Social Behavior Inventory Self Esteem Measure were administered as a test battery to 282 female and 248 male psychology students at the University of Texas. Relationships between subjects' self-ratings and their stereotyped ratings of

masculine and feminine attributes were not found to be significant. No significant relationships were found between self stereotyped ratings and Attitude Toward Women Scale scores. Therefore Spence et. al. concluded that the self-ratings of sex-related attributes are as valid as other self-report measures. Support was also found for the concept of the duality of femininity and masculinity, which states that each component is present to some degree, within each individual. Conceptualization of androgyny as the possession of a high degree of both feminine and masculine characteristics also appeared to be valid.

Moreland, Harren, Krinsky-Montague, and Tinsley (1978) examined the influence of sex-role related aspects of students' self-concept on their career decision-making. The subjects were 580 undergraduate students at Southern Illinois University and 300 undergraduate students from three other college campuses in Illinois. Students were given the Bem Sex Role Inventory and the Assessment of Career Decision-Making. The hypothesis that masculine and androgynous subjects of each sex would be more advanced in their decision-making related to: (a) choice of college, (b) choice of major, and (c) choice of career field was not entirely supported. It held true for men, but not for women. Women who saw themselves as feminine were able to utilize decision-making strategies thought of as typically male. Androgynous women scored higher than masculine women on rational decision-making. On the basis of results researchers stated the importance of helping women to expand their self-concept to include androgyny as an acceptable behavior style.

A research study by Bennett, Hopkins, Rohaly, and Walker (1980) attempted to predict leadership potential by sex-role. Subjects were fifty-nine female and fifty-four male college students. They found sex-role type, based on observation, as a predictor of leadership potential for females but not for males. Based on the results of this study, Bennett et.al. stressed the importance of looking at sex-role behavior categorization in light of the type of measuring instrument and the criteria established for its use. Limited support was given to the contention that being androgynous is always positive, at least as it related to leadership potential.

#### Sex-Typedness Among Reentry Women

Maslin's (1978) research study examined the relationships among motives, ego development, sex-typedness, and attitude toward women's role. The subjects were 250 female undergraduate students enrolled at Temple University. All subjects were twenty-six years of age or older and were matriculated in an undergraduate degree or certificate program. As part of a comprehensive measurement instrument, the Personal Attributes Questionnaire was administered to measure sex-typedness. Maslin found that the women, as a group were somewhat higher than the college female norm for masculinity and about the same on femininity. However, in contrast to most studies of Continuing Education Women the sample included forty-three percent black women. As noted earlier few studies have included large numbers of minority Reentry Women. Black women scored significantly higher than white women in both masculinity and femininity. Black

women in this study were also more often androgynous than either white women or the college norm for women. Women in their forties and fifties had higher feminine mean scores than the college female norm and higher mean scores on femininity than women in their twenties and thirties. The feminine sex-type was found to be the least frequent category among this sample, while androgyny constituted the largest category. The frequency of androgynous sex-types among the sample was greater than the percentage found by Spence et. al. (1975) among college-age females. Maslin also postulated that if acceptance of the androgynous sex-type for women is related to the feminist movement, one would expect to find a higher incidence of androgyny among younger women. Results of her study did not support this contention.

### Summary

The inability of researchers to arrive at similar conclusions regarding the greater incidence of androgynous sex-type among Reentry Women may be due to several factors. These factors include differences in the research design, instruments utilized and populations studied (Westerveldt, 1975). Turner (1979) has also identified the lack of longitudinal or cross-sequential studies as a factor in the failure to find conclusive results among researchers.

Sex-typedness, as a psychological construct, may be related to attitudes toward sex-roles. Research which explores attitudes toward sex-roles is reviewed in the following pages.

## ATTITUDE TOWARD WOMEN'S ROLE IN SOCIETY

### Theories of Construct

Strictly speaking there are no such things as "sex-roles" though the term is often referred to in social science (Stoll, 1974, p. 41).

The construct of sex-role therefore must be looked at within the context of gender identity, (masculine-feminine) as well as societal proscriptions and expectations, including rewards and opportunities that are based on one's sex and status in society. Sex-role attitudes and behaviors are shaped in early childhood and tend to remain stable throughout one's lifetime (Frankel, 1974). Once these attitudes and behaviors are acquired both psychological and societal factors are responsible for their structure and maintenance (Weitz, 1977). The revitalization of the women's movement in the 1960s brought with it changes in societal attitude toward women's sex-roles (Adickes and Wortham, 1976; Astin, 1978; Lordi, 1980).

### Women's Role in Society

The traditional role for women in our society has been a domestic one and as such women have had the responsibility for caring for the home and family. The majority of women today, are still in traditional roles, but the definition of traditional has expanded during the past two decades (Cross, 1974; Morgan, 1974; Wilson, 1975). More and more women have taken jobs outside the home and have returned to post-secondary education (Tittle and Denker, 1977). Despite the large numbers of women in the work force and in school,

activity outside the home for most women has remained secondary to the responsibilities associated with child-care and housework (Weitz, 1977). Thus, the traditional role, today, has become a dual role (Broschart, 1980; Lopata, 1971; Richardson and Alport, 1976).

The dual role structure has been challenged and questioned by many, including proponents of the women's movement (Gornick and Moran, 1972; Mead, 1974; Millett, 1970; Rossi, 1973). Yankelovich (1981) in compiling the results of several surveys of American women found that less than one-half of the women believed "a woman's place is in the home." One in four said that being born a female had limited her achievements and fifty percent felt that a working woman should not have to be responsible for the home. Leidig (1973) and Shapiro (1979) found the belief among women that traditional roles limit women's aspirations. Bardwick (1974) has stated that there is a definite trend toward more androgynous sex-roles as evidenced by census statistics related to education and job patterns of women. This apparent dichotomy between behavior and attitudes may be related to the hypothesis that behavior changes precipitated by societal changes tend to precede attitudinal changes (Miles, 1977). Therefore, although most women today are taking on responsibilities outside the home, most are in dual rather than shared role situations.

Broschart (1980) found that many women today avoid the conflict associated with the dual role of homemaker and careerist by avoiding a professional career. Rice (1979) found that traditional women are

more often in dual roles while professional women are more likely to be in a shared role situation where household responsibilities are divided equitably between working spouses. Coombs and Tobert (1980) found that younger women believe they can manage the dual role without strain while older women are less sure and less supportive of such a role.

Role concepts have been found to relate to self-concepts and self-career role congruence (Richardson and Alport, 1976). Gilbert, Manning, and Ponder (1980) examined the sources of inter-role conflict between the student role and other life roles, among female and male reentry students at an urban university. Their hypothesis that sources of role conflict differed significantly for men and women was supported, with sources of conflict falling along traditional sex-role lines. Women more often reported conflict related to the homemaker role and men to self and interpersonal satisfactions. Women were also found to report higher role conflict and degree of stress than male students. However, the majority of women students were more supportive of the dual role than of the traditional role of homemaker. Brandenburg (1974) also found differences in student role conflicts among women and men, with women experiencing conflicts related to home responsibilities and men concerned about work responsibilities. Research results have shown that women in traditional roles are less likely to return to school than are women in more egalitarian relationships (Harren, 1979). Pro-feminist women are more likely to support egalitarian sex-roles than are traditional women (Bers, 1979).

## Measures of Construct

In the development of the Feminism II Scale, a measure of attitudes toward women's role and status in society, Dempewolff (1974) used a "known-groups" validation technique to validate the tool. Dempewolff hypothesized that those women who supported the women's movement were more likely to be feminists, high in autonomy, less rigid in definitions of sex-roles, and different from traditional women in demographic characteristics. She found support for the relationship between membership in a feminist organization and support for the women's movement. She also found feminist women to be high in independence of judgment and high in modernism. No differences were found between traditional and non-traditional women with respect to demographic characteristics.

## Biographical Characteristics

The relationship of variables such as age, socioeconomic status, race, and spouse's educational level to attitude toward women's role in society has been investigated. Most research has shown that younger women tend to be more liberal in attitudes than older women, and that women in general tend to be more liberal than men (Wheeler, 1977).

Researchers who have investigated the relationship of political and religious views to attitude toward women's role have found a strong relationship between liberalism and support for the women's movement (Etaugh, 1975; Goldschmidt, Gergen, Quigley and Gergen,

1974). The results of Morgan's (1974) study showed that both women and men who have liberal attitudes toward religion tend to support the aims of the women's movement.

In examining the effect of parental attitudes on attitudes toward women's role Spence and Helmreich (1972) were able to identify low but significant relationships between mother's and daughter's attitudes and between father's and son's attitudes. Children tended to emulate the attitude of the same-sex parent. Strong feminists were also found to have had parents who expected them to attend college (Baker, 1972). Cherniss (1972) found that having a "strong" mother was a significant factor in promoting favorable attitudes toward the women's movement. Farmer (1977) identified high self-esteem, support by home and family, and early socialization as salient predictors of career motivation.

Relationships between socioeconomic status and attitude toward women's role have been somewhat conflicting. Stoloff (1973) identified a relationship between a middle-class background and strong support for the women's movement while the results of O'Keefe's (1971) research showed a relationship between favorable attitudes toward the women's movement and a low socioeconomic status. Dempewolf (1974) failed to find any relationship between socioeconomic status and attitude toward women's role.

### Psychological Characteristics

Various researchers have examined personality variables related to attitude toward women's role in society. In a study which looked

at traditional roles as reflective of personal identity, differences were found between traditional and non-traditional women (Baker, 1972). Those women who were categorized as non-traditional had a higher need for autonomy and were less satisfied with the traditional definition of femininity. They were also more supportive of the goals of the women's movement.

Other researchers have also found differences between traditional and non-traditional or pro-feminist women. Pro-feminists have been variously described as independent, high in self-esteem, determined and activity oriented (Cherniss, 1972); unconventional (Stoloff, 1973); as well as interested in personal growth and achievement (Arnott, 1973). Neither Blumhagen (1974) or Candee (1974) found ego levels to be related to the degree of support for the goals of the feminist movement. This is not surprising when ego levels are conceptualized as the way an individual integrates attitudes and not the kinds of attitudes held (Hjelle and Butterfield, 1974).

Hjelle and Butterfield (1974) looked at differences in the degree of self-actualization related to attitude toward women's rights and roles in society. The subjects were two groups of undergraduate women labeled liberal and conservative. The liberal women were found to be more pro-feminist and more self-actualized than the conservative women who espoused traditional role attitudes. Women who support the women's movement have also shown a need for autonomy and a tendency to be more aggressive than more traditional women (Goldschmidt et. al., 1974).

Whether or not pro-feminists are neurotic or psychologically maladjusted was examined by O'Neil, Teague, Lushene and Davenport (1975). No support was found for this popularly held contention of critics of the women's movement. Results did show active feminists to be more liberal with fewer traditionally feminine interests than more traditional women.

#### Reentry Women's Attitudes

Astin (1976) conducted a major survey of fifteen Continuing Education Programs for women. This survey based on subject's self-ratings looked at self-concept and attitudes toward marriage, work, and the women's movement. One third of the women said that their marriage had improved as a result of the women's movement, while seventeen percent felt that their marriage had been threatened. Seventy-five percent said that their career was as important as their role as a homemaker. In other words, they supported a dual role. Slightly more than one-half reported positive feelings toward the women's movement while slightly less than one-half had mixed feelings. Married women were most likely to have mixed reactions. The three most frequently cited effects of the women's movement upon the subjects were: a greater awareness of women's issues, increased support for encouraging young girls to consider non-traditional careers, and an increased respect for women in general (Astin, 1976). On the whole, the women in this study saw themselves as competent and successful in work, home, and school.

In a study of 250 Continuing Education Women at Temple University by Maslin (1976) subject's scores on Feminism were found to be similar to scores found by the test developers. The results showed the subjects to be in favor of the women's movement but not strongly in favor. Traditional versus non-traditional attitudes toward women's role were significantly related to motherhood, race, and educational level of husband/partner/ex-partner. Women who scored high on the Feminism II Scale had a tendency to be women without children or white women with grown children. Those who scored low on the scale tended to be white women with school-aged children, women with three or more school-aged children and black mothers of grown children. The relationship of attitude toward women's role to age was found to be significant only for white women, with women between the ages of thirty to forty scoring the lowest on feminism. Marital status, residential location, income, or occupation of main provider were not found to be significantly related to attitude toward women's role. Women who scored high on the Feminism II Scale tended to have husbands/partners with a high level of education. Maslin concluded that there is little if any effect of the women's movement on the motives of women to return to school, but if there is a relationship, it is true mostly for white women under the age of thirty who do not have children. These may be the women who have the least investment in traditional roles.

Even though many researchers believe that sex-role attitudes are shaped in early childhood and tend to be stable throughout life, evidence supporting the possibility that such attitudes may be affected by societal change also exists. Today, the traditional role for women has become a dual role, that of homemaker and employee, with the major responsibility for home and family still belonging to the wife. For some women the dual responsibility creates conflict. Personality characteristics as well as the women's movement may be catalysts in precipitating such conflict.

In conclusion, research results related to biographical and psychological characteristics of Reentry Women and their relationship to one another are inconclusive. Reentry Women however do appear to be a very diverse group with very diverse motives for returning to higher education. Providing appropriate student support services to assist the return of non-traditional students to higher education presents a challenge to college administrators. The final section which follows provides a review of research related to non-traditional student use of and satisfaction with student support services.

## USE AND SATISFACTION WITH STUDENT SUPPORT SERVICES

### Historical Needs

Colleges and universities have developed and provided a variety of student support services to assist students in their pursuit of higher education. These services were designed to strengthen the institutional program as well as to foster personal, educational, and social growth of students (Neheran and Potter, 1974). In the past several years, the numbers of traditional age college students for whom student services were originally designed, have declined. At the same time increasing numbers of older students, particularly women, are returning to higher education and finding that available student support services do not adequately meet their needs (Cohen, 1980; Payette, 1980). With this change in clientele, services must be redesigned if they are to meet student needs (Ebersole and Hargis, 1974).

### Services Related to Needs

One of the recurrent concerns in higher education has been to reduce the discrepancy between available services and student needs (Ligon, 1979). According to Nayman and Patten (1980) a number of variables influence the degree of change possible in student services. These variables are the perceived mission of the institution, staff interest and expertise, available budget, and the attitudes of the administration. Di Silvestro (1978) has stressed the importance of conducting a needs assessment before proceeding with changes and

innovations in adult student services. Information gained from a needs assessment can enable administrators to avoid costly duplication of services (Schusler and Berner, 1980). In the past many of the existing services have been based on vocational needs rather than adult developmental needs (Parelius, 1979). The results of a national survey of thirty year old adults indicated a specific need for career planning, counseling, and health services designed to address the developmental concerns of adults (DiSilvestro, 1978). Any services provided should be free from age, sex, or racial discrimination and should recognize the age, psychological maturity, and social roles of the student who is seeking assistance (Howard, 1975; Warmuth, 1973).

#### Services for Non-Traditional Students

Kasworm (1980) assessed differential usage, perceived need, and satisfaction with student services among 229 younger and older undergraduates at the University of Georgia. Significant differences were found between the traditional and non-traditional age groups. Younger students used orientation, housing, health services, student activities, and remedial skills center more often than older students. Younger students also had higher levels of satisfaction with the services provided. Older students identified financial aid, job placement, and advisement as high priorities and tended not to use other support services. Kasworm concluded that because the available services did not adequately meet the older student's needs, they did not use them.

Wilkinson (1970) in examining the role of community college personnel workers serving non-traditional age students identified five deficiencies in services. These services were recruitment and admissions, counseling, health services, financial aid, and orientation.

Older students are known to have special needs that must be recognized by staff in all areas of student services including admissions, academic advising, orientation, housing, financial aid, work-study, and student activities (Cohen, 1980; Payette, 1980). A lack of flexible scheduling of courses and services as well as ageist policies and practices seemed to be the predominant theme among several studies of older returning students (Carney and Barek, 1976; Howard, 1975; Reisser, 1980; Warmuth, 1973). There appears to be a great need for increased flexibility, visibility, and accessibility of services, especially in the areas of academic advising, counseling, and career planning (Cohen, 1980; Howard, 1975; Nayman and Patten, 1980; Reisser, 1980).

In addition to revised services, Reisser (1980) has identified additional services that may enhance the educational experience of older adults. The services mentioned were individualized degree programs, credit for prior learning, support groups, special newsletters, peer counseling, and a campus-wide advisory council for older student affairs.

In a survey of older students at Oregon State University in 1976, Penn (1977) found that thirty percent of those surveyed felt they needed more information about available student services.

Results showed that the average older student had one or more contacts with at least one student service but that the majority of the students did not participate in student activities. On the whole, full-time students indicated more satisfaction with student services than did the part-time students. Lack of adequate child-care was frequently mentioned as a problem. Penn concluded that older students did need student services but that existing services should be designed to meet their needs.

### Services for Reentry Women

Continuing education programs designed to meet women's unique needs were developed in the 1960s in several colleges and universities. According to Astin (1976) these programs were established to alleviate some of the institutional barriers faced by returning women students. The basic goal of the fifteen Continuing Education Programs for Women was to facilitate and aid the back-to-school transition for women. The essential elements of these fifteen programs were conditional admission, credit for life experience, part-time study, flexible and convenient scheduling, and relaxation of class pre-requisites. The services used most often were the information services and course offerings. Thirty-two percent of the participants included in the survey were currently enrolled in a degree or certificate program or taking classes for credit. With respect to service utilization, 66 percent had used information resources, 25 percent utilized referral and testing services, 12 percent were involved in group or individual counseling, and 6 percent used

financial aid services. Results of the survey showed that low income women had a higher involvement in informational services, financial aid, and certificate programs. Higher income women were more likely to be enrolled in degree programs or non-credit courses and to participate in group counseling. The three problems most often mentioned were scheduling of classes, transportation, and costs. Data indicated a need to target services for special populations of returning women.

In a study designed to assess the needs of returning women as compared to returning men and traditional age students the researchers did not find the student services needs of returning women to differ significantly from those of traditional age students (Johnson, Wallace, and Sedlack, 1979). Significant demographic differences were found between the women and men returning students with respect to age, marital status, socioeconomic status, and length of interrupted schooling. The returning man was younger, married but without children, worked at a paid job, and had been away from school a shorter period of time than the returning woman. Identified concerns of the returning women were associated with family responsibilities, a search for personal identity, and a need for personal fulfillment. These concerns are similar to those ascribed to the stereotyped "empty-nest" Reentry Woman from a middle-class background. Many of the problems related to child-care and financial aid frequently found among other samples of returning women, have most likely been resolved for the women included in this study (Johnson et. al., 1979). However, it should be noted that the women in this study were a

select group, who closely resembled the traditional age student in terms of the lack of barriers to their participation in higher education. It was recommended that student support services be tailored to meet the needs of a diverse sub-population of students within an institution.

Although Reentry Women are not the only students finding barriers to participation in post-secondary education, they are the ones most likely to have a higher number of concerns. Factors such as age, sex, part-time status, child-care responsibilities, and long periods of interrupted schooling to take care of family responsibilities have hampered the successful return of women to college campuses (Johns, 1980; Westerveldt, 1975). Reentry Women were found to need most of the support services provided for traditional age students, however existing services were not always suitable for their needs nor were they as readily available (Cohen, 1971; Creange, 1980). Student services identified as important for returning women were on-campus child-care facilities, counseling, financial aid, refresher courses in basic skills, and information on transfer and residency requirements (Aanstad, 1972; Brandenburg, 1974; Kasl, 1979; Meridith and Meridith, 1971).

Specific institutional barriers identified in several studies were the location and scheduling of courses, limited access to academic resources and financial aid, lack of part-time field work, inadequate counseling and orientation services, absence of child-care services, and minimal gynecological health services and information (Brandenburg, 1974; Ekstrom, 1972; Tittle and Denker,

1977). Problems with transportation, health care, emergency services, housing, and legal services have also been mentioned (Creange, 1980; Hooper and March, 1980; McCanne et. al., 1980; Tittle and Denker, 1977). In many studies inadequate counseling, lack of financial aid, and problems with child-care were found to be the greatest barriers (Astin, 1976; Brandenburg, 1974; Clarkson, 1979; Ebersole and Harges, 1974; Howard, 1975; McCanne, McCanne, and Keating, 1980; McGlynn, 1977).

Badenhoop (1980) found that Reentry Women used student services less than the traditional age student. Selling and Weiss (1975) found that women tended to use mental health services to a greater degree than men students. Studies which have identified the underutilization of services by Reentry Women have listed their part-time status, lack of information about available services, and inappropriate services as factors (Brandenburg, 1974; Creange, 1980; Geisler and Thrush, 1975; Kasworm, 1980; Lordi, 1980; McGlynn, 1977).

Lordi (1980) and Clarkson (1979) stressed the need for a Women's Center and reentry program on college campuses. They also stressed that services at these centers should include information about other student services, information concerning non-traditional career opportunities, sex-role stereotyping, and sex discrimination. Referrals to community agencies that provide support services for low-income people should also be available.

## Summary

Tittle and Denker (1977) have stated that a committed effort on the part of the institutions to serve returning women students has been lacking therefore, little systematic research or evaluation of existing programs and services has been conducted. The current trend in the delivery of student services is a developmental approach. Such an approach could assist in the elimination of barriers to higher education for Reentry Women and provide the support needed for women to continue their education (Brodzinski, 1980; Eisele, 1980; Kasworm, 1980; Nayman and Patten, 1980; O'Banion, 1974).

### SUMMARY OF REVIEW OF LITERATURE

This chapter presented a brief overview of research related to Reentry Women. The review of literature included research from the fields of adult development, adult education, sociology, and psychology. The focus was upon the research variables included in this study, which were:

- (1) background characteristics of Reentry Women,
- (2) motives of women for returning to college,
- (3) sex-typedness,
- (4) attitude toward women's role in society, and
- (5) use of student support services and satisfaction with services used.

Although some commonalities in background characteristics were found among Reentry Women students, research indicates that a wide

diversity does exist. Diversity also exists in programs in which women have participated. This diversity and the failure of researchers to specifically define the characteristics of research samples and programs studied has complicated efforts to make comparisons or to generalize results.

There seems to be general agreement that theories of adult development do not adequately address the development of women. Thus it appears doubtful that a relationship exists between Reentry Women's motives for returning to higher education and adult developmental stages as they currently are postulated. The results of research studies do appear to indicate that learners can be grouped into categories based upon their stated reasons for engaging in educational activities. However, no agreement has been reached concerning the numbers or kinds of categories. Specific demographic characteristics do not appear to be significantly related to motives but further study is needed. Motives of Reentry Women have most often been grouped into two categories, personal growth or career enhancement. The underlying motive among women today appears to be an economic one. Although studies of Reentry Women have developed a group profile based on background characteristics, studies relating background characteristics to psychological characteristics appear to be sparse. Maslin (1978) compared background characteristics to psychological characteristics in an effort to determine whether motive-types could be identified among Continuing Education Women. Eight motive-types were identified. The present study represents an

effort to replicate Maslin's factor structure and motive-types among Reentry Women.

Sex-typedness is a term used to describe an individual's sex-role characteristics and behaviors. The construct androgyny refers to a state of being in which an individual possesses both feminine and masculine sex-typical traits. Evidence supporting androgyny as the most healthy state of being is conflicting. Whether or not there is a relationship between age and sex-typedness is also inconclusive. Differences in research design and measurement as well as the lack of longitudinal or cross-sequential research have been identified as possible reasons for lack of agreement.

Most Reentry Women students today are in dual role situations, a situation which can contribute to role strain and conflict. Non-traditional women are more likely to return to school and to be less rigid in attitudes toward sex-role than are women in traditional roles. In general younger women have been found to be more liberal in attitudes toward women's role but whether the relationship is one of age or cohort effect has not been determined. The relationship of socioeconomic status to attitude toward women's role is also unclear.

Student services need to be redesigned to meet Reentry Women's unique needs. Barriers to women's participation in higher education have most often been identified as lack of financial aid and lack of adequate child-care facilities. In the past there has not been an extensive commitment to women's needs by institutions of higher education. Thus further research is needed to assist Reentry Women to

overcome the barriers to their full participation in higher education.

The information in the review of literature consistently points to the need for further study of returning women's needs, motives, and psychological characteristics. With the increasing numbers of women from diverse backgrounds who are returning to school, it is possible that this phenomenon may also have implications for society as a whole in terms of economics and life-styles.

## CHAPTER III

## THE RESEARCH DESIGN

INTRODUCTION

The central focus of this descriptive research study was to examine biographical and psychological characteristics of Reentry Women and their motives for returning to school. This chapter on the research design includes:

- (1) the selection of the sample,
- (2) the method of subject recruitment,
- (3) the data collection instrument,
- (4) the procedures for data collection,
- (5) the hypotheses that were tested, and
- (6) treatment of data.

This research was a replication of a study conducted by Maslin (1978), at Temple University, among two hundred fifty Continuing Education Women. The same procedures and research tool were used in both studies, with one exception, the Sentence Completion for Women developed by Loevinger (1970) was not included as part of the comprehensive questionnaire in the present study. One of the major purposes of both studies was to examine the characteristics and motives for returning to school among Reentry Women. A further purpose was to determine if a motivational typology could be developed and if Reentry Women could be classified by motive-types.

SELECTION OF THE SAMPLE

The sample selected for this study consisted of one hundred undergraduate Reentry Women students over the age of twenty-five who were enrolled at Oregon State University or Chemeketa Community College during 1981. Sixty of these subjects attended Oregon State University and forty of the subjects were students at Chemeketa Community College.

Two reasons prompted the selection of these two institutions:

- (1) the fact that the student population and the institutions differed significantly from Temple University in terms of size and geographic location, and
- (2) that they represented two types of institutions which serve Reentry Women.

Oregon State University and Chemeketa Community College are located in the Willamette Valley in Oregon and are within a forty-five mile radius of one another. Oregon State University, a land and sea grant university, is situated on a 400-acre campus in Corvallis, Oregon, a city of approximately 42,000 people. In 1979-80 there were 17,644 students enrolled. The main campus of Chemeketa Community College is located in Salem, Oregon. The college also has six college centers in various parts of the three county area. Approximately 32,000 different individuals were served in 1979-80.

In contrast, Temple University is a large urban university located in Philadelphia, Pennsylvania. It is composed of six campuses with the central campus located in a predominately black neighborhood.

In 1979-80 enrollment figures were 36,000 students with 16,000 students in undergraduate programs.

An examination of selected biographical characteristics of the study sample provided a profile of the typical Reentry Woman who participated in this study (Table 1, p. 58). The median age of participants was thirty-two years, but participants ranged from twenty-six to sixty-plus years of age. Only four percent (4) of the subjects were not caucasian. The majority of subjects were married (45% (45), or living with a partner (9% (9), but a great many were divorced (28% (28)). The typical subject had two children who ranged in age from six to eleven years. She lived in a small city and had a yearly family income which ranged between \$10,000 - \$15,000. The major reason for not completing college at an earlier age was stated as, marriage.

In reality, the typical Reentry Woman does not exist. Attempting to describe such a woman obscured the considerable diversity present in this study sample.

#### METHOD OF SUBJECT RECRUITMENT

Differences in student data collection at the two institutions involved in this study required two different methods of subject recruitment. A systematic sampling procedure was utilized to select subjects from Oregon State University from a university computer listing of students over twenty-five years of age. Each student selected for inclusion in this study was sent a letter explaining the purpose of the study, requesting their participation and insuring confidentiality. A listing of scheduled times and dates for on-campus participation was attached to the letter. Students willing to

participate were asked to indicate at the bottom of the response sheet, the date and time that they had chosen to participate in the study. Participants were asked to tear off the bottom of the sheet and return it to the researcher in the self-addressed, return envelope that was provided. Those who were unable to participate during the scheduled times were offered the option of making special arrangements with the researcher in order to complete the comprehensive questionnaire. Follow-up contacts were made to those students who did not respond to the first mailing or who failed to keep their scheduled appointment.

A computer listing of enrolled students by age was not available for Chemeketa Community College students. Consequently, a different method was used to recruit these subjects. After consultation with the Dean of Students at Chemeketa, subject-matter clusters with the highest enrollment of women over twenty-five years of age were selected for inclusion in this study. A letter containing a brief description of the study and a request for student participation was sent to instructors in Allied Health and Business/Management clusters. Instructors were asked to read the announcement to their classes and to send a list of names and phone numbers of students who were willing to participate to the researcher. Each student on the list was contacted to make individual arrangements for participation.

Copies of all correspondence relevant to subject recruitment are located in Appendix A. Demographic data concerning subjects were collected as part of the study are located in Chapter Four and in Table 15, Appendix C, p. 195.

TABLE 1

Demographic Profile of Subjects Expressed in Absolute Frequencies and Percents

Category	Subsets	Absolute Frequencies and Percents					
		Community College (N = 40)		University (N = 60)		Total Sample (N = 100)	
		N	%	N	%	N	%
<u>Age</u>	Below 30	8	20.0	18	30.0	26	26.0
	<u>Median</u>						
	30 - 35	14	35.0	24	40.0	38	38.0
32.5 Comm. College	36 - 40	4	10.0	6	10.0	10	10.0
32.5 University	41 - 45	5	12.5	4	6.7	9	9.0
32.5 Total	46 - 50	4	10.0	4	6.7	8	8.0
	51 - 55	3	7.5	2	3.3	5	5.0
	56 - 60	2	5.0	2	3.3	4	4.0
<u>Race</u>	White	37	92.5	59	98.3	96	96.0
	Hispanic	1	2.5	0	0.0	1	1.0
	Other	2	5.0	1	1.6	3	3.0
<u>Marital Status</u>	Married	9	22.5	25	41.6	34	34.0
	Second marriage	7	17.5	4	6.7	11	11.0
	Living with partner	3	7.5	6	10.0	9	9.0
	Single	2	5.0	10	16.6	12	12.0
	Widowed	1	2.5	1	1.6	2	2.0

TABLE 1 CONTINUED

Category	Subsets	Absolute Frequencies and Percents					
		Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total Sample ( <u>N</u> = 100)	
		<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Marital Status, Cont.</u>	Divorced	15	37.5	13	21.6	28	28.0
	Separated	3	7.5	1	1.6	4	4.0
<u>Number of Children</u>	None	5	12.5	30	50.0	35	35.0
<u>Median</u>	1	9	22.5	5	8.3	14	14.0
2 Comm. College	2	9	22.5	17	28.3	26	26.0
1 University	3	11	27.5	5	8.3	16	16.0
2 Total	4	3	7.5	1	1.6	4	4.0
	5	3	7.5	1	1.6	4	4.0
	6 or more	0	0.0	1	1.6	1	1.0
<u>Age of Children</u>	Below age 6	9	22.5	6	10.0	15	15.0
<u>Modal Age Range</u>	6 - 11	12	30.0	11	18.3	23	23.0
6 - 11 Comm. College	12 - 17	6	15.0	8	13.3	14	14.0
6 - 11 University	18 or Older	8	20.0	5	8.3	13	13.0
6 - 11 Total							
<u>Income Level</u>	Below \$5,000	11	27.5	17	28.3	28	28.0
	\$5,000 - \$10,000	11	27.5	11	18.3	22	22.0

TABLE 1 CONTINUED

Category	Subsets	Absolute Frequencies and Percents					
		Community College ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total Sample ( <u>N</u> = 100)	
		<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Income Level, Cont.</u>	\$10,000 - \$15,000	7	17.5	8	13.3	15	15.0
<u>Median</u>	\$15,000 - \$20,000	2	5.0	4	6.7	6	6.0
\$5,000 - 10,000 Comm. Coll.	\$20,000 - \$25,000	4	10.0	7	11.7	11	11.0
\$10 - \$15,000 Univ.	More than \$25,000	5	12.5	13	21.7	18	18.0
\$10 - \$15,000 Total	No response	0	0.0	0	0.0	0	0.0
<u>Neighborhood</u>	Urban, large city	2	5.0	3	5.0	5	5.0
	Outlying part of large city	2	5.0	1	1.7	3	3.0
	Small city	12	30.0	32	53.3	44	44.0
	Suburban	8	20.0	6	10.0	14	14.0
	Small town or rural	16	40.0	18	30.0	34	34.0
<u>Main Source of Income</u>	Self	6	15.0	16	26.7	22	22.0
	Husband	15	37.5	22	36.7	37	37.0
	Ex-husband	4	10.0	2	3.3	6	6.0
	Other relatives	0	0.0	0	0.0	0	0.0
	Friend	0	0.0	0	0.0	0	0.0

TABLE 1 CONTINUED

Category	Subsets	Absolute Frequencies and Percents					
		Community College ( <u>N</u> = 60)		University ( <u>N</u> = 60)		Total Sample ( <u>N</u> = 100)	
		<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Main Source of Income, Cont.</u>							
	Pension, insurance, savings, investments	0	0.0	2	3.3	2	2.0
	Government aid	10	25.0	7	11.7	17	17.0
	Other	5	12.5	11	18.3	16	16.0
<u>Reason Did Not Complete College Earlier</u>							
	Lack of money	4	10.0	7	11.9	11	11.0
	Marriage	20	50.0	14	23.3	34	34.0
	Job opportunity	0	0.0	1	1.7	1	1.0
	Lack of encouragement/home	1	2.5	2	3.4	3	3.0
	Lack of encouragement/school	1	2.5	1	1.6	1	1.0
	Lack of information about opportunities	1	2.5	2	3.3	3	3.0
	Lack of Desire	9	22.5	20	33.9	29	29.0
	Other	4	10.0	12	20.0	16	16.0
	No response	0	0.0	1	1.7	1	1.0

### DATA COLLECTION INSTRUMENT

The data collection instruments and methodology employed in this study were those utilized by Maslin (1978) with two exceptions. The Sentence Completion for Women, a measure of ego development designed by Loevinger and Wessler (1970) was omitted and several questions were added to the Personal Background Questionnaire developed by Maslin. The ego development variable was omitted on the basis of the results of Maslin's study. She identified difficulty in eliminating possible, unintentional cultural bias on the part of raters who evaluated subject responses on the Sentence Completion for Women instrument. The only background variable that showed a significant relationship to level of ego development was race, with black women scoring lower than white women.

On the recommendations of past researchers several questions which addressed the areas of student support services, role adjustment and employment history were added to the Personal Background Questionnaire. Maslin recommended that future studies address the area of employment in order to examine the relationship of work history to motives, attitudes, and other background characteristics. Katz (1976) and Frankel (1974) suggested that future studies of Reentry Women address the areas of role adjustment to determine the impact of the student role upon other life-roles of the Reentry Women. Ekstrom (1972) found role conflicts and inappropriate

student support services to be potential barriers to women's participation in post-secondary education. Leland (1976) also identified the need to assess the utilization of student support services by Reentry Women.

Four instruments were compiled into a fifteen page comprehensive questionnaire. These were:

- (1) Continuing Education Women Motives Questionnaire  
(Maslin, 1978)
- (2) Personal Attributes Questionnaire, Short Form  
(Spence, Helmreich and Stapp, 1974)
- (3) Feminism II Scale (Dempewolff, 1974)
- (4) Personal Background Questionnaire (Maslin, 1978)  
adapted by the present researcher

The four instruments included were identified by number, not by name. Each was numbered in the order in which it appeared in the comprehensive questionnaire. The order followed that utilized by Maslin, and is listed above. The rationale for this sequence was based upon presenting the most time consuming and least contaminating instruments first. The average time for completion of the questionnaire was twenty-five minutes. A copy of the instrument along with a cover letter and Human Subjects Consent form are located in Appendix B.

#### Continuing Education Women Motives Questionnaire

The Continuing Education Women Motives Questionnaire consists of seventy statements of possible motives for attending college. This

instrument is intended to measure the importance of each of these reasons or motives for an individual. Each motive was rated by respondents on a scale of one to five, with five being most important. Utilizing an R mode factor analysis of individual items and a typical factor analysis of individuals, subjects were identified as a particular motive-type. In developing the questionnaire Maslin (1978) postulated that: (1) individual motives could be grouped into patterns of motives, (2) the motives in each pattern would have commonality in content, and (3) persons would respond similarly to motives within a pattern.

The Motives Questionnaire was developed and rated for content validity by a pool of experts. Internal consistency of motive factors ranged from .80 to .91. Test - retest methodology was used to examine reliability. Pearson r correlation indicated a reliability coefficient of .86 ( $p < .001$ ). Maslin recommended that this instrument be tested on additional groups of Continuing Education Women or similar groups of women to further refine and validate this instrument.

#### Personal Attributes Questionnaire (Short Form)

The Personal Attributes Questionnaire is a self inventory measure of the psychological construct of sex-typedness. Sex-typedness was defined as "a variable with four categories formed by the intersection of two separate bipolar dimensions of masculinity and femininity" (Spence et. al, 1974).

Subjects rated themselves from one to five on twenty-four statements contained in two sex-stereotypical, bipolar, personality subscales. Self-ratings were converted to a standard score on a scale of one to four by subtracting one from each score. Standardizing the score allowed results obtained from different samples on the Personal Attributes Questionnaire to be compared.

For purposes of comparing sex-typedness with other variables included in the study, subjects were classified into one of four categories: masculine, feminine, androgynous or undifferentiated by using a median split technique. A subject classified as androgynous scored high on masculinity and femininity while a subject categorized as undifferentiated scored low on both masculine and feminine traits. Those subjects labeled as feminine or masculine scored high on traits typically associated with that sex. So that the subjects in this study could be compared with those of other studies, subjects were regrouped into the four categories. The basis for regrouping was normative medians made available by the test developers.

The Personal Attributes Questionnaire was validated on a sample of 248 male and 282 female undergraduate psychology students (Spence et. al, 1974). This tool consisted of fifty-five items assigned to three sub-scales: male, female and sex-specific. For each of fifty-five bipolar items included on the complete questionnaire, subjects rated themselves on a five point scale. They were then given an abbreviated description of one pole of each item and asked to rate the typical male and female college student on that attribute. A test of each item was conducted separately for males and

females. Stereotypes significant at the ( $p < .05$ ) level were found in both sexes for all items. Significant differences ( $p < .05$ ) in the direction of stereotyping were also found between the mean self-rating of male and female subjects (Spence et. al, 1975).

Internal consistency was measured using two methods. First a part-whole correlation was computed for men and women separately, between each item and the sub-scale to which it was assigned. Correlations significant at the ( $p \leq .05$ ) level were found for every item and the sub-scale to which it was assigned. Correlations ranged from .19 to .70. Secondly, alpha coefficients were computed for each scale. For males, the results showed .85 on the male-valued scale, .79 on the female-valued scale and .53 for the sex-specific scale. The alpha coefficients for females were .94 for the male-valued scale, .84 for the female-valued scale and .85 for the sex-specific scale. Spence (1975) stated that the pattern of results showed masculinity and femininity to be positively related and had implications for the concept of duality of feminine and masculine characteristics within an individual.

The short form of the Personal Attributes Questionnaire used in this study included eight items from each of the three sub-scales developed in the original study by Spence et. al (1975). These scales correlated highly with the scales utilized in the original Personal Attributes Questionnaire ( $r = .93$  for male-valued and .93 for female-valued scales). Alpha coefficients on the short form were .85 for the male-valued scale and .82 for the female-valued scale.

## Feminism II Scale, Form A

This scale developed by Dempewolff (1974) was designed to measure attitude toward the female sex-role in society. Subjects were asked to indicate the degree to which they agreed or disagreed with twenty-eight statements by circling one of four possible responses. Responses which varied from strongly agree to strongly disagree were placed on a four point scale. A score of four indicated strong agreement and a score of one indicated strong disagreement. Half of the statements were in favor of non-traditional or pro-feminist roles for women while the other half espoused more traditional roles. The items were reversed in direction for traditional and non-traditional attitudes so that high scores indicated a non-traditional attitude toward women's role in society.

On the basis of responses to the twenty-eight items, subjects were given a total score. Possible scores ranged from 28 to 112. Frequency distributions of the total sample on the measure were utilized to group subjects into one of three categories of feminism. These categories were High Feminist, Medium Feminist or Low feminist. Subjects were placed into three categories so that the groupings could be used in making comparisons of subjects on the variables included in this study.

The Feminism II Scale is a revision of a scale developed by Kirkpatrick (1936). On the basis of a pilot study which included both male and female subjects, Dempewolff revised items to reflect contemporary social values associated with women's role in society. The revised Feminism II Scale consisted of eighty items.

Following the development of the Feminism I Scale, Dempewolff completed three additional studies using this scale in order to further refine the instrument and to develop a shorter, more reliable tool. The result of these studies was the Feminism II Scale. The Feminism II Scale was subjected to both content and construct checks of validity. Content validity was determined by subjecting data to factor analysis. All of the remaining items correlated significantly with one of the six factors comprising the Feminism I Scale. The first six factors accounted for 46.7 percent of the total variance and 65.7 percent of the common factor variance (Dempewolff, 1974). Construct validity was tested by using a two-way analysis of variance to determine whether the instrument effectively discriminated between organizational groups with extreme views toward women's role in society. According to Dempewolff, a significant effect ( $p < .0001$ ) found for organizational membership demonstrated known-groups validation for the Feminism II Scale.

An initial parallel forms reliability estimate was obtained for matched halves of the Feminism Scale (twenty-eight items each) yielding a .96 coefficient for the short forms and a .98 for the complete scale. An additional study to test for reliability of the two short forms over time produced a correlation coefficient of .92 between forms and a parallel forms reliability estimate of .95.

#### Personal Background Questionnaire

A thirty-seven item questionnaire was included in this study to gather demographic data about subjects. The questionnaire, an

adaptation of one constructed by Maslin (1978) included questions she developed as well as questions designed by this researcher. The additional questions were designed to elicit information concerning work history, role adjustment, employment status and utilization of as well as satisfaction with available student support services. An evaluation of the frequency distribution of responses resulted in collapsing and recording some item responses in order to facilitate further data analysis.

#### PROCEDURES FOR DATA COLLECTION

Two procedures were utilized for data collection:

- (1) Sessions for completion of the comprehensive questionnaire were scheduled at specific on-campus locations during a two-week time period. All participants were addressed with a standard procedure and identical instructions were given to participants.
- (2) The comprehensive questionnaire was mailed to eligible students who were willing to participate but could not do so at any of the scheduled times on campus. These subjects were asked to complete the questionnaire in privacy and at a time and place where they would not be interrupted. Subjects were asked to return the completed questionnaire by a specified deadline, utilizing a stamped, return addressed envelope that was provided.

Maslin (1978) utilized these two methods of data collection in her study. She found no significant differences between those

students who completed the comprehensive questionnaire on campus and those who completed it at a time and place of their choosing.

### HYPOTHESES OF THE STUDY

In order to better understand the kinds of women who are returning to higher education as well as their reasons for doing so, several hypotheses were developed. The results of this study determined whether the following null hypotheses would be accepted or rejected at the .05 level of significance:

- H01 There are no significant relationships among the biographical characteristics assessed in this study with respect to undergraduate Reentry Women over twenty-five years of age.
- H02 There are no significant relationships between biographical characteristics and attitude toward women's role in society among undergraduate Reentry Women over twenty-five years of age.
- H03 There are no significant relationships between biographical characteristics and sex-typedness among undergraduate Reentry Women over twenty-five years of age.
- H04 There is no significant relationship between sex-typedness and attitude toward women's role in society among undergraduate Reentry Women over twenty-five years of age.
- H05 There are no significant relationships among motives for returning to school, motive patterns, and motive-types with respect to undergraduate Reentry Women over twenty-five years of age.
- H06 There are no significant relationships between biographical characteristics and motives for returning to school among undergraduate Reentry Women over twenty-five years of age.
- H07 There are no significant relationships between sex-typedness and motives for returning to school among undergraduate Reentry Women over twenty-five years of age.

- H08 There are no significant relationships between attitude toward women's role in society and motives for returning to school among undergraduate Reentry Women over twenty-five years of age.
- H09 There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to biographical characteristics, use of student support services or satisfaction with student support services received.
- H010 There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to sex-typedness.
- H011 There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to attitudes toward women's role in society.
- H012 There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to motives for returning to college.

#### TREATMENT OF DATA

Data collection from the comprehensive questionnaire was transferred to data processing cards for analysis. Several statistical methods were then undertaken to facilitate the testing of the research hypotheses. All data were input into the computer system at Milne Computer Center at Oregon State University. The Statistical Package for the Social Sciences was utilized to analyze data.

Frequency distributions were tabulated for all discrete variables. Mean item scores and standard deviations were computed for the Personal Attributes Questionnaire and the Feminism II Scale to allow the results of this study to be compared with the results of other studies.

In addition t - tests were completed to compare the two sub-samples on attitude toward women's role in society and sex-typedness.

Responses to the Continuing Education Women Motives questionnaire were tabulated by frequency and percent. Item responses were submitted to factor analysis to determine general motives. Internal consistency of factors was determined by computing alpha coefficients.

Individual factor scores were subjected to typal analysis to determine the nature of underlying motive-types. Individuals were then assigned to types based on factor loadings on all types and using the criteria established by Maslin (1978). Typal profiles were developed only for those individuals who could be categorized as one specific motive-type. The relative importance of motive factors to the sample as a whole was assessed by rank ordering motives using two methods. These were: (1) by frequency of individual factor scores greater than zero, and (2) by group mean raw scores for each item on each factor.

Chi square analysis was used to examine categorical distributions among the research variables. It was also employed to assess relationships of each variable to motive-types.

Several of the statistical tests utilized require further explanation to provide a better understanding of the results of this study. A brief description of these statistical tools is provided in the following pages.

#### t - Test

The t - test allows one to compare two independent means in order to determine the probability that the difference between the means is a real rather than a chance difference. The t - test is appropriate

for use with two independent groups when the populations are normally distributed and samples are drawn at random (Sharp, 1979).

### Factor Analysis

Factor analysis is a technique used to reduce a set of observed variables to a fewer number of conceptual variables. The objective is to identify an underlying structure of factors which are fewer in number than the original observed factors. Each remaining factor should represent a distinctly different underlying source of variance (Overall and Klett, 1972).

### Alpha Coefficient

Alpha coefficient is a label given to measure internal consistency of factors resulting from factor analysis (Cronback, 1951). The alpha coefficient is related to the split-half method of determining reliability and is the mean of all possible split-half coefficients (O'Murcheartaigh and Payne, 1977).

### Typal Analysis

Typal analysis is an empirical method of studying the relationships of observed individuals to underlying pure types (Overall and Klett, 1972). Minor scaling differences distinguish it from more often used methods of factor analysis. An analysis of similarities and differences among individuals forms the basis for development of

underlying pure types. Individuals are then compared with each of the resulting pure type categories in order to assign them to a type.

The criteria for assigning individual subjects to a motive-type were based upon derived factor loadings of all factors within a motive type. These criteria, developed by Maslin (1978), were:

- (1) Pure types - only one typical score higher than .4 which is at least .1 higher than any other typical score or, two or more typical scores greater than .4, one of which is at least .2 higher than the others.
- (2) Combination types - two or more scores greater than .4 which have less than .2 difference between them.
- (3) Unclassified - scores which do not meet any of the above criteria for classification as a pure or combination type.

Individual mean factor scores of  $\pm .50$  or higher were needed to be classified as a specific motive-type.

### Chi Square Analysis

Chi square is a non-parametric statistical test used to compare frequency distributions to determine the significance of differences between expected and observed frequencies. The greater the differences between observed and expected frequencies the greater the probability is that the differences were not due to chance. Chi square is an appropriate statistical tool for use with data expressed in frequencies or percentages (Downie and Heath, 1974).

SUMMARY

The sample selected for study was undergraduate women over twenty-five years of age who had returned to college after having been away from an academic institution for a varying period of years. Women from two institutions were involved in the research. The data collection instrument consisted of four separate instruments compiled into a comprehensive questionnaire. Two procedures were used for data collection. Some of the subjects completed the comprehensive questionnaire during scheduled times on campus. Other subjects were mailed a questionnaire to complete at a time and place of their choosing. Twelve separate hypotheses were tested. Chi square analysis and factor analysis were the two primary statistical tools utilized to analyze data. The results of the data analysis are presented in Chapter IV.

CHAPTER IV  
ANALYSIS OF DATA

INTRODUCTION

The major purpose of this study was to examine selected biographical and psychological characteristics of Reentry Women. A further purpose was to assess student support services in terms of subjects' frequency of use and satisfaction with services. The population selected for study consisted of Reentry Women over twenty-five years of age who were enrolled in a degree or certificate program at Oregon State University or Chemeketa Community College. Sixty subjects from Oregon State University and forty subjects from Chemeketa Community College comprised the sample.

Subject responses to the items on the comprehensive questionnaire were analyzed using several different statistical procedures. Data obtained from the Continuing Education Women Motives Questionnaire were subjected to factor analysis and to typal analysis to determine whether general motives for returning to college existed, and if Reentry Women could be categorized into motive-types.

Chi square analysis was employed to investigate relationships among the biographical and psychological variables (H01 through H04, H06 through H09, and H012). These variables were demographic information, sex-typedness, attitude toward women's role in society and motive-types. The Personal Background Questionnaire provided demographic information. The Personal Attributes Questionnaire and the Feminism II Scale were utilized as a measure of sex-typedness and attitude toward women's role in society, respectively. Data from the

Continuing Education Women Motives Questionnaire was used to develop motive-types. Chi square analysis is a non-parametric statistical test used to compare a set of observed frequencies with a set of expected or theoretical frequencies. The larger the difference between the observed and expected frequencies, the greater is the possibility that the differences were real or significant, and not due to chance alone. Whenever the computed chi square value was equal to or greater than the table value for the .05 level of significance, the null hypothesis was rejected. When the null hypothesis was rejected, the relationships found among biographical and psychological characteristics were probably not due to chance or sampling error.

The t - test was used to examine differences between university and community college undergraduate Reentry Women over twenty-five years of age with regard to psychological characteristics (H010 and H011). The t - test provides a comparison of two independent means to determine the probability that the difference between the means is a real rather than a chance difference. When the computed t was equal to or greater than the tabular t at the .05 level of confidence, the null hypothesis was rejected. When the null hypothesis was rejected, differences between the two sub-samples (university and community college Reentry Women) were probably not due to chance.

The .05 level of significance was set as the criterion for retaining or rejecting each of the eleven null hypotheses. If no significant differences were found the null hypothesis would be retained. If differences at the .05 level were found, the null hypothesis would

be rejected. Results of chi square analysis of the relationships among and between biographical and psychological characteristics (H01, 3, 7, 11, 12) appear in abbreviated form in Chapter IV and in complete form in Appendix D. The general format for the presentation of findings relative to the null hypothesis is:

- (1) a statement of the hypothesis,
- (2) a presentation of the significant data, and
- (3) a discussion of the findings relative to the hypothesis.

### PRESENTATION OF RESULTS

H01: There are no significant relationships among the biographical characteristics assessed in this study with respect to undergraduate Reentry Women over twenty-five years of age.

Biographical data were collected through the administration of a Personal Background Questionnaire developed by Maslin (1978) and adapted by this researcher for purposes of this study. In this study the absolute number and percentage of women who responded to each question were tabulated (Table 16, Appendix D, p. 215). Data were submitted to chi square analysis. Several biographical characteristics were significantly related to age (Table 2, p. 81 and Table 16, Appendix D, pp. 215 - 218). These relationships were significant at the .05 level of significance.

Women above age thirty-five (36% (36) had larger families while women below age thirty (26% (26) were more likely not to have children (22% (22)). Among the women who were not currently married or living with a partner (47% (47)), women below age thirty were more apt to have never been married (14.9% (7)), than any other age group. More than

three-fourths (75% (21) of the divorced women were age thirty and above. The husband/ex-husband/partner of women over age thirty-five (35% (35) were more likely to have less than a high school education. Women in the thirty to thirty-five age category (38% (38) tended to have a husband/ex-husband/partner with a graduate or professional degree.

Age was directly related to the number of years that had elapsed since last attending college. The average time for women below age thirty (26% (26) was four to ten years. For sixty-nine percent (11) of the women age forty-six and older, sixteen years or more had elapsed since their previous enrollment.

The majority of women in this study were enrolled in traditional fields for women. The largest number were enrolled in the health field. Eighty-three percent (5) of the women in non-traditional fields (6% (6) were under thirty years of age. Fifty percent (9) of the women age forty-six or older were in one of two fields, the humanities or social sciences.

Twenty-five percent (25) of the women listed financial concerns as the biggest problem in adjusting to their reentry to college. The majority of women with financial problems however, were below the age of thirty-six (68% (17). Role adjustment was identified as the biggest problem for women ages thirty to thirty-five (60% (12). A significant linear relationship existed between age and problems in adjusting, with women over forty-five more likely than any other age group to state that they did not have any problems in adjusting.

The length of employment beyond six years was inversely related ( $p \leq .05$ ) to age. Eighty-eight percent (24) of the women below age

thirty had worked at least six years. Only forty-two percent (17) of the women ages thirty to thirty-five had worked more than six years.

A tabulation of frequency of use as well as satisfaction with student services received showed that the majority of students had not used counseling (59% (59)), career planning (72% (72)), student activities (67% (67)), women's studies/center (81% (81)) or child care services (97% (97)) (Appendix C, Table 15, p. 195). Eighty-two percent (82) of the women in this study indicated that available child care services was not important for them. Forty-five percent (45) had not used financial aid. Because of differences in student services available at the two institutions included in this study, four services were assessed separately. These four were health services, student housing, library support services, and work experience. Twenty-eight percent (17) of the university women had never used health services and ninety-one percent (55) had never used student housing. Seventy-seven percent (31) of the community college women had never used work experience while twenty-five percent (10) had never used library support services. Of those who had used services, most stated that their needs had been adequately met. Only fifty-five percent (55) of the women had used financial aid, even though financial aid problems were rated number one in adjustment to college, by most women in the study. None of the data concerning student services was found to be significantly related to age, but the results of data tabulation indicated a clear trend. Students do not use student services mainly because they are inappropriate for their needs.

Seven biographical characteristics were significantly related to age (Table 2, p.81,  $p \leq .05$ ). Therefore, the null hypothesis was rejected.

TABLE 2  
CHI SQUARE ANALYSIS OF BIOGRAPHICAL  
CHARACTERISTICS RELATED TO AGE

Variable	Chi Square	df
Number of children	55.547	12
Non-marital status (never married, separated, divorced or widowed)	18.823	9
Husband's/Ex-husband's/Partner's education	30.416	12
Length of time since previous enrollment	53.932	12
Major field of study	31.692	18
Biggest problem adjusting	29.512	18
Work history	44.777	12

$p. \leq .05$

H02: There is no significant relationship between biographical characteristics and attitude toward women's role in society among undergraduate Reentry Women over twenty-five years of age.

Attitude toward women's role in society was assessed by administering the Feminism II Scale. Sample mean item scores were calculated for each item and for the question as a whole, for the total sample. For each questionnaire item, possible scores ranged from one to five. The total sample mean item score for the questionnaire as a

whole was 3.37 with a standard deviation of .45. Ninety-five percent (95) of the women in this study had mean item scores above 2.5, indicating that they held non-traditional attitudes toward women's role in society.

In order to make comparisons of attitudes toward women's role with the other research variables, the sample was categorized into three approximately equal groups. Total scores on the Feminism II Scale were used as the basis for placing a subject within a particular category. The three groups were labeled Low Feminist, Medium Feminist, and High Feminist (Table 3).

TABLE 3  
ATTITUDE GROUPS CATEGORIZED BY  
FEMINISM II SCALE SCORES

Group	Range of Mean Item Scores	N
Low Feminist	1.68 - 3.31	30
Medium Feminist	3.32 - 3.67	36
High Feminist	3.68 - 4.00	34

NOTE:  $\underline{M}$  = 3.37      $\underline{SD}$  = .47

Chi square analysis was used to compare frequencies of the three groups with the biographical frequencies from the Personal Background Questionnaire. Ten biographical variables were found to be significantly related to attitude toward women's role (Table 4, p. 83 and Table 17, Appendix D, pp. 219 - 223).

TABLE 4

CHI SQUARE ANALYSIS OF VARIABLES RELATED TO  
ATTITUDE TOWARD WOMEN'S ROLE IN SOCIETY

Variable	Chi Square	df
Age	13.38	6
Age of youngest child	20.52	8
Number of children	17.96	8
Education (husband/ex-husband/ partner)	17.11	8
High school curriculum	16.25	8
Major field of study	23.51	12
Attitude of children or family	13.00	6
Student services used - Womens Studies/Center	12.49	6
Reason student services not used - Womens Studies/Center	9.81	4
Student services used - Student Activities	12.46	4

$p \leq 0.05$

Women below the age of thirty (26% (26) were more feminist than any other age group. Women ages thirty to thirty-five (38% (38) represented the largest group categorized as Low Feminists.

Fifty-eight percent (20) of the High Feminists did not have any children, this was true for only twenty-six percent (3) of Low Feminists. Medium Feminists were more likely to have children under the age of eighteen than were either of the other two groups. Those whose

youngest child was eighteen or older were more likely to be Low Feminists than they were to be either Medium or High Feminists.

Women whose husband/ex-husband/partner was college educated were significantly higher in Feminism than women whose husband/ex-husband/partner had less than a high school education. Women whose husband/ex-husband/partner had only a high school education or some college were more diverse in attitudes toward women's role.

High Feminists were more likely to have taken an academic high school curriculum and to be currently enrolled in a math or science major than were Medium or Low Feminists. Women categorized as Medium or Low Feminists were just as likely to have taken a general curriculum as an academic high school curriculum. Although the majority (94% (94) of subjects were enrolled in traditional fields for women, High Feminists were more diverse in their choice of major.

Eighty-one percent (81) of the total sample believed their family approved of their reentry into college. However, families of Low and Medium Feminists were perceived as significantly more supportive than families of High Feminists.

The use of two student support services, women's studies/center and student activities, were found to be significantly related to feminism. Although sixty-six percent (66) of the sample had never used either women's studies/center (71% (71) or student activities (64.5 (60), women who had used these services were more likely to be High Feminists. Low Feminists were much more likely to believe that women's studies/center was not appropriate for their needs than were either High Feminists or Medium Feminists.

Ten of thirty-five biographical characteristics assessed in this study were found to be significantly related to attitude toward women's role in society. Therefore, it was concluded that biographical characteristics and attitudes toward women's role in society were related, and the null hypothesis was rejected.

H03: There is no significant relationship between biographical characteristics and sex-typedness among undergraduate Reentry Women over twenty-five years of age.

Sex-typedness was measured by administering the Personal Attributes Questionnaire. Possible responses to each item on the questionnaire ranged from one to five. Total scores ranged from 24 to 120. Item scores were standardized by subtracting one from each response. Mean item scores were determined separately for the female-valued items and for the male-valued items, which measure femininity and masculinity, respectively (Table 5).

TABLE 5

MEAN ITEM SCORES FOR THE FEMALE-VALUED ITEMS AND MALE-VALUED ITEMS ON THE PERSONAL ATTRIBUTES QUESTIONNAIRE (PAQ)

Scale	Item Mean <sup>a</sup>	SD
PAQ female-valued	3.02	.53
PAQ male-valued	2.52	.47

<sup>a</sup>PAQ mean = 2 on a scale of 0 to 4.

So that the results of the Personal Attributes Questionnaire could be compared with the other research variables, the total sample was divided into four relatively equal groups, based upon a median-split

technique. Subjects were assigned to a group on the basis of their standardized score on the Personal Attributes Questionnaire. Sample medians on the two scales were utilized to delineate four categories (Table 6).

TABLE 6  
FREQUENCIES OF SEX-TYPES CATEGORIZED BY MEDIAN SPLITS  
(SAMPLE MEDIAN) OF SCORES ON THE PERSONAL ATTRIBUTES  
QUESTIONNAIRE FEMALE-VALUED AND MALE-VALUED SCALES

Group	Number and Percent (N = 100)
Undifferentiated (low-feminine - low masculine)	31 (31)
Feminine (high feminine - low masculine)	22 (22)
Masculine (low feminine - high masculine)	19 (19)
Androgynous (high feminine - high masculine)	28 (28)

NOTE: Sample female-valued median = 24, male-valued median = 20.7.

Approximately one-third of the sample were androgynous and one-third undifferentiated. Of the remaining 41 percent (41) of the sample, subjects were somewhat more likely to be feminine (22% (22) than masculine (19% (19)).

In order to make comparisons of this sample with subjects from other samples on sex-typedness, subjects were also grouped into four categories using normative medians for college students (Spence et. al., 1974) (Table 7, p. 87).

TABLE 7

FREQUENCIES OF SEX-TYPES CATEGORIZED BY MEDIAN SPLITS  
(NORMATIVE MEDIANS) OF SCORES ON THE PERSONAL ATTRIBUTES  
QUESTIONNAIRE MALE-VALUED AND FEMALE-VALUED SCALES

Group	Number and (Percentages)	
	Oregon Women ( <u>N</u> = 100)	Normative Sample ( <u>N</u> = 282)
Undifferentiated (low feminine - low masculine)	27 (27)	59 (20.7)
Feminine (high feminine - low masculine)	26 (26)	108 (38.5)
Masculine (low feminine - high masculine)	16 (16)	31 (11.1)
Androgynous (high feminine - high masculine)	31 (31)	84 (29.6)

NOTE: College normative female-valued median = 21; male-valued median = 23 (Spence, et. al., 1974).

Oregon women appeared to be somewhat less feminine and more masculine than the normative group. However, the percentages of Oregon women categorized as undifferentiated or androgynous were only slightly higher than those of the normative sample of traditional-aged students. The differences were not significant.

As a result of chi square analyses, three biographical variables were found to be significantly related to sex-types. These included: (1) the husband/ex-husband/partner attitudes toward the woman's reentry

"proud;" (2) the husband/ex-husband/partner attitude toward the woman's reentry "sacrifice;" and (3) the biggest problem in adjusting to college (Table 8, p. 88 and Table 18, Appendix D, pp. 224 - 225).

TABLE 8  
CHI SQUARE ANALYSIS OF BIOGRAPHICAL  
VARIABLES RELATED TO SEX-TYPE

Variable	Chi Square	df
Husband/ex-husband/partner attitude: "proud"	10.646	3
Husband/ex-husband/partner attitude: "willing to sacrifice"	7.996	3
Problems adjusting	32.760	18

$p \leq .05$

Of the forty-six percent (46) of the total sample who believed that their husband/ex-husband/partner was proud of their return to college, 32.6 percent (15) were classified as androgynous, followed by 30.4 percent (14) typed as masculine. Masculine and androgynous women were more likely to have a husband/ex-husband/partner who was "willing to sacrifice."

Significant differences were found with regard to the kinds of problems experienced in adjusting to college. Among women categorized as androgynous, role adjustment was mentioned most frequently. Women classified as feminine, most often identified their problems as academic ones. Masculine women reported the least problems while undifferentiated women designated interpersonal problems more often than women in

the other three categories. For all but the feminine women, financial problems were seen as the major concern.

Three of the biographical variables assessed in this study were significantly related to sex-typedness. Consequently, the null hypothesis was rejected.

H04: There is no significant relationship between sex-typedness and attitude toward women's role in society among undergraduate Reentry Women over twenty-five years of age.

Sex-typedness was measured by administering the Personal Attributes Questionnaire. Attitude toward women's role in society was assessed by administering the Feminism II Scale.

Chi square analysis was employed to examine the relationship of sex-typedness to attitude toward women's role in society. Frequencies of the four sex-types (feminine, masculine, androgynous, undifferentiated) were compared with the frequencies of the three Feminist groups (Low Feminist, Medium Feminist, High Feminist). There were fewer Low Feminist women in the masculine and androgynous groups, than in the feminine or undifferentiated groups. Eighty-two percent (28) of the total number of androgynous women were classified as Medium Feminists (53% (15), or High Feminists (29% (8). Only 54 percent (12) of the feminine group (22) could be classified as Medium or High Feminists. However, none of these relationships were found to be significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

H05: There are no significant relationships among motives for returning to school, motive patterns, and motive-types with respect to undergraduate Reentry Women over twenty-five years of age.

Data gathered from subject responses to items on the Continuing Education Women Motive Questionnaire were subjected to several analytic techniques. Frequency distributions, means and standard deviations were computed (Appendix D, Table 19, pp. 226 - 228 and Table 20, pp. 229). To determine whether general motives underlie specific reasons given by Reentry Women for returning to college, subject responses to items on the Continuing Education Women Motive Questionnaire were analyzed through the use of two types of factor analysis. These were R - type factor analysis and linear typal analysis. The percentage of variance explained by each motive factor was computed (Appendix D, Table 21, p. 230) as was the estimated communality of motive variables (Appendix D, Table 22, p. 231).

#### Results of R - Type Factor Analysis

The purpose of R-type factor analysis is to explain the relationship among a large number of correlated variables in terms of a smaller number of underlying factor variates. Utilizing the R - type factor analysis, an eight factor solution which accounted for 67 (96%) questionnaire items with a factor loading of  $\pm .30$  or higher, was accepted as the best solution (Table 8, p. 88 and Appendix D, Table 23, pp. 232 - 237). A factor loading of  $\pm .30$  is a conservative criterion but provides assurance that factors with a reasonably strong relationship will be identified (Bennett and Bowers, 1976). The three items (Nos. 39, 59, 65) which did not load at a  $\pm .30$  or higher on any one factor were excluded from further analysis. Alpha coefficients were computed for each factor to determine the internal consistency of factors (Table 9, p. 91). Results showed all factors to be relatively homogeneous. For

TABLE 9

## CEW MOTIVES QUESTIONNAIRE ITEMS LOADED UNDER EACH FACTOR

Factor Number (Motive)	Item Number	Item Loading on Factor	Factor Number (Motive)	Item Number	Item Loading on Factor
I <sup>a</sup> (Self Improvement)	33	.658	II <sup>b</sup> cont.	19	.519
	1	.645		15	.495
	10	.605		69	.484
	54	.593		17	.460
	2	.577		11	.442
	37	.562		30	.433
	38	.550		5	.425
	32	.547		28	.408
	9	.546		56	.372
	4	.536		3	.349
	57	.524	III <sup>c</sup> (Vocational)	41	.849
	44	.515		48	.810
	49	.493		26	.752
	8	.481		29	.619
	47	.476		50	.598
	25	.451		31	.586
	14	.447		46	.526
	34	.394		35	.344
	43	.394		IV <sup>d</sup> (Role)	64
60	.317	67			.840
II <sup>b</sup> (Self Actualization)	13	.769	62		.726
	12	.733	40		.643
	21	.647	66		.470
	23	.645	6		.448
	7	.593			
	52	.531			

TABLE 9 CONTINUED

Factor Number (Motive)	Item Number	Item Loading on Factor	Factor Number (Motive)	Item Number	Item Loading on Factor
IV <sup>d</sup> cont.	61	.390	VI <sup>f</sup> (Social)	24	.576
V <sup>e</sup> (Family)	58	.701		22	.538
	45	.684		68	.538
	70	.676		20	.403
	51	.642	VII <sup>g</sup> (Humanitarian)	36	.634
	55	.603		27	.447
18	.357		53	.437	
				63	.351
			VIII <sup>h</sup> (Knowledge)	42	.425

<sup>a</sup>Alpha = .92

<sup>c</sup>Alpha = .87

<sup>e</sup>Alpha = .78

<sup>g</sup>Alpha = .65

<sup>b</sup>Alpha = .91

<sup>d</sup>Alpha = .85

<sup>f</sup>Alpha = .66

<sup>h</sup>Alpha = 1.0

purposes of further reference, resulting factors were named as follows:

Factor I	Self Improvement
Factor II	Self Actualization
Factor III	Vocational
Factor IV	Role
Factor V	Family
Factor VI	Social
Factor VII	Humanitarian
Factor VIII	Knowledge

These factors represented the eight motives for returning to school among Reentry Women.

#### Importance of Motives to Sample

To determine the relative importance of the eight motives to the sample as a whole, two methods of rank ordering were employed. Factors were first ranked by the percentage of subjects who had factor scores greater than zero. Zero represents the standard score group mean, of the mean weighted responses to all the items included in a factor. Factors were then ranked by the sample mean weighted factor score, in raw score form. The following formula was used to compute the raw score.

$$\bar{X}_{WF} = \frac{\sum_i (\bar{X}_i \cdot L_i^2)}{\sum_i (L_i^2)}$$

$\bar{X}_{WF}$  = mean weighted factor score in raw score form

$\bar{X}$  = raw score item mean

$L^2$  = item variance, or square of the loading of an item  
on a factor  
i = 1 to 70 items

The results of both methods of rank ordering showed the Vocational motive to be most important and a Role Change motive to be least important (Table 10, p. 95). The two methods of rank ordering resulted in only slight differences in the ranking of the other motives.

### Results of Linear Typal Analysis

"Linear typal analysis is a method of studying the relationships of observed individuals to underlying pure types" (Overall and Klett, 1972, p. 246). Theoretically, within a homogenous group of individuals, there are only a few basic pure types. Linear typal analysis was conducted to determine how many pure types were present within the sample, what factors comprised each of the types, and to compare each of the subjects with each of the types.

Profiles of eight pure types were developed from factor scores on the Continuing Education Women Motives Questionnaire. Based upon previously established criteria (p. 74), sixty-seven percent (67) of the total sample of one hundred women were classified as pure motive-types and thirty-three percent (33) were classified as combinations of two or more types (Appendix D, Table 24, p. 238). Profiles of each of the eight motive-types were then developed from the factor scores of only the sixty-seven pure types of Reentry Women in this study (Table 11, p. 96 and Figures 1 through 8, pp. 100 - 107).

TABLE 10

RANK ORDER OF RELATIVE IMPORTANCE OF MOTIVE FACTORS FOR  
REENTRY WOMEN EXPRESSED IN PERCENT  
AND MEAN WEIGHTED FACTOR SCORE

Motive Factor	Percent of Subjects Having Factor scores of 0	Motive Factor	Mean Weighted Factor Score in Raw Score Form
III Vocational	67.0	III Vocational	3.89
II Self Actual- ization	58.0	VII Humanitarian	3.29
VIII Knowledge	53.0	II Self Actual- ization	3.18
V Family	51.0	V Family	2.99
I Self Improve- ment	51.0	I Self Improve- ment	2.90
VII Humanitarian	50.0	VIII Knowledge	2.89
VI Social	48.0	VI Social	2.30
IV Role	30.0	IV Role	2.06

Of the total sample of 67, eight to sixteen percent were contained in each motive-type. Mean factor scores of  $\pm .50$  were used as a criterion for determining which factors were significantly related to a motive-type. In those instances where mean factor scores were between  $\pm .40$  and  $\pm .49$ , those factors were described only as tendencies.

TABLE 11  
 MEAN FACTOR SCORE PROFILES OF PURE MOTIVE-TYPES  
 (N = 67)

Factor	Motive-Type <sup>a</sup>							
	Type 1 (9) (13.4%)	Type 2 (11) (16.4%)	Type 3 (9) (13.4%)	Type 4 (8) (11.9%)	Type 5 (10) (14.9%)	Type 6 (8) (11.9%)	Type 7 (6) (8.9%)	Type 8 (6) (8.9%)
I Self Improvement	-.11	-.20	.24	.05	.38	.01	.44	-.30
II Self Actualiza- tion	-.13	-.65	.32	-.26	.42	.09	-.31	-.00
III Vocational	-.36	-.07	-1.99	-.24	-.23	.04	-.26	.31
IV Role	-.04	.54	.12	2.44	.25	.01	.08	-.20
V Family	.32	-.05	.23	-.39	-.64	.04	.01	-.10
VI Social	-.01	.03	-.02	-.07	.00	.86	.60	.23
VII Humanitarian	-.41	.11	.29	-.50	-.11	-.26	-.42	.08
VIII Knowledge	.40	-.05	.29	.10	-.70	-.50	-.22	-1.13

NOTE: In distributions of mean factor scores  $\bar{M} = 0$ ,  $SD = 1$ .

<sup>a</sup>Numbers in parentheses are frequencies and percentages of sample subjects included in each motive-type.

## Description of Motive-Types

Type 1

Type one motive pattern was not dominated by any one motive. There was a tendency toward being motivated by a desire for more knowledge (Factor VIII). Women of this type (13.4% (9)) seemed to reject the need to return for humanitarian reasons (Factor VII).

Type 2

Type two women (16.4% (11)), more than any other type, rejected the need to develop self-potential or to achieve as an individual (Factor II), as a reason for returning to college. A desire to experience and experiment with role change (Factor IV) was the dominant motive for this type. None of the other motives were significant for type 2s.

Type 3

Type three pattern was distinguished by a marked rejection of the motive to return to college for vocational advancement (Factor III). They did not express a desire or interest in gaining more knowledge to advance on the job, to be prepared to be financially self-supporting, or to make more money. No other motive, either positive or negative was found to be significant for this type (13.4% (9)).

Type 4

Type four was sharply defined by a desire to get a new perspective on the marriage role, to escape an unpleasant situation or to relieve boredom (Factor IV). Women of this type (11.9% (8)) rejected a

return to college for preparing to benefit other human beings or to gain knowledge to share with others (Factor VII).

#### Type 5

Among motive-type five, two motives were predominant. Women of this type (14.9% (10) rejected the need to return in order to raise the family's standard of living or to pay for their children's college education (Factor V). They also did not reenter college in order to gain a better understanding of the world (Factor VIII).

#### Type 6

Type six motive pattern was defined by a need to return to school to gain approval of others, or because it seemed like the thing to do (Factor VI). Gaining more knowledge about life and the world (Factor VIII) was rejected as a motive among these women (11.9% (8)).

#### Type 7

Women in type seven (8.9% (6) were motivated by a desire for social interaction, recognition and approval of significant others (Factor VI). There was also a tendency toward a self-improvement motive (Factor I). Type 7s had a wish to become a person who counts for something, to overcome feelings of inferiority, and to become the person they had always wanted to be. These women rejected humanitarianism as a motive (Factor VII).

#### Type 8

Type eight motive pattern was characterized by a marked rejection of the need to gain more understanding about the world (Factor VIII).

These women (8.9% (6) more strongly rejected the knowledge motive than did any other type. None of the other motives were significant for this type.

As a result of factor and linear typal analysis, eight motive patterns and types were identified among this sample of one hundred Reentry Women. Sixty-seven women were then classified as pure motive-types. As a result of chi square analysis, significant relationships were found among motives for returning to school, motive patterns and motive-types. Consequently, the null hypothesis was rejected.

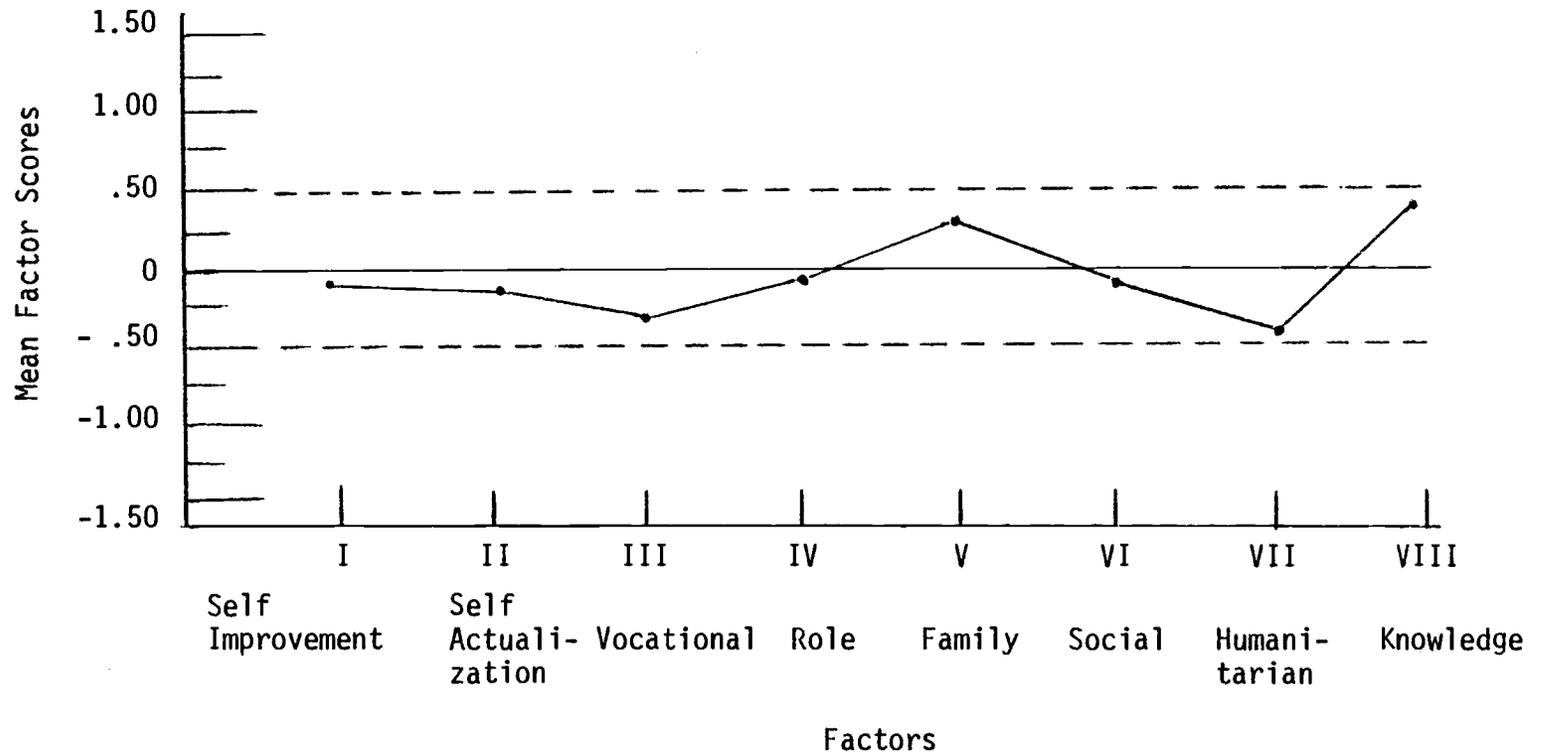


FIGURE 1. Profile of motive-type 1 (n = 4)

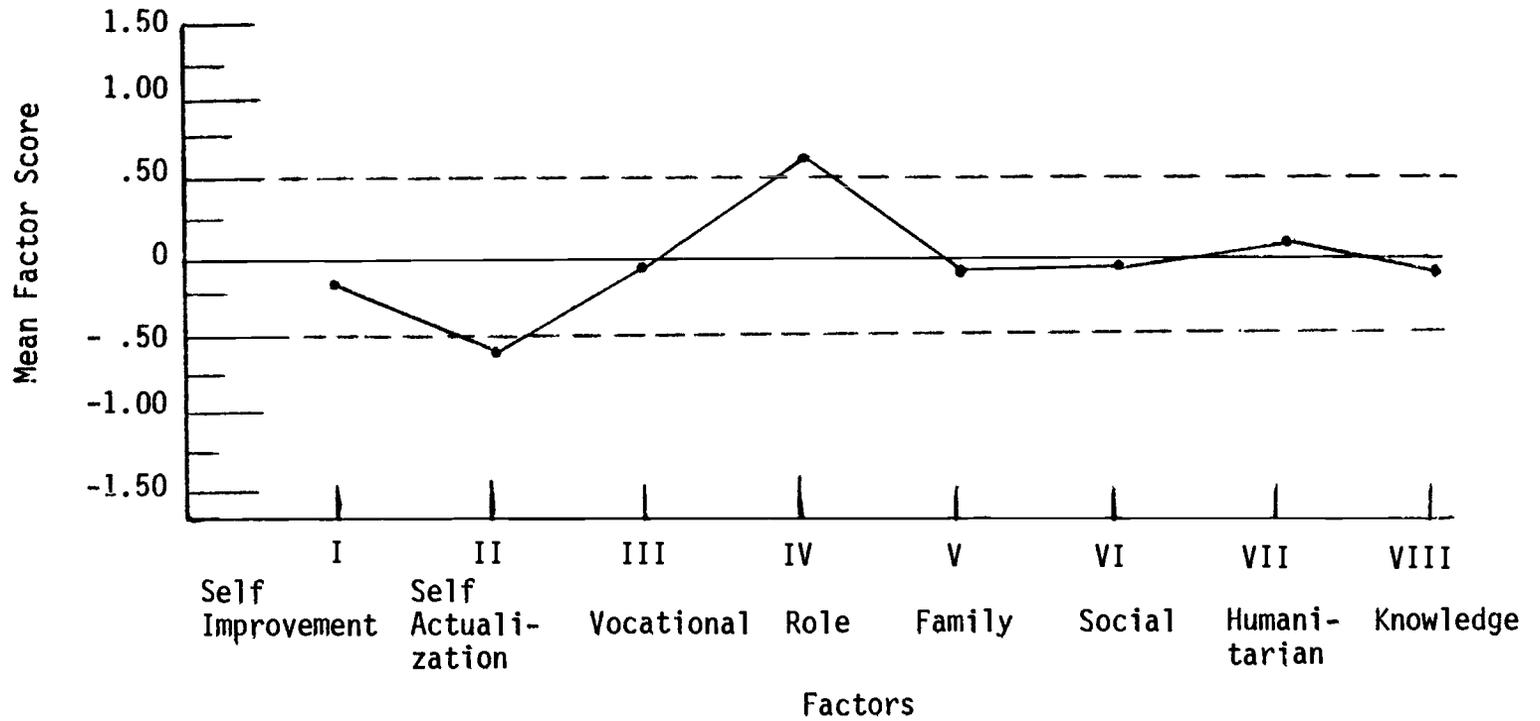


FIGURE 2. Profile of motive-type 2 (n = 11)

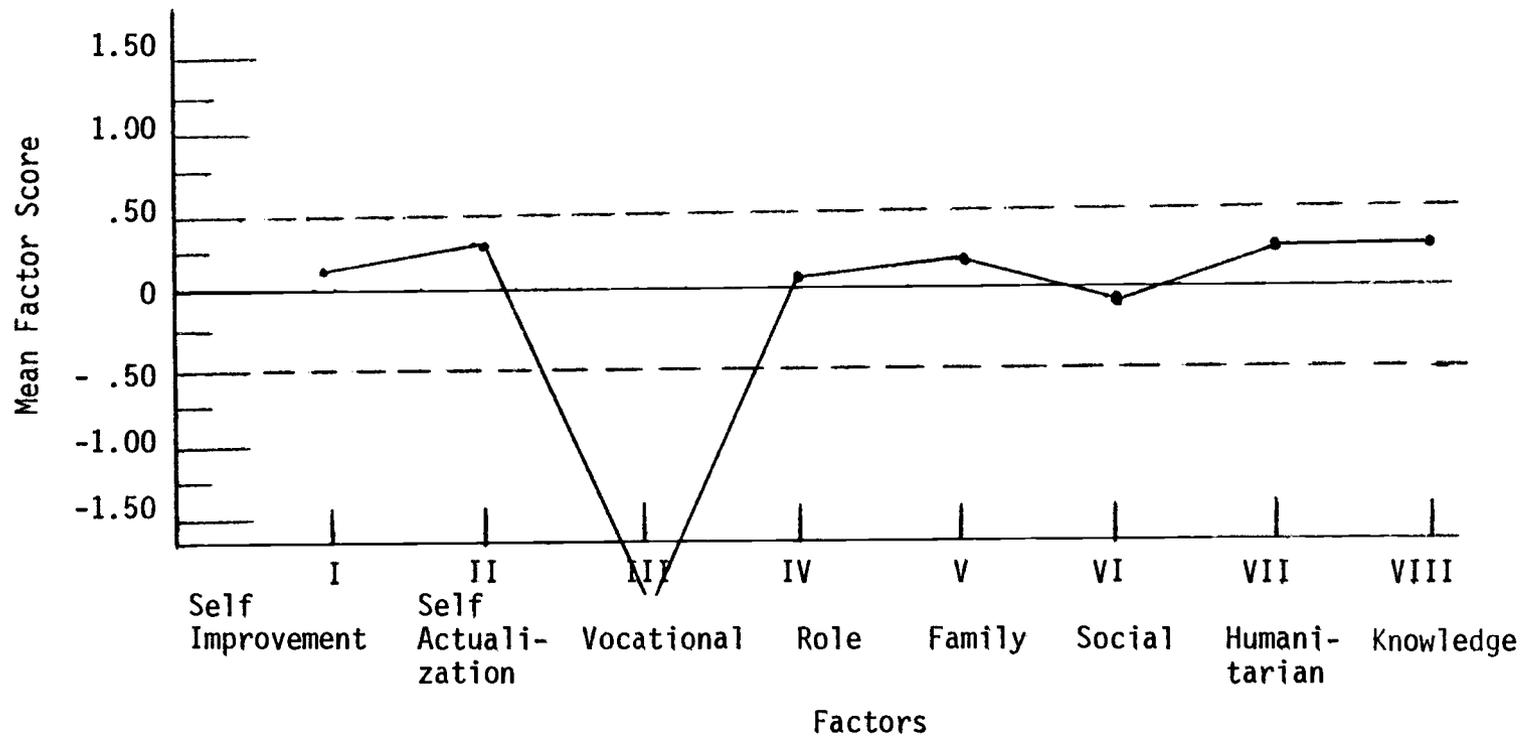


FIGURE 3. Profile of motive-type 3 (n = 9)

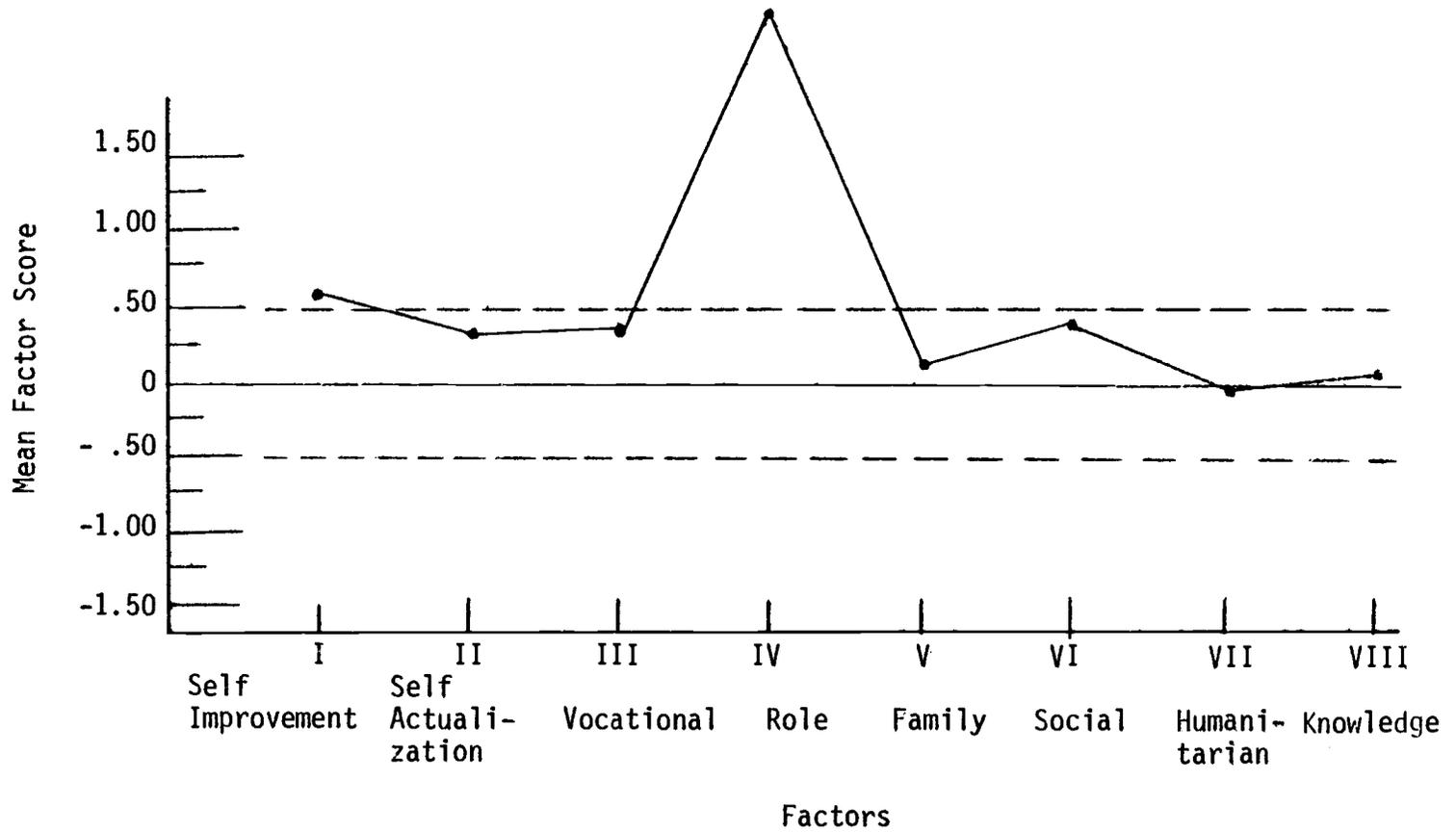


FIGURE 4. Profile of motive-type 4 (n = 8)

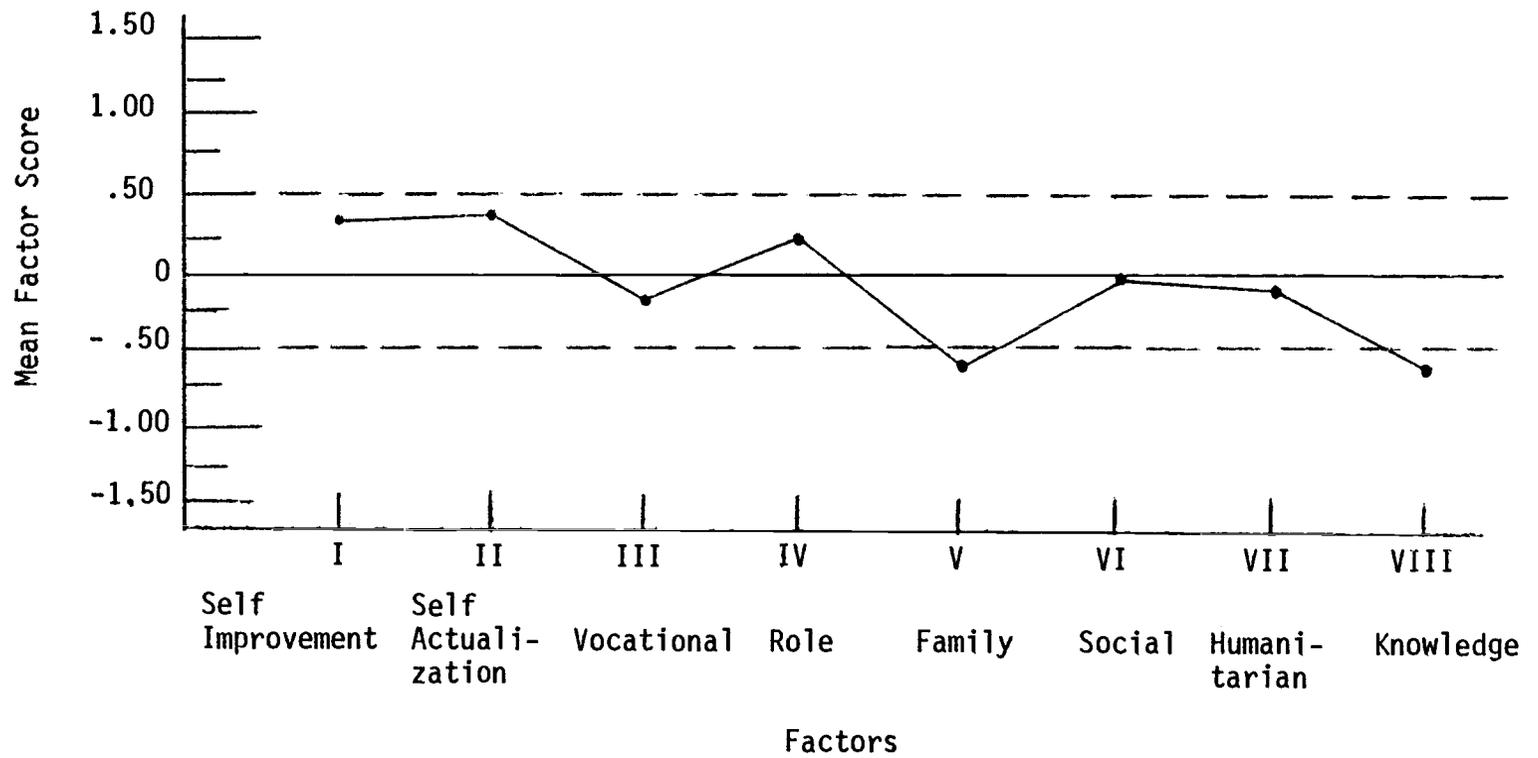


FIGURE 5. Profile of motive-type 5 (n = 10)

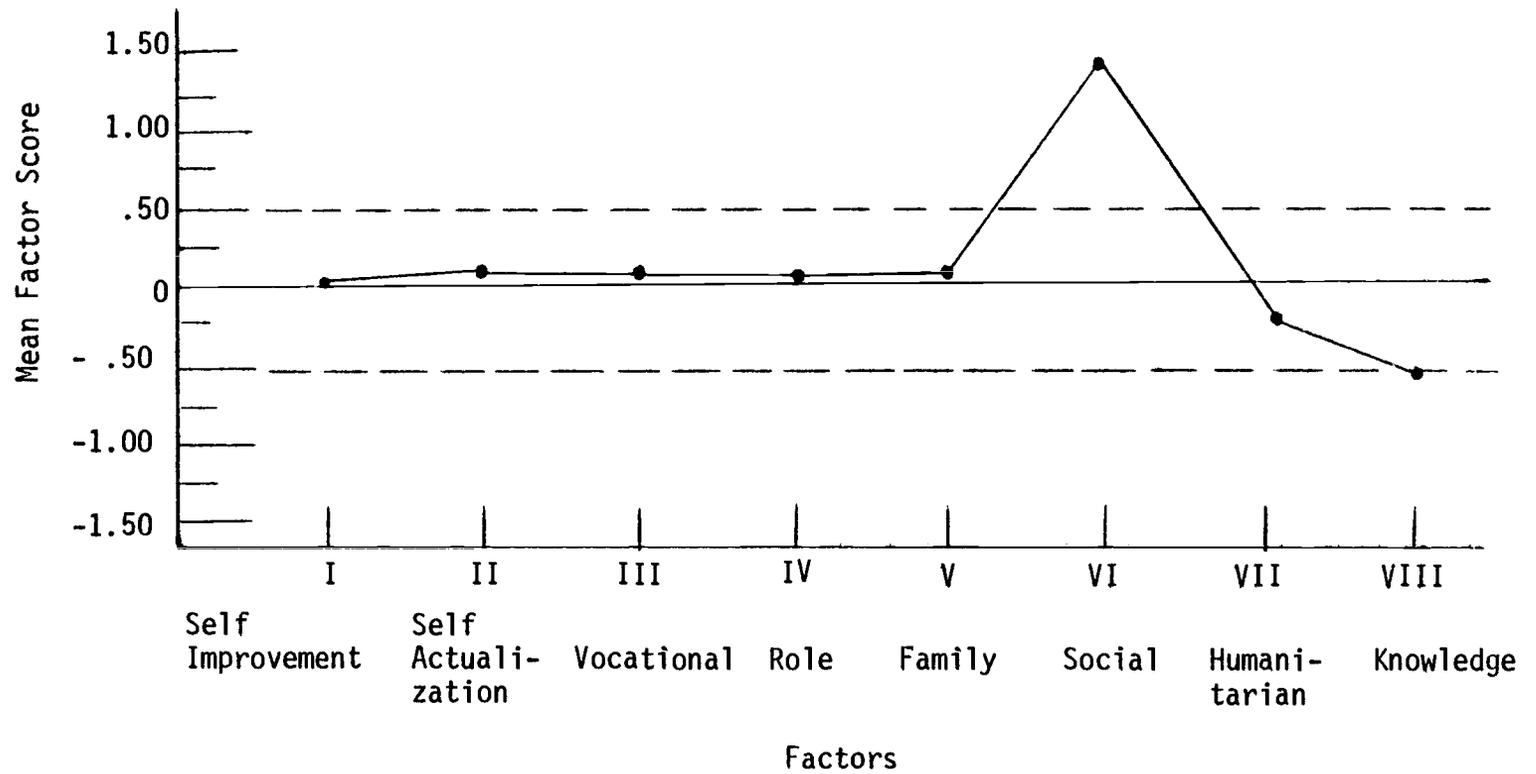


FIGURE 6. Profile of motive-type 6 (n = 8)

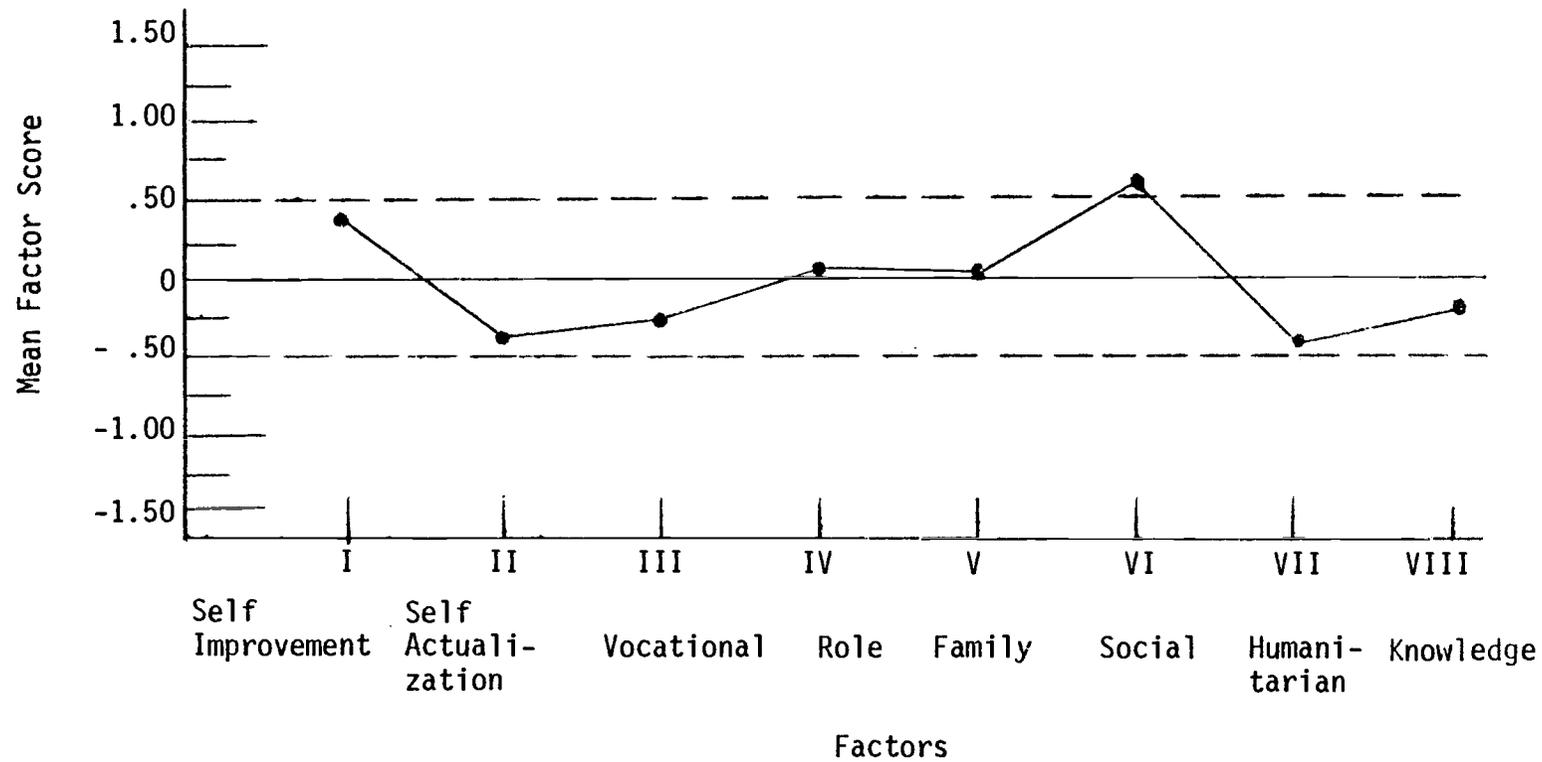


FIGURE 7. Profile of motive-type 7 (n = 6)

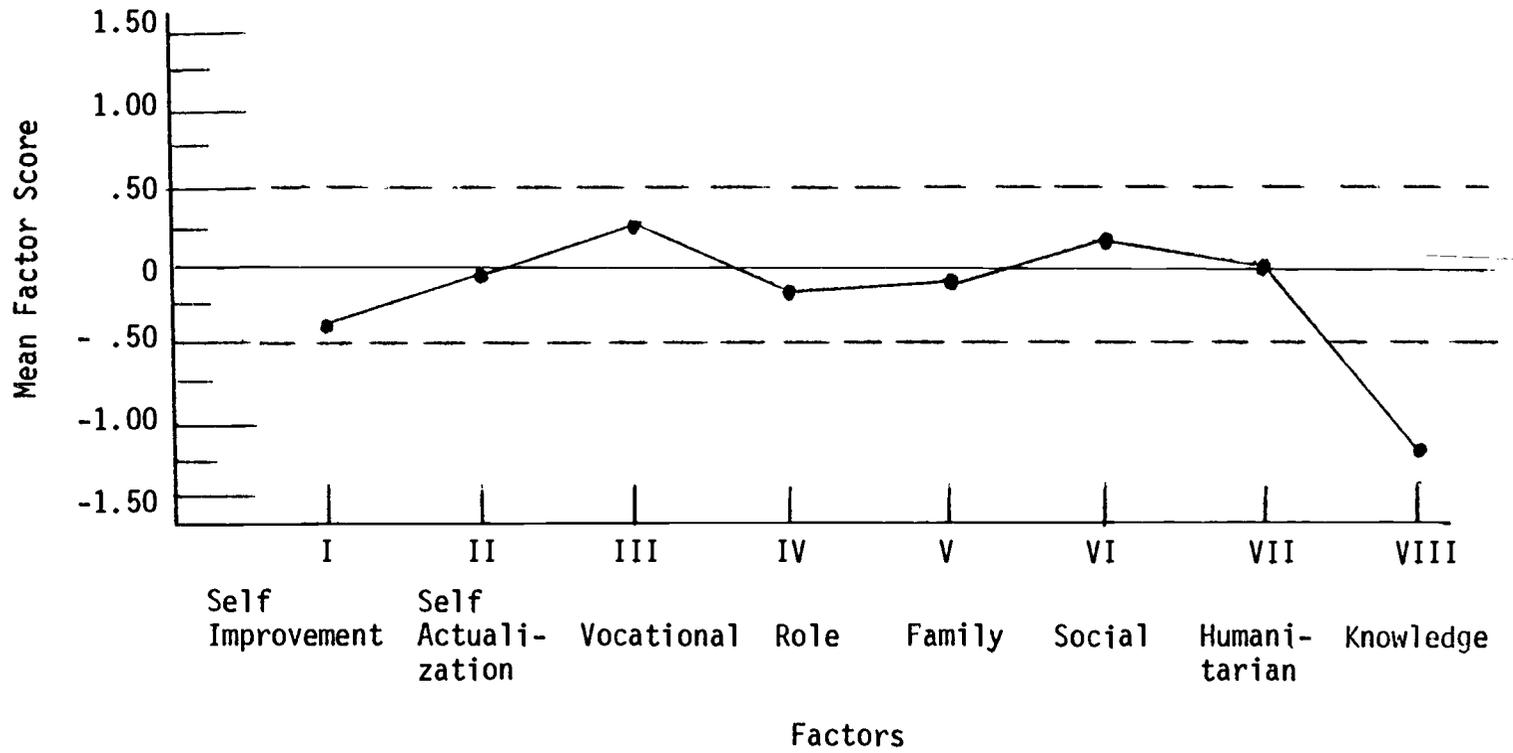


FIGURE 8. Profile of motive-type 8 (n = 6)

H06: There are no significant relationships between biographical characteristics and motives for returning to school among undergraduate Reentry Women over twenty-five years of age.

Frequency distributions of the personal Background Questionnaire were compared with the frequency of motive-types resulting from typal analysis of responses to the Continuing Education Women Motives Questionnaire. Chi square analysis was applied to the data to examine the relationship. Only the sixty-seven women classified as pure motive-types were included in this analysis.

The following biographical characteristics were found to be significantly related to motive-types: age, high school curriculum, high school grade point average, length of time since previous college enrollment, and husband/ex-husband/partner attitudes toward the woman's reentry (Table 12 and Appendix D, Table 25, pp. 239 - 240).

TABLE 12

CHI SQUARE ANALYSIS OF BIOGRAPHICAL  
VARIABLES RELATED TO MOTIVE-TYPES

Variable	Chi Square	df
Age	41.51	21
High school curriculum	34.10	21
High school grade point average	40.26	21
Time since previous enrollment	42.04	28
Husband/ex-husband/partner attitude: does not discuss it	20.09	7
Husband/ex-husband/partner attitude: changeable	19.49	7
Husband/ex-husband/partner attitude: threatened, insecure	19.33	7
Husband/ex-husband/partner attitude: lacks understanding	19.33	7

$p \leq 0.05$

In general, relationships between motive-types and biographical characteristics were patterned along marital status and within specific age groups. Women who were under thirty years of age and unmarried, tended to: have been enrolled in an academic high school curriculum; had a B high school grade point average; have been last enrolled in college less than three years ago; and have returned for self-actualization motives (Type 5). Women thirty through thirty-five years of age were likely to: be married or divorced; have school-age children; have been enrolled in a general high school curriculum; have a C high school grade point average; have been away from college four to ten

years; and have returned to experiment with role changes (Type 2). Women thirty-six to forty years of age were most likely to: be divorced or separated; have been in a general education high school curriculum; have had either a D or an A high school grade point average; have been away from college four to ten years; and have returned for social recognition and stimulation (Type 6), while rejecting vocational motives (Type 3). Women over the age of forty were most likely to: be married; have been in a general high school curriculum; have had D or B high school grade point average; have been away from college for sixteen years or more; and have returned to college to learn more about the world. Women over forty rejected humanitarian motives (Type 1) and vocational motives (Type 3). No other factors, either positive or negative, were defining of women over forty years of age.

Four of the husband/ex-husband/partner's attitudes toward the woman's return to college were significantly related to motive-types. These were: "does not discuss it," "changeable," "threatened," and "lacks understanding." For each of these attitudes, motive-type 4 was most likely to believe that these attitudes were indicative of their husband/ex-husband/partner. The primary motive for reentry, for type 4s, was role change. Type 4s, who were most likely to be age thirty to thirty-five, also had a tendency to reject family advancement and humanitarian motives.

Motive-types were related to eight biographical variables (Table 11, p. 96,  $p \leq .05$ ). As a result, the null hypothesis was rejected.

H07: There is no significant relationship between sex-typedness and motives for returning to school among undergraduate Reentry Women over twenty-five years of age.

Data from the Personal Attributes Questionnaire were subjected to a median-split technique (p.86) which resulted in four sex-types (feminine, masculine, androgynous, undifferentiated). Utilizing chi square analysis, frequencies for the four sex-types were compared with the eight motive-type frequencies. The motive-types resulted from linear typal analysis of data from the Continuing Education Women Motives Questionnaire. Only the women classified as pure types (67% (67) were included in this analysis.

Undifferentiated women comprised 32.8 percent (22) of the pure motive-types; feminine women consisted of 19.4 percent (13) of the pure types; 16.4 percent (11) were masculine and 31.3 percent (21) androgynous. Feminine sex-types were represented in all but motive-type 7. Type 7's accepted social recognition and relationships as motives, while rejecting humanitarian motives. Masculine sex-types were represented in all motive-types but Types 1, 2 and 3. Type 1s rejected humanitarian motives. Type 2s accepted role change motives but rejected self-actualization motives. Type 3s rejected vocational motives. Androgynous and undifferentiated sex-types were represented by all motive-types. However, motive-type 2s, who accepted role-change motives while rejecting self-actualization motives, were most representative of androgynous sex-types. None of the relationships between sex-typedness and motives for returning to school were significantly related at the .05 level, therefore the null hypothesis was retained.

H08: There is no significant relationship between attitude toward women's role in society and motives for returning to school among undergraduate Reentry Women over twenty-five years of age.

To test this hypothesis, data collected from the Feminism II Scale and the Continuing Education Women Motives Questionnaire were examined. Chi square analysis was utilized to determine whether a relationship existed between attitude toward women's role in society and motive-types. Frequencies for the three feminism groups were compared to frequencies of the eight motive types. Only those women classified as pure motive-types were included in this analysis.

Of the sixty-seven pure types, 25.4 percent (17) were Low Feminists, 35.8 percent (24) were Medium Feminists and 38.8 percent (26) were High Feminists. Medium and High Feminist groups had women from all motive-types represented. The Low Feminist group did not. Motive-type 4 women were excluded. Motive-type 4 women accepted role change motives while rejecting family advancement and humanitarian motives as reasons for returning to school.

Motive-type 2s, which accepted role-change motives while rejecting self-actualization motives, were largely representative of the Low Feminist group. Motive-types 1, 3 and 4 were most representative of the Medium Feminist group. Motive type 1s accepted knowledge motives but rejected humanitarian motives. Motive-type 3s rejected vocational motives. Motive-type 4s accepted role-change motives while rejecting family and humanitarian motives.

Motive-types 2, 4, 6, and 8 were most representative of the High Feminist group. Motive-type 2s accepted role-change motives but rejected self-actualization motives. Motive-type 4s accepted role-change motives while rejecting family advancement and humanitarian motives. Motive-type 6s accepted social recognition and social

interaction motives but rejected knowledge and humanitarian motives. Motive-type 8s rejected knowledge motives.

None of the relationships between Feminist groups and motive-types were found to be significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

H09: There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to biographical characteristics, use of student support services, or satisfaction with student support services received.

Frequency distributions of subjects' responses to the Personal Background Questionnaire were submitted to chi square analysis. Eleven statistically significant differences were found between university Reentry Women and community college Reentry Women (Table 13, p. 114 and Table 26, Appendix D, p. 241).

Community college Reentry Women were more likely to have children, and to have children over eighteen years of age, than were university Reentry Women. They were also more likely to have a larger number of children than were the university Reentry Women.

More than half (23) of the community college Reentry Women had fathers who had less than a high school education. Only one-third (20) of the university Reentry Women's fathers had less than a high school education. Forty-six percent (27) of the university Reentry Women and twenty-two percent (8) of the community college Reentry Women had a husband/ex-husband/partner with a bachelor's degree. Fifty-five percent (22) of the community college Reentry Women had only completed high school prior to their current enrollment. In contrast, fewer

than twenty percent (12) of the university Reentry Women had completed only a high school education.

TABLE 13  
CHI SQUARE ANALYSIS OF THE DIFFERENCE IN  
BIOGRAPHICAL CHARACTERISTICS BETWEEN  
UNIVERSITY AND COMMUNITY  
COLLEGE REENTRY WOMEN

Variable	Chi Square	df
Motherhood status	16.12	4
Number of children	23.36	6
Father's education	23.12	7
Husband's/ex-husband's/partner's education	21.91	8
Respondent's education	25.91	6
High school grade point average	12.46	3
Second most important reason did not finish	21.84	8
Length of enrollment	16.63	4
Future degree plans	11.37	4
Reason Women's Studies not used	9.10	3
Reason Career Planning not used	10.51	4

$p \leq 0.05$

Almost half (18) of the Reentry Women at the community college graduated from high school with a 2.0 grade point average or lower,

while university Reentry Women with a 2.0 grade point average or lower represented seventeen percent (10) of their group.

Differences between the two groups with respect to the second most important reason for not having finished college at an earlier age were evident. University Reentry Women most frequently cited lack of encouragement from home as the second most important reason. Community college Reentry Women noted lack of desire.

University Reentry Women were more likely to have completed more years of education before reentry than community college women. Seventy-six percent (30) of the women attending community college and twenty-six percent (16) of the university women had completed one year or less of college before reentry. Twenty-five (15) of the university women had completed two to three years before reentry, compared with five percent (12) of the community college women. Sixty-two percent (25) of the community college Reentry Women had been enrolled at the present institution for less than one year. Approximately one-third (21) of the university Reentry Women had been enrolled less than one year.

In regard to future degree plans, over one-half (23) of the community college Reentry Women planned to continue their education following completion of their current degree or certificate. Fifty percent (30) of the university Reentry Women were undecided.

Differences in use of student services, satisfaction with services received and reasons for non-use were found between university and community college Reentry Women. Some of these differences were significant while others were not. Community college women were more likely

to use counseling services than were university women. University women were more likely to use student activities, women's studies/center, and career planning. Significant differences ( $p \leq .05$ ) between the two sub-samples with respect to the reasons women's studies/center and career planning were not used, were found. Community college women were more likely than university women to believe that women's studies/center were not appropriate for their needs. Forty-three percent (13) of the university women who did not use this service stated they were not aware that the service existed. Over forty-six percent (14) of university women said lack of time was a factor in their non-use of this service. University women were more likely than community college women to say that career planning services were not appropriate for their needs. Community college women most often mentioned counseling and women's studies/center as inappropriate. The reasons given for not using career planning services were significantly different ( $p \leq .05$ ) for the two sub-samples. Although the majority of both groups said the service was not appropriate for their needs, community college Reentry Women were more likely than university Reentry Women to say that they were not aware of the availability of this service.

There were also differences between university and community college women who did use the services. Ten percent (2) of the community college women and twenty-two percent (5) of the university women stated that counseling services did not meet their needs. Thirty-three percent (13) of the community college women and four percent (1) of the university women who had used student activities stated that their needs were not met. None of these differences were significant.

There were significant differences between university and community college women with respect to nine biographical characteristics, reasons women's studies/center was not used, and reasons career planning was not used. On the basis of these findings, the null hypothesis was rejected.

H010: There is no significant difference between university and community college undergraduate Re-entry Women over twenty-five years of age with respect to sex-typedness.

For purposes of testing this hypothesis subject responses to the Personal Attributes Questionnaire (PAQ) were tabulated and means for the separate dimensions of femininity and masculinity were calculated for both sub-samples.

A two-tailed  $t$ -test was used to compare the means of the two sub-samples on the eight female-valued items and the eight male-valued items of the PAQ. A comparison of the two groups showed the community college women as having a slightly higher mean score (4.04) on the female-valued items than the university women (3.98). Means for the two groups on the male-valued items were comparable (3.52). A high score on female-valued items indicated high femininity while a high score on the male-valued items indicated high masculinity. An examination of the results indicated that community college women were slightly more feminine than university women, with both groups scoring about the same on masculinity. The differences between the two sub-samples were not found to be significant at the .05 level of confidence for either the female or the male-valued items. The null hypothesis was therefore retained.

H011: There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to attitude toward women's role in society.

Data collected by administering the Feminism II Scale provided a measure of attitude toward women's role in society. To determine whether or not there were significant differences in attitudes toward women's role in society between university and community college Reentry Women, a two-tailed t-test was employed. University Reentry Women were found to be significantly different from community college Reentry Women in their attitudes (Table 14).

TABLE 14

DIFFERENCES IN ATTITUDES TOWARD WOMEN'S ROLE IN SOCIETY  
BETWEEN UNIVERSITY AND COMMUNITY COLLEGE REENTRY WOMEN

Variable	Mean	SD	df	t	Two-Tailed Probability
University Women	3.47	.434	98	-2.17	.033
Community College Women	3.27	.495			

$p \leq 0.05$

University women appeared to be more Feminist in their attitudes than did community college Reentry Women. Both groups scored above the mean of 2.50, in the direction of agreement with the goals of the Feminist movement.

The difference between university Reentry Women and community college Reentry Women was significant at the .05 level. Therefore, the null hypothesis was rejected.

H012: There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to motives for returning to college.

Frequency distributions of the eight motive-types derived from the two groups' responses to the Continuing Education Women Motives Questionnaire were submitted to chi square analysis. A comparison of the motive-types of the two groups showed only slight differences. University women were more likely to be motive-type 1 (16.6% (10) or 5 (19.9% (12)). Community college women were more likely to be motive-type 2 (24% (10)). Type 1 women rejected humanitarian motives while accepting knowledge motives. Type 5s accepted self-actualization motives while rejecting self-improvement, family and knowledge motives as reasons for returning to school. Motive-type 2s accepted role-change while rejecting self-actualization motives. Women from both the university and community college were fairly evenly distributed among the remaining motive-types.

Although some slight differences in motive-types were noted between the two groups, the differences were not found to be significant at the .05 level of confidence. Thus, the null hypothesis was retained.

## SUMMARY

Results of data analysis provided a test of twelve null hypotheses. Seven of the null hypotheses were rejected and five were retained. All of the following variables were found to be related at the .05 level of significance.

- (1) Age was significantly related to: number of children, non-marital status, husband/ex-husband/partner's educational level, length of time since previous enrollment in college, major field of study, biggest problem in adjusting to college, and work history.
- (2) Attitude toward women's role in society was related to: age, age of youngest child, number of children, educational level of husband/ex-husband/partner, high school curriculum, major field of study, attitude of children or family, use of women's studies/center, reasons women's studies/center was not used, and use of student activities.
- (3) Sex-type was related to: husband/ex-husband/partner's attitude and the biggest problem in adjusting to college.
- (4) Motives, motive patterns and motive-types were related.
- (5) Motive-types was related to: age, high school curriculum, high school grade point average, length of time since previous college enrollment, and husband/ex-husband/partner attitudes.
- (6) Differences between university and community college Re-entry Women were found with respect to: age of children, number of children, father's educational level, husband/

ex-husband/partner's educational level, subject's educational level before reentering college, high school grade point average, second most important reason for not finishing college at an earlier time, length of current enrollment in college, future degree plans, reasons women's studies/center and career planning services were not used, and attitude toward women's role in society.

Sex-typedness and attitudes toward women's role in society were not found to be significantly related. Neither were sex-typedness and motive-types significantly related, or attitude toward women's role in society and motive-types. No significant differences in sex-typedness or motive-types were found between university and community college women.

Findings of this study are discussed in Chapter V. Chapter V also presents recommendations for action and further study.

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

The results of this study have provided information concerning women over the age of twenty-five who have returned to college as undergraduate students. A summary of the research, information relative to the findings, and recommendations for future research are presented in this chapter.

SUMMARY

The major purpose of this study was to examine the biographical and psychological characteristics of undergraduate Reentry Women and their motives for returning to higher education. A lack of definitive information concerning the motives and characteristics of this growing college population of students prompted this investigation. In 1978 Maslin completed a similar study of Continuing Education Women at Temple University. She recommended that further research be conducted to determine whether the motivational typology found in her study could be replicated in other samples of Reentry Women. This recommendation was an added stimulus for proceeding with the present study.

Women over the age of twenty-five who return to college may be seen as deviating from the expected role for women. Yet, this student population constitutes a large proportion of the student body at many institutions of higher education. In many instances these women are returning to institutions and student support services that were

designed for the traditional-aged college student. This study focused on the characteristics and motives of Reentry Women and upon their utilization of student support services.

### Design of the Research

The sample selected for study consisted of undergraduate Reentry Women over the age of twenty-five. Of the one hundred subjects, forty were community college students and sixty were university students. Subjects completed a four-part comprehensive questionnaire comprised of the following instruments:

- (1) Continuing Education Women Motives Questionnaire (Maslin, 1978);
- (2) Personal Attributes Questionnaire (Spence, Helmreich, and Stapp, 1974);
- (3) Feminism II Scale (Dempewolf, 1974); and
- (4) Personal Background Questionnaire (Maslin, 1978 adapted by the present researcher).

These instruments served to measure motives, sex-typedness, attitude toward women's role and biographical characteristics, respectively.

### Objectives of the Study

The primary objectives of this study were:

- (1) to examine the biographical and psychological characteristics of Reentry Women to determine if there were significant relationships among the variables;
- (2) to replicate Maslin's (1978) study of Reentry Women;

- (3) to determine whether motives for returning to higher education among Reentry Women could be grouped into patterns and whether Reentry Women could then be grouped into motive-types;
- (4) to determine if significant relationships existed between motive-types and biographical characteristics, between motive-types and sex-typedness, or between motive-types and attitude toward women's role in society;
- (5) to assess student support services in terms of frequency of use and satisfaction with the services received by Reentry Women;
- (6) to determine if there were significant differences between community college Reentry Women and university Reentry Women with respect to biographical characteristics, psychological characteristics, motives, and/or evaluation of student support services; and
- (7) to utilize the research findings to develop recommendations for student services personnel in community colleges and universities.

#### Hypotheses of the Study

Twelve hypotheses were developed to examine the relationships among the research variables. These were:

- H01: There are no significant relationships among the biographical characteristics assessed in this study with respect to undergraduate Reentry Women

over twenty-five years of age.

- H02: There is no significant relationship between biographical characteristics and attitude towards women's role in society among undergraduate Reentry Women over twenty-five years of age.
- H03: There is no significant relationship between biographical characteristics and sex-typedness among undergraduate Reentry Women over twenty-five years of age.
- H04: There is no significant relationship between sex-typedness and attitude toward women's role in society among undergraduate Reentry Women over twenty-five years of age.
- H05: There are no significant relationships among motives for returning to school, motive patterns and motive-types with respect to undergraduate Reentry Women over twenty-five years of age.
- H06: There is no significant relationship between biographical characteristics and motives for returning to school among undergraduate Reentry Women over twenty-five years of age.
- H07: There is no significant relationship between sex-typedness and motives for returning to school among undergraduate Reentry Women over twenty-five years of age.
- H08: There is no significant relationship between attitude toward women's role in society and motives for returning

to school among undergraduate Reentry Women over twenty-five years of age.

- H09: There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to biographical characteristics, use of student support services, or satisfaction with student support services received.
- H010: There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to sex-typedness.
- H011: There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to attitude toward women's role in society.
- H012: There is no significant difference between university and community college undergraduate Reentry Women over twenty-five years of age with respect to motives for returning to college.

#### Treatment of Data

Several different statistical tools were employed to analyze the data. Cross tabulations and chi square analysis of subject's responses on all instruments were completed for the sample as a whole and for the two sub-samples. Chi square analysis was used to test the

following hypotheses: H01 through H04, H06 through H09, and H012. A t-test was utilized to test H010 and H011. Factor analysis and typal analysis was employed to test H05.

### DISCUSSION OF THE FINDINGS

The discussion which follows is related to the objectives of the study listed in Chapter I. Findings related to each objective will be discussed separately.

OBJECTIVE 1: To examine the biographical and psychological characteristics of Reentry Women to determine whether there were any significant relationships among the variables.

Significant relationships were found among several of the biographical variables. Age was related to seven of the other biographical variables. Sex-typedness was related to a small number of biographical characteristics as was attitude toward women's role in society. No other relationships significant at the .05 level of confidence were found.

#### Relationships Among Biographical Characteristics

Age was related to marital status, motherhood status, husband/ex-husband/partner's educational level, length of time since previous enrollment, college major, role adjustment and work history. The modal age range of subjects in this study was thirty to thirty-five. Twenty-six (26) of the women were over age forty and nine percent (9) were over age fifty. None were older than sixty. Therefore, mid-life developmental tasks could be posited as a possible catalyst for returning to college for less than one-fourth of the women in this study. It should be noted, however, that only women in degree or certificate

programs were included in this study. Mid-life women may be more inclined to seek educational avenues such as non-credit adult education, community school classes or Continuing Education classes rather than degree or certificate programs. Other research tends to support this thesis (Astin, 1976; Maslin, 1978; Wisch, 1976).

The women under thirty years of age (26) differed from the others in the sample in several respects. They were less likely to be married or to have children. They were also more apt to be in non-traditional majors, such as the physical sciences or mathematics and to have worked more years outside the home. Both age and cohort effect may account for these relationships.

Similar to Maslin's (1978) findings, twenty-six percent (7) of the under thirty age group had never been married. A possible reason for a high percentage of never-married women in this age bracket may reflect the current societal trend toward marrying at a later age, or not at all, and having fewer children. The majority of people in our society do marry. Another possible reason for finding so many never-married women in this age group may be that fewer married women under age thirty, who have children, are able to return to college until their children are older. This latter group may be the mid-life women other researchers have identified as those who return to school for personal growth reasons, not career preparation (McCrea, 1979; Smallwood, 1980).

Consistent with other research findings, a high percentage of the women in this study were divorced or separated (33% (33) but only a small percentage were widows (2% (2) (Astin, 1976; Brandenburg, 1974; Maslin, 1978). The results of this study also support the premise that

institutions of higher education are serving a large number of separated and divorced women. A possible explanation for finding so few widows among the sample may be that widows, who are generally over fifty years of age, return to school for reasons that differ from those of younger women. Their needs, like the needs of some middle-aged women, may be best met by other kinds of educational programs. This needs to be investigated.

Two additional significant findings appeared to be linearly related to age. Women over forty-six had been out of the labor force a longer period of time than had younger women. They also had a more intermittent participation in the labor force. This finding may reflect past societal taboos against married women working outside the home, especially if they had school-aged children.

University Reentry Women were more likely to have completed more years of years of education before reentry than community college women. Seventy-five percent (30) of the women attending community college and twenty-six percent (16) of the university women had completed one year or less of college before reentry. Twenty-five percent (15) of the university women had completed two to three years before reentry compared with five percent (2) of the community college women.

Women in their forties were more likely than other age groups to have experienced academic problems in adjusting to the student role (Lance, Lourie, Mayo, 1979). Those women who have been away from school a longer period of time may lack confidence in their academic ability and may need to enroll in a basic skills refresher course.

The most burdensome problems for women ages thirty to thirty-five were role conflict problems and financial need. Women in this age

category may be more likely to have home and child-care responsibilities that compete for their study and class time. Separated and divorced women, who were highly represented in this age category, were also likely to be single heads of household. In addition to having problems obtaining financial support for school, additional money needed for child-care and household needs may have exacerbated the problem.

#### Relationships Among Biographical Characteristics and Sex-Typedness

Problems with adjustment to the student role and husband/ex-husband/partner attitudes were found to be related to sex-typedness. Androgynous and masculine sex-typed women were most likely to have had a husband/ex-husband/partner who was "willing to sacrifice" and who was "proud" of their return to college. The husband/ex-husband/partner of feminine sex-typed women was least likely to have this attitude. If one postulates that feminine sex-typed women are more likely to be married to masculine sex-typed men, this finding would not be unexpected. Masculine sex-typed men may believe that "a women's place is in the home."

In examining the relationship of sex-type to adjustment of student role, all but the feminine sex-type group listed financial problems as the biggest problem. Feminine sex-types were most likely to state that they experienced academic problems in adjusting to the student role. A variety of factors may be related. Self-defeating behaviors associated with stereotyped perceptions of a woman's academic ability to succeed may have contributed to their problems in adjusting. Horner (1968) found, that among women, a fear of failure was an inhibiting factor in striving for success. It is possible that feminine sex-typed women delayed a return to school until their families were grown.

If this was the case, the length of time away from an academic setting could have been a major reason for experiencing problems in basic skills. No significant relationships were found between sex-typedness and age, or high school grade point average. It cannot therefore be assumed that feminine sex-typed women were older or less academically able.

Masculine sex-typed women were most likely to have experienced fewer problems in adjusting than were women of the other three sex-types. Perhaps many of the attitudes and behaviors commonly associated with masculinity are most conducive to success in an academic setting. For androgynous women, role adjustment was a significant problem. Based upon the construct of androgyny, one might expect androgynous women to have the fewest problems. However, women in this category were no more likely than feminine sex-types or undifferentiated sex-types to experience fewer problems in adjustment. It should be noted that not all research has supported the thesis that androgyny is always positive or most desirable (Bennett et. al., 1980; Zeldow, 1976). Perhaps role adjustment problems might be best defined in terms of role strain or time management. Most women are still in dual role situations in that they have responsibility for the home and family in addition to any other responsibilities (Rice, 1979; Weitz, 1977). Undifferentiated sex-typed women scored low on both the feminine and masculine scales. This sex-type group listed financial concerns as their major area of adjustment, followed by interpersonal problems. Perhaps this group lacked the positive feminine and masculine behaviors that facilitate interpersonal relationships in new situations, such as a return to school.

None of the four sex-type groups listed child care problems as most important. This finding was not surprising, in that thirty-five percent (35) of the women in this study did not have children and twenty-seven percent (27) had children who were over twelve years of age. For the thirty-eight percent (38) of the total sample who had children under twelve years of age, alternative child care arrangements may have been available. The possibility also exists, that women with child care problems were not able to return to school and thus were not highly represented in this population sample.

#### Relationships Among Biographical Characteristics And Attitude Toward Women's Role

Attitude toward women's role in society was significantly related to age, motherhood status, educational level of husband/ex-husband/ner, high school curriculum, college major, children/family attitudes, and use of student services. Women under the age of thirty-six and women without children appeared to be more feminist in attitudes than women over thirty-six years of age or women with children. Whether the relationship was one of age or cohort effect could not be determined from available data. Women with the strongest feminist attitudes tended to have husband/ex-husband/partners with at least a bachelors degree. This finding is supported by Maslin (1978) and Stoloff (1973) but not by O'Keefe (1971).

Results of this study indicated that women with strong feminist attitudes were more likely to have completed an academic curriculum in high school and to be enrolled in a non-traditional college major. Other studies have found that the parents of feminist women were more

likely to expect their daughter to attend college than were parents of traditional women (Baker, 1972). A strong academic background facilitates success in college. Astin's (1976) study cited as one effect of the women's movement, increased support for women to enter non-traditional careers. It might be expected, then, that strong supporters of the women's movement would view non-traditional careers as a viable option.

High Feminist women were less likely to have strong approval from children/family for their return to college than were other women in this study. It should be noted that a high percentage of women in this study were under thirty years of age (26% (26), single and living alone (12.0% (12), and childless (32% (32). Over half (15) of those below age thirty (26) were High Feminists. Previous research has found younger women to be more liberal than older women (Wheeler, 1977), and liberalism to be associated with feminism (Hjelle and Butterfield, 1974).

#### Relationships Between Sex-Typedness and Attitude Toward Women's Role in Society

No significant relationships were found at the .05 level between sex-typedness and attitude toward women's role in society. As sex-role typing was the theoretical basis for development of both the Personal Attributes Questionnaire and the Feminism II Scale, one might expect to find a significant relationship. Failure to do so might be explained by Mile's (1977) postulate that attitudes and behavior are not always congruent. Women in this study may support the aims of the women's movement attitudinally, but still behave in stereotypic feminine ways. Hjelle and Butterfield's (1974) finding that a difference

existed between the attitudes that were integrated into an individual's personality and the kinds of attitudes held or expressed, may also explain the failure to find a significant relationship between sex-typedness and attitude toward women's role in society.

OBJECTIVE 2: To replicate Maslin's (1978) study of Re-entry Women

Factor analysis of subject responses to the seventy items on the Continuing Education Women Motives Questionnaire resulted in eight internally consistent factors. Each of the factors was composed of a varying number of questionnaire items and was named as follows:

- Factor I      Self Improvement (Twenty items)
- Factor II     Self Actualization (sixteen items)
- Factor III    Vocational (eight items)
- Factor IV     Role (seven items)
- Factor V      Family Advancement (six items)
- Factor VI     Social (four items)
- Factor VII    Humanitarian (four items)
- Factor VIII   Knowledge (one item)

The factor structure found by Maslin (1978) was also composed of eight factors, but the factor composition differed from the present study. A comparison of the two studies showed Vocational (Factor III), Family Advancement (Factor V), Self Actualization (Factor II), and Humanitarian (Factor VII) motive structures to be most similar in item content to factors identified by Maslin. The counteractive factor in Maslin's study was most similar in structure to the Self Improvement factor (Factor I) in the present study. The item content in Role Change (Factor IV) was part of the counteractive motive structure

found by Maslin. Maslin identified three motives not evident as distinct motives in the present study. These were Competence Recognition, Social Recognition, and Interpersonal Interaction. However, in the present study, Factor VI (Social) was composed of a total of four items. Two of these items were also contained in the Social Recognition factor and two were included in the Interpersonal Interaction factor in Maslin's study. Factor VIII, Knowledge, was not apparent as a separate factor in Maslin's study.

Rank ordering according to the relative importance of each factor to the sample as a whole showed Factor III, Vocational, to be the most important factor (motive). Role Change (Factor IV) was ranked lowest in importance while Family Advancement (Factor V) was moderately important. A comparison of motive rankings by Oregon Reentry Women and Temple University women showed some similarities. The first ranked motive (Vocational) had the same ranking in both studies, with only slight differences in item content. The last ranked motive, identified as Role Change in the present study, and counteractive in Maslin's study, was also somewhat similar in content in both studies. Both samples ranked Family Advancement as moderately important. The finding that Vocational motives were among the most important for women returning to school has been substantiated by other researchers (Astin, 1976; Cless, 1976; Wisch, 1976).

The fact that eight motives were found among Reentry Women supports other research which has found a varying number of motives for returning to school among adult learners (Maslin, 1976; Morstain and Smart, 1977). The results of this study also support research which found that personal fulfillment was not the only reason or prime

reason why women return to school (Astin, 1976; McCrea, 1979). Houle's (1961) contention that learners can be categorized into one of three main learning orientations (goal-oriented, activity-oriented, or learning-oriented) was not supported unless one subsumes the eight motives under one of these three categories.

In summary, this study as a replication of one conducted by Maslin (1978), resulted in some differences in factor structure and motive-types. These differences may be a result of differences in demographic characteristics between the sample populations in the two studies. Differences in racial composition, size of institution attended, and residential patterns were evident.

OBJECTIVE 3: To determine whether motives for returning to higher education among Reentry Women could be grouped into patterns and whether Reentry Women could then be grouped into motive-types.

Motive patterns were developed from the factor scores of all one hundred women included in this study. Eight motive-types resulted. Sixty-seven percent of the sample were classified as pure motive-types, while thirty-three percent were classified as combination motive-types. It was possible to classify all women in the present sample, contrary to the findings of Maslin (1978). Twenty-one (8.4%) of the 250 women in her study were too individualistic to be classified. Results of the present study support Maslin's finding that motives could be grouped into patterns and that individual women could be typed by motive pattern. The results of this study are also consistent with other research which found varying numbers of motives for adult participation in education (Dickson and Clark, 1975; Morstain and Smart, 1977).

More sharply defined typal profiles were then computed from the factor scores of only the sixty-seven women classified as pure motive-types. The percentage of women classified under each of the eight types was similar to the percentages found by Maslin (1978). Because the factor composition of each of the eight motives differed from the factor composition of motives found by Maslin, identified motive-types also differed. Variations in clientele and institutions may have been reflected in motive patterns and types which resulted from factor and typal analysis.

Among Temple University women in Maslin's study, type 1 was dominated by self-actualization as a motive for returning to school. In the present study, type 1 women appeared to have undifferentiated motives for returning to school. No one motive was entirely dominant or was strongly rejected by this type. A desire for more knowledge, along with a rejection of humanitarianism were stronger than any other motive for type 1, but not significantly so. Motive type 2 pattern among Temple University women was similar to the pattern for motive-type 6 in the present study. A desire for social recognition and increased self-esteem were predominant. Motive-type 3 pattern for Temple women was dominated by a counteractive motive, characterized by a desire to escape or compensate for negative aspects of life. This type also rejected vocational motives. Type 3 women in the present study showed a strong rejection of vocational motives, but no other factor, either positive or negative, was evident. Motive-type 4 among Temple women was similar to motive-type 5 in the present study. Both types showed a rejection of family advancement as a motive for reentry, but among Temple women a vocational motive was also apparent. Type 5 Oregon

women did not exhibit any evidence of positive motives but they did appear to reject acquisition of knowledge as a predominant motive.

A comparison of the remaining motive patterns among Temple University and Oregon women indicated that differences did exist. Among Temple University women, motive-type 5 was dominated by vocational advancement as a motive for reentry. Temple University women of this type also seemed to reject competence recognition, self-actualization and humanitarian motives. Motive pattern 4 for Oregon women was defined by a strong need for change in role as a motive for returning to school. A comparison of the two studies showed that neither motive pattern seven or eight were similar with regard to strong acceptance or rejection of any particular motive. For Temple University women a counteractive motive was predominant for type 7 while for type 8, a humanitarian motive was strongest. Among Oregon women there was a strong inclination toward social recognition (type 7) and a need for more knowledge (type 8) as motivating factors.

Contrary to Maslin's (1978) finding that none of the motive-types were defined by only one factor, three motive-types in the present study were so defined. These motive-types were three, seven, and eight. As previously mentioned, motive-type 1 was notable for the lack of any significant defining motive. The motivational typology for type 1 resembled the undifferentiated pattern for adult learners termed as "non-directed," in a study by Morstain and Smart (1977). As Maslin (1978) had suggested, identical factor structures or motive-types were not found in the present study. The differences found were most likely due to differences in the population samples. Further research is needed to determine the adequacy and reliability of the Continuing

Education Women Motives Questionnaire as well as the typology of motives which resulted from factor and typal analysis. Research results could have implications for educational administrators, faculty advisers and campus recruiters. If post-secondary institutions intend to serve adult learners, it is important that staff be cognizant of learner needs, interests, characteristics, and motives for learning.

OBJECTIVE 4: To determine if significant relationships existed between motive-types and biographical characteristics, between motive-types and sex-typedness, or between motive-types and attitude toward women's role in society.

Significant relationships were found between five of the biographical characteristics and motive-types. Age, high school curriculum, high school grade point average, length of time since previous enrollment, and husband/ex-husband/partner attitudes toward the woman's re-entry were all related to motive-types. Age, motherhood status, and household income were significantly related to motive-types for the total sample in Maslin's (1978) study. Failure to find similar relationships in the present study, except for age, may be associated with biographical differences in the two population samples. Subjects differed somewhat in race, age, marital status and motherhood status. Forty-two percent of the women in Maslin's sample were black. None of the women in the present sample were black. Maslin found some biographical and psychological differences between black and white women in her study. These differences were in reference to age, marital status, and age of the youngest child. All of these variables were significantly related to motives for the total sample, and for white women, but not for black women. Attitude toward women's role in society was

significantly related to motive-types for black women, but not for white women. The fact that marital status and motherhood status were not found to be significantly related to motive-type in the present study, may indicate again, that Reentry Women are a diverse group and not primarily "empty nest" women. The possibility also exists, that with a larger sample, relationships similar to those found by Maslin might be substantiated.

The relationship of husband/ex-husband/partner attitudes to motive-type may demonstrate that the attitudes of significant others are important in determining not only if a woman returns to college, but also can affect the degree of her adjustment to college life. The fact that high school curriculum and grade point average, and length of time since previous college enrollment were related to motive-type may indicate that women who vary in these characteristics also vary in motives for returning to school. In general, the relationships between these variables and motive-types appeared to be related to cohort effect, but this could not be determined from available data. Women over forty years of age had been enrolled in a general high school curriculum and had an average or below average grade point in high school. They returned to college for role change motives while rejecting both vocational and knowledge motives. Women thirty to forty years of age had been enrolled in a business or commercial curriculum, had a better than average high school grade point average, and had undifferentiated motives for returning to school. Women below the age of thirty had been enrolled in an academic curriculum, had a better than average high school grade point and rejected knowledge motives while espousing role change and social motives.

No significant relationships were found to exist between sex-typedness and motive-types or between attitude toward women's role in society and motive-types. The fact that significant relationships were not found between motive-types and sex-typedness or between sex-typedness and attitude toward women's role in society, may indicate that neither of these variables are significant factors in a woman's return to college. It would appear that women of all four sex-types as well as both traditional and non-traditional women were likely to return to school for a variety of reasons. This conjecture is supported by Maslin's research (1978).

The results of the present study lend credence to Maslin's (1978) contention that women can be categorized into motive-types based upon particular biographical and psychological characteristics. The results of the present study refute the findings of other researchers who failed to find any biographical characteristics that distinguished motive-types (Morstain and Smart, 1977).

OBJECTIVE 5: To assess student support services in terms of frequency of use and satisfaction with the services received by Reentry Women.

The majority of the total sample had never used support services. However, of all available student support services, Reentry Women were most likely to use counseling and financial aid. This finding is supported by other research (Kasworm, 1980). For the majority of the total sample who had never used support services, the reason most often given was, "not appropriate for my needs." Research has shown that many reentry students do not use student support services because available services do not meet their needs (Aanstad, 1972; Brandenburg, 1974; Creange, 1980).

Ineligibility may have been the main reason so few women used financial aid, despite their apparent need for such assistance.

Westerveldt (1975) found that lack of financial aid and/or lack of eligibility for such aid was a barrier to college enrollment for Reentry Women.

Only a few women in this study had used child care services. Most of the women indicated that having campus child care services available was not important for them. Past research concerning Reentry Women has indicated that having child care services available was very important to a woman's return to school (Hall, 1980; Johnson et. al., 1979; Kasl, 1979).

The marital and motherhood status of a large percentage of this study population sample may explain the apparent lack of need for child care services. Women who need child care may be unable to return to school, and therefore the lack of adequate low-cost child care may be a self-selecting factor in determining which women are able to return. Another possible reason so few women in this study needed child care services may be that alternatives to on-campus child care had been previously arranged by those who needed such services.

Other factors also were responsible for the lack of use of student support services by Reentry Women. Lack of visibility along with lack of awareness of existing services, contributed to their non-use. Research has shown that when services are targeted to meet the needs of special populations and students are aware of these services, services will be utilized (McCanne, McCanne, and Keating, 1980). Therefore, services should be designed to meet the needs of those to be served.

OBJECTIVE 6: To determine if there were significant differences between community college Reentry Women and university women with respect to biographical characteristics, psychological characteristics, motives, and/or evaluation of student support services.

Chi square analysis resulted in several significant differences between university and community college Reentry Women. University women were less likely to be married or to have children. Community college women were more likely to be married and to have children eighteen years of age or older. The difference in motherhood status may have been related to age. In general, community college women were slightly older than the university women.

University Reentry Women were less likely to have fathers or husband/ex-husband/partners with less than a high school education. In the past, these two variables have been used as indicators of socio-economic status, along with level of husband's income and occupational level of main provider (Astin, 1976; Wisch, 1976). Such variables may no longer be accurate indicators of socio-economic status. Today, the majority of women work outside the home and many households are supported by two incomes. Increasing numbers of women have become single heads of household, who provide the main economic support for one or more dependent children (National Institute on Aging/National Institute of Mental Health, 1978). In general, most working women are in low status, low paying jobs, regardless of educational level (U.S. Census, 1978). Despite the results of this study, one cannot conclude that the university women were at a higher socio-economic level than were community college women. Nor can one conclude that socio-economic status was a significant difference between the two sub-samples, even though

significant differences in the educational level of husband/ex-husband/partner were found.

Several differences in background characteristics between the two sub-samples may have contributed to the variance in number of years of college completed before reentry. Differences in age, high school grade point average, career goal, and reason for not continuing college at an earlier age were found. However, these differences were significant only for high school grade point average and second most important reason for not entering or finishing college soon after high school. University Reentry Women appeared to have had a higher grade point average than did community college Reentry Women. Therefore, they may have been more academically able and successful in college and less likely to drop out. University women cited lack of encouragement from home as a reason for not finishing college sooner. Community college women gave a lack of desire as a reason for not completing college at an earlier age. A lack of desire on the part of community college women who were generally older than university women, may have been a reflection of earlier sex-role stereotyping. The desire to get married and have a family may have superseded or negated a desire to complete college. Forty-one percent (41) of the community college women and thirty percent (30) of the university women indicated an intent to pursue a higher degree. It should be noted, however, that university women were already seeking a bachelor's degree. This may not have been the goal for many of the community college women. Statistics show that the number of women enrolled in college tends to decrease as the level of education increases beyond the undergraduate level (U.S.

Census, 1978). Therefore women might be less likely to seek a master's degree than a bachelor's degree.

No significant differences in sex-typedness or motive-types were found between the two groups. The lack of significant differences in sex-typedness between the two sub-samples may indicate that neither group was likely to be more one type than any other. The results of this research also refute previous research which has found level of education to be related to androgyny. It must be pointed out, however, that the differences in level of education between the two sub-samples were very small and were not significant. The fact that no differences in motive-type were found between the two sub-samples indicates that the motive typology resulting from typal analysis was representative of the total sample and that all eight types existed in both groups.

A comparison of university and community college women, with respect to attitudes toward women's role in society, indicated that, university Reentry Women were slightly less traditional in attitudes toward women's role in society. It should be noted that, although both groups scored above the mean of 2.50, this finding was not necessarily indicative of strong support for the goals of the feminist movement. Even the normative group of females in Dempewolf's (1974) study, who were members of conservative organizations, scored slightly above the mean.

The Feminism II Scale was validated using a "known groups" method. A significant effect ( $P < .001$ ) was found for organizational membership with supporters of the women's movement scoring 41.6 points above the mean score for opposers of the women's movement.

Validation of the scale showed that those with traditional views about women's role in society, agree with very few items on the Feminism Scale. Women who return to college may be more likely to endorse the aims of the women's movement, than would women who do not return to school. If this premise is true, a majority of Reentry Women would score above the mean on the Feminism II Scale. This scale could still be useful in discriminating between liberal and conservative Reentry Women.

Significant differences between the two sub-samples were found with respect to the reasons women's studies/center and career planning services were not used. Community college women were more likely to state that women's programs were not appropriate for their needs, while university women were more likely to be unaware that such a service existed or they lacked time to use the service. These differences in usage might be attributed to cohort effect. Community college women appeared to be older and more traditional in attitudes toward women's role than university women. Traditional women may believe that women's programs are best suited to strong feminists. Partial support for this interpretation is evidenced by the fact that university women in this study, who were generally younger than the community college women, had stronger feminist attitudes than community college women. University women were more likely to believe that career planning services were not appropriate for their needs (72%) than were community college women (54%). Research has shown that not only do many women lack career goals, but that women tend to avoid role conflict by eschewing a professional career (Broschart, 1980).

The results of this study indicated a need for change within institutions of higher education if the educational progress of Reentry Women, individually and collectively, is to be enhanced. The results also indicated a need for further research. Recommendations for action and further research follow.

OBJECTIVE 7: To utilize the research findings to develop recommendations for student services personnel in community colleges and universities.

The results of this study provided impetus for making several recommendations to staff at institutions of higher education. The recommendations which follow have been grouped under appropriate headings.

#### Recruitment, Advising, Scheduling of Classes

- (1) Educational institutions should address the needs of non-traditional students, including Reentry Women, through assessment of learning motivations and by targeting student services to meet identified needs.
- (2) Scheduling of classes, advisement and office hours of other support services should be more flexible to allow evening and part-time students access to these services.
- (3) Recruitment strategies of institutions of higher education should insure that the student population is representative of the total population (e.g., includes

students from both urban and rural areas, majority and minority ethnic groups, disabled students, and part-time students).

- (4) A handbook which outlines available student support services, especially those most appropriate for non-traditional students, should be developed and distributed on campus.

#### Financial Aid Services and Staff

- (1) Institutional requirements for financial aid should be reviewed, and if necessary revised, so that some funds can be set aside for part-time students who do not meet federal eligibility requirements.
- (2) Guidelines for financial aid packages should be developed so as not to unfairly disadvantage any student.
- (3) Alternate sources of financial aid for students who do not meet federal, state or institutional eligibility criteria should be investigated by institutions of higher education.
- (4) Institutions of higher education should identify business and industries that provide educational expense reimbursement for employees and make this information available to the public and to potential students.

### Orientation of Faculty and Staff

- (1) Student support services staff should increase their efforts to educate academic staff about the unique characteristics and needs of non-traditional students, including Reentry Women.
- (2) Institutional policies, services and programs should be scrutinized for evidence of sex or age discrimination as well as for sex-role stereotyping.

### Targeted Student Support Services

- (1) The tuition and fee structure for non-traditional college age students and part-time students should be revised to reflect their differential needs and use of services.
- (2) A college survival course which includes orientation to appropriate services, time management, career opportunities and how-to-study skills should be instituted as part of an orientation process.
- (3) Peer support groups, led by role models who are experiencing a successful reentry, should be organized by student support services personnel.
- (4) Efforts should be made to develop an image of educational programs and services for women that attract a wide spectrum of women from varied backgrounds.

- (5) Available campus child care services and facilities should be investigated to assess cost, eligibility for service, and kind of clientele so that the adequacy of available services for Reentry Women can be determined.
- (6) Student activities appropriate for non-traditional age students and families should be made available.
- (7) Flexibly scheduled health services should be made available to part-time university students, as well as to the immediate family members of married students.
- (8) Low cost housing should be made available for university students who are single parents and for those students who attend school part-time.

#### RECOMMENDATIONS FOR FURTHER RESEARCH

- (1) A center for research on the education of women should be established to provide longitudinal data concerning the impact of the education of women upon society.
- (2) The present study should be replicated to further confirm the validity of the motivational typology resulting from utilization of the Continuing Education Women Motives Questionnaire, and to expedite refinement of the instrument so that it can become a useful tool for institutional advisors, counselors and faculty.

- (3) The present study should be replicated with a sample of Reentry Women which includes women from a variety of ethnic backgrounds to determine if significant differences exist with respect to motivational typology.
- (4) The present study should be replicated to compare Reentry Women in degree or certificate programs with Reentry Women in non-credit programs to determine if significant differences in background characteristics, psychological characteristics, or motives for returning to school, exist.
- (5) Research should be conducted to compare Reentry Women who enrolled in graduate school with those who did not, to determine if significant differences exist in background characteristics, psychological characteristics, or motives for continuing their education.
- (6) The drop-out rate and reasons for discontinuing education among women should be investigated to determine whether academic or non-academic reasons predominate, and if women who do drop out for academic reasons, are less likely to return.
- (7) Possible interactive effects of biographical characteristics, psychological characteristics, and motives for returning to school among Reentry Women should be examined.

- (8) This study should be replicated using a research technique, such as a structured interview, that will provide data concerning the individual uniqueness of each subject.
- (9) A parallel study involving Reentry Men should be conducted to examine the similarities and differences between Reentry Women and Reentry Men with respect to biographical characteristics, psychological characteristics, motives for returning to school, use of student services and satisfaction with the services received.

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APPENDIX A  
COMMUNICATION

Dear Woman Reentry Student,

As a Reentry woman student and a doctoral candidate in Adult Education at Oregon State University, I am conducting a research study concerning reentry women. Your name was selected at random from a list of students who are twenty-six years of age or older and are attending Oregon State University. I am writing to you to request your participation in this study.

This research study will attempt to find out more about reentry women, the reasons they have decided to return to school and the extent to which they believe that on-campus Student Support Services are meeting their needs. Answers to these questions can assist colleges and universities to provide a learning environment suited to reentry women - one of the fastest growing segments of the higher education student population. Educational administrators at this institution have reviewed and approved this study which is under the direction of Dr. Tom Grigsby, Department of Adult Education, Oregon State University.

Your participation will require approximately forty-five minutes to complete a four-part questionnaire. Please be assured that your responses will be kept in strictest confidence and that your completed questionnaire will be identified only by a code number. Any data that could identify you by name will be destroyed when no longer needed for purposes of this study.

Scheduled, on-campus sessions for completion of the questionnaire are listed on the attached sheet. If none of the scheduled times are convenient for you, please let me know and arrangements more suitable to your schedule can be made.

If you are willing to participate, please return the bottom of the attached form to me in the stamped, self-addressed envelope provided, letting me know the date and time that you will be able to participate. If you are unable to participate during the scheduled times please let me know so that other arrangements can be made.

I sincerely hope that you will agree to cooperate as your willingness to do so is imperative to the completion of this study. If you have further questions about the study, please contact me at OSU or home.

Sincerely,

Diane Clayton, Doctoral Candidate  
Oregon State University



Dear Returning Student:

Thank you for agreeing to participate in this study. You are one of many women who are returning to college after a number of years. In fact women students are one of the fastest growing student populations in post-secondary education. Returning women students are therefore of great interest to educators and others concerned about women and education. Your participation in this study can provide valuable information to such persons.

Please complete the four questionnaires attached to this letter. You may be assured that all of your responses will remain anonymous and strictly confidential. The identification number marked at the top of this page is known only to the researcher and is necessary for statistical analysis of results.

You may start at any time and leave when you are finished. If you wish to receive a copy of the results of this study, drop the attached card in the box at the front of the room as you leave. Leave your completed questionnaire with the researcher. If you have questions please ask the researcher. Coffee and tea are available, if you wish some.

Again, thank you for participating in this research study. I hope you will find the experience an interesting and rewarding one. Best wishes for your success in the future.

Sincerely,

Diane Clayton



Dear Chemeketa Community College Staff:

As a reentry woman student and doctoral candidate in Adult Education at Oregon State University, I am conducting a research study concerning reentry women. Reentry women are women who have returned to college after a period of time away from formal education. This study will look at undergraduate women who are 26 years of age or older who are enrolled in a degree or certificate program at Chemeketa Community College. I would appreciate it if you would announce the attached information to your students.

It would also be helpful if you would make a list of interested students and give this list to Carolyn Eldred, Counselor at Chemeketa Community College. I will then contact Carolyn to obtain the list so that I can contact interested students.

The purpose of this research is to find out more about reentry women, the reasons that they have decided to return to school and the extent to which they believe that on-campus Student Support Services are meeting their needs. Answers to these questions may assist Chemeketa Community College to provide a learning environment suited to reentry women - one of the fastest growing segments of the higher education student population. Educational administrators at Chemeketa Community College have reviewed and approved this study which is under the direction of Dr. Tom Grigsby, Department of Adult Education, Oregon State University.

I sincerely hope that you will agree to cooperate in this study by making the attached information available to your students. If you have further questions about this study, please contact me at (OSU) or (home).

Sincerely,

Diane E. Clayton  
Oregon State University  
Corvallis, Oregon 97330

To Chemeketa Community College Staff:

PLEASE ANNOUNCE THE FOLLOWING TO YOUR CLASSES

A graduate student from Oregon State University is conducting a research study to look at the reasons women over twenty-five return to school and how well Student Services meet these needs.

The researcher is seeking women over twenty-five who would be willing to take 30 minutes to complete a questionnaire. The questionnaire can be completed at a time and place of your choosing. A copy of the results will be made available to women who participate.

Information gathered by this study may assist college administrators to better serve reentry women students, one of the fastest growing student populations. Thus both students and college could benefit.

If you are willing to participate, give your name and phone number to your instructor or to Carolyn Eldred, Counselor, Chemeketa Community College, Bldg. 3. Questionnaires can be picked up in the Counseling Center. Ask for Carolyn Eldred or Diane Clayton.

Researcher: Diane Clayton  
Oregon State University



PLEASE RETURN THIS FORM TO THE RESEARCHER

CONSENT AGREEMENT TO PARTICIPATE

Before you formally agree to participate in this study, it is important that you be made aware of the following information. Please read the information below. If you are then willing to participate, sign the form at the bottom of the page and return it to the researcher with your completed questionnaire.

- (1) The purpose of this study is to find out more about the motives and needs of women who reenter college. Making this information available to institutions of higher education can enable college and university administrators to better meet student needs.
- (2) There are no risks involved to participate in this study. As a volunteer, you may decline to participate at any point in the study.
- (3) You are asked to complete the comprehensive questionnaire attached. Your participation should take approximately forty-five minutes. Total anonymity is assured in both the collection and recording of information. Questionnaires will be identified by number only and all data that could identify you as a participant will be destroyed when no longer needed for the purposes of this study.
- (4) It is hoped that your participation in this study will increase your understanding of self and your motivations for returning to college. If you wish to receive a synopsis of the findings of this study, complete the form provided and return it to the researcher. A copy of the findings will be mailed to you at the completion of this research.
- (5) If you have any questions now or at any time during the completion of the questionnaire, please ask the researcher.

Diane E. Clayton - Researcher

The study described above has been explained to me and I voluntarily consent to participate.

Participant - Date

APPENDIX B  
QUESTIONNAIRE

QUESTIONNAIRE #1INSTRUCTIONS

People have many reasons and motivations for attending college and there are various kinds of rewards or benefits that people hope to gain. We are interested in knowing how important some of these reasons and expectations are in your particular case.

On the following pages is a list of possible reasons and expectations a woman might have for continuing her education in college. There are no "right" or "wrong" answers; all of them are legitimate and true for some women. You may find that almost all, or only a few, of the items are true for you. Some of the items will probably be much more important to you than others.

Although some of the items might seem to be more "socially acceptable" than others, try to disregard this. As you read each item, try to answer as honestly as possible. We are not interested in what people think are "good" reasons for attending college. We are interested only in your real reasons, and to what degree they are more or less important to you.

Please mark your answers in the column on the left side of this page. For each item, circle one number from 1 (low) to 5 (high), according to how important the item is among your reasons for attending college.

Use this scale to decide on your answers:

1	2	3	4	5
not at all	slightly	about	fairly	very
important	important	average	important	important
to me	to me	importance	to me	to me
		to me		

Please answer every item, even if you are not sure of your answer. As you read each item, ask yourself, "How important is this among my reasons for attending college?"

EXAMPLES:

1 2 3 4 5 A relative offered to pay my tuition.

1 2 3 4 5 A friend bet me that I couldn't get through college.

QUESTIONNAIRE #1

- 1 2 3 4 5 (1) I will be more highly esteemed by the kind of people I admire.
- 1 2 3 4 5 (2) My intelligence was being largely wasted before I entered college.
- 1 2 3 4 5 (3) It is a way of learning about subjects that interest me.
- 1 2 3 4 5 (4) It is a challenge to me - I want to prove to myself that I can do something difficult.
- 1 2 3 4 5 (5) It is a way of meeting more interesting, stimulating people than I knew before.
- 1 2 3 4 5 (6) College is one place where I am treated as an individual and judged on my own merits.
- 1 2 3 4 5 (7) It is an opportunity to explore myself and find out who I really am.
- 1 2 3 4 5 (8) Working toward the goal of a degree gives some meaning and purpose to my life.
- 1 2 3 4 5 (9) It makes me more socially acceptable to the kind of people I want to associate with.
- 1 2 3 4 5 (10) It helps me overcome feelings of inferiority and raises my self-esteem.
- 1 2 3 4 5 (11) At college I am free to be more nearly my real self, regardless of my home life or background.
- 1 2 3 4 5 (12) It is a good place to evaluate myself - to discover the extent and limits of my capabilities.
- 1 2 3 4 5 (13) It gives me the chance to expand and grow as a whole person.
- 1 2 3 4 5 (14) Having a schedule and assignments to meet fills up my spare time so I don't get bored.
- 1 2 3 4 5 (15) It gives me an opportunity to achieve all on my own and take pride in my own achievements.
- 1 2 3 4 5 (16) It was a long-held ambition which I never before had the chance to fulfill.
- 1 2 3 4 5 (17) It allows me to develop hidden potentials that I

QUESTIONNAIRE #1

suspected I had.

- 1 2 3 4 5 (18) I felt I was being left behind by my husband and/or children, educationally and intellectually.
- 1 2 3 4 5 (19) A campus is a good place to make new friends.
- 1 2 3 4 5 (20) College is an ambition that my parents had for me and it will make them proud.
- 1 2 3 4 5 (21) It is a way of taking a new look at myself in different surroundings.
- 1 2 3 4 5 (22) It is a good way to meet interesting men.
- 1 2 3 4 5 (23) It is a way of gaining understanding of my feelings and relations with others.
- 1 2 3 4 5 (24) It is a way to take my mind off my personal troubles and concerns.
- 1 2 3 4 5 (25) It gains me more respect and attention from my family.
- 1 2 3 4 5 (26) It will qualify me to earn more money in a higher level job.
- 1 2 3 4 5 (27) I will be better prepared to use my abilities for the benefit of my fellow humans.
- 1 2 3 4 5 (28) It is a way of deciding what I really believe - my own thoughts and ideas.
- 1 2 3 4 5 (29) It is necessary to meet educational requirements for the kind of work I want to do.
- 1 2 3 4 5 (30) It makes me feel that I am in the mainstream of life, no longer left sitting on the sidelines.
- 1 2 3 4 5 (31) It will increase my knowledge of possible career opportunities.
- 1 2 3 4 5 (32) A college degree is the entrance ticket to a better place in society.
- 1 2 3 4 5 (33) I needed to do something important for myself for a change.
- 1 2 3 4 5 (34) It is a way to help in the effort to raise the status of women in our society.

QUESTIONNAIRE #1

- 1 2 3 4 5 (35) I will make contact with people who could be influential in helping me get good jobs.
- 1 2 3 4 5 (36) I want to learn so that I can teach or share my knowledge with others.
- 1 2 3 4 5 (37) It is like therapy for me - a way of working myself out of an unpleasant emotional state.
- 1 2 3 4 5 (38) It is a way of becoming a person who counts for something in the world's estimation.
- 1 2 3 4 5 (39) I can become a more valuable helpmate and an asset to my husband in his work.
- 1 2 3 4 5 (40) It is a legitimate way to avoid being absorbed in the demands of home and family responsibilities.
- 1 2 3 4 5 (41) I will have a better chance of getting a job that is interesting and satisfying to me.
- 1 2 3 4 5 (42) It is a way of gaining better understanding of what life and the world are all about.
- 1 2 3 4 5 (43) My efforts will make the path easier for others like me to get somewhere - somebody has to set an example and lead the way.
- 1 2 3 4 5 (44) I want to avoid becoming an unneeded person as I get older.
- 1 2 3 4 5 (45) I will be better able to give my family the advantages they need for a good start in life.
- 1 2 3 4 5 (46) I will be better able to choose the right career for myself.
- 1 2 3 4 5 (47) It gives me a chance to get away from the dull people or activities in my regular life.
- 1 2 3 4 5 (48) It will increase my chances of being hired and/or promoted.
- 1 2 3 4 5 (49) It gives me the chance to work at becoming the kind of person I have always wanted to be.
- 1 2 3 4 5 (50) It is a way of preparing myself to be financially self-supporting when I want to be or need to be.

QUESTIONNAIRE #1

- 1 2 3 4 5 (51) I will know how to make possible more enriching experiences and opportunities for my family.
- 1 2 3 4 5 (52) I want to avoid becoming narrow-minded or too set in my ways as I get older.
- 1 2 3 4 5 (53) I will be better able to pull my share of the load in the effort toward a better life for all people.
- 1 2 3 4 5 (54) It helps me escape the feeling of stagnation - being stuck in the same old rut.
- 1 2 3 4 5 (55) I will be able to make a significant contribution to our family income.
- 1 2 3 4 5 (56) It helps me learn to think and act on my own, without relying on others to make decisions.
- 1 2 3 4 5 (57) It is a way of keeping myself in a healthy state, mentally and emotionally.
- 1 2 3 4 5 (58) It will enable me to raise my family's standard and style of living.
- 1 2 3 4 5 (59) It allows me to take advantage of tuition benefits offered by my present employer.
- 1 2 3 4 5 (60) It is a way of convincing someone in my family that I am smarter than they gave me credit for.
- 1 2 3 4 5 (61) It is my idea of fun - an enjoyable way to spend time and energy.
- 1 2 3 4 5 (62) It helps compensate for my disappointment with my husband's level of ambition and/or success.
- 1 2 3 4 5 (63) It can help me to begin a new life style - to find a whole new way to live.
- 1 2 3 4 5 (64) It can help me get a new perspective on my marital relationship.
- 1 2 3 4 5 (65) It is a way of developing more expertise in a personal interest or hobby of mine and turning it into a money-maker.
- 1 2 3 4 5 (66) It is a way of compensating for lack of satisfaction in other aspects of my life.

QUESTIONNAIRE #1

- 1 2 3 4 5 (67) College opens up new possibilities which can help me decide whether to stay in my present marriage.
- 1 2 3 4 5 (68) Going to college seems to have become the thing to do among women like me.
- 1 2 3 4 5 (69) It is like opening a door on a world of new ideas and knowledge that I had been unaware of.
- 1 2 3 4 5 (70) I am preparing myself to help pay for my children's college education.

QUESTIONNAIRE #2INSTRUCTIONS:

In the items below you are to rate yourself on a variety of personal characteristics. Each item has a 5-point scale, with the opposites of that characteristic at either end of the scale. For example:

Not at all artistic    1\_\_2\_\_3\_\_4\_\_5    Very artistic

For each item, draw a circle around the number on the scale that best describes you. In the example above, if you think you are slightly artistic, you would circle 2. If you think you are about medium or average, you would circle 3; if you think you are highly artistic, you circle 5, etc.

ANSWER QUICKLY: YOUR FIRST IMPRESSION IS USUALLY THE BEST.

Please be sure to answer every item.

- |   |               |   |
|---|---------------|---|
| (1) Not at all aggressive                                       | 1__2__3__4__5 | Very aggressive                             |
| (2) Not at all independent                                      | 1__2__3__4__5 | Very independent                            |
| (3) Not at all emotional  | 1__2__3__4__5 | Very emotional                              |
| (4) Very submissive   | 1__2__3__4__5 | Very dominant                               |
| (5) Not at all excitable<br>in a major crisis                   | 1__2__3__4__5 | Very excitable in a<br>major crisis         |
| (6) Very passive  | 1__2__3__4__5 | Very active                                 |
| (7) Not at all able to<br>devote self com-<br>pletely to others | 1__2__3__4__5 | Able to devote self<br>completely to others |
| (8) Very rough  | 1__2__3__4__5 | Very gentle                                 |
| (9) Not at all helpful<br>to others                             | 1__2__3__4__5 | Very helpful to<br>others                   |
| (10) Not at all competitive                                     | 1__2__3__4__5 | Very competitive                            |
| (11) Very home oriented   | 1__2__3__4__5 | Very worldly                                |
| (12) Not at all kind  | 1__2__3__4__5 | Very kind                                   |
| (13) Indifferent to other's<br>approval                         | 1__2__3__4__5 | Highly needful of<br>other's approval       |
| (14) Feelings not easily hurt                                   | 1__2__3__4__5 | Feelings easily hurt                        |

QUESTIONNAIRE #2

- |   |               |                                    |
|---|---------------|------------------------------------|
| (15) Not at all aware of feelings of others | 1__2__3__4__5 | Very aware of feelings of others   |
| (16) Can make decisions easily              | 1__2__3__4__5 | Has difficulty making decisions    |
| (17) Gives up very easily                   | 1__2__3__4__5 | Never gives up easily              |
| (18) Never cries                            | 1__2__3__4__5 | Cries very easily                  |
| (19) Not at all confident                   | 1__2__3__4__5 | Very self-confident                |
| (20) Feels very inferior                    | 1__2__3__4__5 | Feels very superior                |
| (21) Not at all understanding of others     | 1__2__3__4__5 | Very understanding of others       |
| (22) Very cold in relations with others     | 1__2__3__4__5 | Very warm in relations with others |
| (23) Very little need for security          | 1__2__3__4__5 | Very strong need for security      |
| (24) Goes to pieces under pressure          | 1__2__3__4__5 | Stands up well under pressure      |

QUESTIONNAIRE #3INSTRUCTIONS:

Draw a circle around the letter or double letter which most closely indicates your feeling about each statement. Choose your answer to the following scale:

AA	A	D	DD
agree very much	agree a little	disagree a little	disagree very much

- AA A D DD (1) Women should feel free to compete with men in every sphere of economic activity.
- AA A D DD (2) It is better to have a man as a boss or supervisor than a woman.
- AA A D DD (3) Management of property and income, acquired by either husband or wife, should rest with both husband and wife.
- AA A D DD (4) If a woman with an infant continues to work outside the home, she is neglecting her maternal duty.
- AA A D DD (5) A woman could be just as competent as a man in a high political office.
- AA A D DD (6) A woman should take her husband's last name at marriage.
- AA A D DD (7) Both husband and wife should be equally responsible for the care of young children.
- AA A D DD (8) Women should not compete in football, even against other women.
- AA A D DD (9) Sex is no indication of fitness or lack of fitness to enter any type of occupation.
- AA A D DD (10) The intellectual leadership of a community should be mostly in the hands of men.
- AA A D DD (11) Society should be prepared to provide day care centers so that any woman who wants to hold a job can do so.
- AA A D DD (12) It is only fair for a school which offers professional training to limit the number of female students in favor of males.

QUESTIONNAIRE #3

- AA A D DD (13) Objections which one might have to the use of obscene language should bear no relation to the sex of the speaker.
- AA A D DD (14) Men should usually help a woman with her coat and open the door for her.
- AA A D DD (15) Men should have an equal chance for custody of children in a divorce.
- AA A D DD (16) It should usually be the duty of the husband to support his wife and family.
- AA A D DD (17) Women workers have abilities equal to those of men workers for most jobs.
- AA A D DD (18) Women should be happier in the long run if they could adjust to their role as housewives.
- AA A D DD (19) Women can control their emotions enough to be successful in any occupation.
- AA A D DD (20) Police duty is a job that should usually be done by men.
- AA A D DD (21) A woman should have the same freedom and the same restrictions as a man.
- AA A D DD (22) The husband should usually initiate sexual relations with his wife.
- AA A D DD (23) It is natural if a woman's career is as important to her as husband and children.
- AA A D DD (24) For her own safety, parents should keep a daughter under closer supervision than a son.
- AA A D DD (25) Women should feel free to enter occupations requiring aggressiveness rather than remaining in jobs calling for compliance.
- AA A D DD (26) A woman should almost always let her date pay for whatever they do together.
- AA A D DD (27) Women should ask men out for dates if they feel like it.
- AA A D DD (28) Women should accept the intellectual limitations of their sex.

QUESTIONNAIRE #4

The following information about you and your background is important for the purpose of this research project. Remember that your answers will remain strictly confidential and will be anonymous.

INSTRUCTIONS:

For each item, draw a circle around the number that best describes you. Please answer every item.

Example: Color of eyes

- 1 blue
- 2 brown
- 3 green
- 4 grey
- 5 other

(1) Age:

- 1 under 30
- 2 30 - 35
- 3 36 - 40
- 4 41 - 45
- 5 46 - 50
- 6 51 - 55
- 7 56 - 60
- 8 61 or older

(2) Motherhood Status:

- 1 no children
- 2 youngest child under age 6
- 3 youngest child under age 12
- 4 youngest child under age 18
- 5 youngest child age 18 or older

(3) Number of Children:

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 more than five (how many? \_\_\_\_\_)
- 7 none

(4) Racial or ethnic background:

- 1 Black
- 2 White
- 3 Asian
- 4 Hispanic
- 5 Other (write in \_\_\_\_\_)

(5) Marital Status:

(A) If you are currently living with a marital or sexual partner, answer here:

- 1 I am married to my first husband
- 2 I am married to my second (or subsequent) husband
- 3 I have never been married, am living with a male partner

QUESTIONNAIRE #4

- 4 I have been previously married, am living with a male partner
- 5 I am living with a female partner
- (B) If you are not currently living with a marital or sexual partner, answer here:
- 6 I have never been married
- 7 I am married but separated
- 8 I am divorced
- 9 I am widowed
- (6) How would you describe the neighborhood area where you live?
- 1 urban, large city
- 2 within large city, but in outlying part
- 3 small city
- 4 suburban
- 5 small town or rural
- (7) Annual income of your household:
- 1 \$ 5,000 or less
- 2 \$ 5,001 - \$10,000
- 3 \$10,001 - \$15,000
- 4 \$15,001 - \$20,000
- 5 \$20,001 - \$25,000
- 6 more than \$25,000
- (8) What is the main source of income for your own upkeep and expenses?
- |                   |  |
|-------------------|--|
| 1 myself          | 5 friend   |
| 2 husband         | 6 pension, insurance, savings, investments, etc. |
| 3 ex-husband      | 7 government aid                                 |
| 4 other relatives | 8 other (write in _____)                         |
- (9) How would you rank the occupational level of the main provider of income for your household (relative, ex-husband, yourself, etc.)
- 1 unskilled blue-collar
- 2 semi-skilled blue-collar
- 3 skilled blue collar, foreman, etc.
- 4 clerical, retail sales, office worker, agent, etc.
- 5 small business manager, department head, industrial sales, etc.

QUESTIONNAIRE #4

- 6 professional, executive of large business, etc.
- 7 doesn't apply to me

(10) What is the highest level of education completed by your husband, ex-husband, or partner

- 1 less than 12th grade
- 2 high school or Graduate Equivalency Diploma
- 3 high school plus special training
- 4 high school plus some college
- 5 associate degree from college
- 6 bachelor's degree from college
- 7 bachelor's degree plus some advanced college work
- 8 graduate or professional degree
- 9 doesn't apply to me

(11) What is the highest level of education completed by your father?

- 1 less than 12th grade
- 2 high school or Graduate Equivalency Diploma
- 3 high school plus special training
- 4 high school plus some college
- 5 associate degree from college
- 6 bachelor's degree from college
- 7 bachelor's degree plus some advanced college work
- 8 graduate or professional degree

(12) What is the highest educational level you had completed before you entered this educational institution?

- 1 General Equivalency Diploma (G.E.D.)
- 2 graduated from high school
- 3 high school plus business or training course
- 4 one year or less of college-level study
- 5 two years or less of college-level study
- 6 three years or less of college-level study
- 7 more than three years of college-level study

(13) What curriculum did you take in high school?

- 1 academic
- 2 commercial or business
- 3 vocational
- 4 general
- 5 other (write in \_\_\_\_\_)

QUESTIONNAIRE #4

(14) What was your approximate grade-average in high school?

- 1 A or B plus
- 2 B or B minus
- 3 C or C minus
- 4 D or lower

(15) What was the main reason you didn't enter or finish a college program soon after high school?

- 1 lack of money
- 2 marriage
- 3 good job opportunity
- 4 lack of encouragement from home
- 5 lack of encouragement from school
- 6 lack of information about opportunities and procedures
- 7 lack of academic preparation to meet entrance requirements
- 8 lack of personal desire at the time
- 9 other (write in \_\_\_\_\_)

(16) Of the list above in #15, what was the second most important reason you didn't enter or finish a college program soon after high school?

\_\_\_\_\_ (Please write in a number from the list above or write in other reason) \_\_\_\_\_

(17) How long have you been enrolled at this educational institution?

- |                             |                               |
|-----------------------------|-------------------------------|
| 1 less than one year        | 3 between two and three years |
| 2 between one and two years | 4 four or more years          |

(18) How long since you attended college before entering this educational institution?

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1 less than one year          | 5 between eleven and fifteen years |
| 2 between one and two years   | 6 between sixteen and twenty years |
| 3 between two and three years | 7 over twenty-one years            |
| 4 between four and ten years  |                                    |

QUESTIONNAIRE #4

- (19) How are you registered for classes at this educational institution?
- 1 part-time day student (fewer than 12 credit hours)
  - 2 full-time day student (12 or more credit hours)
  - 3 part-time evening student
  - 4 full-time evening student
  - 5 other (write in \_\_\_\_\_)
- (20) Which of the following categories best describes the major field of study you have chosen, or will probably choose, for your degree or certificate?
- 1 humanities (language, literature, history, philosophy, etc.)
  - 2 physical sciences, mathematics
  - 3 social sciences
  - 4 education
  - 5 health
  - 6 business
  - 7 the arts or communications
  - 8 social welfare, justice
  - 9 other (write in \_\_\_\_\_)
- (21) Which kind of academic program are you presently enrolled in?
- 1 bachelor's degree
  - 2 associate degree
  - 3 certificate
- (22) After completing your current academic program, do you intend to go onto a more advanced degree?
- |                       |                  |
|-----------------------|------------------|
| 1 definitely not      | 4 probably yes   |
| 2 unlikely            | 5 definitely yes |
| 3 maybe yes, maybe no |                  |
- (23) How would you describe the general attitude of your husband (or partner toward your continuing your education?
- 1 strongly approving or encouraging
  - 2 somewhat approving or encouraging
  - 3 mixed feelings, inconsistent, changes from approval to disapproval
  - 4 indifferent, uninterested, doesn't care
  - 5 somewhat disapproving or discouraging
  - 6 strongly disapproving or discouraging





## QUESTIONNAIRE #4

(29) If you have children, please indicate how important the availability of on-campus child care services is for you:

- |                      |                       |
|----------------------|-----------------------|
| 1 not important      | 3 of major importance |
| 2 somewhat important | 4 essential for me    |

(30) If you have used the campus care services, please indicate how satisfied you were with the service:

- |                  |                     |
|------------------|---------------------|
| 1 very satisfied | 3 dissatisfied      |
| 2 satisfied      | 4 very dissatisfied |

(31) What has been the biggest problem for you in adjusting to college life? Mark only one.

- |                               |                          |
|-------------------------------|--------------------------|
| 1 role adjustments            | 5 child care problems    |
| 2 academic adjustments        | 6 no problems            |
| 3 interpersonal relationships | 7 other (please specify) |
| 4 financial problems          | _____                    |

(32) Your current employment status while attending school can be described as:

- |                                      |
|--------------------------------------|
| 1 not working outside the home       |
| 2 working part-time outside the home |
| 3 working full-time outside the home |
| 4 other (please specify) _____       |

(33) Which of the following best describes you? Mark only one.

- |  |
|--|
| 1 never worked outside the home (go to question #36)                   |
| 2 worked outside the home before marriage but not after                |
| 3 worked outside the home before marriage and part-time after marriage |
| 4 worked outside the home before marriage and full-time after marriage |
| 5 never married, worked outside the home most of my adult life         |
| 6 other (please specify) _____   |

QUESTIONNAIRE #4

(34) Which of the following best describes your work history? Mark only one.

- 1 have worked less than one year outside the home
- 2 have worked one to two years outside the home
- 3 have worked three to five years outside the home
- 4 have worked six to ten years outside the home
- 5 have worked eleven to fifteen years outside the home
- 6 other (please specify) \_\_\_\_\_

(35) If you have ever worked outside the home, how would you describe your occupational category? Mark only one.

- 1 domestic
- 2 clerical, secretarial, office worker
- 3 retail sales, sales agent
- 4 department head
- 5 business manager
- 6 professional
- 7 executive
- 8 unskilled laborer
- 9 waitress, food service worker
- 10 other (please specify) \_\_\_\_\_

(36) Please write on the back of this page any comments you want to add about yourself or your background, that was not covered in in this questionnaire.

(37) Please write on the back of this sheet any comments you might have about this research project.

APPENDIX C

FREQUENCY DISTRIBUTIONS OF PERSONAL BACKGROUND CHARACTERISTICS

TABLE 15  
 FREQUENCY DISTRIBUTIONS OF PERSONAL BACKGROUND CHARACTERISTICS

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Age</u>						
under 30	8	20	18	30	26	26
30 - 35	14	35	24	40	38	38
36 - 40	4	10	6	10	10	10
41 - 45	5	12.5	4	6.7	9	9
46 - 50	4	10	4	6.7	8	8
51 - 55	3	7.5	2	3.3	5	5
56 - 60	2	5	2	3.3	4	4
<u>Age of youngest child</u>						
no children	5	12.5	30	50	35	35
under age 6	9	22.5	6	10	15	15
under age 12	12	30	11	18.3	23	23
under age 18	6	15	8	13.3	14	14
age 18 or older	8	20	5	8.3	13	13
<u>Number of children</u>						
none	5	12.5	27	45	32	32
1	9	22.5	7	11.6	16	16
2	9	22.5	7	11.6	16	16
3	11	27.5	5	8.3	16	16
4	3	7.5	1	1.6	4	4
5	3	7.5	1	1.6	4	4
more than 5	0	0	1	1.6	1	1.0

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Marital Status</u>						
married to first husband	9	47.4	25	71.4	34	63
married to second (subsequent) husband	7	36.8	4	11.4	11	20.4
living with male partner/never married	0	0	2	5.7	2	3.7
living with male partner/previously married	1	5.3	3	8.6	4	7.4
living with female partner	2	10.5	1	2.9	3	5.6
never been married	2	9.1	10	40.0	12	25.5
married/separated	4	18.2	1	4.0	5	10.6
divorced	15	68.2	13	52	28	59.6
widowed	1	4.5	1	4.0	2	4.3
<u>Neighborhood</u>						
urban, large city	2	5	3	5	5	5
outlying part of large city	2	5	1	1.7	3	3
small city	12	30	32	53.3	44	44
suburban	8	20	6	10	14	14
small town or rural	16	40	18	30	34	34
<u>Household income</u>						
5,000 or less	11	27.5	17	28.3	28	28
5,000 - 10,000	11	27.5	11	18.3	22	22
10,000 - 15,000	7	17.5	8	13.3	15	15
15,000 - 20,000	2	5	4	6.7	6	6
20,000 - 25,000	4	10	7	11.7	11	11
more than 25,000	5	12.5	13	21.7	18	18
no response	0	0	0	0	0	0

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Main source of income for own upkeep and expenses</u>						
self	6	15	16	26.7	22	22
husband	15	37.5	22	36.7	37	37
ex-husband	4	10	2	3.3	6	6
other relatives	0	0	0	0	0	0
friend	0	0	0	0	0	0
pension, insurance, savings, investments	0	0	2	3.3	2	2
government aid	10	25	7	11.7	17	17
other	5	12.5	11	18.3	16	16
<u>Occupational level of main household provider</u>						
unskilled blue collar	3	7.5	1	1.6	4	4
semiskilled blue collar	3	7.5	6	10	9	9
clerical, retail sales, office worker, agent	7	17.5	9	15	16	16
small business mmt., dept. head, industrial sales	6	15	5	8.3	11	11
professional, executive of large bus.	5	12.5	17	28.3	22	22
does not apply	8	20	17	28.3	25	25
no response	0	0	0	0	0	0

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Husband's/ex-husband's partner's education</u>						
less than 12th grade	9	22.5	2	3.4	11	11
high school or GED	5	12.5	2	3.4	7	7.1
high school plus some special training	4	10	4	6.9	8	8.2
high school plus some college	8	20	6	10.3	14	14.3
college, associate degree	3	7.5	7	12.1	10	10.2
college, bachelor's degree	0	0	10	17.2	10	10.2
college, bachelor's degree plus advanced	3	7.5	6	10.3	9	9.2
graduate or professional degree	6	15	15	25.9	21	21.4
does not apply	2	5	6	10.3	8	8.2
no response	0	0	2	3	2	2
<u>Father's education</u>						
less than 12th grade	23	57.5	20	33.9	43	43
high school or GED	10	25	5	8.5	15	15.2
high school plus some special training	1	2.5	8	13.6	9	9.1
high school plus some college	2	5	9	15.3	11	11.1
college, associate degree	1	2.5	0	0	1	1.0
college, bachelor's degree	0	0	8	13.6	8	8.1

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Father's education</u>						
college, bachelor's plus advanced	0	0	5	8.5	5	5.1
graduate or professional degree	3	7.5	4	6.8	7	7.1
no response	0	0	1	2	1	1
<u>High school curriculum</u>						
academic	14	35	36	60	50	50
commercial/business	7	17.5	6	10	13	13
vocational	0	0	1	1.7	1	1
general	17	42.5	13	21.7	30	30
combination - academic/commercial	2	5	4	6.7	6	6
<u>High school grade point average</u>						
A/B+	7	18.4	22	37.9	29	29
B/B-	13	34.2	26	44.8	39	39
C/C-	15	39.5	10	17.2	25	25
D or lower	3	7.9	0	0	3	3
does not apply	2	5	2	3	4	4
<u>Main reason for not entering or finishing college after high school</u>						
lack of money	4	10	7	11.9	11	11
marriage	20	50	14	23.7	34	34.3
job opportunity	0	0	1	1.7	1	1.0

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Main reason for not entering or finishing college after high school</u>						
lack of encouragement from home	1	2.5	2	3.4	3	3.0
lack of encouragement from school	1	2.5	1	1.7	2	2
lack of information about opportunities	1	2.5	2	3.4	3	3.0
lack of desire	9	22.5	20	33.9	29	29.3
other	4	10.0	12	20.0	16	16.0
no response	0	0	1.6	2	1	1
<u>Second most important reason for not entering or finishing college soon after high school</u>						
lack of money	7	18.9	8	16.3	15	17.4
marriage	4	10.8	4	8.2	8	9.3
job opportunity	0	0	3	6.1	3	3.5
lack of encouragement from home	3	8.1	10	20.4	13	15.1
lack of encouragement from school	2	5.4	5	10.2	7	8.1
lack of information about opportunities	5	13.5	6	12.2	11	12.8
lack of academic preparation	4	10.8	0	0	4	4.7
lack of personal desire	12	32.4	5	10.2	17	19.8
other	0	0	8	16.3	8	9.3
no response	3	8	1	2	14	14

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>How long enrolled at present educational institution</u>						
less than 1 year	25	62.5	21	35	46	46
between 1 and 2 years	13	32.5	19	31.7	32	32
between 2 and 3 years	0	0	13	21.7	13	13
4 or more years	2	5.0	7	11.6	9	9
<u>Length of time since previous enrollment</u>						
less than 1 year	3	8.6	13	21.7	16	16.8
between 1 and 2 years	3	8.6	3	5.0	6	6.3
between 2 and 3 years	2	5.7	9	15	11	11.6
between 4 and 10 years	8	22.9	19	31.7	27	28.4
between 11 and 15 years	5	17.1	8	13.3	14	14.7
between 15 and 20 years	6	17.1	3	5.0	9	9.5
over 21 years	7	20	5	8.3	12	12.6
no response	5	13	0	0	5	5.0
<u>Attends classes</u>						
part-time day	3	7.5	9	15	12	12
full-time day	31	77.5	48	80	79	79
part-time evening	4	10	0	0	4	4
part-time evening	1	2.5	0	0	1	1
other	1	2.5	3	5	4	4

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Major field of study</u>						
Humanities	0	0	5	8.3	5	5
physical science, mathematics	0	0	6	10	6	6
social science	4	10	3	5	7	7
education	0	0	13	21.7	13	13
health	21	52.5	3	5	14	14
business	5	12.5	6	10	11	11
arts or communication	2	5	9	15	11	11
social welfare	8	20	1	1.7	9	9
other (mixed)	0	0	14	23.3	14	14
<u>Academic program</u>						
bachelor's degree	1	2.5	58	96.7	59	59
associate degree	20	50	0	0	20	20
certification	19	47.5	2	3.3	21	21
<u>Intention for more advanced degree</u>						
definitely not	1	2.6	3	5.1	4	4.1
unlikely	7	17.9	8	13.6	15	15.3
maybe yes, maybe no	8	20.5	30	50.8	38	38
probably yes	14	35.9	13	22	27	27.6
definitely yes	9	23.1	5	8.5	14	14.3
no response	1	3	1	2	2	2

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Husband's/ex-husband's partner's attitude</u>						
strongly approving or encouraging	15	53.6	28	63.6	43	59.7
somewhat approving or encouraging	6	21.4	6	13.6	12	16.7
mixed feelings, inconsistent, changes from approval to disapproval	4	14.3	6	13.6	10	13.9
indifferent, uninterested, does not care	1	3.6	3	6.8	4	5.6
somewhat disapproving or discouraging	0	0	1	2.3	1	1.4
strongly disapproving or discouraging	2	7.1	0	0	2	2.8
no response/does not apply	12	3	16	26.6	28	28
<u>Importance of child care services to parents</u>						
not important	22	78.6	24	85.7	46	46
somewhat important	2	7.1	0	0	2	3.6
major importance	3	10.7	4	14.3	7	12.5
essential	1	3.6	0	0	1	1.8
no response/does not apply	12	3	32	53.3	44	44

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Parent satisfaction with child care services</u>						
very satisfied	0	0	1	50	1	33.3
satisfied	0	0	1	50	1	33.3
dissatisfied	1	100	0	0	1	33.3
very dissatisfied	0	0	0	0	0	0
no response/does not apply	39	97.5	58	96.6	97	97
<u>Biggest problem adjusting to college life</u>						
role change	9	23.1	11	18.3	20	20
academic adjustments	6	15.4	10	16.7	16	16.2
interpersonal relationships	3	7.7	8	13.3	11	11.1
financial problems	8	20.5	15	26.7	24	24.2
child care problems	1	2.6	3	5.0	4	4
no problems	9	23.1	2	3.3	11	11.1
other/combination	4	10	10	16.7	14	14
<u>Employment status while attending school</u>						
not working outside the home	22	55	26	44.1	48	48.5
working part-time outside the home	10	55	19	32.2	29	29.3
working full-time outside the home	7	17.5	5	8.5	12	12.1
other	1	2.5	10	16.6	11	11

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Employment status</u> <u>before reentry</u>						
never worked outside the home	2	5	0	0	2	2
worked outside home before marriage but not after	3	7.5	1	1.7	4	4
worked outside home before marriage/ part-time after	15	37.5	18	30	33	33
worked outside home before marriage/ full-time after	14	35	23	38.3	37	37
never married, worked outside home most of adult life	3	7.5	13	21.7	16	16
other	3	7.5	5	8.3	8	8
<u>Work history</u>						
worked less than 1 year outside home	2	5.3	0	0	2	2
worked 1 - 2 years outside home	5	13.2	5	8.3	10	10.2
worked 3 - 5 years outside home	10	26.3	13	21.7	23	23.5
worked 6 - 10 years outside home	12	31.6	24	40	36	36.7
worked 11 - 15 years outside home	5	13.2	15	25	20	20.4
other	6	15	3	5	9	9

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Vocational category if worked outside home</u>						
domestic	0	0	1	1.7	1	1
clerical; secretarial; office worker	8	20	27	45	35	35
retail sales; sales agent	3	7.5	2	3.3	5	5
department head	1	2.5	0	0	1	1
business manager	0	0	0	0	0	0
professional	2	5	10	16.7	12	12
executive	0	0	0	0	0	0
unskilled laborer	6	15	2	3.3	8	8
waitress; food service	8	20	4	6.7	12	12
other	9	22.5	7	11.7	16	16
composite	3	7.5	7	11.7	10	10
<u>Student Services Used</u>						
<u>Counseling</u>						
never used	21	52.5	38	63.3	59	59
1 - 2 times	11	27.5	11	18.3	22	22
3 - 4 times	5	12.5	5	8.3	10	10
5 or more times	3	7.5	6	10.0	9	9
<u>Financial Aid</u>						
never used	21	52.5	24	40.0	45	45
1 - 2 times	11	27.5	12	20.0	23	23
3 - 4 times	5	12.5	9	15.0	14	14
5 or more times	3	7.5	15	25.0	18	18

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Women's Studies Programs</u>						
never used	37	92.5	44	73.3	81	81
1 - 2 times	0	0	10	16.6	10	10
3 - 4 times	0	0	2	3.3	2	2
5 or more times	3	7.5	4	6.6	7	7
<u>Student Activities</u>						
never used	31	77.5	36	60.0	67	67
1 - 2 times	5	12.5	12	20.0	17	17
3 - 4 times	3	7.5	5	8.3	8	8
5 or more times	1	2.5	7	11.6	8	8
<u>Career Planning</u>						
never used	32	80.0	40	66.6	72	72
1 - 2 times	3	7.5	16	26.6	19	19
3 - 4 times	1	2.5	2	3.3	3	3
5 or more times	4	10.0	2	3.3	6	6
<u>Work-Related Experience</u>						
never used	31	77.5				
1 - 2 times	6	15.0				
3 - 4 times	1	2.5				
5 or more times	2	5.0				
<u>Library Resources</u>						
never used	10	25.0				
1 - 2 times	11	27.5				
3 - 4 times	4	10.0				
5 or more times	15	37.5				

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Health Services</u>						
never used			17	28.3		
1 - 2 times			28	46.6		
3 - 4 times			8	13.3		
5 or more times			7	17.5		
<u>Student Housing</u>						
never used			55	91.6		
1 - 2 times			5	8.3		
3 - 4 times			0	0		
5 or more times			0	0		
<u>Reasons Student Services Not Used</u>						
<u>Counseling</u>						
not appropriate	15	75.0	18	51.4	33	60.0
not aware	1	5.0	3	8.5	4	7.2
conflict with schedule	1	5.0	2	5.7	3	5.4
not enough time	2	10.0	4	11.4	6	10.9
other	1	5.0	8	22.8	9	16.3
<u>Financial Aid</u>						
not appropriate	14	73.6	16	69.5	30	71.4
not aware	0	0	0	0	0	0
conflict with schedule	1	5.2	0	0	1	2.3
not enough time	2	10.5	2	8.6	4	9.5
other	2	10.5	5	21.7	7	16.6

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Women's Studies Programs</u>						
not appropriate	17	53.1	9	23.0	26	36.6
no aware	4	12.5	13	33.3	17	23.9
conflict with schedule	3	9.3	1	3.1	4	6.2
not enough time	6	18.7	11	34.3	17	25.5
other	0	0	3	9.3	3	4.6
<u>Career Planning</u>						
not appropriate	14	51.8	22	64.7	36	59.0
not aware	9	33.3	2	5.8	11	18.0
conflict with schedule	1	3.7	0	0	1	1.6
not enough time	2	7.4	5	14.7	7	11.4
other	1	3.7	5	14.7	6	9.8
<u>Work-Related Experience</u>						
not appropriate	20	64.5				
not aware	3	9.6				
conflict with schedule	2	6.4				
not enough time	5	16.1				
other	1	3.2				
<u>Library Resources</u>						
not appropriate	3	42.8				
not aware	1	14.2				
conflict with schedule	1	14.2				

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Library Resources</u>						
not enough time	1	14.2				
other	1	14.2				
<u>Health Services</u>						
not appropriate			14	70.0		
not aware			0	0		
conflict with schedule			0	0		
not enough time			2	10.0		
other			4	20.0		
<u>Student Housing</u>						
not appropriate			43	91.4		
not aware			2	4.2		
conflict with schedule			0	0		
not enough time			1	2.1		
other			1	2.1		
<u>How Well Student Services Met Needs</u>						
<u>Counseling</u>						
very well	6	30.0	6	26.1	12	17.9
adequate	6	30.0	5	21.7	11	15.6
somewhat	6	30.0	7	30.4	13	30.2
did not	2	10.0	5	21.7	7	16.3

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Financial Aid</u>						
very well	14	63.6	19	51.4	33	55.9
adequate	5	22.7	11	29.7	16	27.1
somewhat	1	4.5	4	10.8	5	8.5
did not	2	9.1	3	8.1	5	8.5
<u>Women's Studies/Programs</u>						
very well	2	50.0	5	29.4	7	33.3
adequate	2	50.0	3	17.6	5	23.8
somewhat	0	0	6	35.3	6	28.6
did not	0	0	3	17.6	3	14.3
<u>Student Activities</u>						
very well	2	22.2	4	16.0	6	17.6
adequate	1	11.1	15	60.0	16	47.1
somewhat	2	22.2	4	16.0	6	17.6
did not	1	11.1	1	4.0	2	5.9
<u>Career Planning</u>						
very well	2	33.3	2	10.0	4	15.4
adequate	3	50.0	10	50.0	13	50.0
somewhat	1	16.7	4	20.0	5	19.2
did not	0	0	3	15.0	3	11.5
other	0	0	1	5.0	1	3.8

TABLE 15 CONTINUED

Variable	Community college ( <u>N</u> = 40)		University ( <u>N</u> = 60)		Total sample ( <u>N</u> = 100)	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<u>Work-Related Experience</u>						
very well	7	63.6				
adequate	2	18.2				
somewhat	0	0				
did not	2	18.2				
<u>Library Resources</u>						
very well	15	46.9				
adequate	13	40.6				
somewhat	4	12.5				
did not	0	0				
<u>Health Services</u>						
very well			20	46.5		
adequate			13	30.2		
somewhat			4	9.3		
did not			4	9.3		
other			2	4.7		
<u>Student Housing</u>						
very well			2	28.6		
adequate			2	28.6		
somewhat			0	0		
did not			2	28.6		

Note: Percentages may not total 100 percent due to rounding.

APPENDIX D  
STATISTICAL ANALYSIS OF DATA

TABLE 16

## CHI SQUARE ANALYSIS OF BIOGRAPHICAL CHARACTERISTICS RELATED TO AGE

Variable	Age				Row totals	Chi square	df	Level of significance
	Under 30	30-35	36-45	46 or over				
<u>Number of children</u>					100 (100)	55.547	12	.000
zero	22 (22 )	11 (11 )	1 ( 1 )	1 ( 1 )	25 ( 25 )			
one	4 ( 4 )	8 ( 8 )	2 ( 2 )	0 ( 0 )	14 ( 14 )			
two	2 ( 2 )	12 (12 )	9 ( 9 )	3 ( 3 )	26 ( 26 )			
three	0 ( 0 )	5 ( 1 )	4 ( 4 )	7 ( 7 )	16 ( 16 )			
more than three	1 ( 1 )	1 ( 1 )	2 ( 2 )	5 ( 5 )	9 ( 9 )			
<u>Non-marital status</u>					47 (100)	18.823	9	.026
never married	7 (14.9)	3 ( 6.4)	1 ( 2.1)	1 ( 2.1)	12 (25.5)			
separated	1 ( 2.1)	2 ( 4.3)	2 ( 4.3)	0 ( 0 )	5 (10.6)			
divorced	5 (10.6)	11 (23.4)	7 (14.9)	5 (10.6)	28 (59.6)			
widowed	0 ( 0 )	0 ( 0 )	0 ( 0 )	2 ( 4.3)	2 ( 4.3)			

TABLE 16 CONTINUED

Variable	Age				Row totals	Chi square	df	Level of signifi- cance
	Under 30	30-35	36-45	46 or over				
<u>Husband's/ex-husband's/ partner's education</u>					100 (100)	30.416	12	.002
less than high school	2 ( 2 )	3 ( 3 )	4 ( 4 )	4 ( 4 )	13 (13 )			
high school plus some training or college	13 (13 )	11 (11 )	2 ( 2 )	3 ( 4 )	29 (29 )			
bachelor's plus train- ing or some college	7 ( 7 )	8 ( 8 )	2 ( 2 )	2 ( 2 )	19 (19 )			
graduate or profes- sional	1 ( 1 )	14 (14 )	10 (10 )	6 ( 6 )	31 (31 )			
doesn't apply	4 ( 4 )	2 ( 2 )	0 ( 0 )	2 ( 2 )	8 ( 8 )			
<u>Length of time since previous enrollment</u>					95 (100)	53.932	12	.000
less than one year	5 ( 5.3)	6 ( 6.3)	3 ( 3.2)	2 ( 2.1)	16 (16.8)			
one to three years	8 ( 8.4)	6 ( 6.3)	2 ( 2.1)	1 ( 1.1)	17 (17.8)			
four to ten years	11 (11.6)	11 (11.6)	3 ( 3.2)	2 ( 2.1)	27 (28.4)			
eleven to fifteen years	0 ( 0 )	12 (12.6)	2 ( 2.1)	0 ( 0 )	14 (14.7)			
Sixteen or more years	0 ( 0 )	2 ( 2.1)	8 ( 8.4)	11 (11.6)	21 (22.1)			

TABLE 16 CONTINUED

Variable	Age				Row totals	Chi square	df	Level of signifi- cance
	Under 30	30-35	36-45	46 or over				
<u>Major field</u>					100 (100)	31.692	18	.023
humanities/arts	2 ( 2 )	5 ( 5 )	4 ( 4 )	5 ( 5 )	16 ( 16 )			
physical science/ mathematics	5 ( 5 )	0 ( 0 )	0 ( 0 )	1 ( 5 )	6 ( 6 )			
social science/ social welfare	1 ( 1 )	4 ( 4 )	7 ( 7 )	4 ( 4 )	16 ( 16 )			
education	2 ( 2 )	7 ( 7 )	2 ( 2 )	2 ( 2 )	13 ( 13 )			
health	7 ( 7 )	10 (10 )	4 ( 4 )	3 ( 3 )	24 ( 24 )			
business	3 ( 3 )	5 ( 5 )	1 ( 4 )	2 ( 2 )	11 ( 11 )			
other	6 ( 6 )	7 ( 7 )	1 ( 1 )	0 ( 0 )	14 ( 14 )			
<u>Biggest problem adjusting</u>					100 (100)	29.512	18	.042
role	1 ( 1 )	12 (12 )	4 ( 4 )	3 ( 3 )	20 ( 20 )			
academic	4 ( 4 )	7 ( 7 )	1 ( 1 )	4 ( 4 )	16 ( 16 )			
interpersonal	4 ( 4 )	4 ( 4 )	2 ( 2 )	1 ( 1 )	11 ( 11 )			
financial	7 ( 7 )	10 (10 )	4 ( 4 )	4 ( 4 )	25 ( 25 )			

TABLE 16 CONTINUED

Variable	Age				Row totals	Chi square	df	Level of significance
	Under 30	30-35	36-45	46 or over				
<u>Biggest problem adjusting</u>								
child care	1 ( 1 )	1 ( 1 )	2 ( 2 )	0 ( 0 )	25 ( 25 )			
no problem	1 ( 1 )	3 ( 3 )	3 ( 4 )	4 ( 1 )	11 ( 11 )			
other	9 ( 9 )	1 ( 1 )	2 ( 2 )	1 ( 1 )	13 ( 13 )			
<u>Work history</u>					100 (100)	44.777	12	.000
one to two years	1 ( 1 )	8 ( 8 )	1 ( 1 )	2 ( 2 )	12 ( 12 )			
three to five years	2 ( 2 )	13 (13 )	6 ( 6 )	2 ( 2 )	23 ( 23 )			
six to ten years	17 (17 )	11 (11 )	5 ( 5 )	3 ( 3 )	36 ( 36 )			
eleven to fifteen years	6 ( 6 )	5 ( 5 )	5 ( 5 )	4 ( 4 )	20 ( 20 )			
other	1 ( 1 )	0 ( 0 )	2 ( 2 )	6 ( 6 )	9 ( 9 )			

Note: Numbers in parentheses are percentages; totals not equal to 100 percent are due to rounding.

TABLE 17

CHI SQUARE ANALYSIS OF BIOGRAPHICAL CHARACTERISTICS  
RELATED TO ATTITUDE TOWARD WOMEN'S ROLE IN SOCIETY

Variable	Attitude			Row totals	Chi square	df	Level of signifi- cance
	Low fem.	Med. fem.	High fem.				
<u>Age</u>				100 (100)	13.38	6	.037
below thirty	6 ( 6 )	5 ( 5 )	15 (15 )	26 ( 26 )			
thirty to thirty-five	12 (12 )	14 (14 )	12 (12 )	38 ( 38 )			
thirty-six to forty-five	4 ( 4 )	10 (10 )	5 ( 5 )	19 ( 19 )			
forty-six and over	8 ( 8 )	7 ( 7 )	2 ( 2 )	17 ( 17 )			
<u>Age of youngest child</u>				100 (100)	20.52	8	.008
none	8 ( 8 )	7 ( 7 )	20 (20 )	35 ( 35 )			
under six years	4 ( 4 )	8 ( 8 )	3 ( 3 )	15 ( 15 )			
six to eleven years	7 ( 7 )	10 (10 )	6 ( 6 )	23 ( 23 )			
twelve to eighteen years	3 ( 3 )	8 ( 8 )	3 ( 3 )	14 ( 14 )			
over eighteen years	8 ( 8 )	3 ( 3 )	2 ( 2 )	13 ( 13 )			

TABLE 17 CONTINUED

Variable	Attitude			Row totals	Chi square	df	Level of signifi- cance
	Low fem.	Med. fem.	High fem.				
<u>Number of children</u>				100 (100)	17.96	8	.021
none	8 ( 8 )	5 ( 5 )	22 (22 )	35 ( 35 )			
one	5 ( 5 )	7 ( 7 )	2 ( 2 )	14 ( 14 )			
two	7 ( 7 )	12 (12 )	7 ( 7 )	26 ( 26 )			
three	5 ( 5 )	6 ( 6 )	5 ( 5 )	16 ( 16 )			
four or more	5 ( 5 )	4 ( 4 )	0 ( 0 )	9 ( 9 )			
<u>Husband's/ex-husband's/ partner's education</u>				98 (100)	17.11	8	.029
less than 12 grade	5 ( 5.1)	6 ( 6.1)	0 ( 0 )	11 ( 11.2)			
high school plus	10 (10.2)	10 (10.2)	9 ( 9.2)	29 ( 29.6)			
B.S. plus some advanced work	2 ( 2 )	5 ( 5.1)	12 (12.2)	19 ( 19.4)			
Graduate or profes- sional degree	8 ( 8.2)	14 (14.3)	9 ( 9.2)	31 ( 31.6)			
not applicable	4 ( 4.1)	1 ( 1.0)	5 ( 3.1)	8 ( 8.2)			

TABLE 17 CONTINUED

Variable	Attitude			Row totals	Chi square	df	Level of signifi- cance
	Low fem.	Med. fem.	High fem.				
<u>High school curriculum</u>				100 (100)	16.25	8	.038
academic	12 (12 )	13 (13 )	25 (25 )	50 ( 50 )			
commercial business	6 ( 6 )	6 ( 6 )	1 ( 1 )	13 ( 13 )			
vocational	1 ( 1 )	0 ( 0 )	0 ( 0 )	1 ( 1 )			
general	10 (10 )	13 (13 )	7 ( 7 )	30 ( 30 )			
Other	1 ( 1 )	4 ( 4 )	1 ( 1 )	6 ( 6 )			
<u>Major field of study</u>				100 (100)	23.51	12	.023
humanities/art	2 ( 2 )	9 ( 9 )	5 ( 5 )	16 ( 16 )			
mathematics/science	1 ( 1 )	0 ( 0 )	5 ( 5 )	6 ( 6 )			
social science	2 ( 2 )	7 ( 7 )	7 ( 7 )	16 ( 16 )			
education	5 ( 5 )	4 ( 4 )	4 ( 4 )	13 ( 13 )			
health	11 (11 )	10 (10 )	3 ( 3 )	24 ( 24 )			
business	6 ( 6 )	2 ( 2 )	3 ( 3 )	11 ( 11 )			
Other	3 ( 3 )	4 ( 4 )	7 ( 7 )	14 ( 14 )			

TABLE 17 CONTINUED

Variable	Attitude			Row totals	Chi square	df	Level of significance
	Low fem.	Med. fem.	High fem.				
<u>Attitude of children or family</u>				95 (100)	13.00	6	.043
strongly approving	24 (25.3)	22 (23.2)	13 (13.7)	59 (62.1)			
somewhat approving	1 ( 1.1)	9 ( 9.5)	8 ( 8.4)	18 (18.9)			
mixed/indifferent	4 ( 4.2)	5 ( 5.3)	8 ( 8.4)	17 (17.9)			
disapproving	1 ( 1.1)	0 ( 0 )	0 ( 0 )	1 ( 1.1)			
<u>Student services used - Women's Studies/Center</u>				92 (100)	12.49	6	.051
Never used	27 (29.3)	25 (27.2)	19 (20.7)	71 (77.2)			
one to two times	1 ( 1.1)	4 ( 4.3)	5 ( 5.4)	10 (10.9)			
three or more times	1 ( 1.1)	2 ( 2.2)	6 ( 6.5)	9 ( 9.8)			
other	0 ( 0 )	0 ( 0 )	2 ( 2.2)	2 ( 2.2)			
<u>Reasons not used - Women's Studies/Center</u>				71 (100)	9.81	4	.043
not appropriate	14 (19.7)	7 (9.9)	5 ( 7.0)	26 (36.6)			

TABLE 17 CONTINUED

Variable	Attitude			Row totals	Chi square	df	Level of signifi- cance
	Low fem.	Med. fem.	High fem.				
<u>Reason not used - Women's Studies/Center</u>							
not aware	14 (19.7)	7 ( 9.9)	6 ( 8.5)	17 (23.9)			
other	4 ( 5.6)	13 (18.3)	11 (15.5)	28 (39.4)			
<u>Student services used - Student Activities</u>							
				93 (100)	12.46	4	.014
Never used	22 (23.7)	19 (20.4)	19 (20.4)	60 (64.5)			
one to two times	2 ( 2.2)	11 (11.8)	4 ( 4.3)	17 (18.3)			
three or more times	5 ( 5.4)	2 ( 2.2)	9 ( 9.7)	16 (17.2)			

Note: Numbers in parentheses are percentages; totals not equal to 100 percent are due to rounding.

TABLE 18

## CHI SQUARE ANALYSIS OF BIOGRAPHICAL CHARACTERISTICS RELATED TO SEX-TYPEDNESS

Variable	Sex-Type				Row totals	Chi square	df	Level of significance
	Undiff.	Fem.	Mas.	Andro.				
<u>Husband's/ex-husband's partner's attitude #5</u>					100 (100)	10.646	3	.013
Proud	10 (10 )	7 ( 7 )	14 (14 )	15 (15 )	46 ( 46 )			
not applicable	21 (21 )	15 (15 )	5 ( 5 )	13 (13 )	54 ( 54 )			
<u>Husband's/ex-husband's partner's attitude #6</u>					100 (100)	7.996	3	.046
willing to sacrifice	10 (10 )	7 ( 7 )	13 (13 )	10 (10 )	40 ( 40 )			
not applicable	21 (21 )	15 (15 )	6 ( 6 )	18 (18 )	60 ( 60 )			
<u>Problems adjusting</u>					99 ( 99)	32.760	18	.017
role	5 ( 5.1)	3 ( 3 )	2 ( 2 )	10 (10.1)	20 ( 20.2)			
academic	3 ( 3 )	8 ( 8.1)	1 ( 1.0)	4 ( 4 )	16 ( 16.2)			
interpersonal	7 ( 7.1)	2 ( 2.0)	1 ( 1.0)	1 ( 1.0)	11 ( 11.1)			
financial	8 ( 8.1)	0 ( 0 )	7 ( 7.1)	9 ( 9.1)	24 ( 24.2)			

TABLE 18 CONTINUED

Variable	Sex-Type				Row totals	Chi square	df	Level of significance
	Undiff.	Fem.	Mas.	Andro.				
<u>Problems adjusting</u>								
child care	1 ( 1.0)	2 ( 2.0)	1 ( 1.0)	0 ( 0 )	4 ( 4.0)			
no problems	2 ( 2.0)	3 ( 3.0)	4 ( 4.0)	2 ( 2.0)	11 (11.1)			
other	4 ( 4.0)	4 ( 4.0)	3 ( 3.0)	2 ( 2.0)	13 (13.1)			

Note: Numbers in parentheses are percentages; totals not equal to 100 percent are due to rounding.

TABLE 19  
 FREQUENCY DISTRIBUTION OF ITEM RESPONSES  
 TO CEW MOTIVES QUESTIONNAIRE

Item Number	Responses					Item Number	Responses				
	1	2	3	4	5		1	2	3	4	5
1	25	22	24	21	8	13	5	8	17	28	42
2	17	16	17	20	30	14	52	16	19	8	9
3	3	9	16	21	51	15	10	9	18	26	37
4	9	5	18	24	44	16	18	19	12	9	42
5	20	18	26	25	11	17	12	11	21	24	32
6	24	19	26	19	12	18	68	10	9	5	8
7	16	18	17	25	11	19	35	21	27	10	7
8	10	16	23	23	28	20	59	13	16	5	7
9	39	26	21	11	3	21	18	17	24	23	18
10	22	12	22	25	19	22	73	11	12	3	1
11	41	18	20	11	10	23	32	14	25	18	11
12	13	9	10	34	34	24	55	15	19	4	7

TABLE 19 CONTINUED

Item Number	Responses					Item Number	Responses				
	1	2	3	4	5		1	2	3	4	5
25	44	19	23	9	5	39	69	11	6	9	4
26	10	4	9	16	61	40	68	11	13	5	3
27	5	7	19	21	47	41	2	1	9	8	79
28	23	11	27	17	21	42	20	13	25	15	27
29	2	4	12	13	69	43	36	21	17	12	14
30	27	17	21	17	17	44	29	11	13	16	31
31	8	5	18	20	49	45	25	14	21	16	24
32	26	19	21	15	18	46	6	5	15	24	50
33	24	7	17	22	29	48	6	2	8	13	70
34	33	8	20	11	27	50	5	1	10	10	73
35	34	15	25	12	14	51	19	11	31	17	22
36	13	10	26	18	32	52	24	16	10	17	33
37	40	18	16	16	9	53	14	9	30	22	25
38	30	19	15	21	15	54	14	12	14	26	34

TABLE 19 CONTINUED

Item Number	Responses					Item Number	Responses				
	1	2	3	4	5		1	2	3	4	5
55	20	6	17	11	46	69	27	12	20	17	24
56	14	13	20	25	28	70	55	2	21	7	15
57	13	10	19	22	36						
58	28	12	10	20	30						
59	88	2	2	3	5						
60	68	8	7	6	11						
61	34	19	16	16	15						
62	87	2	4	4	3						
63	25	8	18	20	29						
64	76	5	7	4	8						
65	43	9	21	11	16						
66	48	11	14	15	12						
67	81	2	5	4	8						
68	83	9	4		4						

TABLE 20  
 MEANS AND STANDARD DEVIATION OF RESPONSES TO 70 ITEMS  
 ON THE CEW MOTIVES QUESTIONNAIRE

Item Number	Mean	<u>SD</u>	Item Number	Mean	<u>SD</u>	Item Number	Mean	<u>SD</u>
1	2.65	1.28	24	1.93	1.24	47	2.04	1.20
2	3.30	1.47	25	2.12	1.21	48	4.36	1.20
3	4.08	1.14	26	4.14	1.32	49	3.63	1.46
4	3.89	1.27	27	3.95	1.25	50	4.42	1.14
5	2.89	1.29	28	2.99	1.46	51	3.12	1.38
6	2.76	1.33	29	4.43	.987	52	3.19	1.61
7	3.23	1.41	30	2.77	1.46	53	3.35	1.32
8	3.43	1.32	31	3.97	1.26	54	3.54	1.42
9	2.13	1.14	32	2.77	1.46	55	3.57	1.58
10	3.07	1.42	33	3.22	1.57	56	3.40	1.38
11	2.31	1.36	34	2.88	1.64	57	3.58	1.40
12	3.67	1.37	35	2.57	1.42	58	3.12	1.62
13	3.94	1.17	36	3.43	1.41	59	1.35	1.02
14	2.06	1.34	37	2.33	1.40	60	1.84	1.40
15	3.71	1.32	38	2.72	1.46	61	2.59	1.47
16	3.38	1.60	39	1.65	1.07	62	1.34	.955
17	3.53	1.35	40	1.64	1.07	63	3.20	1.55
18	1.75	1.28	41	4.58	.965	64	1.63	1.26
19	2.33	1.24	42	3.16	1.46	65	2.48	1.52
20	1.88	1.25	43	2.47	1.43	66	2.32	1.49
21	3.06	1.36	44	3.09	1.63	67	1.56	1.24
22	1.48	.893	45	3.00	1.63	68	1.33	.888
23	2.62	1.38	46	4.07	1.18	69	2.99	1.53
						70	2.25	1.53

TABLE 21

RESULTS OF FACTOR ANALYSIS - PERCENTAGE  
OF VARIANCE EXPLAINED BY MOTIVE FACTORS

Factor	Eigenvalue	Percentage of Variance
I	16.77	48.0
II	5.33	15.3
III	3.67	10.5
IV	2.41	6.9
V	2.32	6.7
VI	1.81	5.2
VII	1.35	3.9
VIII	1.23	3.5

TABLE 22  
 RESULTS OF FACTOR ANALYSIS - ESTIMATED  
 COMMUNALITY OF MOTIVE VARIABLES

Item Number	Communality	Item Number	Communality
1	.445	34	.493
2	.437	35	.583
3	.182	36	.461
4	.498	37	.564
5	.447	38	.541
6	.480	40	.559
7	.533	41	.773
8	.469	42	.691
9	.438	43	.520
10	.555	44	.444
11	.648	45	.632
12	.672	46	.430
13	.426	47	.481
14	.444	48	.715
15	.282	49	.473
16	.282	50	.509
17	.384	51	.581
18	.319	52	.664
19	.513	54	.580
20	.256	55	.608
21	.660	56	.437
22	.382	57	.590
23	.639	58	.683
24	.667	60	.422
25	.507	61	.382
26	.669	62	.595
27	.366	63	.415
28	.427	64	.802
29	.418	66	.492
30	.524	67	.755
31	.565	68	.317
32	.547	69	.508
33	.612	70	.615

TABLE 23

## CEW MOTIVES QUESTIONNAIRE ITEMS LOADED UNDER EACH FACTOR

Factor	Item Number and Content	Item loading on factor
I <sup>a</sup> Self Improvement	33 I need to do something important for myself for a change.	.658
	1 I will be more highly esteemed by the kind of people I admire.	.645
	10 It helps me overcome feelings of inferiority and raises my self-esteem.	.605
	54 It helps me escape the feeling of stagnation - being stuck in the same old rut.	.593
	2 My intelligence was being largely wasted before I entered college.	.577
	37 It is like therapy for me - a way of working myself out of an unpleasant emotional state.	.562
	38 It is a way of becoming a person who counts for something in the world's estimation.	.550
	32 A college degree is the entrance ticket to a better place in society.	.547
	9 It makes me more socially acceptable to the kind of people I want to associate with.	.546
	4 It is a challenge to me - I want to prove to myself that I can do something difficult.	.536
	57 It is a way of keeping myself in a healthy state, mentally and emotionally.	.524
44 I want to avoid becoming an unneeded person as I get older.	.515	

TABLE 23 CONTINUED

Factor	Item Number and Content	Item loading on factor
	49 It gives me the chance to work at becoming the kind of person I have always wanted to be.	.493
	8 Working toward the goal of a degree gives some meaning and purpose to my life.	.481
	47 It gives me a chance to get away from the dull people or activities in my regular life.	.476
	25 It gains me more respect and attention from my family.	.451
	14 Having a schedule and assignments to meet fills up my spare time so that I don't get bored.	.447
	34 It is a way to help in the effort to raise the status of women in our society.	.394
	43 My efforts will make the path easier for others like me to get somewhere - somebody has to set an example and lead the way.	.394
	60 It is a way of convincing someone in my family that I am smarter than they gave me credit for.	.317
II <sup>b</sup> Self Act- ualization	13 It gives me the chance to expand and grow as a whole person.	.769
	12 It is a good place to evaluate myself - to discover the extent and limits of my capabilities.	.733
	21 It is a way of taking a new look at myself in different surroundings.	.647
	23 It is a way of gaining understanding of my feelings and my relations with others.	.645

TABLE 23 CONTINUED

Factor	Item Number and Content	Item loading on factor
	7 It is an opportunity to explore myself and find out who I really am.	.593
	52 I want to avoid becoming narrow-minded or too set in my ways as I get older.	.531
	19 A campus is a good place to make new friends.	.519
	15 It gives me an opportunity to achieve all on my own and take pride in my own achievements.	.495
	69 It is like opening a door on a world of new ideas and knowledge that I had been unaware of.	.484
	17 It allows me to develop hidden potentials that I suspected I had.	.460
	11 At college I am free to be more nearly my real self, regardless of my home life or background.	.442
	30 It makes me feel that I am in the mainstream of life, no longer left sitting on the sidelines.	.433
	5 It is a way of meeting more interesting, stimulating people than I knew before.	.425
	28 It is a way of deciding what I really believe - my own thoughts and ideas.	.408
	56 It helps me learn to think and act on my own, without relying on others to make decisions.	.372
	3 It is a way of learning about subjects that interest me.	.349

TABLE 23 CONTINUED

Factor	Item Number and Content	Item loading on factor
III <sup>c</sup> Vocational	41 I will have a better chance of getting a job that is interesting and satisfying to me.	.849
	48 It will increase my chances of being hired and/or promoted.	.810
	26 It will qualify me to earn more money in a higher level job.	.752
	29 It is necessary to meet educational requirements for the kind of work I want to do.	.619
	50 It is a way of preparing myself to be financially self-supporting when I want to be or need to be.	.598
	31 It will increase my knowledge of possible career opportunities.	.586
	46 I will be better able to choose the right career for myself.	.526
	35 I will make contact with people who could be influential in helping me get good jobs.	.344
IV <sup>d</sup> Role	64 It can help me get a new perspective on my marital relationship.	.855
	67 College opens up new possibilities which can help me decide whether to stay in my present marriage.	.840
	62 It helps me compensate for my disappointment with my husband's level of ambition and/or success.	.726
	40 It is a legitimate way to avoid being absorbed in the demands of home and family responsibilities.	.643

TABLE 23 CONTINUED

Factor	Item Number and Content	Item loading on factor
	66 It is a way of compensating for lack of satisfaction in other aspects of my life.	.470
	6 College is one place where I am treated as an individual and judged on my own merits.	.448
	61 It is my idea of fun - an enjoyable way to spend time and energy.	.390
<sup>e</sup> Family	58 It will enable me to raise my family's standard and style of living.	.701
	45 I will be better able to give my family the advantages they need for a good start in life.	.684
	70 I am preparing myself to help pay for my children's college education.	.676
	51 I will know how to make possible more enriching experiences and opportunities for my family.	.642
	55 I will be able to make a significant contribution to our family income.	.603
	18 I felt I was being left behind by my husband and/or children, educationally and intellectually.	.357
<sup>f</sup> Social	24 It is a way to take my mind off my personal troubles and concerns.	.576
	22 It is a good way to meet interesting men.	.538
	68 Going to college seems to have become the thing to do among women like me.	.538
	20 College is an ambition that my parents had for me and it will make them proud.	.403

TABLE 23 CONTINUED

Factor	Item Number and Content	Item loading on factor
VII <sup>g</sup> Humanitarian	36 I want to learn so that I can teach or share my knowledge with others.	.634
	27 I will be better prepared to use my abilities for the benefit of my fellow humans.	.447
	53 I will be better able to pull my share of the load in the effort toward a better life for all people.	.437
	63 It can help me to begin a new life style - to find a whole new way to live.	.351
VIII <sup>h</sup> Knowledge	42 It is a way of gaining better understanding of what life and the world are all about.	.425

<sup>a</sup>Alpha = .92

<sup>b</sup>Alpha = .91

<sup>c</sup>Alpha = .87

<sup>d</sup>Alpha = .85

<sup>e</sup>Alpha = .78

<sup>f</sup>Alpha = .66

<sup>g</sup>Alpha = .65

<sup>h</sup>Alpha = 1.0

TABLE 24  
 PRELIMINARY RESULTS OF TYPAL ANALYSIS -  
 MEAN FACTOR SCORE PROFILES OF TYPES  
 BASED ON THE ENTIRE SAMPLE  
 (N = 100)

Factor	Motive-Type <sup>a</sup>							
	Type 1 (17)	Type 2 (15)	Type 3 (13)	Type 4 (9)	Type 5 (17)	Type 6 (12)	Type 7 (10)	Type 8 (7)
I Self Improvement	.09	-.18	-.01	-.12	.25	.07	-.51	.33
II Self Actualization	-.17	-.32	.07	.42	.26	.02	-.08	-.11
III Vocational	.21	.36	-1.50	.09	.28	.02	.22	.36
IV Role	-.02	-.39	-.27	2.08	-.28	-.10	-.46	.28
V Family	.34	.24	-.05	.28	-.43	.05	.05	-.71
VI Social	.05	.03	.02	.02	-.01	.27	-.21	-.44
VII Humanitarian	.11	-.27	-.08	.14	-.02	.44	-.05	-.33
VIII Knowledge	-.13	.19	.28	-.20	.01	.27	-.07	-.75

NOTE: In distributions of mean factor scores, M = 0, SD = 1.

<sup>a</sup>Numbers in parentheses represent frequencies and percentages of individuals in each type.

TABLE 25

## CHI SQUARE ANALYSIS OF RELATIONSHIPS BETWEEN BIOGRAPHICAL CHARACTERISTICS AND MOTIVE TYPES

Variable	Motive Type (N = 67)								Row totals N = 67	Chi square	df	Level of signifi- cance
	1 (9) <sup>a</sup>	2 (11)	3 (9)	4 (8)	5 (10)	6 (8)	7 (6)	8 (6)				
<u>Age</u>									67 (100 )	41.51	21	.004
under 30	1 ( 1.5) <sup>b</sup>	0 ( 0 )	1 ( 1.5)	1 ( 1.5)	6 ( 9.0)	1 ( 1.5)	1 ( 1.5)	4 ( 6.0)	15 ( 22.4)			
30 - 35	4 ( 6.0)	9 (13.4)	1 ( 1.5)	7 (10.4)	3 ( 4.5)	3 ( 4.5)	2 ( 3.0)	1 ( 1.5)	30 ( 44.8)			
36 - 40	2 ( 3.0)	1 ( 1.5)	4 ( 6.0)	0 ( 0 )	0 ( 0 )	3 ( 4.5)	2 ( 3.0)	0 ( 0 )	12 ( 17.9)			
over 40	2 ( 3.0)	1 ( 1.5)	3 ( 4.5)	0 ( 0 )	1 ( 1.5)	1 ( 1.5)	1 ( 1.5)	1 ( 1.5)	10 ( 14.9)			
<u>High school curriculum</u>									67 (100 )	34.10	21	.035
academic	4 ( 6.0)	5 ( 7.5)	4 ( 6.0)	5 ( 7.5)	7 (10.4)	6 ( 9.0)	2 ( 3.0)	2 ( 3.0)	35 ( 52.2)			
commercial/busin.	4 ( 6.0)	1 ( 1.5)	0 ( 0 )	1 ( 1.5)	0 ( 0 )	0 ( 0 )	2 ( 3.0)	0 ( 0 )	8 ( 11.9)			
general	1 ( 1.5)	5 ( 7.5)	5 ( 7.5)	1 ( 1.5)	1 ( 1.5)	2 ( 3.0)	2 ( 3.0)	4 ( 6.0)	21 ( 31.3)			
other	0 ( 0 )	0 ( 0 )	0 ( 0 )	1 ( 1.5)	2 ( 3.0)	0 ( 0 )	0 ( 0 )	0 ( 0 )	3 ( 4.5)			
<u>High school grade point average</u>									65 (100 )	40.26	21	.006
A/B+	1 ( 1.5)	2 ( 3.1)	1 ( 1.5)	2 ( 3.1)	3 ( 4.6)	5 ( 7.7)	4 ( 6.2)	1 ( 1.5)	19 ( 29.2)			
B/B-	7 (10.8)	3 ( 4.6)	4 ( 6.2)	3 ( 4.6)	6 ( 9.2)	3 ( 4.6)	1 ( 1.5)	0 ( 0 )	27 ( 41.5)			
C/C-	0 ( 0 )	6 ( 9.2)	3 ( 4.6)	2 ( 3.1)	0 ( 0 )	0 ( 0 )	1 ( 1.5)	5 ( 7.7)	17 ( 26.2)			
D or below	1 ( 1.5)	0 ( 0 )	1 ( 1.5)	0 ( 0 )	0 ( 0 )	0 ( 0 )	0 ( 0 )	0 ( 0 )	2 ( 3.1)			
<u>Time since previous enrollment</u>									65 (100 )	42.04	28	.042
less than 1 year	1 ( 1.5)	2 ( 3.1)	1 ( 1.5)	2 ( 3.1)	3 ( 4.6)	5 ( 7.7)	4 ( 6.2)	1 ( 1.5)	13 ( 20.0)			
1 - 3 years	1 ( 1.5)	3 ( 4.6)	0 ( 0 )	2 ( 3.1)	5 ( 7.7)	0 ( 0 )	0 ( 0 )	1 ( 1.5)	12 ( 18.5)			
4 - 10 years	1 ( 1.5)	3 ( 4.6)	2 ( 3.1)	1 ( 1.5)	2 ( 3.1)	5 ( 7.7)	2 ( 3.1)	3 ( 4.6)	19 ( 29.2)			
11-15 years	2 ( 3.1)	2 ( 3.1)	0 ( 0 )	4 ( 6.2)	1 ( 1.5)	1 ( 1.5)	0 ( 0 )	0 ( 0 )	10 ( 15.4)			
16 years or above	2 ( 3.1)	1 ( 1.5)	4 ( 6.2)	0 ( 0 )	1 ( 1.5)	2 ( 3.1)	1 ( 1.5)	0 ( 0 )	11 ( 16.9)			

TABLE 25 CONTINUED

Variable	Motive Type (N = 67)								Row totals N = 67	Chi square	df	Level of significance
	1 (9) <sup>a</sup>	2 (11)	3 (9)	4 (8)	5 (10)	6 (8)	7 (6)	8 (6)				
<u>Husband's/ex-husband's/partner's attitude</u>									67 (100 )	20.09	7	.005
does not discuss it	2 ( 3.0)	0 ( 0 )	0 ( 0 )	4 ( 6.0)	0 ( 0 )	0 ( 0 )	1 ( 1.5)	0 ( 0 )	7 ( 10.4)			
does not apply	7 (10.4)	11 (16.4)	9 (13.4)	4 ( 6.0)	10 (14.9)	8 (11.9)	5 ( 7.5)	6 ( 9.0)	60 ( 89.6)			
									67 (100 )	19.49	7	.006
changeable	2 ( 3.0)	0 ( 0 )	1 ( 1.5)	4 ( 6.0)	0 ( 0 )	0 ( 0 )	0 ( 0 )	0 ( 0 )	7 ( 10.4)			
does not apply	7 (10.4)	11 (16.4)	8 (11.9)	4 ( 6.0)	10 (14.9)	8 (11.9)	6 ( 9.0)	6 ( 9.0)	60 ( 89.6)			
									67 (100 )	19.33	7	.007
threatened, insecure	1 ( 1.5)	0 ( 0 )	1 ( 1.5)	6 ( 9.0)	3 ( 4.5)	0 ( 0 )	2 ( 3.0)	0 ( 0 )	13 ( 19.4)			
does not apply	8 (11.9)	11 (16.4)	8 (11.9)	2 ( 3.0)	7 (10.4)	8 (11.9)	4 ( 6.0)	6 ( 9.0)	54 ( 80.6)			
									67 (100 )	19.33	7	.007
lacks understanding	2 ( 3.0)	0 ( 0 )	1 ( .5)	5 ( 7.5)	1 ( 1.5)	0 ( 0 )	1 ( 1.5)	0 ( 0 )	10 ( 14.9)			
does not apply	7 (10.4)	11 (16.4)	8 (11.9)	3 ( 4.5)	9 (13.4)	8 (11.9)	5 ( 7.5)	6 ( 9.0)	57 ( 85.1)			

<sup>a</sup>Numbers in parentheses indicate frequencies of motive types.

<sup>b</sup>Numbers in parentheses are percentages; totals not equal to 100 percent are due to rounding.

TABLE 26

CHI SQUARE ANALYSIS OF RELATIONSHIPS BETWEEN  
UNIVERSITY AND COMMUNITY COLLEGE REENTRY WOMEN ON BIOGRAPHICAL CHARACTERISTICS

Variable	Reentry Women		Row totals	Chi square	df	Level of significance
	University	Community College				
<u>Motherhood status</u>			100 (100)	16.12	4	.002
no children	30 (50 )	5 (12.5)	35 ( 35 )			
youngest child under age six	6 (10 )	9 (22.5)	15 (15 )			
between 7 and 11	11 (18.3)	12 (30 )	23 (23 )			
between 12 and 17	8 (13.3)	6 (15 )	14 (24 )			
age 18 or older	5 ( 8.3)	8 (20 )	13 (14 )			
<u>Number of children</u>			96 (100)	23.36	6	.0007
one	5 ( 8.8)	9 (23.1)	14 ( 14.6)			
two	17 (29.8)	9 (23.1)	26 ( 27 )			
three	5 ( 8.8)	11 (28.2)	16 ( 16 )			
four	1 ( 1.8)	3 ( 7.7)	4 ( 4.2)			
five	1 ( 1.8)	3 ( 7.7)	4 ( 4.2)			
more than five	1 ( 1.8)	0 ( 0 )	1 ( 1 )			

TABLE 26 CONTINUED

Variable	Reentry Women		Row totals	Chi square	df	Level of significance
	University	Community College				
<u>Number of children</u>						
none	27 (47.4)	4 (10.3)	31 (32.3)			
<u>Father's education</u>						
less than 12 grade	20 (33.9)	23 (57.5)	43 (43.4)	23.12	7	.001
high school or GED	5 ( 8.5)	10 (25 )	15 (15.2)			
high school plus some special training	8 (13.6)	1 ( 2.5)	9 ( 9.1)			
high school plus some college	9 (15.3)	2 ( 5.0)	11 (11.1)			
associate degree from college	0 ( 0 )	1 ( 2.5)	1 ( 1.0)			
bachelors degree from college	8 (13.6)	0 ( 0 )	8 ( 8.1)			
bachelor's degree plus some advanced work	5 ( 8.5)	0 ( 0 )	5 ( 5.1)			
graduate or professional degree	4 ( 6.8)	3 ( 7.5)	7 ( 7.1)			

TABLE 26 CONTINUED

Variable	Reentry Women		Row totals	Chi square	df	Level of significance
	University	Community College				
<u>Husband's/ex-husband's partner's education</u>			98 (100)	21.916	8	.005
less than 12 grade	2 ( 3.4)	9 (22.5)	11 ( 11.2)			
high school or GED	2 ( 3.4)	5 (12.5)	7 ( 7.1)			
high school plus special training	4 ( 6.9)	4 (10.0)	8 ( 8.2)			
high school plus some college	6 (10.3)	8 (20.0)	14 ( 14.3)			
associate degree from college	7 (12.1)	3 ( 7.5)	10 ( 10.2)			
bachelors degree plus some advanced work	6 (10.3)	3 ( 7.5)	9 ( 9.2)			
graduate or professional degree	15 (25.9)	6 (15.0)	21 (21.4)			
does not apply	6 (10.3)	2 ( 5.0)	8 ( 8.2)			
<u>Respondents' education</u>			99 (100)	25.21	6	.0003
GED	3 ( 5.0)	7 (17.9)	10 ( 10.1)			
High school	5 ( 8.3)	6 (15.4)	11 ( 11.1)			

TABLE 26 CONTINUED

Variable	Reentry Women		Row totals	Chi square	df	Level of signifi- cance
	University	Community College				
<u>Respondents' education</u>						
high school plus special training	4 ( 6.7)	9 (23.1)	13 ( 13.1)			
one year or less of college	4 ( 6.7)	8 (20.5)	12 ( 12.1)			
two years or less of college	22 (36.7)	6 (15.4)	28 ( 28.3)			
three years or less of college	15 (25.0)	2 ( 5.1)	17 ( 17.2)			
more than three years of college	7 (11.7)	1 ( 2.6)	8 ( 8.1)			
<u>High school grade point average</u>			96 (100)	12.466	3	.005
A or B+	22 (37.9)	7 (18.4)	29 ( 30.2)			
B or B-	26 (44.8)	13 (34.2)	39 ( 40.6)			
C or C-	10 (17.2)	15 (39.5)	25 ( 26.0)			
D or below	0 ( 0 )	3 ( 7.9)	3 ( 3.1)			

TABLE 26 CONTINUED

Variable	Reentry Women		Row totals	Chi square	df	Level of significance
	University	Community College				
<u>Second most important reason - didn't finish</u>			86 (100)	21.84	8	.005
lack of money	8 (16.3)	7 (18.9)	15 ( 17.4)			
marriage	4 ( 8.2)	4 (10.8)	8 ( 9.3)			
good job opportunity	3 ( 6.1)	0 ( 0 )	3 ( 3.5)			
lack of encouragement from home	10 (20.4)	3 ( 8.1)	13 ( 15.1)			
lack of encouragement from school	5 (10.2)	2 ( 5.4)	7 ( 8.1)			
lack of information about opportunities	6 (12.2)	5 (13.5)	11 ( 12.8)			
lack of academic preparation	0 ( 0 )	4 (10.8)	4 ( 4.7)			
lack of desire	5 (10.2)	12 (32.4)	17 ( 19.8)			
other	8 (16.3)	0 ( 0 )	8 ( 9.3)			
<u>Length of enrollment</u>			98 (100)	16.63	4	.002
less than one year	21 (35.0)	25 (25.5)	46 ( 46 )			

TABLE 26 CONTINUED

Variable	Reentry Women		Row totals	Chi square	df	Level of significance
	University	Community College				
<u>Length of enrollment</u>						
between one and two years	19 (31.7)	13 (32.5)	32 ( 32 )			
between two and three years	13 (21.7)	0 ( 0 )	13 ( 13 )			
four or more years	7 (11.7)	1 ( 2.5)	8 ( 8 )			
other	0 ( 0 )	1 ( 2.5)	1 ( 1 )			
<u>Future degree plans</u>			98 (100)	11.375	4	.002
definitely not	3 ( 5.1)	1 ( 2.6)	4 ( 4.1)			
unlikely	8 (13.6)	7 (17.9)	15 ( 15.3)			
maybe yes, maybe no	30 (50.8)	8 (20.5)	38 ( 38.8)			
probably yes	13 (22.0)	14 (35.9)	27 ( 27.6)			
definitely yes	5 ( 8.5)	9 (23.1)	14 ( 14.3)			
<u>Reasons Women's Studies not used</u>			71 (100)	9.10	3	.028
not appropriate	9 (23.1)	17 (53.1)	26 ( 23.9)			

TABLE 26 CONTINUED

Variable	Reentry Women		Rows totals	Chi square	df	Level of signifi- cance
	University	Community College				
<u>Reasons Women's Studies not used</u>						
not aware of	13 (33.3)	4 (12.5)	17 ( 23.9)			
personal schedule conflict	3 ( 7.7)	4 (12.5)	7 ( 9.9)			
not enough time	14 (35.9)	7 (21.9)	21 ( 29.6)			
<u>Reason Career Planning not used</u>			61 (100)	10.51	4	.032
not appropriate	22 (64.7)	14 (51.9)	36 ( 59.0)			
not aware of	2 ( 5.9)	9 (33.3)	11 ( 18.0)			
personal schedule conflict	0 ( 0 )	1 ( 3.7)	1 ( 1.6)			
not enough time	5 (14.7)	2 ( 7.4)	7 ( 11.5)			
other	5 (14.7)	1 ( 3.7)	6 ( 9.8)			

Note: Numbers in parentheses are percentages; totals not equal to 100 percent are due to rounding.