

AN AGE GROUP COMPARISON OF FAMILY CHARACTERISTICS
OF MARRIED WOMEN STUDENTS

by

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ABSTRACT

The purpose of this study was to determine whether or not there were statistically significant differences among certain age groups of married women students at The University of Arizona concerning certain family characteristics.

The sample consisted of 154 students during the 1972-1973 school year who responded to a questionnaire which was mailed to a 10 percent random sample of 281.

A chi-square test of significance was used to determine that there was a significant difference among the age groups concerning age at marriage, husband's age at marriage, number of children, education level of subjects at marriage, husband's education level at marriage ($P > .05$). No significant differences among age groups were found concerning obstacles to college attendance or reasons for attending college. Because only 8.7 percent of the respondents indicated disapproval or indifference of spouse to college attendance, a chi-square analysis of this variable is not meaningful.

CHAPTER I

INTRODUCTION

Statement of the Problem

The central problem of the study is to determine whether or not there are significant differences concerning family characteristics among various age groups of married women students at The University of Arizona.

Purpose of the Study

The purpose of this study is to compare age groups of married women students at The University of Arizona to determine whether or not any statistically significant differences exist among these groups in relation to family characteristics.

Hypotheses

The basic hypotheses of this study are as follows:

1. There will be no significant differences among age groups concerning those family characteristics directly related to age. Family characteristics fitting this category include subject's age at marriage, spouse's age at marriage, subject's number of children, educational level of subject at marriage and educational level of spouse at marriage.

2. There will be no significant differences among age groups concerning those family characteristics not directly related to age. Family characteristics which fit this category include approval or disapproval of spouse toward subject's educational pursuits, obstacles to attending college and reasons for attending college.

Background and Significance of Study

The common stereotype that the typical college student is a single 18 to 22-year old attending college at the expense of his parents is being increasingly challenged. Today the "typical" student may very well be married, as indeed over 20 percent of the students at The University of Arizona during the 1970-1971 school year were (Eshleman and Hunt 1967, Report of the Registrar 1971). The students' age may fall anywhere on a continuum from 18 to 85 years of age and any given student may be financing the entire venture with his own personal income. During the 1970-1971 school year at The University of Arizona, there were 8,320 married students including 4,552 men and 3,678 women; and over 1,400 students were older than 30 years--the maximum age of the typical college student. However, because the majority of the students are young singles, college curriculum, administration, and teaching traditionally are directed to this group. Yet the older married students are too numerous to be ignored. It goes without saying that the unmarried 18 to

22-year old with no financial responsibilities has different goals, interests, and needs than the married father or mother who has broken financial ties with parents and is himself personally completely responsible for his family. Are these differences statistically significant? If so, are they significant enough to necessitate administrative, curriculum, teaching, or counseling policy changes? The purpose of this study is to begin to investigate this question.

The percent of married students attending institutions of higher learning has been steadily increasing since the period following World War II.

Studies have been conducted to determine possible differences between married and unmarried students. Marshall and King (1966) compiled research findings in this area for the period of time extending from shortly before World War II through 1965. Most of the studies reported concentrated upon the differences between single and married student groups. They particularly dealt with the male student. Of other studies since 1965, very few have concentrated upon the married woman student. One of these was a study sponsored by the National Association of Women Deans and Counselors determining characteristics of married undergraduates (Hembrough 1966). Badgett and King (1970) attempted to find personal and environmental differences between married

woman student graduates and married woman student non-graduates.

Innumerable studies attempt to determine differing characteristics throughout the entire age spectrum. Birren (1964) and Talland (1968) have each written books citing studies concerned with differences between young and old. Hulicka (1967) summarizes about a hundred studies showing several different viewpoints of these differences. The Gerontologist and The Journal of Gerontology are two publications which attempt to keep abreast of the latest findings concerning the aging process and the ways populations differ among age groups.

Statistics clearly show that a higher percentage of married students and older students are attending colleges and universities today than ever before. It is assumed that the teachers, counselors and administrators should know their students. Still, a study comparing similarities and differences among different age groups of married women students has yet to be conducted. During the academic year 1970-1971, 8,230 married students attended The University of Arizona (Report of the Registrar 1971). Over 65 students were age 63 or older, and over 655 students were over 49 years of age during this same year. Certainly students who are older than the typical 18-23-year old college student constitute too large a number to go unnoticed.

Although all married students have certain commonalities, one would expect that the average married woman student who has not yet reached her twenty-second birthday is different in at least some respects from her counterpart who has long since passed her twenty-second year.

Teachers, counselors and administrators must learn whether these differences are significant enough to affect their ultimate goal to educate the student.

Definition of Terms

Age groups shall be designated as ages 18-22, group 1; ages 23-27, group 2; ages 28-32, group 3; and ages 33-52, group 4.

Selected family characteristics shall be defined as those characteristics specifically asked for in the questionnaire. The characteristics are more specifically delineated as those family characteristics which are directly related to age and those family characteristics which are not directly related to age and upon which age should have no effect. Family characteristics directly relating to age include the following:

1. Age of subject at marriage,
2. Age of current spouse at marriage,
3. Number of children,
4. Educational level at marriage, and
5. Spouse's educational level at marriage.

Family characteristics not directly relating to age include the following:

1. Spouse's approval, disapproval or indifference to subject's educational pursuit,
2. Family related obstacles to college attendance, and
3. Family related reasons for attending college.

Limitations of Study

The concern of the study limits the population to married woman students at The University of Arizona. Generalizations are not inferred for unmarried students, male students, or students attending other colleges and universities.

To reduce the population to a compatible state, the study was limited to a 10 percent random sample of the female married student body. The 10 percent sample of married woman students was selected randomly by use of a computer.

Fifty-five percent of the questionnaires were returned. The 45 percent unreturned questionnaires posed a limitation in that generalization to the population of married women students at The University of Arizona cannot be made without some risk.

The questionnaire instrument was limited in its effectiveness, but precautions were taken in an effort to insure reliability and validity. These precautions are outlined in detail in Chapter III. Characteristics compared were limited to those characteristics revealed specifically in the questionnaire. The results were limited in that

they were self reports. No objective validity criteria were employed.

Procedures for Collecting Data

Subjects for this study were married women students at The University of Arizona. A 10 percent random sample was selected by employing the standard random number generator function on a Control Data Corporation Model 6400 computer.

An original questionnaire was constructed and mailed to 281 students. Details about the construction of the questionnaire are given in Chapter II, and a sample of the questionnaire is given in Appendix A. The subjects were asked to return completed questionnaires in self-addressed, self-stamped envelopes which had been included with the questionnaire. A total of 154 subjects returned the questionnaire.

Procedures for Treating Data

The chi-square test was utilized to determine whether or not there were significant differences among different age groups concerning the variables in the study.

This test was chosen for the following reasons:

1. The cells of the age group variable to be compared with other variables contained unequal numbers of subjects. Chi-square can accommodate unequal cells.

2. The study contained representatives of continuous, unordered, quantitative and qualitative variables. The chi-square test can be utilized for continuous, unordered, quantitative and qualitative variables even though it is recognized that some information is lost by treating continuous data categorically.

CHAPTER II

REVIEW OF THE LITERATURE

Increasingly complex technology and increasing leisure time for the populace has resulted in greater numbers of adults in our society returning to school than ever before. Many of these adults seek their education at a college or university. During the 1970-1971 school year at The University of Arizona, about 4,600 students were thirty years of age or older (Report of the Registrar 1971). In this review, the emphasis will be placed upon this older student and comparisons, when possible, with the younger students.

The common stereotype of a college coed seems to be that she is an unmarried person between 19 and 23 years of age with her primary economic source being her parents. From this basic stereotype, more subtle deductions are accepted which influence decision making. Some of these stereotypes and possible ensuing decisions include the following: most students reside in living groups or apartments close to campus, so early morning classes or transportation problems pose at most mere inconveniences; most students are single, so child care facilities are not necessary; most students live on or near campus, so study facilities, book

and wrap facilities, and areas to eat home-packed lunches are not needed, or are needed only for a very few; etc.

Likewise, adult women students are stereotyped. They are probably married. The Census Bureau reports that, indeed, 63 percent of the women in the United States are married at age thirty (Bureau of the Census 1972: 285). They very likely have children. Again according to the Census reports, about 85 percent of the women in the United States over age 25 have at least one child (Bureau of the Census 1972: 287). Society expects that the adults, who exceed the typical college age, are financially independent. Again these basic stereotypes shape more subtle beliefs. Some of these possible stereotypes and accompanying beliefs include the following: because of the number of home responsibilities, the adult woman will miss classes and may very likely eventually have to drop out of school; the husband supports the family so the wife's education interest is primarily recreational; the older student has fewer years to contribute to the labor force so most of the nation's educational resources should be spent on those who will have more time to contribute to the labor force. Lists of this type of stereotype could continue indefinitely.

Any student who has attended classes consisting primarily of young people as well as classes consisting primarily of adults, will testify to the differences in climate between the two classes.

Are there differences between the younger students and the older students? In order to answer this question, the basic stereotypes must first be challenged.

The Research

Married Women Graduates Versus Married Women Non-Graduates

Badgett and King (1970: 671) found significant differences between expressed needs in the college situation of married women who graduated from college and those who did not graduate. Non-graduates ranked child-care facilities more important in college attendance than graduates. Those who graduated ranked availability of scholarships more important than did those who did not graduate.

With respect to family characteristics, Badgett and King (1970: 670) found no significant differences in the following areas between those who graduated and those who did not: age at marriage, husband's age at marriage and number of children while in school. Differences in age during college attendance between the graduates and non-graduates was significant to the .01 level. The mean age for graduates was 24.4 versus 22.7 for those who did not graduate. Differences in the husband's educational level at marriage between the two groups was significant to the .05 level. The mean educational level for husbands of graduates was 2.9 (3 is junior) versus 2.0 (sophomore) for husbands of students who did not graduate. A .001 level of

significance was found for differences between graduates and non-graduates in the subject's educational level at marriage. Women who graduated were, on the average, almost juniors at marriage ($M = 2.8$), whereas women who did not graduate were on the average not yet sophomores ($M = 1.5$, halfway between freshman and sophomore year) when they married.

Hembrough (1966) compared women students to women non-students in an effort to learn characteristics peculiar only to the women who actually became students. She found that reasons given for non-students not attending school were the same as the obstacles to attending school listed by the students. Whether or not the woman was employed, availability of babysitters, the time children were in school, husband's schedule, transportation, and finances were obstacles listed by both groups. The study did not investigate in detail the ways students apparently overcame the obstacles, or differences in the actual degrees and nature of the obstacles between the students and non-students.

Taylor (1968) confirmed that these same problems were paramount in married women's pursuit of graduate school. Financial barriers and family responsibilities were the main obstacles. The requirements for these women to continue with their educational goals were "the establishment of competently staffed and conveniently located child care centers and the ability to complete training on a part-time

basis" (p. 78). They also listed strong approval of the husband as an important factor.

Married Students Versus Unmarried Students

A number of studies have attempted to determine differences between married and unmarried students without specific regard to age (Jenson and Clark 1958; Jones 1958; Lee 1960; Cohen, King, and Nelson 1963; Magrabi and King 1965; Falk 1967). Marshall and King (1966) have compiled a research listing of many of these findings. The majority of these studies dealt with the male student.

Hunt (1967) attempted to find some of the differences between married and unmarried women students. Her married subjects listed marriage and lack of money as primary reasons for not attending college immediately after high school graduation. The married women with children in this sample were not waiting until their children were grown to pursue their own education. The grade point average of the married students surpassed that of their unmarried counterparts. There is controversy among researchers as to whether or not married and unmarried students differ significantly in this regard. Samenfink and Millikin (1961: 227) have reviewed the literature and found that the answer to this question still has not been concretely established.

In comparing problems between married and unmarried students, Falk (1964) found married students more satisfied

with living conditions than unmarried students. He also confirmed the findings of Lee (1960: 135-136) that economic concerns appeared to be less for the married than for the unmarried. There were no significant differences found between the two groups concerning amount of time spent studying and grade point average attained.

Married Students as a Whole

Married students without regard to sex or age have been a topic of study. Snyder and Blocker (1971) examined percentage of married students in attendance at Harrisburg Area Community College against high school academic rank, employment, salaries from employment where applicable, reasons for attending college, and number of credits being taken at the time of the study. Because the authors did not delineate between sexes or ages, their findings are not comparable to the current study.

Eshleman and Hunt (1967: 490) studied family characteristics, employment of subjects and subjects' opinion of college marriage for 282 full-time married students between the ages of 17 and 35. Only 33 of the total were female students.

Older Women Students

With more and more older students attending colleges, a great deal of research is being conducted in an attempt to

better understand this particular group. The mature woman student seems to be a popular subject of investigation.

Older women students from two small town colleges and two urban colleges were compared by Shoulders (1968). It is interesting to note that the greatest obstacle to attending college for both groups was "adjusting family life for studying" (p. 9). This finding substantiates those of Hembrough (1966) and Taylor (1968).

Lantz (1968) polled family characteristics of women students over 25 years of age from three Midwestern universities. Eighty percent of these women were married at the time of the study, 12 percent were single and the remainder were divorced, widowed, or separated. The large majority (80 percent) had had some college before their return as an adult student, while only 17 percent were entering college for the first time. Most of these women (80 percent) had children and 20 percent had pre-schoolers. On the average the husbands were slightly older than the wives. Thirty-eight percent of the husbands were professionals and 25 percent semi-professionals.

Confirming one of Taylor's findings, Lantz states: "Twenty-nine percent stated that the husband was the one who encouraged their return to school and less than five percent saw their husbands as opposed to continuing education" (Lantz 1968: 10).

Osborn (1963) studied motivations and problems of the mature woman student. She made no attempt to compare her subjects to younger students. Obstacles found by Osborn were slightly different than those cited by previous researchers. Lack of time, inability to schedule time, mental strain, and physical exhaustion from assuming multiple roles were problems cited by 50 percent or more of the respondents.

Orange Coast College (Costa Mesa, California), University of Michigan, and University of Oklahoma are just a few of the colleges which have initiated special programs and/or counseling for the mature woman student. Since very little research has compared older women students with younger women students, one must assume that these programs operate under the results of studies of mature women students as a group. These programs are conspicuously aimed at the woman student, usually over 40 years of age, whose children are grown and live away from home. They have been primarily initiated with the "empty nest" mother in mind.

The question remains: "Are there enough differences among various ages of women students to justify separate programs and, if so, at about what age do these differences begin to occur?"

Although it has been shown that studies of married women students are abundant, research comparing younger

married women students with older married women students is extremely rare. That research which has been done seems to be of very limited scope.

Older Versus Younger Married Women Students

Snyder and Blocker (1971) compared percentage of married women enrolled at various age groups but made no further analysis. They found a large number of students (31.4 percent) in the 21 to 24 age group and a slightly smaller number (22.1 percent) in the graduate student age group--25 to 29. This proportion one would expect, but the authors also revealed the surprising fact that the slight majority (32.1 percent) were 35 years of age or older. The two largest groups then are the over 34-year old group and the under 25-year old group. Certainly if there are differences among age groups, this population would be greatly affected in decisions which might not take into account these differences.

Although not a study among age groups of married women students specifically, research results from Glick and Carter (1958) have direct bearing to married women students of different ages. In this study the median age at first marriage of both husbands and wives was compared to highest educational level attained. After three years of high school, there was a positive correlation between median age at marriage and number of years of education completed.

The median age at marriage for subjects with one to three years of high school was 19.1 years for wives and 22.8 years for husbands. Median age at marriage for those who completed four or more years of college was 23.8 years for wives and 26.0 years for husbands.

Wilmarth studied "Factors Affecting the Vocational Choice of Women of Different Ages Selecting Clerical and Secretarial Occupations" (1969). He found the younger women more interested in the career aspects of the job, while he found the older women more interested in immediate monetary rewards for the family.

Doty found in a study of forty students and forty non-students that husbands of twice as many students as non-students had attended college and were employed in professional occupations. She stated in her report (1966: 173):

The findings for mature students provide evidence to combat assumptions made by lay persons and educators to the fact that (a) adult women students are inferior to younger students in academic ability; (b) mature women return to college for frivolous, time-filling reasons or because they are in some way maladjusted; and (c) the education of mature women is not worth the college's investment in them because they cannot be expected to use their education in subsequent careers.

Summary

The literature appears divided. On one hand, the implication is that "all married students are alike." This hypothesis is implied by studies of married students

without regard to age. On the other hand, the implication is "of course there are differences between 'younger' and 'older' married women students." This hypothesis is implied by the studies which investigate only the mature women students. And finally, an awareness seems to be arising which emphasizes the need for learning whether or not there are differences among married women students. This question is being pursued to a very limited extent in its pure form and more extensively as a variable in larger problems.

CHAPTER III

METHODS AND PROCEDURES

Subjects

The subjects in the sample were selected randomly by computer to obtain a 10 percent random sample of all married women students enrolled at The University of Arizona during spring semester, 1973. A copy of the questionnaire with a self-addressed, self-stamped envelope was mailed to each sample subject. A follow-up letter was mailed two weeks later. Two hundred eighty-one names were selected by the computer. Of these, five had incomplete or incorrect addresses, 154 returned questionnaires, one questionnaire was returned after data was tabulated, three were invalidated and 118 of the questionnaires were not returned.

The age groups were determined in relation to the family cycle pattern. The first group, 18 to 22-year olds, is the typical college student, young adult stage. The second group, 23 to 27-year olds, is the young married stage. The third group, 28 to 32-year olds, is the early child rearing age. The final group, 33 to 52-year olds, include late child rearing and "empty nest" stages.

The Questionnaire

A review of the literature revealed that research which had been done concerning the married woman student was rare and incomplete. The purpose of this study was to combine the characteristics which had been treated in other studies to develop a more complete research model.

Questions were originally constructed to gain the desired information. (A copy of the questionnaire is given in Appendix A.) Marshall and King, in their article, "Undergraduate Student Marriages: A Compilation of Research Findings" (1966), listed a number of weaknesses in previous studies. An attempt was made to eliminate these weaknesses in the current study. Each question asked in the questionnaire had its justification from one or both of two criteria: (1) a citation in the literature referred to the information requested; or (2) the question was needed to determine internal reliability. The second purpose is exemplified by question 10, "How many children do you have? Please state ages." If the number of children did not coincide with the number listed under the age question, the questionnaire was discarded. Part one and two of question 6 was also checked for reliability. Questions 23 and 24 were similarly checked, as was the total percentage in question 29. Two of the final returned questionnaires were discarded due to one or more of these inconsistencies.

During construction of the questionnaire, the wording of a question aimed at learning whether or not the subject had had her education interrupted at any time posed a problem. The final wording, "Have there been any occasions which have caused you to discontinue your education for six months or more?" (question 18) proved unsatisfactory in the final sample. Many of the respondents who had completed a phase of their education, such as having earned a diploma or degree, did not consider termination of education at that point an interruption of their education. This question must be more clearly stated in future studies. The researcher would also do well to define whether correspondence courses or courses in institutions other than colleges and universities are classified as interruptions or continuations.

A typographical error in question 19 resulted in an alternative lifestyle--marriage, family and full-time career--being omitted. In spite of this oversight, nine respondents volunteered this alternative in the space provided for an open answer. In this same question, alternative C presented another ambiguity brought to the attention of the researcher well after the data had been tabulated. Alternative C was the mode choice in every age group except one. This alternative may have been interpreted by the respondents in one of two ways: either (1) part-time career throughout the entire family life cycle with marriage and family; or

(2) no career for part of the family life cycle and full time career throughout the remainder of the life cycle both with marriage and family. Some of the respondents indicated preference for different lifestyles for different stages in the family life cycle. Future studies would do well to clarify these alternatives.

In including as many viable alternatives as possible, an effort was made to avoid offending the respondent by excluding her chosen alternative. Two respondents commented favorably that their chosen lifestyle (question 19) was listed (one chose marriage, no children, career; and the other chose career, no marriage). A respondent in the pilot study stated that she was glad to see "formerly" under religious participation (question 21).

Procedures for Treating Data

Data were coded and punched on computer cards, then through use of the University of California Biomedical Computer Programs (Dixon 1970), the data were tabulated and statistically analyzed. Variable frequency counts were produced through use of program BMD 04D. Program BMD 02R was utilized to determine correlation coefficients across the following variables:

1. age
2. education level
3. grade point average
4. years of education interruption

5. hours per week the respondent works
6. age of participant at marriage

There were no correlations above .336. Through use of program BMD 05D a histogram was computed showing frequency distributions of the data for each variable. The researcher employed program BMD 02S to compute a chi-square test for each of the variables against age group. The reader interested in the statistical mechanics of this procedure is referred to the BMD Manual (Dixon 1970). Details of these findings appear in Chapter IV.

CHAPTER IV

FINDINGS OF THE STUDY

Description of Sample

Of the 154 respondents, the mean age of the women in the sample was 29.1, the median was 27, and the modal age was 23 (see Table 1). The range was 19 to 52 years.

Table 1. Average Age of Respondents

Average	18-22 Years	23-27 Years	28-32 Years	33-39 Years	40-52 Years	Total
Mean	21.2	24.8	29.9	35.2	44.6	29.1
Median	21	25	29	35	45	27
Mode	22	23	28,31	33,35,37	41	23
Number	35	52	26	17	24	154

The "average" student in the sample was 23 to 29.1 years of age. She married at age 21.2 while her spouse was 23.8. She had one child at the time of the study and had been married 7.1 years. She owned her own home and the family income was between \$7,000 and \$9,999. Marriage, children, and part-time career was her choice of lifestyle. Her husband was employed and approved of her educational

pursuits. The "average" respondent's father earned a median income of \$10,000 to \$14,999 per year and had had less than 12 years of formal education. Further delineation of these characteristics is given in Table 2. Of the 154 subjects, 143 indicated that they were married and 11 indicated that they had been married previously but at the time of the study were divorced or separated (see Table 2).

Ages of Subjects at Marriage

It is interesting to note that the computed mean age at marriage for the age groups consisting of students under 27 years of age is an age at which respondents could well have been undergraduate students. The remaining groups had a mean age at marriage equal to typical graduate school age. It would appear that the average married woman student in this sample was married in what chronologically would have been her junior or senior year in college at age 21.2 (see Table 2). However, the modal age at marriage was 22 years of age—a common age for college graduation. Of the 154 respondents, 93 (60.4 percent) were age 22 or older, and 61 (39.6 percent) were under age 22 when they married.

The subjects of the study appear to have married at a later age on the average than the average woman of the United States population as a whole. According to the Bureau of the Census (1970), the modal age at marriage for women was 14 to 17 years. Of the total population

Table 2. Description of Sample

Variable	18-22 Years	23-27 Years	28-32 Years	33-39 Years	40-52 Years	Total
Mean Age at Marriage	19.4	21.1	22.8	21.9	22.0	21.2
Mean Age of Spouse at Marriage	22.1	23.6	24.8	24.1	25.2	23.8
Mean Number of Years Married	1.6	3.3	6.7	11.2	22.8	7.1
Spouse Expressing Approval	100%	92.1%	96%	76.4%	82.6%	91.3%
Number of Spouses Employed	29	41	23	14	22	129
Number of Subjects Employed	18	37	14	9	16	94
Mean Hours Per Week Subject Employed	22.2	29.0	33.5	39.2	26.7	22.9
Marital Status						
Married	33	51	23	15	21	143
Divorced or Separated	2	1	3	2	3	11
Mean Number of Children	.1	.3	1.1	2.1	3.1	1.0
Housing Mode Type	Apt.	Own Home	Own Home	Own Home	Own Home	Own Home
Modal Income	\$3,000 to 6,999	\$7,000 to 9,999	\$7,000 to 14,999	\$7,000 to 14,999	\$10,000 and Over	\$7,000 to 9,999
Lifestyle (Mode Choice)	a	a	a	b	a	a

Table 2. Continued

Variable	18-22 Years	23-27 Years	28-32 Years	33-39 Years	40-52 Years	Total
Modal Income of Parents	\$20,000 or Over	\$15,000 to 19,999	\$20,000 or Over	\$7,000 to 19,999	\$20,000 or Over	Over \$15,000
Father's ^c Education Level Mode Category	H.S. Diploma	Less than 12 years formal educa- tion	H.S. Diplo- ma	Less than 12 years formal educa- tion	Less than 12 years formal educa- tion	Less than 12 years formal educa- tion

^aMarriage, family, part-time career.

^bMarriage, family, full-time career.

^cMode category for each age group indicated. See Appendix A, question 28, for listing of categories.

62.7 percent married before age 22 leaving only 37.3 percent who married after their 21st birthday.

Of the 61 who married before age 22, 28 (45.9 percent) are reflected in the sample as currently in the 18-22 year age group and 14 (23 percent) are in the 23-27 age group, leaving the remaining 19 in all other age groups combined. There is a significant difference among age groups concerning age at marriage ($P > .01$, see Table 3). A table of percentages reveals that the largest percentage of the sample is in the 23-27 year age group who married over age 22. The two second largest percentages are in the 18-22 year age group who married under the age of 22, and the 33-52 year age group who married after age 22. One would expect a large percentage of the students under age 23 to have married before their 22nd birthday simply because they cannot have married at an age exceeding their age at the time the sample was taken. Those married women students over the age of 23 were much more likely to have married after age 22.

Husband's Age at Marriage

There is a significant difference ($P > .05$) in the chi-square analysis among the age groups and husband's age at marriage. The modal age for husbands at marriage among all of the age groups was 24 years of age. However, fully 80 percent of the husbands of subjects in the 18 to

Table 3. Ages at Marriage and Ages at Time of Study

Age Group	Ages at Marriage ^a		Total Respondents
	15-21 Years	22-33 Years	
18-22 Years	18 (28) ^b	5 (7)	23 (35)
23-27 Years	9 (14)	25 (38)	34 (52)
28-32 Years	4 (6)	13 (20)	17 (26)
33-52 Years	8 (13)	18 (28)	26 (41)
Total Respondents	39.6 (61)	60.4 (93)	100 (154)

$$\chi^2 = 31.41, df = 3, P > .01.$$

^bThe numbers in the parentheses are the frequencies from which the percentages were computed.

22-year age groups were married by age 24, whereas only 62.7 percent of the husbands for the total sample were married by that age (see Table 4). According to the 1970 census, 42.9 percent of the males in the United States were married by age 24. The majority (52.5 percent) of the husbands of the subjects in the oldest age group married after age 24.

The current data would have to be treated further to verify Badgett and King's study (1970: 670) indicating no significant difference between graduates and nongraduates in relationship to husband's age at marriage. However, one

would not expect that more students' husbands married at age 24 or younger than males of the general population.

Table 4. Respondents' Husbands' Ages at Marriage and Ages of Respondents at Time of Study

Age Group	Ages at Marriage ^a		Total Respondents
	15-24 Years	25-40 Years	
18-22 Years	18.3 (28) ^b	4.6 (7)	22.9 (35)
23-27 Years	22.2 (14)	11.8 (38)	34.0 (52)
28-32 Years	9.8 (6)	7.2 (20)	17.0 (26)
33-52 Years	12.4 (13)	13.7 (28)	26.1 (41)
Total Respondents	62.7 (61)	37.3 (93)	100.0 (154)

^a $\chi^2 = 8.87$, $df = 3$, $P > .05$.

^bThe numbers in the parentheses are the frequencies from which the percentages were computed.

Number of Children

A significant difference ($P > .005$) was found between age group and number of children. This is not surprising in light of the fact that the longer a woman lives, the more years she has to bear children. The fact that 28.4 percent of the married women in the sample under 33 years of age had children verifies Hunt's findings that at least some women do not wait until children are grown before attending school (Hunt 1967: 32). However, the Bureau of the

Census (1972) reports that about 78 percent of the married women in the United States in 1970 between the ages of 22 and 29 had children. About 83 percent between 22 and 34 years of age had children. These data would seem to indicate that students in the sample under 33 years of age are less likely to have children than women of comparable ages in the population as a whole.

The fact that 80 percent of the women in the sample 33 to 52 years of age had children proves that at least some women wait until children are in school or have left home before they return to school. This percentage is somewhat comparable to the approximate 93 percent of the married women in the population as a whole in this age group who have children (Bureau of the Census 1972). Still it is less likely that a student in the sample would have children than a woman of her same age group in the population as a whole.

It is unfortunate that the questionnaire did not ask for number of children who live at home. However, children's ages were requested in the questionnaire. This information could shed light upon the number of children most likely to be at home, in school, or away from home; but because a number of subjects did not contribute children's ages, the incomplete data set did not warrant further inferences.

Table 5. Number of Children and Ages of Respondents at Time of Study

Age Group	Number of Children ^a			Total Respondents
	1	2	3-6	
18-32 Years	25.4 (17) ^b	13.4 (9)	7.5 (5)	46.3 (31)
33-52 Years	3.0 (2)	14.9 (10)	35.8 (24)	53.7 (36)
Total	28.4 (19)	28.3 (19)	43.3 (29)	100.0 (67)

^a $\chi^2 = 24.10$, $df = 2$, $P > .005$.

^bThe numbers in the parentheses are the frequencies from which the percentages were computed.

Subject's Educational Level at Marriage

There was a significant difference ($P > .005$) found between age group and educational level at marriage (see Table 6). The older the student, the higher her educational level was likely to have been at marriage. Fifty-six percent of the women who married with a bachelor's degree or further education were in the 28 to 52-year age group. Forty-four percent of the women with at least a bachelor's degree were represented in the 23-27-year age group. Because few of the women in the 18 to 22-year age group had not at the time of the study been chronologically able to earn a bachelor's degree at the time of this study, it is not surprising that they are not represented at this educational level. The

Table 6. Educational Level of Subjects at Marriage and Ages at Time of Study

Age Group	Education Level ^a				Total Subjects
	2 Years College or Less	2-3 Years College	3-4 Years College	Bachelor's Degree or More	
18-22 Years	7.1 (11) ^b	7.1 (11)	8.4 (13)	0 (0)	22.7 (35)
23-27 Years	7.1 (11)	4.5 (7)	7.8 (12)	14.3 (22)	33.7 (52)
28-42 Years	11.7 (18)	7.1 (11)	6.5 (10)	18.2 (28)	43.5 (67)
Total Subjects	26.0 (40)	18.8 (29)	22.7 (35)	32.5 (50)	100.0 (152)

^a $\chi^2 = 24.55$, $df = 6$, $P > .005$.

^bThe numbers in the parentheses are the frequencies from which the percentages were computed.

educational level at marriage for this youngest age group is fairly evenly divided among three educational levels, whereas at least 20 percent of the women in each of the other two groups married with at least a bachelor's degree.

These data encourage interesting speculation with Lantz's data stating that the majority of the women who return to school have had some college education previously (Lantz 1968).

Spouse's Educational Level at Marriage

There was a significant difference ($P > .05$) among the age groups with respect to spouse's educational level at marriage (see Table 7), although not to the same level of significance as that of the wives. The majority of the husbands in the youngest and the oldest age groups did not have bachelor's degrees at marriage. Over half the husbands (59.6 percent) in the 23 to 27-year age group had at least a bachelor's degree at marriage as was the cases with 50 percent of the husbands in the 28-32-year age group. No age group of the subjects themselves showed a majority having degrees at marriage. Forty-two percent of the women in the 23 to 27-year age group indicated the largest percentage showing bachelor's degree at marriage. Thirty-seven percent of the subjects in the total sample had husbands who had less than three years of college whereas

Table 7. Respondents' Husbands' Educational Level at Marriage and Ages of Respondents at Time of Study

Age Group	Educational Level ^a				Total Respondents
	3 Years College or Less	More than 3 Years College No Degree	Bachelor's Degree	Graduate Work or Degree	
18-22 Years	11.0 (17) ^b	5.8 (9)	4.5 (7)	1.3 (2)	22.7 (35)
23-27 Years	5.8 (9)	7.8 (12)	11.7 (18)	8.4 (13)	33.8 (52)
28-32 Years	6.5 (10)	1.9 (3)	3.2 (5)	5.2 (8)	16.9 (26)
33-52 Years	13.6 (21)	4.5 (7)	3.2 (5)	5.2 (8)	26.6 (41)
Total Respondents	37.0 (57)	20.0 (31)	22.7 (35)	20.1 (31)	100.0 (154)

^a $\chi^2 = 22.06$. $df = 9$, $P > .01$.

^bThe numbers in the parentheses are the frequencies from which the percentages were computed.

44.8 percent of the subjects themselves had less than three years of college.

Approval of Spouse

A significant difference among the age groups in relation to approval of spouse was found ($P > .01$, see Table 8). However, this finding is misleading due to the fact that through statistical computation, in collapsing cells to the size necessary to determine chi-square, the categories "approval," "indifference," "disapproval," and "strong disapproval," were collapsed (aggregated), leaving the first cell only for "strong approval." Over 75 percent of the respondents stated that their husbands expressed strong approval at their attending school. The overwhelming majority (slightly over 90 percent) indicated that their husbands expressed approval or strong approval toward their school attendance. Because only 13 respondents stated that their husbands did not approve of them going to school and because these responses were scattered throughout the age groups, a chi-square analysis is not useful (see Table 8).^{*} These findings enhance those of Taylor (1968) and Lantz (1968) who found that women stated husband's approval as an important factor to school attendance.

^{*}The data was also treated to a chi-square analysis using approval and disapproval rather than age group as an independent variable. Due to the small number of husbands expressing disapproval, no significant difference was found ($P > .05$).

Table 8. Frequency of Spouse's Approval of Wife's College Attendance

Age Group	Strong Approval	Approval	Indif- ference	Dis- approval	Strong Dis- approval	Total Respondents
18-22 Years	29 (85.3) ^a	5 (14.7)	0 (0)	0 (0)	0 (0)	34 (100)
23-27 Years	38 (74.5)	9 (17.6)	3 (5.9)	1 (2.0)	0 (0)	51 (100)
28-32 Years	23 (92)	1 (4.0)	1 (4.0)	0 (0)	0 (0)	25 (100)
33-52 Years	23 (57.5)	9 (22.5)	3 (7.5)	2 (5)	3 (7.5)	40 (100)
Total Respondents	113 (75.3)	24 (16.0)	7 (4.7)	3 (2.0)	3 (2.0)	150 (100)

$\chi^2 = 12.42$, $df = 3$, $P = .01$.

^aNumbers in parentheses indicate raw percentages.

Obstacles to College Attendance

There was no significant difference found among the age groups for obstacles to college attendance (see Table 9). The women as a whole were very much in agreement as to obstacles to attending college. About 64 percent of the 115 women who answered this question listed finances as one of the first four obstacles to college attendance. About 51 percent listed time or other duties as one of the obstacles. Thirty-one percent cited scheduling, and 26 percent cited "children" as an obstacle. Only 13 of the 115 who responded to this question cited husband as an obstacle and 7 of these 13 were 33 years of age or older. These findings correlated closely with those of Hembrough who compared obstacles to attending school for both students and non-students. The obstacles cited centered around time, family, transportation and finances for both groups. She also noted that whether or not the woman was employed was a factor (Hembrough 1966: 166-167). Since 28 percent of the current sample were employed at least part-time and 42 percent stated that they were not employed, it seems difficult to believe that employment per se determined college attendance. Taylor (1968) found children (specifically child care facilities) and scheduling the primary obstacles to college attendance in her sample.

Table 9. Frequency Summary of Reasons for Attending College

Age Group	Finances	Time	Children	Scheduling	Transportation	Husband	Total Re-spondents
18-22 Years	20	10	4	8	3	3	48
23-27 Years	27	21	8	14	8	3	81
28-32 Years	10	7	8	5	2	0	32
33-52 Years	17	21	10	9	4	7	68
Total Respondents*	74	59	30	36	17	13	

*Most respondents gave more than one response.

See Appendix B for more complete tables and chi-square values.

Hembrough (1966) and Taylor (1968) found finances a major obstacle to college attendance in their studies and Hunt (1967) found lack of money to be a main reason married women in her sample did not attend college immediately after high school. More specifically in this study of married women students, 74 of the total who stated obstacles listed finances as an obstacle. Fifty-five indicated finances as the greatest obstacle. There was no significant difference among the age groups. (Wilmarth, 1969, found older women more likely to be attending college for monetary reasons than younger women but since this finding is not parallel with an obstacle to attending college, it cannot be interpreted to oppose the current study.)

Other obstacles women in the current sample listed included moves and relocation of family (9 respondents), lack of enthusiasm and interest (3 respondents), feeling that classes were a waste of time (7 respondents), lack of energy (16 respondents), and age (9 respondents). See Table 9. (More complete tables of the obstacles are given in Appendix B.)

Reasons for Attending College

There was no significant difference among age groups concerning reasons for attending college. Most of the women in all groups were attending for utilitarian

reasons. Slightly over 81 percent of the 117 who responded to this question listed professional advancement (certification, to earn a degree, to advance on the job) as a reason for attending college. Thirty of the women stated that one of their reasons for attending school was to develop new skills and 43 stated that they wanted to increase their earning power. Fifty women stated job security as a reason. Less utilitarian reasons included 49 for personal improvement (self-actualization, maintain sanity, find herself again) and 28 for pleasure. Only 5 were attending for the reason professors hope for—to gain knowledge, while 29 stated a perhaps less welcome reason from a professor's standpoint—to occupy time. In light of the findings of Taylor (1968) and Lantz (1968) stating that husband's approval is important in college attendance, it is interesting to note that eight women listed husband as a reason for attending college. One woman, who was divorced at the time of the study, stated under reasons for attending college that her ex-husband wanted her to. Fourteen women were attending college because of their children. Presumably some of these mothers hoped to better the lives of their children by attending school, but some of them stated that one reason for attending college was because of encouragement by children. Other reasons given included interest (32 respondents),

long time desire or goal (18 respondents), to become self-sufficient (23 respondents), to meet people (9 respondents), to get time off work (2 respondents), to get out of the house or relieve restlessness (7 respondents), and status reasons (14 respondents). See Table 10. More complete tables for reasons to attending college are given in Appendix B.

Table 10. Reasons for Attending College

Age Group	Profes- sional Advance- ment	New Skills	Personal Improve- ment	Increase Earnings	Pleasure	Total Respondents
18-22 Years	20	6	9	8	5	48
23-27 Years	34	11	18	16	12	91
28-32 Years	16	5	9	4	7	41
33-52 Years	25	8	13	15	4	65
Total Respondents*	95	30	49	43	28	

*Most respondents contributed more than one response to this question.

See Appendix B for more complete tables and chi-square values.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Age Related Family Characteristics

There were significant differences found among age groups concerning the family characteristics relating to age. These characteristics included age at marriage, spouse's age at marriage, number of children, educational level at marriage and spouse's educational level at marriage. These particular findings have limited value in influencing possible changes in the educational system. Because these factors are highly dependent upon the number of years one lives, the lack of representation in the younger age groups of peers who marry at a later age (therefore more likely marrying a spouse of an older age and increasing chances of having a higher educational level at marriage for both spouse and subject) could be the reason for this significant difference. As the women on the younger side of the age scale have not lived the number of years to bear children as have the women on the older side of the age scale, perhaps this significant difference would be negated if a longitudinal study were undertaken. It seems evident that the longitudinal study would be necessary in other investigations to form the background for further research.

in determining possible relevance to policy making in the educational system.

Because different generations have different birth-rates, the longitudinal approach would be a more meaningful age group comparison than one among the different generations. Such a study could serve to investigate relationship of children and college attendance by determining not only number of children the subject has had, but also the number of children at home while the subject is a student.

Non-Age Related Family Characteristics

A statistically significant difference was found among the age groups concerning spouse's approval of the subject's educational pursuit. However, due to statistical procedure, this is a misleading result (see page 37). The fact is that over 90 percent of all subjects stated that their husbands expressed approval. This could be a very important area of study in influencing educational policy, particularly in relation to counseling. Apparently spouse's approval has a very close relationship to the fact that the women students in the sample are in school. Further investigation is necessary to probe the relationship between spouse approval with amount of education completed. Possible implications found in such a study could shed light upon such questions as, "Should the spouse as well as the subject undergo counseling before embarking upon an

educational plan?" "Should wives whose husbands disapprove of their educational pursuits be discouraged from attempting a long range program?" This researcher was unable to find any literature of studies involved in this particular area.

The data would seem to indicate that although married women students do differ among age groups concerning certain family characteristics, the obstacles to and reasons for attending school show great similarity.

Obstacles to Attending College

Finances. One of these similarities significant to the educator include the finance category. Hembrough (1966), Hunt (1967), and Taylor (1968), all found finances to be an important obstacle in college attendance for students in their samples. Superficial review of the current data might indicate to the administrator an increased need for financial assistance to married women students in all age groups. However, a closer view portrays a more complex picture. A significant difference ($P > .005$) was found among the age groups concerning income with the higher age groups generally in higher income brackets. This study did not attempt to correlate family size or family financial responsibility with obstacles. However the fact that all age groups of married women students in this sample felt finances hindered their education seems to warrant further investigation for counseling and administrative purposes. Do these

students actually need more money in the form of scholarships, loans, and grants, or do they need to learn more effective use of their current resources? Are these financial hindrances related directly to educational expense such as tuition and books, or are they indirectly related to education in the form of transportation or babysitters for example? The counselor, teacher, or administrator can better cope with this problem as he learns more about it.

Because students have varying incomes and expenses, and because finances is a sensitive subject to some respondents, financial obstacles will be a difficult and complex area to explore. However, recognizing differing time demands and responsibilities, everyone has exactly the same amount of time in each day.

Time. Logically one might conclude as the data bears out that there would be no significant differences among the age groups concerning time to attend school. However, with respect to factors which place more demands upon one's time, one would expect that women in the younger child rearing years would be more likely to consider lack of time an obstacle than those in age groups in which children either have not come yet or in which children have grown and left home. This finding becomes even more puzzling considering Lee's statement which suggests that there were no significant differences between unmarried students (most

of whom presumably do not have children) and married students (who could have children and would certainly have a spouse—all making certain demands upon time) and amount of time spent studying (Lee 1960: 135). Osborn found her mature women (most of whom no longer had children at home) listed lack of time as an obstacle to learning (Osborn 1963: 5). The current study did not attempt to correlate number of children, hours committed to employment, home-bound invalids or other time demands which might be placed upon the subject. The fact remains that each respondent has 24 hours in every day. Why was time an obstacle for some and not for others? The data indicates the answer does not appear to lie with age group. Is it other time demands? Is it lack of time management? Is it need for better study habits, better scheduling, more efficient transportation? Further investigation of lack of time as an obstacle to education could conceivably benefit all students in the education system.

Children. Time and finances are elements with which all students must contend but married students are more likely than unmarried students to have children as an additional consideration while attending school. Children draw upon the time and financial resources of the student as well as demand emotional and psychological involvement. Thirty of the 115 who listed obstacles mentioned children

as an obstacle. Sixty-seven of the respondents had children so nearly one-half of the women who had children listed them as an obstacle to attending college. Twenty-nine of the respondents who had children were over 28 years old. About 43 percent of the women students had children leaving a slight majority without. Further study should investigate the number of children living at home with the student, facilities for childcare (if necessary), cooperation of children, whether children were planned, and other factors which might indicate reasons that a smaller percentage of married women with children attend school, whereas a larger percentage of married women in the population have children compared with childless women. Hembrough found availability of babysitters and time children were in school as obstacle factors listed by both students and aspiring students (Hembrough 1966: 164). Taylor's subjects stated that campus child care facilities were necessary before they could return to school (Taylor 1968: 1). Would a campus day care center open to all students' children offer more qualified women students an opportunity to pursue their education? How do students with children handle the babysitting problem? Do educated women express a preference for remaining childless? Do mothers feel they would be neglecting their children if they attended school? Further study of this area would be of interest to the

family sociologist as well as to the educator. Findings relating to effects of children on education would certainly affect some policymaking decisions concerning such factors as scheduling, babysitting facilities, etc.

Scheduling. Scheduling was an obstacle listed by 36 subjects. This area must be explored further to be of use to the educator. Other researchers have found obstacles indirectly relating to the subject's scheduling such as scheduling around children and husband's schedule (Hembrough 1966: 164; Badgett and King 1970: 672). The area must be further delineated and refined to determine important information such as whether classes should be offered day or night, one or three days per week, or whatever is necessary to enable the capable married woman to pursue her education.

Reasons for Attending College

No statistically significant difference was found among all age groups concerning reasons for attending college thus upholding the null hypothesis. The fact that slightly over 81 percent of the 117 respondents to the question stated professional advancement as a main reason for attending college is significant to the educator. The common belief that women attend college to "fill in time" or to "catch up with an educated spouse" is challenged by this finding. Professional advancement (certification, to

earn a degree, to advance on the job), to develop new skills, job security and to increase earning power, were utilitarian reasons given most frequently although personal improvement (self-actualization, to maintain sanity, find oneself), and pleasure were among the reasons given by 77 respondents.

Further study in this area is needed to determine whether or not the students are actually gaining the professional advancement they seek. Studies in a similar vein to that of Hembrough (1966) and Badgett and King (1970) are needed to learn whether or not the students finally graduate. If not, why not? If so, are they actually advancing in their profession with their increased education? There is a paucity of information in the literature concerning this latter question. It appears that reasons for attending school do not differ among the age groups, but is there a difference among age groups concerning whether these students' expectations are met? If the student would actually gain more professional advancement working in the field rather than attending school and if age affects this factor, certainly it would behoove the student and the counselor to be aware of it before an educational program is launched.

Reasons of personal improvement and pleasure need to be further investigated. In this study a number of respondents gave four reasons for attending college, but

the number who gave personal reasons only was not calculated. However a study determining reasons students pay eighty dollars or more for college classes, when for pleasure or personal improvement they could take less expensive courses at adult schools, Y.M.C.A.'s, churches or whatever, could be revealing. Perhaps there are students wasting taxpayers' as well as their own money taking courses which could be offered outside the university system at much less expense yet achieving the same goals.

The reasons given for attending college do not seem to differ among age groups of married women students making a good case against age graded classes on the college level; however, another important question must be answered. Do the same reasons given by the respondents actually have the same meanings for all of the age groups? Are these students expectations being met through curricula, teaching methods, and job market results? If so, are they being met across the age span?

This study has shown that in some areas there are differences among family educational characteristics of married women students at The University of Arizona and in other areas there are no significant differences. The data was tabulated from a questionnaire responded to by 154 married women students at The University of Arizona from a 10 percent random sample of 281. Further studies must build

upon these findings to determine whether this increased influx of adult students at the college level actually warrants changes in the education system.

APPENDIX A

QUESTIONNAIRE

6161 South Park Avenue
Tucson, Arizona 85706
March 19, 1973

Dear Fellow Student,

For the few minutes of your time it would take you to complete the attached questionnaire, you could help hundreds of students including yourself!

The information provided by this questionnaire (in which your anonymity is guaranteed) will be used to help counsel current and future married and unmarried students at The University of Arizona.

Your answers will be tabulated with the others in the sample and, although your answers are very important, your name is not involved and your answers will be strictly anonymous. Please feel free to make any comments.

Please take just a few minutes right now to complete the questionnaire and place it in the return envelope. The study is conducted through the Child Development and Family Relations Division in the School of Home Economics.

Thank you for your attention.

Sincerely,

Eugenia S. Wentworth

Please answer the following questions with the check or comment which is most appropriate. Your answers are important but, remember, they are anonymous. Feel free to make any additional comments.

1. What is the year and date of your birth? _____
2. Are you: _____ female? _____ male?
3. What is your marital status? (Please check more than one if it applies.)
A _____ married
_____ (please state number of years)
B _____ divorced or separated
C _____ engaged
D _____ widowed
E _____ never married
4. What is your current educational level?
A _____ freshman D _____ senior G _____ Other _____
B _____ sophomore E _____ graduate
C _____ junior F _____ unclassified
5. What is your college major? _____
6. Are you currently working for a degree? _____ yes _____ no
If so, what degree? _____
7. How many units of credit are you taking this semester at U. of A.? _____
8. What was your approximate cumulative numerical grade point average at last report card? _____
9. In what type of housing do you live?
A _____ University housing D _____ Rented house
B _____ Apartment E _____ Your own house
C _____ Mobile home or trailer F _____ Military housing
G _____ Other (please specify) _____

10. How many children do you have? none one two
 three four or more?

Please state ages of girls:

Please state ages of boys:

12. What was your education level at marriage?

A Less than 12 years D Bachelor's degree
 B High School diploma E Graduate work
 C Years of college F Advanced degree
 (please specify)

13. What is your current approximate family income?

A Under \$3,000 D \$7,000 to \$9,999
 B \$3,000 to \$4,999 E \$10,000 to \$14,999
 C \$5,000 to \$6,999 F \$15,000 or over

14. What was your spouse's education level at marriage?

A Less than 12 years D Bachelor's degree
 B High School diploma E Graduate work
 C Years of college F Advanced degree
 (please specify)

15. What is your spouse's current education level?

A Less than 12 years D Bachelor's degree
 B High School diploma E Graduate work
 C Years of college F Advanced degree
 (please specify)

16. Concerning your university enrollment, does your spouse exhibit:

A Strong approval C Indifference E Strong dis-
 B Approval D Disapproval approval

17. If you checked disapproval or strong disapproval, please state reasons? (Use back of sheet if you wish.)

18. Have there been any occasions which have caused you to discontinue your education for six months or more?

A No.
 B Yes, I did not have money to continue.
 C Yes, I quit school to have children.
 D Yes, because (please state other reasons)

29. Please estimate the percentage of your educational finances coming from the following sources:

- | | | | |
|--------------------------|-------|------------------|-------|
| A. Spouse's income | ____% | E. G. I. Bill | ____% |
| B. Personal income | ____% | F. Parents | ____% |
| C. Scholarships or loans | ____% | G. Other _____ | ____% |
| | | (please specify) | |
| D. Savings | ____% | | |

30. Please list in order of decreasing importance reasons you are attending college. Use other side of sheet if necessary.

Most important: 1.
2.
3.
4.

31. Please list in order of decreasing importance your greatest obstacles to attending college. (Examples might include finances, child-care facilities, adult counseling facilities, inflexible scheduling.) Use other side if needed.

Most important: 1.
2.
3.
4.

APPENDIX B

SUPPLEMENTARY TABLES

Table B1. Categorized Obstacles to College Attendance

Age Group	First Obstacle		Total
	A,B,*	D,E,F,G,H,I,J	
18-22 years	17.4 (20)**	7.0 (8)	24.3 (28)
23-27 years	25.2 (29)	8.7 (10)	33.9 (39)
28-52 years	22.6 (26)	19.1 (22)	41.7 (48)
Total	65.2 (75)	34.8 (40)	100.0 (115)

$$x^2 = 4.50, df = 2, N.S. P > .05$$

	Second Obstacle			Total
	A	B,C	D,E,F,G,H,I,J	
18-27 years	21.1 (15)	9.9 (7)	25.4 (18)	56.3 (40)
28-52 years	15.5 (11)	16.9 (12)	11.3 (8)	43.7 (31)
Total	36.6 (26)	26.8 (19)	36.6 (26)	100.0 (71)

$$x^2 = 4.71, df = 2, N.S. P > .05$$

	Third Obstacle			Total
	A,B	C,D,E,F,G	H,I,J	
18-27 years	17.8 (8)	13.3 (6)	24.4 (11)	55.6 (25)
28-52 years	22.2 (10)	15.6 (7)	6.7 (3)	44.4 (20)
Total	36.6 (26)	26.8 (19)	36.6 (26)	100.0 (71)

$$x^2 = 4.71, df = 2, N.S. P > .05$$

- | | |
|-------------------------|-------------------------------------|
| *A. Other duties (time) | F. Relocation of family |
| B. Finances | G. Lack of enthusiasm |
| C. Children | H. Feel classes are a waste of time |
| D. Husband | I. Scheduling |
| E. Transportation | J. Energy |

**The numbers in the parentheses are the frequencies from which the percentages were computed.

Table B2. Categorized Reasons for Attending College

Age Group	First Reason		Total
	A,B*	C,D,E,F,G,H,I,J	
18-22 years	12.8 (15)	8.5 (10)	21.4 (25)
23-27 years	20.5 (24)	15.4 (18)	35.9 (42)
28-52 years	19.7 (23)	23.1 (27)	42.7 (50)
Total	53.0 (62)	47.0 (55)	100.0 (117)

$$\chi^2 = 1.76, df = 2, N.S. P > .05$$

	Second Reason		Total
	A,B*	C,D,E,F,G,H,I,J	
18-22 years	8.0 (7)	12.5 (11)	20.5 (18)
23-27 years	13.6 (12)	20.5 (18)	34.1 (30)
28-52 years	17.0 (15)	28.4 (25)	45.5 (40)
Total	38.6 (34)	61.4 (54)	100.0 (88)

$$\chi^2 = .05, df = 2, N.S. P > .05$$

	Third Reason			Total
	A,B	C,D,E,F	G,H,I,J	
18-22 years	16.9 (11)	16.9 (11)	15.4 (10)	49.2 (32)
28-52 years	21.5 (14)	21.5 (14)	7.7 (5)	50.8 (33)
Total	38.5 (25)	38.5 (25)	23.1 (15)	100.0 (65)

$$\chi^2 = 2.37, df = 2, N.S. P > .05$$

- | | |
|------------------------------|------------------------------|
| *A. Develop new skills | F. Personal improvement |
| B. Professional advancement | G. To occupy time |
| C. Increase earning capacity | H. For pleasure |
| D. For personal interest | I. To become self sufficient |
| E. Longtime desire or goal | J. To meet people |

**The numbers in the parentheses are the frequencies from which the percentages were computed.

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