



1980

An Examination of Faculty Attitudes Toward Adult College Students

Joan M. Steinbrecher
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_diss

 Part of the [Education Commons](#)

Recommended Citation

Steinbrecher, Joan M., "An Examination of Faculty Attitudes Toward Adult College Students" (1980).
Dissertations. 1874.
https://ecommons.luc.edu/luc_diss/1874

This Dissertation is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Dissertations by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).
Copyright © 1980 Joan M. Steinbrecher

AN EXAMINATION OF FACULTY ATTITUDES TOWARD
ADULT COLLEGE STUDENTS

by

Joan M. Steinbrecher

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

May

1980

ACKNOWLEDGEMENTS

My sincere gratitude is extended to Dr. Gloria Lewis, who served as chairman of my dissertation committee. The completion of this study would not have been realized without her selfless support, advice and encouragement.

To Dr. Jeanne Foley, I extend a special thanks for providing the spark to initiate the project and for her generous help while serving on my committee. Thank you to Dr. Judy Mayo and Dr. James Russell whose presence on the committee was greatly appreciated. Thanks, too, to Dr. Jack Kavanagh, who each time I asked, "Is **this** enough data?" would answer patiently, "Yes, Joan, you have more than enough data."

I wish to express special appreciation and gratitude to my staff, especially Ruth Ann Llorca, Shena Austin, and Gordon Stiefel, each of whom contributed to this study in a unique way.

Finally, I acknowledge gratefully the love and prayers of my mother, Marcella Steinbrecher, who suffered just as much as I did each step of the way, only silently.

VITA

Joan M. Steinbrecher was born in Chicago, Illinois on November 29, 1936.

She attended several Catholic grammar schools in the Chicago area and was graduated from Trinity High School, River Forest, Illinois in June, 1954. She attended the College of New Rochelle, New Rochelle, New York, receiving an A. B. degree in Fine Arts in June, 1958. As an undergraduate she was very active in student activities and organizations. In June 1964, an M. Ed. degree in Guidance from Loyola University of Chicago was conferred on her. The Ph. D. degree in Guidance and Counseling from Loyola University of Chicago was awarded in May, 1980.

The author has held many administrative positions in the field of student personnel at Loyola University of Chicago. Among them are Admissions Counselor, Assistant Dean of Women, Assistant Dean of Students, Panhellenic Advisor, International Student Advisor. She was appointed Dean of Students at the Water Tower Campus in October, 1973, a position she presently holds.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
VITA	iii
LIST OF TABLES	vi
LIST OF FIGURES	viii
INTRODUCTION	1
REVIEW OF RELATED LITERATURE	8
Adult Enrollment in Higher Education	8
Problems Relating to Academic Success for Adult Students	13
Adult Students and Faculty Studies Related to Faculty Attitudes Toward Students	15
Psychological Androgyny	18
Bem Sex Role Inventory	24
Faculty Questionnaire On Adult Students	26
Summary of Literature	27
Research Hypotheses	27
Research Hypotheses	28
PROCEDURES AND METHODOLOGY	30
Procedure	30
Subjects of the Study	30
Instruments Used in the Study	31
Statistical Procedure	47
Summary	47
RESULTS	48
DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	71
REFERENCES	79
APPENDIX A LETTERS TO FACULTY	84
APPENDIX B FACULTY QUESTIONNAIRE ON ADULT STUDENTS	87

	Page
APPENDIX C BEM SCALE SEX ROLE INVENTORY	95
APPENDIX D MEANS AND STANDARD DEVIATIONS FOR SEX OF FACULTY	97
APPENDIX E MEANS AND STANDARD DEVIATIONS ACCORDING TO TEACHING LOCATION	102
APPENDIX F MEANS AND STANDARD DEVIATIONS FOR BEM SCALE	108
APPENDIX G MEANS AND STANDARD DEVIATIONS FOR FACULTY AGE	114
APPENDIX H MEANS AND STANDARD DEVIATIONS FOR FACULTY MARITAL STATUS	120
APPENDIX I MEANS AND STANDARD DEVIATIONS FOR FACULTY TEACHING EXPERIENCE	126
APPENDIX J SAMPLE FACULTY COMMENTS FROM OPEN-ENDED ITEMS OF FACULTY QUESTIONNAIRE ON ADULT STUDENTS	132

LIST OF TABLES

Table	Page
1. Subjects Classified by Area of Specialization	32
2. Faculty Questionnaire on Adult Students	35
3. Demographic Data of Respondents	39
4. Bem Sex Role Inventory Scales	44
5. Sex Role Classification Based on Median Split	46
6. Mean and Standard Deviation Scores According to Sex of Faculty and Sex of Student	50
7. Analysis of Variance According to Sex of Faculty and Sex of Student	51
8. Mean and Standard Deviation Scores According to Faculty Teaching Location and Sex of Student	53
9. Analysis of Variance According to Campus Teaching Location with Mixed Category and Sex of the Faculty for Male, Female and Total Students	54
10. Analysis of Variance According to Teaching Location Excluding Mixed Category and Sex of the Faculty for Male, Female and Total Students	57
11. Mean and Standard Deviation Scores According to Bem Scale Sex Role Orientation and Sex of Student	59
12. Analysis of Variance According to Bem Scale Sex Role Orientation and Sex of Faculty for Male, Female and Total Students	61
13. Analysis of Variance for Sex of Faculty, Teaching Location, Including Mixed Category, Bem Scale Sex Role Orientation for Male, Female and Total Students	62

Table	Page
14. Mean and Standard Deviation Scores According to Age, Marital Status, Teaching Experience and Sex of Student	65
15. Analysis of Variance According to Age, Marital Status, Teaching Experience and Sex of Faculty for Male, Female and Total Students	68

LIST OF FIGURES

Figure	Page
1. Mean Scores According to Sex of Student and Teaching Location	56

CHAPTER I

INTRODUCTION

American higher education has fostered and supported education for adult students for many years. Cooper Union, the Chautauqua Movement, and the University Extension Movement are examples of the influence higher education has had on adult learning. More recently, the establishment of the G.I. Bill of Rights in 1944 provided the opportunity for many thousands of American men and women to enroll in institutions of higher learning following service in the Armed Forces. These students showed that older students could persevere if given adequate assistance.

While enrollment of traditional aged college students is declining, participation by students aged 25 and older in higher education is again rapidly increasing (Schlossberg, 1974; Siegel, 1978). Higher education is serving a clientele of more advanced ages. Adult students perceive higher education as being part of the life-long learning requirement and not merely a means of preparing for maturity (Spear, 1976).

While enrollment of both adult men and women in higher education has increased, participation by adult women constitutes an increasing proportion of the population entering undergraduate, graduate, and professional schools. The June, 1977 report on the education of women by the Association of American Colleges indicated that the "number of

women aged 25 to 34 years of age enrolled in higher education had risen more than 100% between 1970 and 1975" (p. 5). In its 1977 enrollment figures, the National Center for Education Statistics reported that 49% of all students enrolled in higher education were women. After an absence of many years, these "new students" are returning to the classroom in greater numbers. In many instances, the women had completed one or two years of college, married, raised a family, and now have returned to college as full-time students to pursue a degree program. Many of these students plan to return to the labor market and are enrolled in degree programs to test their abilities in the classroom. They felt a need to update and improve their skills before they reentered the labor force (Schlossbert, 1974).

When one considers students in higher education, the nature of the academic environment in which the students work and study comes into focus. At the center of this environment is the faculty. They constitute the essential component functioning in higher education with whom the student interacts.

Because of the increase in adult students enrolled in higher education, attention is turned to the faculty and their response to these returning students. Since faculty have a significant influence on their students, faculty attitudes and perceptions toward adult students are important (Blaska, 1976).

PURPOSE OF THE STUDY

During the last 20 years, enrollment figures in higher education have swelled from 3,000,000 to 11,000,000 individuals. In 1978, most of these students were 25 years of age or older and were enrolled as part-time students (Cross, 1978; Yearbook of Higher Education, 1979).

While adult students are welcomed in higher education, the literature suggests, as does the experience of the author, that attitudes towards adult students are not entirely positive.

Wilson, Gaff, Dienst, Wood, and Bavry (1975) found, even though there have been many gains, adult education is still not a "full partner in most colleges and universities. Attitudes include indifference, skepticism (especially to quality), and even open opposition, most noticeable in the colleges of liberal arts" (p. 5).

The literature does confirm this observation in its treatment of student attitudes toward faculty. Adult students report lack of encouragement by faculty, a questioning of their motives to enroll in higher education, and criticism of student learning-anxieties. Furthermore, adult women students "are also discouraged by the attitudes of male professors and fellow students, who intimate and sometimes openly state that 'woman's place is in the home'" (The Educated Woman, 1975, p. 37). However, research on faculty attitudes toward students, including adult students, is limited and not well documented. The question of whether or not such negative attitudes do prevail is uncertain.

In view of the number of adult students enrolled in higher education, it becomes critical to examine and to understand in what way the faculty view adult students. The purpose of this study was to investigate faculty attitudes towards adult college students. The sex of the faculty member, campus teaching assignment, age, marital status and teaching experience were considered. In addition, faculty androgyny was analyzed because sex roles and the perception of sex roles affect thinking and behavior toward others (McKinley, 1978).

It is important to assess faculty attitudes toward adult college students to determine what positive and negative attitudes prevail toward this group. A better understanding of faculty viewpoints is essential since, if negative attitudes do prevail, assistance in correcting such attitudes could be provided so that the clientele of higher education, the students, would be better served in the educational process.

It must be noted that the meaning of attitudes and/or opinions is obscure and elusive. However, attitudes and their meaning is one of the most important determinants of human behavior (Osgood, Suci, and Tannenbaum, 1975). What do the semantics convey in an instrument to the subject and what is actually being measured when specific statements are presented to subjects?

Osgood, et al. (1975) assume that meanings vary multidimensionally. They conclude that "the difference in the meaning between two concepts, such as strongly agree and disagree, is a function of the multidimensional distance between two points" (p. 26).

Furthermore, Osgood, et al. found that attitude scores reflect only a leaning toward certain behavior in its broadest definition and that "what overt response actually occurs in a real-life situation depends upon the context provided by the situation" (p. 198).

RESEARCH HYPOTHESES

The following research hypotheses were tested:

1. The attitudes of female faculty members are significantly more positive toward adult college students than are the attitudes of male faculty members toward adult college students.
2. The attitudes of male faculty members are significantly more

positive toward adult male college students than are the attitudes of male faculty members toward adult female college students.

3. The attitudes of faculty members teaching at a campus enrolling predominantly adult students are significantly more positive toward adult college students than are the attitudes of faculty members teaching at a campus enrolling predominantly traditional aged college students.

4. Faculty members with a high degree of androgyny are significantly more positive toward adult female college students than are faculty members with more traditional sex-role orientation.

5. The attitudes of faculty members who are older, married, and have more teaching experience are significantly more positive toward adult college students than are the attitudes of faculty who are younger, single, and have less teaching experience in higher education.

OBJECTIVES OF THE STUDY

Objectives of this research include:

1. To design a questionnaire eliciting faculty attitudes toward adult college students.
2. To recognize the diversity of views by the faculty toward adult college students.
3. To sensitize faculty to the needs of adult students by developing in service training programs based on findings of the study.
4. To assist adult students to better relate to faculty by developing student support programs based on the findings of the study.

DEFINITIONS OF KEY TERMS

Adult Student is a college student aged 25 years and older who

has enrolled in an undergraduate program.

Androgyny is "the integration of the positive aspects of masculinity and femininity" rather than a single dimension characterized by extreme masculinity at one end of a range and extreme femininity at the other end (McKinley, 1978, p. 9).

Bem Sex Role Inventory is a paper and pencil instrument which distinguishes androgynous individuals from those who profess more sex-typed attitudes.

Faculty Questionnaire On Adult Students is a questionnaire eliciting faculty attitudes towards adult college students.

LIMITATIONS OF THE STUDY

1. The measurement of attitude is very difficult. At best, a researcher can only hope to begin to explore opinions individuals may have on various issues. Often the researcher tries to identify and abstract objective data from emotional components. In such instances, there is no guarantee that the behavior by the respondents will match the data produced.

2. Very little research has been conducted on faculty attitudes toward students. Therefore, the body of information in terms of previous studies available to the researcher is limited. The general literature concerning attitudes of faculty toward students in general and adult students in particular tends to be subjective and based on opinion reported by students rather than on data gathered from faculty through formal research techniques (Harris, 1970).

3. Even though participation by faculty in this study was voluntary, faculty perception of any risk taking could bias their responses or more probably result in their not responding to the study.

4. Since faculty may have had little experience in teaching adult students, their responses may be stereotyped to qualities they feel most adult students possess.

5. The study was limited to respondents affiliated with one university and may not reflect opinions of a larger population.

ORDER OF PRESENTATION

Chapter II contains a review of the literature. It includes four areas: the problems of academic success of reentering adult students into degree programs in higher education, the relationship of faculty to these problems, previous studies concerning faculty attitudes toward students in general, and a discussion of androgyny and sex-role identification through the use of the Bem Scale.

Chapter III will outline the procedures and methodology used in the study. It will discuss the instruments used and the reliability and validity of the Faculty Questionnaire On Adult Students. In addition, the subjects, the research design, the hypotheses, and the statistical treatment of the data will be included.

Chapter IV will present and analyze the data according to the variables of the study: the sex of the respondents, the location of the faculty teaching assignment, age, marital status, and teaching experience of the respondents, and the sex of the adult students.

Chapter V will provide discussion and a summary of the study. It will outline conclusions, implications, and recommendations drawn from the research study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Adult Enrollment in Higher Education

Since the early 1970s, colleges and universities have experienced a decline in the 18 to 24 year old student population. As a result, institutions have looked to individuals in other age groups in an effort to maintain their enrollments. Indeed, most institutions have greatly expanded their academic offerings to include what is now called nontraditional study programs, continuing education programs, noncredit courses, credit by experience, and life-long learning programs.

It is agreed by many educators that higher education has entered a new era, that of accommodating the life-long learning required by society, rather than serving society as a process for maturation (Spear, 1976).

The notion of access by adult students to higher education oftentimes is accepted reluctantly by faculty and administrators, since academe continues to assume that individuals learn only before becoming adults (Connick, 1974). In the past, adult education has failed to take hold in higher education primarily because educators were reluctant to consider the teaching of adults as important as research and the teaching of younger students. This attitude, combined with the lack of economic and social pressures needed to attract adult students to higher education, contributed to the failure to bring about any change

in the situation (Harrington, 1977).

The presence of social and economic factors has begun to effect change, however. Institutions of higher learning no longer comprise groups of people with common goals and backgrounds. Continuing education has brought an influx of adults who are challenging educators. Faculty and administrators are required to understand education as a whole and to advocate learning that does not distinguish individuals by age. In 1969, Malcolm Knowles stated the "new world requires a new purpose for education--the development of a capacity in each individual to learn, to change, to create a new culture throughout his life span" (p. 23).

Participation by adult men and women has increased rapidly. Not since the post World War II era in the early 1950s have older students comprised as high a percentage of enrollment statistics for institutions. In 1974, enrollments indicated that one of every three undergraduates enrolled in higher education was over 25 years of age and one of every ten students was over 35 years of age (Levine, 1976).

In terms of the ratio of adult men to adult women enrolled in higher education, the number of adult women has increased more rapidly than the number of adult men. Nevertheless, the national ratio of men to women continues to indicate the overall enrollment of men is higher than that of women (Yearbook of Higher Education, 1979).

Much information and material has been written concerning adult women in higher education. The literature has identified this increase of women in higher education as the new student on campus. She is usually between the age of 35 and 45, married, a mother and homemaker (Karelius-Schumacher, 1977).

In 1971, Cross wrote about the ability and interest of these new students.

A review of the major measures of academic interest and ability leaves little room for argument with the conclusion that there is no important difference between men and women in their potentials for academic accomplishment.

Furthermore the data indicate that as a group women are every bit as interested in the goals and activities of higher education as are men. There is no evidence that women are less interested in ideas or less able to work constructively with them on measures of academic ability, academic accomplishment, academic interests and motivations. Women constitute an impressive group of new students. (p. 345)

Continuing education for women began in the early 1960s when a small number of courses was offered specifically for mature women. Today, this same population offers the greatest potential for expansion in higher education (Cross, 1974).

Generally, the older woman had not done long-range planning when she was young. She had not considered entering college and completing her education prior to or concurrent with marriage. Further, she had not planned to return to school following marriage (Levine, 1976).

For adult women, education was the beginning of a new life's direction or of learning. For them, college enrollment constituted a positive way of developing a life style and an occupation that gave meaning to life (Letchworth, 1970).

The 1975-1976 Yearbook of Adult and Continuing Education reported that adult women students were being better received on college and university campuses, not only in institutions offering programs for continuing education of women but also at schools offering no special programs for adult women students (p. 306).

The satisfaction that adult women felt from their return to school stemmed from their ability to understand their reasons for going back

and their resourcefulness in overcoming any initial difficulties encountered (Letchworth, 1970). On the other side of the desk, faculty and administrators recalled that many of the best college students had been veterans of World War II who had been out of school for several years (Sandler, 1972). Furthermore, more faculty are responding to adult students and report that these students perform well in class. Harrington (1977) observed, "research indicates that experience, maturity, and motivation of older men and women balance whatever damage age may have done to their learning ability" (p. 2).

Adults return to college for complex and multiple reasons. At the forefront are economic concerns. With the increase in an already tight job market, adults are caught in the pressure to compete in the labor market on the basis of credentials gained through educational efforts. In addition, our society is shifting to an older population which has brought increased interest in mid-life changes in careers and life styles.

LeFevre (1972) commented on the reasons women return to education thus:

When the woman who has been occupied for years raising her family begins to look outward she is likely to find she does not qualify for the kind of job she would like to have without further up-to-date training. Women in their thirties, forties, and even fifties are returning to colleges and graduate schools to prepare for careers. (p. 281)

The characteristics of adult learners can be viewed from several aspects. The students are like the traditional aged college students in their attitudes and socioeconomic traits. They are very unlike the traditional aged student in that they return to education having definitely in mind what they want to learn. They want to apply the knowledge they will learn to their life goals. They do not want to

waste their time sorting out knowledge for some future use. Since they bring with them vast life experiences, they want to know how their new knowledge relates to their previous experiences (Cross, 1978).

The veterans returning to higher education are similar to the non-veteran on campus in behavior and interests. Their strengths, weaknesses, and ideas are essentially components of their premilitary days. Those veterans coming from a poverty background see education as the opportunity for success and prosperity (Russell, 1974).

Generally, the women who return to higher education lack self-confidence and are anxious about returning to school, especially if they have been away from the classroom for ten or more years. They fear competing with the traditional aged student (Hiltunen, 1968). However, the adult women do well academically and remain in school when they have clear goals (Campbell, 1974).

In general, the education needs of adult students are similar to those of the traditional aged students (Knowles, 1969; Siegel, 1978). They have a desire to be understood and to be counseled. Hiltunen found that, among adult women, they wished to "gain insight into individual interests and abilities and to relate them to additional education or to employment" (p. 94). Further, adult women need understanding and encouragement because they often are insecure and fear competition with the traditional aged students and are embarrassed by their age (Lewis, 1969).

Sylvia Sherwood (1975) has written on age and learning thus:

The person who has a good educational background and who values learning and knowledge as an end in itself is therefore, relatively speaking, not as likely to be handicapped by socialpsychological conditions of old age. (p. 93)

Problems Relating to Academic Success for Adult Students

Rolf Monge (1975) characterized the plight of adult students in the classroom in this manner:

Those who have taught courses enrolling people who have been out of the school routine for some time have no doubt had experience of dealing with students who, after the first class meeting, gather at the lectern to express serious doubts about their ability to compete in an academic setting. (p. 52)

There are many reasons for the students to react anxiously to higher education. One reason concerns the structure of institutions of higher education. For the most part, higher education is not ready for the learner who does not fit the stereotype of the young, single, unemployed student who is ready to devote full time to the pursuit of a degree (Cross, 1972). The notable exception to this is the involvement of the community college. Oftentimes, faculty do not respond to the anxieties expressed by adult students. The students report faculty are "put-off" when such feelings were admitted.

Boyer (1974) described the campus as being a place for the young.

The campus became a place where older people seemed like misfits in a strange and foreign land. Adult students were viewed as retreads in a kind of salvage operation, sadly out-of-step with the learning cycle and even with the life cycle itself. (p. 6)

Adult students return to school for specific reasons as described earlier by the author. Their mood is one of urgency and their capacity is one of maturity. Their desire is to apply their learning to the future. However, learning in higher education is subject-centered, whereas adult students tend to be problem-centered (Bicknell, 1975).

Older students are aware of their inadequacies in the tools of learning: knowing how to study, knowing how to concentrate or focus attention, knowing how to organize their work. Consequently, they are

oftentimes threatened by the task of learning (Monge, 1975). In the past, faculty have not responded to this need to understand adult students because many have been unwilling to admit that differences between traditional aged and adult students existed, and that such differences were important in the academic success of adult students (Siegel, 1978).

The older student is not the captive audience that the traditional aged student may be. Bicknell (1975) stated:

The younger student is taught those things they "ought" to learn, according to their biological and academic development. Older students have been maturing according to the roles they have assumed. (p. 19)

The adult student will be less patient than the traditional aged student toward faculty who waste their time. Adult students will employ more rigorous tests of personal relevancy in matters related to the classroom. This difference between the traditional aged and adult student can provide conflict for faculty if faculty teach the same way to both groups (Moye', 1978).

Another problem area in academic success for adult students relates to negative feelings that adult students have of themselves. This is readily reported in adult women returning to higher education. Adult women experience more difficulty with the student role than do men (Feldman, 1974). They experience problems of dependency and lack of confidence. They fear interaction in the classroom because of the fear of revealing lack of information to both faculty and traditional aged students. Adult women equate age with superiority and they feel they should be better informed and communicate better developed ideas than do the younger students (Letchworth, 1970).

Letchworth (1970) commented on other areas that women find difficult in relation to their role as student. They find it necessary to adjust their schedules to include academic and household responsibilities which are complicated with their new role. They must manage their feelings of guilt concerning their new role and their guilt for their aggressiveness. They report anxiety regarding exams and writing papers. They feel ashamed for not being able to live up to their standards.

Adult Students and Faculty

The professional literature reflects the view that many faculty in institutions of higher education constitute a considerable barrier to academic success of adult students. Since higher education is attracting a variety of groups, in terms of age, ethnicity, cultures, and educational levels, faculty can no longer pursue the traditional roles of teacher. They must become resource persons for the full spectrum of the community which is multifaceted.

Horn (1977) characterized the climate of higher education when he stated that many faculty view themselves "in a residential, graduate institution where they can offer two courses a semester and produce doctorates in esoteric fields" (p. 15). On the contrary, faculty are addressing a total spectrum of the community and not necessarily a group of adults with common educational deficiencies and learning problems (Russell, 1974). Many faculty may view themselves as researchers, an attitude which is needed, but such an image can be too narrow if carried over to the classroom. Miller (1965) found among faculty "a widespread lack of knowledge about the learning process, and a low level skill in the activities necessary for teaching" (p. 2).

The literature for the fields of continuing education for women

and returning adult women in higher education produces considerable criticism of some faculty toward those adult women students. Adult women experience difficulties in reentering higher education because educational institutions have a tendency to shape higher education in relation to the needs of men but not of women. Men comprise the majority of faculties and perpetuate the view of the male characteristic of the university. Margalis (1975) described the experience of the adult women returning to the campus as follows:

The alumna of the fifties' panty raids walks into the classroom 20 years later with the dignity of a matron, the protected sensibilities of a housewife, and a sense of justice learned while protecting her young from the minor atrocities of elementary schools. She finds herself not among the community of scholars she anticipated but in a bureaucracy geared to instruct and dispatch adolescents. Professors are her own age, or, worse yet, not much older than her children. She doesn't know how to deal with them, nor they her. The usual relationship between student and professor--painfully hierarchical--requires a degree of student obsequiousness that the suburban housewife has long forgotten. (p. 250)

The most discouraging attitude that female students may face is the atmosphere of nonexpectation. Some faculty may appear to question the seriousness of the woman student as to her academic pursuits and may reflect this in their dealings with the woman student.

The age of the adult woman student compounds this problem because some faculty may consider adult women outsiders to higher education: possessing goals less serious than those of younger students (Durchholz and O'Connor, 1975).

Dickerson (1974), in a study of female college students and the expectations they perceive their faculty to have of them, found that the students perceived limited encouragement in academe. Moreover, when women students perceived faculty as expecting less of themselves, the faculty enacted a situation whereby the women students did

achieve less (Blaska, 1976).

Miles (1977) stated the following:

Women and other minorities have not had the educational opportunities that would allow them to pursue careers of their choice. The lack of educational opportunities in their earlier years may affect their attitudes about educational opportunities during mid-life. On the other hand, they may discover that educational opportunities are not available to them during mid-life because of lack of funds, discrimination, and other social problems. Middle-aged persons, for example, may not become involved in an occupation because of the belief, real or apparent, that they cannot obtain the necessary educational credentials. The results are that women and minorities may not engage in activities (work or leisure) that provide them with the greatest degree of personal satisfaction in life. (p. 357)

In commenting on the negative attitudes toward women in academe, Cross (1974) stated the following:

The negative attitudes seem to stem from biases of knowledge and sensitivity. A few educators deny that discrimination against women exists. Some know it exists, but believe that women have distinctly female talents and roles and that educational opportunity may be differentially presented to men and women. Others maintain that higher education is less important or less useful for women. And still others have adapted a style of crisis administration that calls for attention and change only when the old way becomes more uncomfortable than a new alternative. (p. 29)

Since faculty influence over students cannot be overemphasized, it would appear that faculty must be aware of the motivations and difficulties of older students in order that effective advisement will enhance the total student experience.

Knowles (1969) argued that the role of the faculty member "must be redefined from 'one who primarily transmits knowledge' to 'one who helps students to inquire'" (p. 32). The new life style of the university is person-oriented, not institution-oriented. The person-oriented institution supports the concept that learning and education is a life-long process and not only for the young (Hesburgh, Miller, Wharton, 1973). Hesburgh et al. (1973) went on to assert that "few educators

believe any more that only full-time study can be serious, effective, and of high quality, or that schools and classrooms are the only environments within which adults can learn" (p. 25).

The literature reveals that problems of academic success for adult college students stem from the personal needs of the students themselves, their anxieties concerning learning, their lack of confidence, their differences in age from traditional aged students. Across the desk, some faculty constitute barriers to the academic success of adult college students by their lack of encouragement, by their perceiving adult students as being too demanding of faculty time and efforts, by their questioning the motivations of adult students more than the traditional aged student. Adult women students experience these problems to a greater degree than adult men students.

Studies Related to Faculty Attitudes Toward Students

There is very limited research available on studies of faculty attitudes toward students, including adults. The professional literature is replete with studies concerning adult students and student attitudes toward faculty, however. Plotsky (1973) found that in terms of this group of students, the primary focus of research concerned itself with counseling adult students, academic advisement of adults returning to higher education, and profiles of adult students.

Studies of faculty have been related to concepts of learning (Casserly, 1965; Milton, 1971). Milton and Schoben (1968) stated "the literature has little to offer about faculty members and the 'whys' of their behavior. Whereas much is known about students, little is known about faculties" (p. 5).

In 1968, researchers at the Center for Research and Development

in Higher Education at the University of California, Berkeley, undertook a two-part longitudinal study of faculty concerning the "centrality of teaching in the lives of faculty and faculty support for certain kinds of teaching practices and educational change" (Wilson et al., 1975, p. 4).

Wilson et al. collected data from a sample of 1000 faculty teaching undergraduates at six diverse colleges and universities in three states for the first part of the study. The researchers developed "A Faculty Characteristics Questionnaire" concerning a variety of topics, including faculty "opinions, beliefs, perceptions, activities, satisfactions, and biographical information" (p. 5).

The second study included students and faculty at eight colleges and universities. Among the topics researched were "the characteristics of effective teachers, academic experiences and changes of students having different patterns of interests, qualities of potent faculty-student relationships, factors associated with intellectual development of students, effects of out-of-class interaction for students and faculty, and the effects of college settings on both teaching and learning" (Wilson et al., p. viii).

Wilson et al. found that the commitment of University faculty, in contrast to community college faculty, was directed more toward knowledge than toward students. "Students are expected to be highly dedicated to obtaining knowledge, and they cannot succeed in the system if they fail to meet the standards defined by the faculty" (p. 29). The researchers also found that the frequency of faculty and student interaction outside the classroom was related to faculty attitudes towards students.

Faculty members who interacted the most frequently with their students outside the classroom held more favorable views of students generally, and they more often endorsed statements reflecting an educational philosophy that stresses faculty-student interaction and faculty concern for the whole student. (p. 157)

These findings suggested to the researchers that faculty attitudes are communicated to students in terms of faculty availability to students:

...evidence was marshalled for the hypothesis that students more often seek out those faculty who appear by their attitudes and in-class teaching practices to be the most open and accessible for interaction with students beyond the classroom. (p. 157)

In 1971, Kitchin studied evening college faculty regarding their attitudes toward their evening students. In an earlier investigation, Kitchin had examined the relationship of certain adult evening students' needs and specific academic issues, including student satisfaction with faculty procedures. Kitchin had used the Adjective Check List developed by Gough, Harrison, and Heilbrun (1965). For his study on the faculty, Kitchin used the same Adjective Check List. Kitchin theorized that the behaviors manifested by faculty in the classroom could "also be considered as an index to the teacher's attitudes" (p. 136).

In his faculty study, Kitchin investigated the attitudes of 52 faculty members at three state universities. Each faculty member was mailed two copies of the Gough Adjective Check List. The Gough Adjective Check List is a Personality Inventory which profiles the traits of achievement, dominance, endurance, order, intrareception, nurturance, affiliation, heterosexuality, exhibition, autonomy, aggression, change, succorance, abasement, deference, counseling, readiness, self-control, personal adjustment, self-confidence, and liability.

Each faculty member was asked to rate the personality characteristics of the ideal college student and a typical adult evening college

student. Kitchin hypothesized and predicted that the faculty would rate the ideal college student more favorably than the adult student on specific scales. He reported significant differences in predicted direction in attitudes of faculty toward 19 of the 22 personality profiles of the two student types, the ideal and the actual student. He stated:

The general attitude of these faculty members was much more favorable toward the hypothetical IDEAL student, than toward the average adult student. Though these results suggest that the evening faculties involved have a less than favorable general attitude toward students (however, the respondents did not describe the actual adult students with more unfavorable adjectives than the IDEAL student), this lack of significance also suggests that they may not have an actively unfavorable attitude toward adults as students. (p. 144)

Plotsky (1973) investigated faculty attitudes toward students older than the traditional aged college student at the University of Texas, Austin. In a pilot study, the researcher developed profiles of adult students returning to the University of Texas. The profiles were submitted to 42 randomly selected faculty teaching in disciplines most often chosen as majors by the adult students. In addition, one atypical department was included in the study to determine if faculty in that department had attitudes toward adult students which differed from those of the faculty in the most popular departments.

Plotsky developed a questionnaire from the opinions resulting from the pilot study and investigated faculty "attitudes toward academic performance of each student, attitudes toward classroom interaction of each student, and attitudes toward requests for additional conference time that might be sought by each student" (p. 36). She modified the department sample to include only those disciplines which students most often selected as majors. The one atypical department was also included.

A random sample of 100 faculty was mailed the questionnaire. Neither the sex nor the age of the faculty member was identified. She did use the number of years teaching as a criterion for assessing attitudes toward the adult students.

Statistical data were not useful in reporting the findings. Therefore, it was decided to present three ranges of profiles as interpretation of the data: composite profiles of faculty members from five departments and one from the College of Business Administration as the singularly most important profiles; and comparison of the composite profiles of faculty members in six categories each of total teaching years with the composite profiles of years of teaching at the University of Austin. (p. 41)

Plotsky found that the "majority of faculty were in favor of the Students Older Than Average. . . .The number of years teaching appeared to be instrumental in affecting attitudes for the teachers. The longer the period of teaching, the more favorable the profile of the faculty members appeared" (p. 65).

Sedlacek and Christensen (1974) investigated faculty attitudes toward black students, female students, and students in general. Previously, Sedlacek and his colleagues had conducted research on student attitudes toward faculty (Sedlacek, Brooks, and Herman, 1971).

Sedlacek and Christensen turned to faculty attitudes toward students because of the impact that faculty have on their students. The researchers felt "it was important to identify the attitudinal set which faculty bring with them into the racially and sexually mixed classroom" (p. 78).

The researchers designed a Faculty Attitude Scale consisting of 26 bipolar items concerning perceptions of black students, female students, and students in general. The age of the student subgroups was not defined in the study. Three forms of the scale were developed, one for each of the student subgroups. The "forms were identical,

except that Form A referred to undergraduate students in general, Form B referred to black undergraduate students, and Form C to female undergraduate students" (p. 79).

A stratified random sample of faculty at the University of Maryland was selected to participate in the study. One hundred faculty were randomly assigned to each form. Attitudes toward the three groups of students were compared. Significance tests were run on each item to measure the differences of attitudes between the groups of students (Sedlacek and Christensen, 1974).

Overall the results showed that faculty were generally more positive toward blacks and females, than toward undergraduates in general. The faculty stereotype for blacks is that they are seen as serious, hard-working, outspoken, but that they should be kept in line more. Females were seen as the best, hardest working, most creative students. (p. 82)

Roach (1978) studied faculty attitudes toward nontraditional older students. She administered two forms of an instrument to full-time faculty at selected midwestern colleges and universities which asked the faculty to respond to 10 social and personal interactions. One-half of the faculty group studied were administered the form involving younger students, the other half of the group were administered the form involving older students. The responses to the two student groups were compared with "faculty gender, age, years of teaching undergraduates, size and type of employing institution, and the amount of classroom contact with older students for their relationship to the reported differential attitudes" (p. 61). Roach summarized her findings as follows:

1. There were significant differences between reported faculty attitudes toward traditional college-age students and reported faculty attitudes toward non-traditional older students.
2. Faculty members reported holding more positive attitudes

toward older students than they did toward younger students in all but one situation. Older students were responded to negatively in the situation in which the student requested 'a recommendation for admission to graduate study.'

3. There was a significant relationship between the differential faculty attitude and the number of years the faculty member had taught undergraduate students.

4. There were no significant relationships between reported differential faculty attitude and the age or gender of the faculty member, the size and type of the employing institution, or the amount of classroom contact between the faculty member and older students. (p. 62-63)

Psychological Androgyny

As reported previously, the literature for the fields of continuing education for women and returning women in higher education address bias and discrimination of faculty, especially male faculty, toward adult women students. The literature of the women's movement reports the issue of sexism in higher education at all levels, students, faculty, and administrator (Furniss, Graham, 1974). Traditional sex roles, how they are changing, and the effect perceptions of sex roles have on thinking and behavior towards others are an important topic in the literature relating to women in higher education.

An individual's sex-role orientation influences how one responds to others. The measurement of sex-role orientation identifies sex-role differentiation. One outgrowth of the women's movement encourages individuals to be more androgynous, to be both masculine and feminine, freeing people from stereotyped sex roles and allowing individuals to express themselves in a less restricted way.

Masculine and feminine sex roles have been of great interest for psychologists for a long time (Maslow, 1954). Until recently, these characteristics had been bipolar in that individuals had to be either

masculine or feminine but could not exhibit qualities or engage in behaviors that were acceptable to the opposite sex. This has produced a sex-role dichotomy obscuring two plausible hypotheses.

Constantinople (1973) reviewed and summarized the major tests of masculinity and femininity in adults. One of the assumptions, evidenced in test construction that she discussed, was that masculinity-femininity "is a single bipolar dimension ranging from extreme masculinity at one end to extreme femininity at the other" (p. 389). She questioned the existence of two distinct dimensions.

Bem (1974) developed "a sex-role inventory that tests masculinity and femininity as two independent dimensions, thereby making it possible to characterize a person as masculine, feminine, or 'androgynous' as a function of the difference between his or her endorsement of masculine and feminine personality traits" (p. 155).

First, that many individuals might be "androgynous;" that is they might be both masculine and feminine, both assertive and yielding, both instrumental and expressive, depending on the situational appropriateness of these behaviors; and conversely that strongly sex-typed individuals might be seriously limited in range of behaviors available to them as they move from situation to situation. (Bem, 1975, b. p. 155)

Bem (1975) and her colleagues have conducted extensive research on sex-role stereotyping at Stanford University. Her research indicates that "androgyny greatly expands the range of behavior open to everyone, permitting people to cope more effectively with diverse situations" (p. 62).

McKinley (1978) summarized the literature concerning Bem's research thus:

Bem's 1975 investigations demonstrated both the behavioral adaptability of the androgynous individual and the behavioral restrictions of sex-typed individuals. The hypotheses being that nonandrogynous subjects would perform well only when the situation called

for behavior congruent with their self-definition as masculine or feminine; whereas androgynous persons would perform as well as masculine subjects on masculine tasks and as well as feminine subjects on feminine tasks. (p. 24)

The sex-role orientation of faculty raises the question of how faculty identify themselves in this important personality characteristic and how this orientation affects their perception of their adult students. Bem (1975) and associates stated it is "our general hypothesis that a nonandrogynous sex role can seriously restrict the range of behaviors to an individual as he or she moves from situation to situation" (p. 634).

Bem Sex Role Inventory

The Bem Sex Role Inventory (BSRI) is a paper and pencil instrument developed to distinguish androgynous individuals from those who profess more sex-typed attitudes. It consists of 60 characteristics divided equally among 20 feminine, 20 masculine, and 20 neutral characteristics. Subjects rate themselves on a 7 point scale on each item: 1 if the characteristic is never or almost never true of the subject and 7 if the characteristic is always or almost always true of the respondent.

The BSRI contains a femininity scale and a masculinity scale. A characteristic was judged to be either masculine or feminine based on its desirability by men and women in American society. If American society judged a quality to be more desirable in women, it was labeled feminine; and conversely, if American society judged a quality more desirable for men, it was labeled masculine. In addition, 20 social characteristics were termed neutral, appropriate for either men or women. These items constitute a social desirability scale (McKinley,

1978). The Bem Sex Role Inventory will be described in more detail in Chapter III.

Faculty Questionnaire On Adult Students

The literature did not reveal an instrument which was suitable for the investigation of faculty attitudes toward adult college students. A review of the literature did produce a Faculty Attitude Scale developed by Sedlacek and Christensen, described previously. For the study, the author constructed a questionnaire for faculty which attempted to elicit their attitudes toward adult students. It was based on the Sedlacek and Christensen Faculty Attitude Scale and from concepts culled from the review of the literature on adult students as reported by women students in the literature of continuing education of women and returning adult women. Chapter III will discuss instrument construction of the Faculty Questionnaire On Adult Students in greater detail.

Summary of Literature

Enrollment by adult students in higher education has increased rapidly in recent years. Most institutions offer special academic programs for adult students who have returned to higher education, in some cases after many years away from the classroom. This is especially evident in institutions where programs for returning women, or continuing education of women, have been established.

Adult students are not unlike the traditional aged college student in their attitudes. Where they do differ is in the application of their education to their previous experiences. They view their education not as preparation for some far off future endeavor but as it relates to

current experiences and interests and their goals for the immediate future.

Adult students report difficulties when they reenter higher education. Older students have inadequacies in knowing how to study, concentrating, and organizing their work. They report negative feelings about themselves in terms of their abilities to succeed. This is especially true for returning women. Problems of dependency and lack of self-confidence are two difficulties cited by this particular group.

Furthermore, the attitudes of faculty toward students contribute to the barriers to academe expressed by older students. Women, especially, face criticism from faculty. The attitude by faculty of nonexpectation from women is the most discouraging to these students.

The opinions of faculty toward adult students cannot be overemphasized. Studies of faculty attitudes toward students are limited. Five such studies were noted.

In summary, there is need for additional research on adult students to augment the data available concerning them and there is a need to assess empirically faculty attitudes toward adult students in order to gain a better understanding of the environment students enter and to improve the teaching-learning process in general.

Research Hypotheses

The following hypotheses were tested.

1. The attitudes of female faculty members are significantly more positive toward adult college students than are the attitudes of male faculty members toward adult college students.
2. The attitudes of male faculty members are significantly more

positive toward adult male college students than are the attitudes of male faculty members toward adult female college students.

3. The attitudes of faculty members teaching at a campus enrolling predominantly adult students are significantly more positive toward adult college students than are the attitudes of faculty members teaching at a campus enrolling predominantly traditional aged college students.

4. Faculty members with a high degree of androgyny are significantly more positive toward adult female college students than are faculty members with more traditional sex-role orientation.

5. The attitudes of faculty members who are older, married, and have more teaching experience are significantly more positive toward adult college students than are the attitudes of faculty who are younger, single, and have less teaching experience in higher education.

CHAPTER III

PROCEDURES AND METHODOLOGY

Introduction

This chapter describes the procedure used in the study, the subjects, the instruments and the research design. The research hypotheses were stated in Chapter II.

Procedure

Faculty attitudes toward adult students were studied. The data used to conduct the study were obtained from administering a paper and pencil questionnaire to 529 faculty members teaching undergraduate students within two colleges of a large midwestern private urban university. The Faculty Questionnaire On Adult Students and the Bem Sex Role Inventory were administered to the faculty members in the two colleges. The faculty were asked to respond by agreeing or disagreeing to various statements concerning adult students.

Subjects of the Study

The subjects of the study were members of the faculty of the College of Arts and Sciences and the School of Nursing at Loyola University of Chicago, a midwestern private urban university. In all, 529 individuals were contacted by intercampus mail in April, 1978. The mailing consisted of an introductory cover letter printed on college stationery and the questionnaires. An academic administrator cosigned the cover letter. The faculty members from the College of Arts and

Sciences included 308 designated as full-time faculty and 175 designated as part-time faculty. Forty-six faculty members from the School of Nursing were contacted because that college has an increase in the enrollment of adult students. A self-addressed envelope was included in the mailing for return of the questionnaire. Respondents did not identify themselves. Since participation in the study was voluntary, a follow-up letter was sent to the faculty at the end of May, 1978. Of the 529 faculty contacted, 222 responded. This represented 42%.

Table 1 depicts the number of faculty contacted and the number of respondents according to area of specialization. The departments with the highest percentage of respondents were English, Philosophy, Psychology, Sociology, Theology, and Nursing.

Instruments Used in the Study

The instruments used in the study were the Faculty Questionnaire On Adult Students and the Bem Sex Role Inventory. The Faculty Questionnaire on Adult Students was adapted from the Faculty Attitude Scale designed by Sedlacek and Christensen (1974). Prior to designing the statements of the questionnaire and in order to elicit their opinions of adult students, five interviews were conducted with faculty members who had had experience teaching classes in which both adult undergraduate students and traditional aged undergraduate students were enrolled. The author then constructed the various statements used in the questionnaire concerning adult students from the interviews and from student opinions of faculty as reported in the review of the literature.

The Faculty Questionnaire On Adult Students contained a series of statements pertaining to various aspects concerning adult students.

Table 1

SUBJECTS CLASSIFIED BY AREA OF SPECIALIZATION

Area of Specialization	Contacted				Respondents							
	Male	%	Female	%	Total	%	Male	%	Female	%	Total	%
Anthropology	7	1.96	3	1.73	10	1.89	0	0.00	3	3.85	3	1.46
Biology	16	4.49	1	.58	17	3.21	4	3.15	1	1.28	5	2.44
Chemistry	14	3.93	2	1.16	16	3.02	6	4.72	0	0.00	6	2.93
Classical Civilization	15	4.21	2	1.16	17	3.21	7	5.51	2	2.56	9	4.39
Communication Arts	14	3.93	10	5.78	24	4.54	4	3.15	5	6.41	9	4.39
Criminal Justice	10	2.81	1	.58	11	2.08	4	3.15	1	1.28	5	2.44
English	29	8.15	14	8.09	43	8.13	6	4.72	6	7.69	12	5.85
Fine Arts	12	3.37	15	8.67	27	5.10	5	3.94	4	5.13	9	4.39
History	28	7.87	11	6.36	39	7.37	4	3.15	4	5.13	8	3.90
Mathematics	29	8.15	2	1.16	31	5.86	6	4.72	1	1.28	7	3.41
Math and Computer Science							1	.79	0	0.00	1	.49
Military Science	5	1.40	0	0.00	5	.95	3	2.36	0	0.00	3	1.46
Modern Languages	11	3.09	12	6.94	23	4.35	5	3.94	4	5.13	9	4.39
Natural Science	7	1.96	4	2.31	11	2.08	1	.79	1	1.28	2	.97
Philosophy	28	7.87	7	4.05	35	6.62	13	10.23	0	0.00	13	6.34
Physics	10	2.81	0	0.00	10	1.89	4	3.15	0	0.00	4	1.95
Physical Education	3	.84	2	1.16	5	.95	1	.79	1	1.28	2	.97
Political Science	18	5.06	6	3.47	24	4.54	4	3.15	3	3.85	7	3.41
Psychology	41	11.52	10	5.78	51	9.64	17	13.39	5	6.41	22	10.73
Social Work	2	.56	4	2.31	6	1.13	0	0.00	1	1.28	1	.49
Sociology	15	4.21	12	6.94	27	5.10	9	7.09	4	5.13	13	6.34
Theatre	13	3.65	8	4.62	21	3.97	4	3.15	0	0.00	4	1.95
Theology	29	8.15	1	.58	30	5.67	14	11.02	0	0.00	14	6.83
Additional Arts and Sciences							5	3.94	4	5.13	9	4.39

Table 1. Continued

Area of Specialization
Arts and Sciences (Continued)

	Contacted		Total		Male		Respondents		Total			
	Male	%	Female	%	Male	%	Female	%	Male	%		
<u>Nursing</u>	0	0.00	46	26.59	46	8.70	0	0.00	28	35.90	28	13.66
<u>Totals</u>	356	99.99	173	99.99	529	99.99	127	99.99	78	99.99	205	99.99

A panel of 10 faculty members from a college not being studied was interviewed to review the questionnaire for clarity. Revisions were made based on suggestions from these faculty interviews.

Each statement related to one of four adult student characteristics: academic, sex-role, personal growth, and student age. Statements relating to the four adult student characteristics were arranged randomly. Table 2 presents the statements related to the four characteristics. Content validity was established by a panel of five faculty members, again from a college not being studied, verifying the relationship of the statements to the student characteristics.

In its final form, the Faculty Questionnaire On Adult Students consisted of 43 statements. For each statement, respondents were asked to indicate the extent to which they agreed. The statements were placed in the 1 through 7 positions of a Likert-type scale: position 1 representing very strongly disagree and position 7 representing very strongly agree.

For 37 of the 43 statements, each item had a response for male students and a separate response for female students. For 6 of the 43 statements, respondents were asked to indicate the extent of their agreement concerning differences between adult women and adult men students. An equal number of positive and negative statements were included in the instrument. Appendix A and B present the cover letter and complete questionnaire.

Biographical data were included in the instrument. The information consisted of items regarding the sex of the respondent, age, marital status, academic rank, teaching experience, location of teaching assignment, and area of specialization. Table 3 displays

Table 2

FACULTY QUESTIONNAIRE ON ADULT STUDENTS

Academic Items

Item No.	Statement
16.	Most adult students are attending college for serious academic reasons.
19.	Adult students more often have questions in class that are irrelevant to the course content.
20.	Adult students overwork in school.
22.	Content areas of my courses seem more meaningful to adult students than to younger students.
25.	Adult students study compulsively.
29.	Adult students consider their student role relatively important compared to other commitments.
30.	In my experience, adult students feel prepared to succeed academically.
34.	Adult students do not know how to relate to faculty.
38.	Generally speaking, the adult students in my classes won't work hard unless I force them.
42.	Most adult students can handle the work in my course.
43.	Intellectually, adult women find it more difficult to return to college than adult men.
47.	The average adult student will readily express an opinion in a group when others disagree.
48.	Adult students aren't really a part of the university.
50.	Most adult students will change their opinion as a result of an onslaught of criticism from their peers.
53.	Often, adult students will attempt to monopolize class discussion.

Table 2 Continued

Item No.	Statement
55.	Adult students expect too much direction from faculty.
57.	Most adult students will change their opinion as a result of an onslaught of criticism from faculty.

Sex-Role Items

Item No.	Statement
18.	It is a heavier financial burden for adult women to return to college than it is for adult men to return to college.
26.	Intellectually, adult men find it more difficult to return to college than adult women.
33.	Adult men have more time to devote to their studies than adult women.
41.	It is more difficult for adult men to return to college than it is for adult women.
45.	Returning to college for adult students does not mesh well with the responsibilities of home and family.
52.	Adult women have more time to devote to their studies than adult men.

Personal Growth Items

Item No.	Statement
15.	Personal development is a major benefit for adult students returning to college.
31.	Returning to school for adult students is a self-initiated attempt at life-improvement.
32.	Adult students return to college looking for a new way to spend their leisure time.

Table 2 Continued

Item No.	Statement
36.	Adult students have a need to become aware of their own identity.
39.	Adult students are realistic about their capabilities.
40.	It is easy to cultivate imagination and creativity in adult students.
44.	A return to school for adult students is an enjoyable experience.

Student Age Items

Item No.	Statement
17.	Adult students have less anxiety about learning than younger college students.
21.	The reluctance of adult students to re-enter a classroom in competition with younger students is understandable.
23.	Adult students have higher levels of motivation and concentration compared to younger students.
24.	Adult students are as capable of doing superior academic work as are younger students.
27.	The adult students in my classes are more interested in learning than the younger students.
28.	Adult students need to work more than younger students to be academically successful.
35.	Adult students are less oriented toward achievement than younger students.
37.	Adult students try to stay on the good side of the professor more so than younger students.
46.	I accept younger students in my classes without question, but I question the presence of an older student in my classes.
49.	Adult students have less of a need to be heard in class than younger students.

Table 2 Continued

Item No.	Statement
51.	Adult students are as capable of being productive in academic life as younger students.
54.	Adult students are less competitive than younger students.
56.	Younger students are viewed as a threat to adult students in the classroom environment.

Table 3

DEMOGRAPHIC DATA OF RESPONDENTS

Characteristic	Male	%	Female	%	Total	%
1. Marital Status						
Single	42	33.07	21	27.27	63	30.88
Married	76	59.84	43	55.84	119	58.33
Widowed	1	.79	2	2.60	3	1.47
Separated/Divorced	8	6.29	11	14.28	19	9.31
Total	127	99.99	77	99.99	204	99.99
2. Age						
Under 25	1	.79	0	0.00	1	.49
25-29	11	8.66	8	10.39	19	9.31
30-34	24	18.90	19	24.68	43	21.08
35-39	22	17.32	17	22.08	39	19.12
40-44	16	12.60	9	11.69	25	12.25
45-49	14	11.02	8	10.39	22	10.79
50-54	11	8.66	11	14.29	22	10.79
55-59	10	7.87	2	2.60	12	5.88
60 and over	18	14.17	3	3.90	21	10.29
Total	127	99.99	77	99.99	204	99.99

Table 3 Continued

Characteristic	Male	%	Female	%	Total	%
3. Academic Rank						
Lecturer	23	18.25	14	17.45	37	18.14
Instructor	6	4.76	17	21.79	23	11.27
Assistant Professor	32	25.40	37	47.43	69	33.82
Associate Professor	34	26.98	7	8.97	41	20.10
Professor	31	24.60	3	3.85	34	16.67
Total	126	99.99	78	99.99	204	99.99
4. Teaching experience in higher education						
Less than 1 year	3	2.38	6	7.69	9	4.41
1-5	26	26.63	33	42.31	59	28.92
6-10	32	25.40	17	21.79	49	24.02
11-15	20	15.87	8	10.26	28	13.73
16-20	15	11.90	6	7.69	21	10.29
21-25	9	7.14	3	3.85	12	5.88
26-30	10	7.94	3	3.85	13	6.37
over 30	11	8.73	2	2.56	13	6.37
Total	126	99.99	78	99.99	204	99.99

Table 3 Continued

Characteristic	Male	%	Female	%	Total	%
5. Campus teaching assignment *						
LSC - Day and Evening	79	62.20	38	61.29	117	61.90
WTC - Day and Evening	48	37.79	24	38.70	72	38.09
Total	127	99.99	62	99.99	189	99.99

* LSC - Lake Shore Campus (campus enrolling predominantly traditional aged students)

WTC - Water Tower Campus (campus enrolling predominantly adult students)

graphically the demographic characteristics of the respondents. Married faculty comprised 58.33% of the respondents with slightly more men than women being married: men - 59.64%; women - 55.84%. There were two age groups having the highest number of respondents: 30-34 years of age with 21.08% and 35-39 years of age with 19.12%. In both groups, the number of women faculty was higher than the number of men faculty. Assistant and Associate Professors had the most respondents: Assistant - 33.82%; Associate - 20.10%. Women Assistant Professors included 47.43% of the women respondents with Instructor being the other high category for women faculty with 21.79%. For the men, the categories of Assistant, Associate, and Professor were similar: Assistant - 25.40%; Associate - 26.98%; Professor - 24.60%.

In terms of teaching experience, those faculty with 1-5 years of experience had the most respondents: 1 to 5 years of experience - 28.92%; 6 to 10 years of experience - 24.02%. A higher percentage of women with less experience responded than did men: women with 1 to 5 years experience - 42.31%; men with 1 to 5 years experience - 20.63%. The number of respondents teaching at the Lake Shore Campus (enrolling more traditional aged students) was higher than the number of respondents teaching at the Water Tower Campus (enrolling more adult students): Lake Shore Campus - 61.90%; Water Tower Campus - 38.09%. At the Lake Shore Campus, 62.20% of the respondents were male and 61.29% of the respondents were female. At the Water Tower Campus, 37.79% of the respondents were male and 38.70% of the respondents were female.

Finally, two open-ended items were included in the questionnaire: What supportive services do you feel should be available specifically to adult returning students; If you wish to make additional comments

about your experiences with adult returning students, please do so in the space provided.

Reliability was measured at .89 and was determined by using the Kronbach-Alpha procedure.

Sex roles and the perceptions of sex roles affect thinking and behaving toward others. The Bem Sex Role Inventory was used in the study to measure sex-role orientation.

As stated in Chapter II, the Bem Sex Role Inventory is a paper and pencil instrument developed to distinguish androgynous individuals from those who profess more sex-typed attitudes. It is different from other masculinity-femininity scales because it treats masculinity and femininity as positive behaviors within the same person. McKinley (1978) described the BSRI as "being capable of assessing androgyny-- not just polarities" (p. 27). As shown in Table 4, the BSRI consists of 60 characteristics, equally divided among 20 feminine, 20 masculine, and 20 neutral characteristics.

Bem and associates developed the characteristics used in the scale by identifying 200 positive personality traits which were masculine and feminine in quality. Further, 100 positive and 100 negative traits having no identity but could be either masculine or feminine were included in the inventory. Fifty female and fifty male judges ranked the traits on a seven point scale from 1 being totally undesirable for American men or women to possess and 7 being extremely desirable for American men or women to possess. If both men and women judges found a trait to be significantly more desirable for women than for men, it qualified as feminine (p. 5). If the judges found a trait to be significantly more desirable for men, it qualified as

Table 4

BEM SEX ROLE INVENTORY SCALES

MASCULINE ITEMS	FEMININE ITEMS	NEUTRAL ITEMS
Acts as a leader	Affectionate	Adaptable
Aggressive	Cheerful	Conceited
Ambitious	Childlike	Conscientious
Analytical	Compassionate	Conventional
Assertive	Does not use harsh language	Friendly
Athletic	Eager to soothe hurt feelings	Happy
Competitive	Feminine	Helpful
Defends own beliefs	Flatterable	Inefficient
Dominant	Gentle	Jealous
Forceful	Gullible	Likable
Has leadership abilities	Loves children	Moody
Independent	Loyal	Reliable
Individualistic	Sensitive to the needs of others	Secretive
Makes decisions easily	Shy	Sincere
Masculine	Soft spoken	Solemn
Self-reliant	Sympathetic	Tactful
Self-sufficient	Tender	Theatrical
Strong personality	Understanding	Truthful
Willing to take a stand	Warm	Unpredictable
Willing to take risks	Yielding	Unsystematic

masculine (Bem, 1974).

The respondents self-rate the 60 personality characteristics by using 1 ("Never or almost never true") to 7 ("Always or almost always true"). The Femininity score (\bar{F}) is derived by obtaining the mean of the 20 items of the femininity scale. The Masculinity score (\bar{M}) is derived by obtaining the mean of the 20 items of the masculinity scale.

Bem (1976) distinguished four classifications of respondents: those with both high masculine and feminine scores--termed androgynous, masculine, feminine, and nondifferentiated--low in both masculine and feminine scores.

The process for classifying the respondents is as follows: the Masculinity score (\bar{M}) and Femininity score (\bar{F}) is obtained; the median scores are obtained for the total population of the respondents for the \bar{M} and \bar{F} . The median masculine score is the score above which 50% of the masculinity scores fall; similarly, the median feminine score is the score above which 50% of the femininity scores fall.

Having identified the masculinity and femininity scores, the respondents are classified accordingly:

Androgynous	Respondents whose \bar{M} and \bar{F} are above the median of each
Masculine	Respondents whose \bar{M} are above the median \bar{M} and whose \bar{F} are below the median \bar{F}
Feminine	Respondents whose \bar{F} are above the median \bar{F} and whose \bar{M} are below the median \bar{M}
Nondifferentiated	Respondents whose \bar{F} and \bar{M} fall below both medians

The above is graphically presented in Table 5 (McKinley, 1978).

Appendix C presents the Bem Sex Role Inventory.

Table 5

SEX ROLE CLASSIFICATION
BASED ON MEDIAN SPLIT--BEM SEX ROLE INVENTORY

FEMININITY SCORE

<u>MASCULINITY SCORE</u>	Feminine	Androgynous	Above Median
	Undifferentiated	Masculine	Below Median
	Below Median	Above Median	

Statistical Procedure

The statistical procedure employed in the study was analysis of variance procedures. Analysis of variance permitted the sex factor of the faculty members, the assignment of teaching location, age, marital status, teaching experience, and the sex of the adult students to be studied in interaction with the two dependent variables of the study, the Faculty Questionnaire On Adult Students and the Bem Sex Role Inventory.

A two-way analysis of variance for the sex of the faculty member and sex of the student was used to test the first and second hypotheses; the first concerned the variable of sex of the faculty, the second concerned the variable of sex of the student.

A two-way analysis of variance for the four Bem sex role categories and sex of the student was used to test the third hypothesis.

A two-way analysis and three-way analysis of variance were used to test the variables of sex of the faculty member, teaching location, faculty sex-role orientation, and sex of the student.

A four-way analysis of variance for age, marital status, teaching experience, and sex of the student was used to test the last hypothesis.

Summary

This chapter described the instruments used in the study, the Faculty Questionnaire On Adult Students and the Bem Scale. It included information on the subjects, the collection of data, and the statistical procedures used in the study.

Chapter IV will present the data obtained in the study.

CHAPTER IV

RESULTS

This chapter presents the data collected in the study. The order of presentation will include a restatement of the purpose of the study. The statistical hypotheses will be presented according to the sex of the respondents and sex of the student, teaching location, sex-role orientation, age, marital status and teaching experience. The chapter will present information obtained from the open-ended items included in the Faculty Questionnaire On Adult Students.

The purpose of the study was to determine whether a relationship existed between faculty attitudes toward adult college students and the variables of sex of the respondents, location of faculty teaching assignment, and sex of the student. Faculty androgyny, age, marital status, and teaching experience were examined also to determine if any relationship existed among the variables.

Sex of the Respondents and Sex of the Student

- Hypothesis 1: The attitudes of female faculty members are significantly more positive toward adult college students than are the attitudes of male faculty members toward adult college students.
- Hypothesis 2: The attitudes of male faculty members are significantly more positive toward adult male college students than are the attitudes of male faculty members toward adult female college students.

Two hypothesis of the study related to sex: the first related to

sex of the faculty member, the second related to sex of the student. In terms of the sex of the faculty member, it was speculated that the response of female faculty members would be more positive toward adult students and, therefore, the difference between the attitudes of male and female faculty members toward adult students would be significant.

In terms of the sex of the student, it was hypothesized that male faculty members would be more positive toward adult male students than they would be toward adult female students. The difference in faculty attitudes toward adult college students according to sex of the student would be significant.

The mean scores and standard deviations for the total scale for the sex of the faculty member and sex of the student are reported in Table 6. There are few differences in the scores of male faculty for male and female students. Total mean scores range from 3.73 for male students to 3.84 for female students. The mean score for total students is 3.79.

Similarly the total scores for female faculty for male and female students are not significantly different. Total mean scores for female faculty range from 3.67 for male students to 3.78 for female students. The mean scores for total students is 3.73.

Finally, there are few differences for the total scale for the entire group of faculty respondents for male and female students. Mean scores range from 3.71 for male students to 3.82 for female students.

The summary of a two-way analysis of variance for sex of the faculty member and sex of the student is contained in Table 7 and shows no significance. Therefore, the hypothesis that faculty attitudes toward adult college students would differ significantly according to

Table 6

MEAN AND STANDARD DEVIATION SCORES ACCORDING TO SEX OF FACULTY AND SEX OF STUDENT

Adult Student Attitude Scale							
Faculty	N	Male Students		Female Students		Total Students	
		M	SD	M	SD	M	SD
Male	127	3.73	0.56	3.84	0.65	3.79	0.27
Female	78	3.67	0.83	3.78	0.53	3.73	0.28
Total	205	3.71	0.67	3.82	0.61	3.77	0.27

Scale Range: 1 Disagree to 7 Agree

Table 7

ANALYSIS OF VARIANCE ACCORDING TO SEX OF FACULTY AND SEX OF STUDENT

Source of Variation	Male Students			Female Students			Total Students		
	df	Mean Square	F	df	Mean Square	F	df	Mean Square	F
Sex of Faculty	1	0.18	0.39	1	0.21	0.56	1	0.77	0.64
Within Cell	203	0.46		203	0.37		203	1.21	

*Denotes F is statistically significant at $\alpha = .05$.

**Denotes F is statistically significant at $\alpha = .01$.

sex of the student is not confirmed.

Teaching Location

Hypothesis 3: The attitudes of faculty members teaching at a campus enrolling predominately adult students are significantly more positive toward adult college students than are the attitudes of faculty members teaching at a campus enrolling predominately traditional aged college students.

Teaching location of faculty was examined to determine if faculty attitudes toward adult college students at a campus enrolling more adult students, Water Tower Campus (WTC), would be more positive than would be attitudes of faculty teaching at a campus enrolling more traditional aged college students, Lake Shore Campus (LSC). Teaching location was hypothesized to have a significant difference on faculty attitudes towards adult college students.

The mean scores and standard deviations for this variable are reported in Table 8. The respondents form five categories: Lake Shore Campus Day (N = 24); Lake Shore Campus Evening (N = 23); Water Tower Campus Day (N = 8); Water Tower Campus Evening (N = 32); Mixed Faculty teaching at both campuses (N = 120).

The mean scores show few differences. The highest mean scores occurred for faculty teaching at the Lake Shore Campus enrolling more traditional aged students: $\bar{X} = 4.08$ for faculty teaching during the day and $\bar{X} = 3.93$ for faculty teaching during the evening. The lowest mean scores occurred for faculty teaching female students during the day at the Water Tower Campus, enrolling more adult students, $\bar{X} = 3.31$.

The two-way analysis of variance for teaching location including the mixed category and sex of the faculty for male, female, and total students is contained in Table 9. These results show significant

Table 8

MEAN AND STANDARD DEVIATION SCORES ACCORDING TO FACULTY TEACHING LOCATION AND SEX OF STUDENT

Adult Student Attitude Scale							
Teaching Location*	N	Male Students		Female Students		Total Students	
		Mean	SD	M	SD	M	SD
LSC Day	24	3.94	0.72	4.08	0.34	4.00	0.16
LSC Eve	23	3.76	0.72	3.93	0.41	3.84	0.23
WTC Day	8	3.33	0.88	3.31	0.99	3.32	0.31
WTC Eve	32	3.65	0.71	3.67	0.72	3.66	0.28
Mixed	120	3.69	0.71	3.82	0.59	3.75	0.28
Total	207	3.70	0.69	3.82	0.61	3.76	0.27

*LSC Day	Lake Shore Campus Day	WTC Eve	Water Tower Campus Evening
LSC Eve	Lake Shore Campus Evening	Mixed	Both Campuses Day and Evening
WTC Day	Water Tower Campus Day		

Table 9

ANALYSIS OF VARIANCE ACCORDING TO CAMPUS TEACHING LOCATION WITH MIXED
CATEGORY AND SEX OF FACULTY FOR MALE, FEMALE AND TOTAL STUDENTS

Source of Variation	Male Students			Female Students			Total Students		
	df	Mean Square	F	df	Mean Square	F	df	Mean Square	F
Main Effect									
Sex of Faculty (S)	1	0.103	0.23	1	0.068	0.195	1	0.338	0.30
Teaching Location (L)	4	0.598	1.35	4	1.118	3.207*	4	3.306	2.90*
Interaction Effects									
S X L	4	0.914	2.06	4	0.631	1.81	4	2.432	2.13
Within Cell	195	0.443		195	0.349		195	1.140	
Total	204	0.454		204	0.369		204	1.206	

*Denotes F is statistically significant at $\alpha = .05$.

**Denotes F is statistically significant at $\alpha = .01$.

differences. The main effect of faculty teaching location including the mixed category is significant for total students ($F_{4,195} = 2.90, \alpha = .05$). It is apparent this significance is due largely to the female students where F is also significant ($F_{[4,195]} = 3.207, \alpha = .05$). This indicates that faculty teaching at the campus enrolling predominantly traditional aged students are rating adult female students higher than male students. These differences are graphically presented in Figure 1. Even though these differences are significant according to teacher location, the results are contrary to the hypothesis and, therefore, the hypothesis is not confirmed.

Since the mixed category (N=120) comprised more than double any other two groups of respondents combined, an additional statistical procedure was conducted excluding the mixed category. Analysis of variance was conducted by combining all the faculty respondents from the campus enrolling more traditional aged students into one group, and combining all faculty respondents from the campus enrolling more adult students into another group.

The two-way analysis of variance for faculty teaching location (excluding the mixed category) and sex of the faculty for male, female, and total students is contained in Table 10. Again, the main effect for teaching location is significant for total students ($F_{[1,82]} = 10.17, \alpha = .01$) and for female students ($F_{[1,82]} = 10.68, \alpha = .01$).

Bem Sex Role Orientation

Hypothesis 4: Faculty members with a high degree of androgyny are significantly more positive toward adult female college students than are faculty members with more traditional sex-role orientation.

_____ Lake Shore Campus Day (LSCD)
 - - - - - Lake Shore Campus Evening (LSCE)
 _____ Water Tower Campus Day (WTCD)
 _____ Water Tower Campus Evening (WTCE)
 Mixed (M)

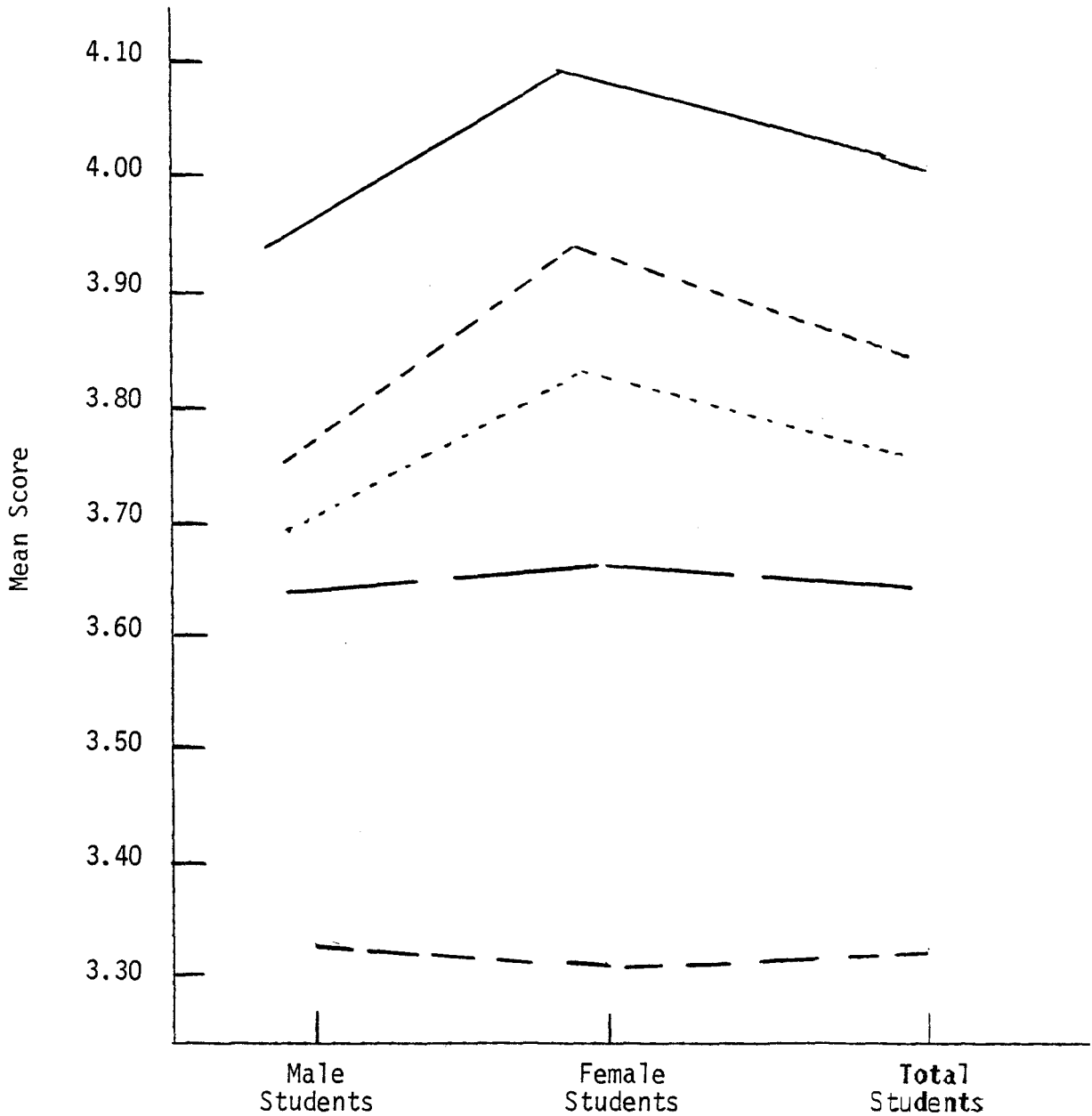


Figure 1. Mean Scores According to Sex of Student and Teaching Location

Table 10

ANALYSIS OF VARIANCE ACCORDING TO TEACHING LOCATION EXCLUDING MIXED
CATEGORY AND SEX OF FACULTY FOR MALE, FEMALE, AND TOTAL STUDENTS

Source of Variation	Male Students			Female Students			Total Students		
	df	Mean Square	F	df	Mean Square	F	df	Mean Square	F
Main Effect									
Sex of Faculty (S)	1	0.022	0.049	1	0.558	1.535	1	0.200	0.804
Teaching Location (L)	1	1.459	3.304	1	3.877	10.675**	1	2.523	10.168**
Interaction Effects									
S X L	1	0.400	0.905	1	0.015	0.041	1	0.142	0.573
Within Cell	82	0.442		82	0.363		82	0.248	
Total	85	0.448		85	0.399		85	0.271	

*Denotes F is statistically significant at $\alpha = .05$.

**Denotes F is statistically significant at $\alpha = .01$.

The relationship of sex-role orientation and faculty attitudes toward adult college students was examined. As indicated in Chapter III, the Bem Scale measures four categories of sex-role orientation: androgynous individuals with both high masculine and feminine scores, masculine individuals with high masculine and low feminine scores, feminine individuals with high feminine and low masculine scores, and undifferentiated individuals with both low masculine and feminine scores.

As summarized in Chapter II, androgynous individuals are less restrictive in their adaptability to a wide range of behaviors. For the purpose of the study, it was speculated faculty with a high degree of androgyny would be more positive toward adult women students and this difference would be significant.

The mean scores and standard deviations for these variables are reported in Table 11. The mean scores show few differences in attitudes toward adult college men and women. The highest mean score occurs for faculty categorized as masculine rating female students, $\bar{X} = 3.93$; the lowest mean score occurs for faculty categorized as feminine rating male students, $\bar{X} = 3.53$.

On the ratings for male students, the mean scores range from the high of 3.82 for faculty categorized as undifferentiated to the low of 3.53 for faculty categorized as feminine. On the faculty ratings for female students, the mean scores range from the high of 3.93 to the low of 3.67. On the ratings for all students, the mean scores range from the high of 3.87 for faculty categorized as undifferentiated to the low of 3.69 for faculty categorized as feminine.

A two-way analysis of variance for sex-role orientation for the

Table 11

MEAN AND STANDARD DEVIATION SCORES ACCORDING TO BEM SCALE
SEX ROLE ORIENTATION AND SEX OF STUDENT

Adult Student Attitude Scale							
Faculty	N	Male Students		Female Students		Total Students	
		M	SD	M	SD	M	SD
Androgynous	49	3.77	0.66	3.67	0.75	3.72	0.28
Masculine	37	3.74	0.65	3.93	0.36	3.83	0.22
Feminine	39	3.53	0.95	3.85	0.58	3.69	0.31
Undifferentiated	52	3.82	0.41	3.92	0.42	3.87	0.18

four categories and sex of the student is contained in Table 12 and shows no significance. Therefore, the hypothesis that attitudes of faculty with a high degree of androgyny toward adult women college students would differ significantly from attitudes of faculty with more traditional sex-role orientation is not confirmed.

Analysis of Sex of the Faculty, Teaching
Location, and Sex-Role Orientation

Additional statistical analysis was conducted in order to test for differences between the levels of the three variables. Analysis of variance was conducted for the variables of sex of the faculty member, teaching location, including the mixed category, faculty sex-role orientation, and sex of the student.

A three-way analysis of variance is contained in Table 13. The main effect for the Bem Scale is not significant for male, female, and total students ($F [3,139] = 1.11, 1.83, 0.87$).

Faculty teaching location is significant for total students ($F [4,139] = 3.60, \alpha = .01$). This significance is due largely to the female students where F is also significant ($F [4,139] = 3.77, \alpha = .01$).

Significance occurred in the interaction effects of sex of the faculty and location of teaching assignment for total students ($F [4,139] = 3.02, \alpha = .05$). This is due to male students where F is significant ($F [4,139] = 3.52, \alpha = .01$) and female students where F is significant ($F [4,139] = 3.16, \alpha = .05$). The second order of interaction is difficult to interpret because the cell sizes are too small.

Table 12

ANALYSIS OF VARIANCE ACCORDING TO BEM SCALE SEX ROLE ORIENTATION
AND SEX OF FACULTY FOR MALE, FEMALE, AND TOTAL STUDENTS

Source of Variation	Male Students			Female Students			Total Students		
	df	Mean Square	F	df	Mean Square	F	df	Mean Square	F
Main Effects									
Sex of Faculty (S)	1	0.185	0.43	1	0.285	0.91	1	0.929	0.99
Bem Scale (B)	3	0.329	0.76	3	0.614	1.96	3	0.901	0.891
Interaction Effects									
S X B	3	0.355	0.82	3	0.093	0.30	3	0.336	0.333
Within Cell	167	0.434		167	0.313		167	1.011	
Total	174	0.430		174	0.315		174	1.001	

*Denotes F is statistically significant at $\alpha = .05$.

**Denotes F is statistically significant at $\alpha = .01$.

Table 13

ANALYSIS OF VARIANCE FOR SEX OF THE FACULTY, TEACHING LOCATION INCLUDING MIXED
CATEGORY, BEM SCALE SEX ROLE ORIENTATION FOR MALE, FEMALE, AND TOTAL STUDENTS

Source of Variation	Male Students			Female Students			Total Students		
	df	Mean Square	F	df	Mean Square	F	df	Mean Square	F
Main Effects									
Sex of Faculty (S)	1	0.098	0.30	1	0.082	0.31	1	0.90	0.41
Teaching Location (L)	4	0.628	1.95	4	1.020	3.77**	4	0.79	3.60**
Bem Scale (B)	3	0.356	1.11	3	0.495	1.83	3	0.19	0.87
Interaction Effects									
S X L	4	1.133	3.52**	4	0.855	3.16*	4	0.66	3.02*
S X B	3	0.677	2.11	3	0.223	0.82	3	0.12	0.54
L X B	12	0.333	1.04	12	0.342	1.26	12	0.14	0.63
S X L X B	8	1.939	6.03**	8	0.473	1.75	8	0.48	2.20

Table 13 Continued

Source of Variation	Male Students			Female Students			Total Students		
	df	Mean Square	F	df	Mean Square	F	df	Mean Square	F
Within Cell	139	0.322		139	0.271		139	0.184	
Total	174	0.430		174	0.315		174	0.25	

*Denotes F is statistically significant at $\alpha = .05$.

**Denotes F is statistically significant at $\alpha = .01$.

Age, Marital Status, and Teaching Experience

Hypothesis 5: The attitudes of faculty members who are older, married, and have more teaching experience are significantly more positive toward adult college students than are the attitudes of faculty who are younger, single, and have less teaching experience in higher education.

The final hypothesis examined the variables of age, marital status, and teaching experience of the faculty. It was speculated that faculty who were older, married, and had more teaching experience would be more positive in their attitudes toward adult college students. Age, marital status, and teaching experience were hypothesized to have a significant difference on faculty attitudes toward adult college students.

The mean scores and standard deviations for these variables are reported in Table 14. There are few differences in the scores. In terms of age of the faculty, the scores range from the high of 3.86 to the low of 3.63. The highest mean score occurs for faculty 50 years of age and over for female students -- $\bar{X} = 3.86$. The lowest score occurs for faculty under 35 years of age for female students -- 3.63.

In terms of marital status, there are few differences in the scores. The range of scores for married, single, and widowed faculty is from the high of 3.90 for female students for widowed faculty to the low of 3.69 for male students for married faculty.

In terms of teaching experience, there are few differences in the mean scores. The highest mean score, $\bar{X} = 3.86$, occurs for faculty with 1-5 years experience rating female students. The lowest mean score, $\bar{X} = 3.64$, occurs for faculty with less than 1 year's experience rating male students.

Table 14

MEAN AND STANDARD DEVIATION SCORES ACCORDING TO AGE, MARITAL STATUS,
TEACHING EXPERIENCE, AND SEX OF STUDENT

Adult Student Attitude Scale							
Faculty	N	Male Students		Female Students		Total Students	
		M	SD	M	SD	M	SD
Age							
Under 35	64	3.63	0.62	3.79	0.42	3.71	0.23
35 - 49	87	3.72	0.70	3.81	0.66	3.77	0.26
50 and Older	55	3.75	0.75	3.86	0.70	3.81	0.33
Marital Status							
Single	82	3.71	0.73	3.81	0.53	3.76	0.25
Married	121	3.69	0.67	3.82	0.65	3.75	0.29
Widowed	3	3.87	0.20	3.90	0.67	3.89	0.21

Table 14 Continued

Adult Student Attitude Scale							
Faculty	N	Male Students		Female Students		Total Students	
		M	SD	M	SD	M	SD
Teaching Experience							
Less than 1 year	69	3.64	0.75	3.77	0.44	3.70	0.27
1-5 years	99	3.73	0.65	3.86	0.63	3.79	0.25
6-10 years	38	3.75	0.70	3.82	0.78	3.79	0.36

Finally, there are few differences in the mean scores for the total scale for these variables. For age, the range is 3.71 for faculty under 35 years of age to 3.81 for faculty 50 years of age and older. For marital status, the range is 3.75 for married faculty to 3.89 for widowed faculty. For teaching experience, the range is 3.70 for faculty teaching less than 1 year to 3.79 for faculty teaching between 6 and 10 years.

Table 15 summarizes the four-way analyses of variance for these variables for male, female and total students and shows no significance. Due to empty cells, higher order interactions were suppressed and not analyzed. Therefore, the hypothesis that faculty attitudes toward adult college students would differ according to age, marital status, and teaching experience is not confirmed.

Open-Ended Items

Two open-ended items were included in the Faculty Questionnaire On Adult Students: What supportive services do you feel should be available specifically to adult returning students?; If you wish to make additional comments about your experiences with adult returning students, please do so in the space provided.

A total of 98 subjects responded to these items. Of the 98, 54 individuals commented on both items, 38 individuals commented on the first item only, and 6 individuals commented on the second item only.

In the first item, the support services mentioned most often was counseling and its various components for academic needs, family, career planning and placement, financial, personal. A corollary to academic counseling was the need to have faculty doing the advising who are aware

Table 15

ANALYSIS OF VARIANCE ACCORDING TO AGE, MARITAL STATUS, TEACHING
EXPERIENCE, AND SEX OF FACULTY FOR MALE, FEMALE, AND TOTAL STUDENTS

Source of Variation	Male Students			Female Students			Total Students		
	df	Mean Square	F	df	Mean Square	F	df	Mean Square	F
Sex of Faculty	1	0.210	0.45	1	0.174	0.46	1	0.031	0.13
Age	2	0.174	0.37	2	0.039	0.10	2	0.140	0.53
Marital Status	2	0.043	0.09	2	0.011	0.03	2	0.149	0.62
Teaching Experience	2	0.033	0.07	2	0.137	0.36	2	0.211	0.87
Within Cell	194	0.464		194	0.381		194	0.242	
Total	201	0.454		201	0.371		201	0.239	

*Denotes F is statistically significant at $\alpha = .05$.

**Denotes F is statistically significant at $\alpha = .01$.

of the adult students' needs and possess an interest in adult education.

An orientation program for adult students was listed as needed by many faculty respondents. Such a program would acquaint returning students with the resources of the university, purposes, functions, and expectations. It might also alleviate unnecessary anxieties associated with returning to higher education. Such a program might convince adult students they can perform academically as well as traditional aged students.

The need for child care was indicated in order to assist parents in pursuing course work. Remedial work in English and math was seen by the respondents as needed for returning students. Lastly, peer support groups were indicated to assist students in resolving issues and concerns affecting them.

In the second item, the responses of the subjects focused on personal experiences with adult college students. The subjects made general comments on the positive experiences of having adults in class. Adult students were seen as highly motivated, competent, and excellent students. Some faculty find adult students more rewarding and enjoyable to teach than the traditional aged students because adults return to school with much more specific purpose and motivation.

Comments concerning the questionnaire were given. These criticized the instrument as being too general and not being a particularly good questionnaire to evaluate adult students.

Appendix J presents a sampling of statements from the respondents concerning experiences with adult college students.

Summary

This chapter was concerned with the presentation of the data. Analysis of variance was used to determine if relationships existed between the variables and the instruments used in the study.

In summary, it was observed that faculty attitudes toward adult college students do not differ significantly according to sex of the respondents, androgyny, age, marital status, teaching experience, and sex of the student. Teaching location was significant for female students for faculty teaching at the Lake Shore Campus, the campus enrolling more traditional aged students.

Chapter V will present the discussion, conclusions, implications and recommendations of the study.

CHAPTER V

Chapter V presents a discussion of the data, conclusions, implications, and recommendations for further research on this topic.

Introduction

The study sought to determine if faculty members hold differential attitudes toward adult college students by examining certain variables: the sex of the faculty member, sex of the student, whether a faculty member taught at a campus enrolling predominantly traditional aged students or taught at a campus enrolling more adult students, and androgyny of the faculty member.

The subjects of the study comprised faculty members teaching within the College of Arts and Sciences and School of Nursing at Loyola University of Chicago. Data was elicited from a questionnaire in which the respondents rated their agreement or disagreement to items relating to adult college students. The Bem Sex Role Inventory was used to measure androgyny. The data were tested for significance and interaction by analysis of variance.

Discussion

From the data presented in Chapter IV on faculty attitudes toward adult college students, several observations are apparent. The mean scores and analysis of variance for sex of the faculty member and sex of the student showed no significance. It had been anticipated that male faculty members would be more positive toward adult male students

since the review of the literature and the observations of women students indicated negative attitudes toward them prevailed. However, the results do support the study done by Roach (1978) in which she found that attitudes of faculty toward adult students were not significant according to the sex of the faculty.

Several factors may contribute to this response. Since the Faculty Questionnaire On Adult Students contained scales for both men and women students, faculty may have responded for both groups in terms of social desirability. To respond in a manner indicating true feelings toward one or the other sex would have shown obvious bias toward a particular sex. Neutral or positive faculty response may be a manner in which to reduce the appearance of faculty bias. One way to avoid possible bias would be to administer two forms of the questionnaire to separate faculty groups, one form referring to adult male students, the second form referring to adult female students.

The second hypothesis concerned teaching location of the faculty. Results showed that faculty teaching at a campus enrolling more traditional aged college students were more positive toward adult college students than those faculty teaching at a campus enrolling more adult students. Teaching location was significant for faculty attitudes toward adult female college students. The results were contrary to the hypothesis which speculated that faculty teaching at a campus enrolling more adult students would be more positive toward adult students.

The total number of subjects included in the four groups were 24 faculty teaching during the day at the campus enrolling more traditional aged students (LSC), 23 faculty teaching during the evening at LSC, 8 faculty teaching during the day at the campus enrolling more adult

students (WTC), and 32 faculty teaching during the evening at WTC. Since representation for the four groups of subjects was not equally balanced, the results may not be representative of a larger population.

Furthermore, the mixed category, faculty teaching at both campuses, numbered 120 respondents. Since these faculty move between campuses, their opinions were contributing to those of both groups and were not clearly identified with either campus. However, when results were analyzed excluding this mixed category, no differences emerged so the large group of mixed faculty apparently had no effect on the results. The results were the same for both situations. The results obtained in the study differed from those derived from the Roach (1978) study which found that type, location, and size of institution had no relationship to faculty attitudes toward adult students.

Faculty teaching at the campus enrolling more traditional aged college students deal with a small group of adult students who have been admitted to the University through admission procedures identical to those for traditional aged students. These students are full-time and have presented appropriate credentials to meet admission standards. On the other hand, most students attending the campus enrolling more adult students work full-time, initially have been admitted as part-time students with less rigorous admission standards, and may be perceived by faculty as being less motivated academically. While the responses to the open-ended questions contradict this, it may be that the adult students enrolled at the campus with more traditional aged students do stand out as excellent students because they are more highly motivated, determined, and self-directed than the traditional aged student. Therefore, the students attending the two campuses may account for the

differences in the faculty responses and not the attitudes of the faculty. The results obtained in the study support the Sedlacek and Christensen study (1974) which found that overall faculty viewed females more positively.

Results showed faculty androgyny was not related to faculty attitudes toward adult students. However, the mean scores for masculine sex-typed faculty for female students was the highest mean score contradicting the hypotheses. It had been speculated that androgynous individuals would be more positive toward adult students. It is not clear that the results of the Bem Sex Role Inventory can be related to research affecting others since the androgyny score developed by Bem measures "a very specific tendency to describe oneself in accordance with sex-typed standards of desirable behavior for men and women" (p. 159). The key word here is oneself. It appears that when an individual might identify with a particular sex-type characteristic, masculine or feminine, that individual might not impose similar limitations on others for similar sex-typed categories. The results of the study indicate that sex-typed individuals, masculine or feminine, have not been limiting in their response toward adult college students at least as this is reflected by their attitudes. The behavioral adaptability of androgynous individuals was not supported in the study.

Lastly, significant differences did not occur for age, marital status, teaching experience, and faculty attitudes toward adult college students. The highest mean scores occurred for female students for subjects 50 years of age and older, widowed, and with more teaching experience. These findings partially support Plotsky (1973) who found that older men were more positive toward adult students. However, Roach

(1978) found that age of faculty had no relationship to faculty attitudes toward adult students.

Major Findings

Analysis of the data supported the following findings:

1. There were no significant differences in attitudes toward adult college students and the sex of the faculty member.
2. There were no significant differences in attitudes of faculty toward adult college students and the sex of the student.
3. There were statistically significant differences in attitudes of faculty toward adult female college students and the location of the teaching assignment of the faculty member.
4. There were no significant differences in attitudes toward adult college students and faculty sex-role orientation.
5. There were no significant differences in attitudes toward adult college students for the faculty demographic characteristics of age, marital status, and teaching experience.

Conclusions

As noted in Chapter II, the review of the literature revealed limited studies on faculty attitudes toward students in general and adult students in particular (Wilson et al., 1975; Kitchin, 1971; Plotsky, 1973; Sedlacek and Christensen, 1974; Roach, 1978). However, faculty do have a significant impact on their students and their attitudes toward them are important (Blaska, 1976). The study, then, may provide additional data on faculty attitudes toward adult college students.

The findings of the study indicate faculty attitudes toward

adult college students are neutral rather than negative as reported by adult students, especially women, and writers in the field of higher education. Furthermore, the comments of the faculty to the open-ended questions were positive towards adult college students. The results of the study do not support the literature which portrays relationships of faculty with adult students, especially women, as strained. It is possible that the respondents rated adult students in a manner they felt would be acceptable socially rather than according to their true feelings. Many respondents had very little experience with adult students. Furthermore, since the cover letter was signed by two administrators, the faculty who responded may have felt pressured in responding and not given their true feelings about their attitudes toward adult students. The faculty who felt really negative about these students might not have responded to the survey.

Implications

Since many more adults are enrolling in higher education and various academic programs, colleges and universities must pay more attention to these students, to their needs, and how institutions relate to adult students. Higher education must welcome adult students to undergraduate programs, continuing education programs, and reentry programs. Higher education must welcome adults as part-time and full-time students.

1. Each institution must affirm its commitment to meet its responsibility to continuous education. Schools must assess the changing educational needs of various groups to be served. To this end colleges and universities must concentrate on the needs of students rather than

offering programs which are convenient for the institution.

2. Colleges and universities must make it widely known that adult women and men are welcomed into the academic world. Further, there must be an expansion of programs in order to meet the educational needs of mature women.

3. Colleges and universities should develop attitude awareness sessions for faculty members. These sessions will enable faculty to have a better understanding and appreciation of the needs of adult students.

4. Colleges and universities should provide counseling support services for adult students to enable them to view themselves more positively in an effort for adult students to obtain the most satisfying educational experience.

5. Schools must examine existing student policies to determine if adult students are being short changed in access to programming and services. Such concepts as flexible programming, flexible time scheduling, competency-based education might be instituted as an option for adult students to traditional programs.

6. The faculty hiring practices of colleges and universities should be expanded to include criteria that will ensure the employment of faculty who are familiar with, capable of, and concerned about educational activities which involve lifelong learning concepts.

7. Adult students need to know faculty are positive in their attitudes toward them as students. Such information might help alleviate some of the feelings of inadequacy reported by students and serve to provide a better framework for more positive relationships between faculty and adult students.

Recommendations

1. Attitudes toward both male and female adult students were included in the same questionnaire distributed to the faculty. Further studies should include separate instruments, one referring to female students, one referring to male students, in order to distinguish more clearly attitudes toward the sex of the student.

2. A larger sample of faculty at other colleges and universities needs to be researched if a replication of the study is undertaken. Comparisons might be made between various types and sizes of schools.

3. Additional research on this topic should correlate attitudes of faculty who have experience teaching adult students with attitudes of faculty who do not have experience teaching adult students.

4. Further study of this topic requires developing an instrument to measure behavior rather than a measure of the cognitive aspects of this topic.

The study provided additional data and information concerning adult students and faculty attitudes toward adult students. It should be of interest to faculty members, administrators, and students who are concerned about the learning environment in higher education and the integral relationship that the components have within that environment.

REFERENCES

- Bem, S. L. The measurement of psychological androgyny. Journal of Consulting and Clinical Psychology, 1974, 42, 155-162.
- Bem, S. L. Androgyny vs. the tight little lives of fluffy women and chesty men. Psychology Today, 1975, 9, 58-62.
- Bem, S. L. Sex-role adaptability: one consequence of psychological androgyny. Journal of Personality and Social Psychology, 1975, 31, 634-43.
- Blaska, B. Women in academe - the need for support groups. Journal of the National Association for Women Deans, Administrators and Counselors, 1976, 39, 173-178.
- Bicknell, J. H. The older student experience in higher education. Journal of the National Association for Women Deans, Administrators and Counselors, 1975, 39, 17-20.
- Boyer, E. L. Breaking up the youth ghetto. In D. W. Vermilye (Ed.), Lifelong Learners - A New Clientele for Higher Education. San Francisco: Jossey-Bass, 1974.
- Campbell, J. W. The non-traditional student in academe. In W. T. Furniss & P. A. Graham (Eds.), Women in Higher Education. Washington, D. C.: American Council on Education, 1974.
- Christensen, K. C. & Sedlacek, W. E. Differential faculty attitudes toward blacks, females and students in general. Journal of the National Association for Women Deans, Administrators and Counselors, 1974, 37, 78-82.
- Connick, G. P. Cooperative approach. In D. W. Vermilye (Ed.), Lifelong Learners - A New Clientele for Higher Education. San Francisco: Jossey-Bass, 1974.
- Constantinople, A. Masculinity - femininity: an exception to a famous dictum? Psychological Bulletin, 1973, 80, 389-407.
- Continuing Education for Women: current developments. Yearbook of Adult and Continuing Education. Chicago: Marquis Academic Media, 1975.

- Cross, K. P. Women want equality in higher education. The Research Reporter. Berkeley: University of California, 1972.
- Cross, K. P. The woman student. In W. T. Furniss & P. A. Graham (Eds.), Women in Higher Education. Washington, D. C.: American Council on Education, 1974.
- Cross, K. P. Women as new students. In M. T. Shuch-Mednick, S. S. Tangri & L. W. Hoffman (Eds.), Women and Achievement Social and Motivational Analyses. New York: Wiley, 1975.
- Cross, K. P. The Adult Learner. Paper presented at the meeting of the American Association for Higher Education, Chicago, Illinois, March, 1978.
- Cross, K. P. & Valley, J. R. and Associates. Planning Non-Traditional Programs. San Francisco: Jossey-Bass, 1974.
- Dickerson, K. G. Are female college students influenced by the expectations they perceive their faculty and administration have for them? Journal of the National Association for Women Deans, Administrators and Counselors, 1974, 37, 167-172.
- Durcholz, P. & O'Connor, J. Why women go back to college. Women On Campus: The Unfinished Liberation. New Rochelle, New York: Change Magazine, 1975.
- Education of Women. Project on the Status and Education of Women. Washington, D. C.: Association of American Colleges, 1977.
- Feldman, S. D. Escape from the Doll's House. New York: McGraw-Hill, 1974.
- Furniss, W. T. & Graham, P. A. (Eds.), Women in Higher Education. Washington, D. C.: American Council on Education, 1974.
- Gough, H. G. & Heilbrun, A. B. The Adjective Check List Manual. Palo Alto, California: Consulting Psychologists, 1965.
- Harrington, F. H. The Future of Adult Education. San Francisco: Jossey-Bass, 1977.
- Harris, A. S. The second sex in academe. AAUP Bulletin, 1970, 56, 183-195. 232301 26
- Hesburgh, T., C. S. C., Miller, P. A. & Wharton, C. R. Patterns for Lifelong Learning. San Francisco: Jossey-Bass, 1973.
- Hiltunen, W. A. Adults as college students. Journal of College Student Personnel, 1965, 6, 208-211. 232301 26

- Hiltunen, W. A. A counseling course for the mature woman. Journal of the National Association of Women Deans and Counselors, 1968, 31, 93-96.
- Horn, S. Opportunities for the public, urban university. Phi Delta Kappan, 1977, 59, 14-15.
- Karelius - Schumacher, K. L. Designing a counseling program for the mature woman student. Journal of the National Association for Women Deans, Administrators and Counselors, 1977, 41, 28-31.
- Kitchin, W. Teachers view students: an attitude assessment through personality profiles. Adult Education, 1972, 22, 136-149.
- Knowles, M. S. Higher Adult Education in the United States. Washington, D. C.: American Council on Education, 1969.
- Le Fevre, C. The mature woman in graduate school. Social Review, 1972, 80, 281-297.
- * Letchworth, G. E. Women who return to college: an identity-integrity approach. Journal of College Student Personnel, 1970, 11, 103-106. UB 3303
560
- * Levine, A. Between the stages of life: adult women on a college scene. Educational Horizons, 1976, 54, 154-162. L 11 E 37
- Lewis, E. C. Emerging social patterns and the potential of women. Adult Leadership, 1969, 18, 18-21. DF 637
L4
A3
- Margalis, D. R. A fair return. Women On Campus: The Unfinished Liberation. New Rochelle, New York: Change Magazine, 1975.
- Maslow, A. H. Motivation and Personality. New York: Harper and Row, 1954.
- McKinley, M. C. The effect of a psychology of personal growth course on levels of self-actualization and psychological androgyny in mature women. (Doctoral dissertation, Loyola University of Chicago) Ann Arbor, Michigan: University Microfilms, 1978, No. 7815876.
- Miles, L. Implications for women and minorities. The Vocational Guidance Quarterly, 1977, 25, 356-363. HF 5381
#1 v51
- Miller, H. L. Why don't we have better teaching for adults. In C. Verner & T. White (Eds.), Processes of Adult Education. Washington, D. C.: Adult Education Association, 1965.
- Milton, O. Alternatives to the Traditional. San Francisco: Jossey-Bass, 1972.

- Milton, O. & Schoben, E. J. Learning and the Professors. Athens, Ohio: Ohio University Press, 1968.
- Monge, R. H. Learning in the adult years. In D. B. Lumsden & R. H. Sherron (Eds.), Experimental Studies in Adult Learning and Memory. New York: Wiley, 1975.
- Moye', A. Higher education in the 80's: change not decline. Journal of the National Association for Women Deans, Administrators and Counselors, 1978, 41, 91-97.
- Osgood, C., Suci, G. J. & Tannenbaum, P. H. The Measurement of Meaning. Chicago: University of Illinois Press, 1975.
- Plotsky, F. A. Attitudes of college teachers toward students older than average. Unpublished master's thesis, University of Texas at Austin, 1973.
- Plotsky, F. A. The ivory tower and students older than average. Journal of the National Association for Women Deans, Administrators and Counselors, 1975, 39, 21-25.
- Roach, R. M. Faculty Attitudes and the Non-Traditional Older Student. (Doctoral Dissertation, Illinois State University) Ann Arbor, Michigan: University Microfilms, 1978, No. 7815876.
- Russell, C. The Vietnam era veteran - an educational perspective. Adult Leadership, 1974, 23, 119-120.
- Sandler, B. What Constitutes Equity for Women in Higher Education? Paper presented at the meeting of the American Association for Higher Education, Chicago, Illinois, March, 1972.
- Schlossberg, N. K. Community based guidance. In D. W. Vermilye (Ed.), Lifelong Learners - A New Clinetele for Higher Education. San Francisco: Jossey-Bass, 1974.
- Sedlacek, W. E., Brooks, G. C., & Herman, M. H. Black student attitudes toward a predominantly white university. (Research Report No. 8-71). College Park, Maryland: University of Maryland, Cultural Study Center, 1971.
- Sherwood, S. Sociological aspects of learning and memory. In D. B. Lumsden & R. H. Sherron (Eds.), Experimental Studies in Adult Learning and Memory. New York: Wiley, 1975.
- Siegel, B. The Older Student: Challenge to Academe. Paper presented at the annual conference of the California Association for Institutional Research, San Francisco, California, February, 1978.

Spear, G. The part-time student: higher education's major client. Journal of the National University Extension Association, 1976, 40, 39-40.

Standard Education Almanac, 1979-80. Chicago: Marquis Academic Media, 1979.

The Committee on the College Student Group for the Advancement of Psychiatry. The Educated Woman Prospects and Problems. New York: Scribner's, 1975.

Wilson, R. C., Gaff, J. G., Dienst, E. R., Wood, L., & Bavry, J. L. College Professors and Their Impact on Students. New York: Wiley, 1975.

Yearbook of Higher Education, 1979-80. Chicago: Marquis Academic Media, 1979.

APPENDIX A

LOYOLA UNIVERSITY OF CHICAGO



COLLEGE OF ARTS & SCIENCES

6525 North Sheridan Road, Chicago, Illinois 60626 * (312) 274-3000

OFFICE OF THE DEAN

April, 1978

Dear Faculty Member:

Enrollment statistics obtained from the Office of Registration and Records at Loyola University of Chicago indicate that more students aged 25 and older are returning to the University to pursue degree programs during the day. Perhaps, you have had first-hand experience with these returning scholars.

We are most interested in your perceptions and attitudes toward these students because we want to make their return to the classroom as smooth as possible. Often it is difficult to tell from observation the difference between students who are 20 years old and students who are 25 years old. For our purposes, we are interested in your opinions of students who are definitely and obviously older than the traditional age student.

Seminars, group sessions, library tours and other special programming can be developed to better prepare returning scholars for a more successful academic experience. In order to accomplish this, we need to know your view of the adult student.

Would you kindly fill out the enclosed Faculty Questionnaire on Adult Students and the scale on personal characteristics and return them to the Office of the Dean, College of Arts and Sciences, Damen Hall 201, Lake Shore Campus by May 1, 1978. A self-addressed envelope is included for your use. While your participation is voluntary, we do need your personal response to make our study as complete as possible.

We have kept Ronald Walker, Dean of the College of Arts and Sciences and Julia Lane, Dean of the School of Nursing, informed of this project and they endorse it. We will be sharing the findings with them.

We appreciate your interest and cooperation on behalf of our students.

Sincerely,

Jeanne M. Foley, Ph.D.
Dean for Social Science

Joan Steinbrecher
Dean of Students
Water Tower Campus

JMF/JS:rll

Enclosure

LOYOLA UNIVERSITY OF CHICAGO



COLLEGE OF ARTS & SCIENCES

6525 North Sheridan Road, Chicago, Illinois 60626 * (312) 274-3000

OFFICE OF THE DEAN

May 26, 1978

Dear Faculty Member:

At the end of April, we invited you to participate in a study concerning your attitudes toward adult students.

We are pleased to tell you that to date 220 faculty have responded. We thank you for your efforts.

To those of you who have not responded, it is not too late to return the questionnaire. Even if you have not had a great deal of experience with adult students, your opinions are important to us and needed for our findings. If you have misplaced the survey, you may obtain one by calling Ms. Llorca at Extension 2845 at Lewis Towers.

Thank you very much for your help.

Sincerely,

Jeanne M. Foley, Ph.D.
Dean of Social Sciences

Joan Steinbrecher
Dean of Students
Water Tower Campus

JMF/JS:ra11

APPENDIX B

FACULTY QUESTIONNAIRE ON ADULT STUDENTS

Please ignore the numbers in the parentheses and brackets. They are used to facilitate computerization of the information.

Sex: Male ___(1) Female ___(2) [1] Area of Specialization _____
 (Department or College) [2-3]

1. In which age group are you?

Under 25 years ___(1) [4]
 25-29 years ___(2)
 30-34 years ___(3)
 35-39 years ___(4)
 40-44 years ___(5)
 45-49 years ___(6)
 50-54 years ___(7)
 55-59 years ___(8)
 60 years/over ___(9)

2. Which of the following describes your marital status?

Single ___(1) [5]
 Married ___(2)
 Widowed ___(3)
 Separated/Divorced ___(4)

3. If married, is your spouse employed?

Yes ___(1) No ___(2) [6]

4. Are you a member of an organized religious community (Priest, Clergyman, Sister)?

Yes ___(1) No ___(2) [7]

5. What is your academic rank?

Lecturer ___(1) [8]
 Instructor ___(2)
 Assistant Professor ___(3)
 Associate Professor ___(4)
 Professor ___(5)

6. Indicate the number of years you have taught in higher education.

Less than 1 year ___(1) [9]
 1 - 5 years ___(2)
 6 -10 years ___(3)
 11-15 years ___(4)
 16-20 years ___(5)
 21-25 years ___(6)
 26-30 years ___(7)
 Over 30 years ___(8)

7. How long have you taught at Loyola University of Chicago?

Less than 1 year ___(1)
 1 - 5 years ___(2)
 6 - 10 years ___(3)
 11 - 15 years ___(4)
 16-20 years ___(5) [10]
 21-25 years ___(6)
 26-30 years ___(7)
 Over 30 years ___(8)

8. How many course sections are you teaching during the present term?

_____ Sections [11]

9. Please indicate the number of course sections you teach in the categories listed.

Lake Shore Campus Day	_____	(12)
Lake Shore Campus Evening	_____	(13)
Water Tower Campus Day	_____	(14)
Water Tower Campus Evening	_____	(15)
Other locations/Explain	_____	_____ [16]

10. What percentage of your current course load is undergraduate?

_____ % [17-18]

11. In the prior four years, approximately what percentage of your course load has been undergraduate?

_____ % [19-20]

12. What percentage of your current course load is graduate?

_____ % [21-22]

13. In the prior four years, approximately what percentage of your course load has been graduate?

_____ % [23-24]

14. In your judgment, indicate the approximate percentage of undergraduate men and women students, aged 25 and over, you have taught in the last three years at the campus locations listed. Please estimate even if you feel uncertain about the number.

PER CENT

Lake Shore Campus Day	_____	[25-26]
Lake Shore Campus Evening	_____	[27-28]
Water Tower Campus Day	_____	[29-30]
Water Tower Campus Evening	_____	[31-31]

The following statements express opinions concerning adult students aged 25 and over who previously attended college and then interrupted their studies, in some cases for many years. They have now returned to the classroom and are enrolled in undergraduate degree programs.

Please indicate how strongly you agree or disagree with each of the statements by circling the proper number, "1" meaning Very Strongly Disagree and "7" meaning you Very Strongly Agree. Answer for both men and women students.

		Very Strongly Disagree	Very Strongly Agree	
15. Personal development is a major benefit for adult students returning to college ...	Adult men students	1	2 3 4 5 6 7	[33]
	Adult women students	1	2 3 4 5 6 7	[34]
16. Most adult students are attending college for serious academic reasons	Adult men students	1	2 3 4 5 6 7	[35]
	Adult women students	1	2 3 4 5 6 7	[36]
17. Adult students have less anxiety about learning than younger college students	Adult men students	1	2 3 4 5 6 7	[37]
	Adult women students	1	2 3 4 5 6 7	[38]
18. It is a heavier financial burden for adult women to return to college than it is for adult men to return to college		1	2 3 4 5 6 7	[39]
19. Adult students more often have questions in class that are irrelevant to the course content	Adult men students	1	2 3 4 5 6 7	[40]
	Adult women students	1	2 3 4 5 6 7	[41]
20. Adult students overwork in school	Adult men students	1	2 3 4 5 6 7	[42]
	Adult women students	1	2 3 4 5 6 7	[43]
21. The reluctance of adult students to re-enter a classroom in competition with younger students is understandable	Adult men students	1	2 3 4 5 6 7	[44]
	Adult women students	1	2 3 4 5 6 7	[45]
22. Content areas of my courses seem more meaningful to adult students than to younger students	Adult men students	1	2 3 4 5 6 7	[46]
	Adult women students	1	2 3 4 5 6 7	[47]
23. Adult students have higher levels of motivation and concentration compared to younger students	Adult men students	1	2 3 4 5 6 7	[48]
	Adult women students	1	2 3 4 5 6 7	[49]
24. Adult students are as capable of doing superior academic work as are younger students	Adult men students	1	2 3 4 5 6 7	[50]
	Adult women students	1	2 3 4 5 6 7	[51]
25. Adult students study compulsively	Adult men students	1	2 3 4 5 6 7	[52]
	Adult women students	1	2 3 4 5 6 7	[53]
26. Intellectually, adult men find it more difficult to return to college than adult women		1	2 3 4 5 6 7	[54]

		Very Strongly Disagree						Very Strongly Agree	
27.	The adult students in my classes are more interested in learning than the younger students	Adult men students	1	2	3	4	5	6	7 [55]
		Adult women students	1	2	3	4	5	6	7 [56]
28.	Adult students need to work more than younger students to be academically successful	Adult men students	1	2	3	4	5	6	7 [57]
		Adult women students	1	2	3	4	5	6	7 [58]
29.	Adult students consider their student role relatively important compared to other commitments	Adult men students	1	2	3	4	5	6	7 [59]
		Adult women students	1	2	3	4	5	6	7 [60]
30.	In my experience, adult students feel prepared to succeed academically	Adult men students	1	2	3	4	5	6	7 [61]
		Adult women students	1	2	3	4	5	6	7 [62]
31.	Returning to school for adult students is a self-initiated attempt at life-improvement	Adult men students	1	2	3	4	5	6	7 [63]
		Adult women students	1	2	3	4	5	6	7 [64]
32.	Adult students return to college looking for a new way to spend their leisure time	Adult men students	1	2	3	4	5	6	7 [65]
		Adult women students	1	2	3	4	5	6	7 [66]
33.	Adult men have more time to devote to their studies than adult women		1	2	3	4	5	6	7 [67]
34.	Adult students do not know how to relate to faculty	Adult men students	1	2	3	4	5	6	7 [68]
		Adult women students	1	2	3	4	5	6	7 [69]
35.	Adult students are less oriented toward achievement than younger students	Adult men students	1	2	3	4	5	6	7 [70]
		Adult women students	1	2	3	4	5	6	7 [71]
36.	Adult students have a need to become aware of their own identity	Adult men students	1	2	3	4	5	6	7 [72]
		Adult women students	1	2	3	4	5	6	7 [73]
37.	Adult students try to stay on the good side of the professor more so than younger students	Adult men students	1	2	3	4	5	6	7 [74]
		Adult women students	1	2	3	4	5	6	7 [75]

		Very Strongly Disagree	1	2	3	4	5	6	7	Very Strongly Agree	
38.	Generally speaking, the adult students in my classes won't work hard unless I force them	Adult men students	1	2	3	4	5	6	7	[76]	
		Adult women students	1	2	3	4	5	6	7	[1]	
39.	Adult students are realistic about their capabilities	Adult men students	1	2	3	4	5	6	7	[2]	
		Adult women students	1	2	3	4	5	6	7	[3]	
40.	It is easy to cultivate imagination and creativity in adult students	Adult men students	1	2	3	4	5	6	7	[4]	
		Adult women students	1	2	3	4	5	6	7	[5]	
41.	It is more difficult for adult men to return to college than it is for adult women		1	2	3	4	5	6	7	[6]	
42.	Most adult students can handle the work in my course	Adult men students	1	2	3	4	5	6	7	[7]	
		Adult women students	1	2	3	4	5	6	7	[8]	
43.	Intellectually, adult women find it more difficult to return to college than adult men		1	2	3	4	5	6	7	[9]	
44.	A return to school for adult students is an enjoyable experience	Adult men students	1	2	3	4	5	6	7	[10]	
		Adult women students	1	2	3	4	5	6	7	[11]	
45.	Returning to college for adult students does not mesh well with the responsibilities of home and family	Adult men students	1	2	3	4	5	6	7	[12]	
		Adult women students	1	2	3	4	5	6	7	[13]	
46.	I accept younger students in my classes without question, but I question the presence of an older student in my classes	Adult men students	1	2	3	4	5	6	7	[14]	
		Adult women students	1	2	3	4	5	6	7	[15]	
47.	The average adult student will readily express an opinion in a group when others disagree	Adult men students	1	2	3	4	5	6	7	[16]	
		Adult women students	1	2	3	4	5	6	7	[17]	
48.	Adult students aren't really a part of the university	Adult men students	1	2	3	4	5	6	7	[18]	
		Adult women students	1	2	3	4	5	6	7	[19]	
49.	Adult students have less of a need to be heard in class than younger students	Adult men students	1	2	3	4	5	6	7	[20]	
		Adult women students	1	2	3	4	5	6	7	[21]	

		Very Strongly Disagree						Very Strongly Agree		
50.	Most adult students will change their opinion as a result of an onslaught of criticism from their peers	Adult men students	1	2	3	4	5	6	7	[22]
		Adult women students	1	2	3	4	5	6	7	[23]
51.	Adult students are as capable of being productive in academic life as younger students	Adult men students	1	2	3	4	5	6	7	[24]
		Adult women students	1	2	3	4	5	6	7	[25]
52.	Adult women have more time to devote to their studies than adult men		1	2	3	4	5	6	7	[26]
53.	Often, adult students will attempt to monopolize class discussion	Adult men students	1	2	3	4	5	6	7	[27]
		Adult women students	1	2	3	4	5	6	7	[28]
54.	Adult students are less competitive than younger students	Adult men students	1	2	3	4	5	6	7	[29]
		Adult women students	1	2	3	4	5	6	7	[30]
55.	Adult students expect too much direction from faculty	Adult men students	1	2	3	4	5	6	7	[31]
		Adult women students	1	2	3	4	5	6	7	[32]
56.	Younger students are viewed as a threat to adult students in the classroom environment	Adult men students	1	2	3	4	5	6	7	[33]
		Adult women students	1	2	3	4	5	6	7	[34]
57.	Most adult students will change their opinion as a result of an onslaught of criticism from faculty	Adult men students	1	2	3	4	5	6	7	[35]
		Adult women students	1	2	3	4	5	6	7	[36]

58. What supportive services do you feel should be available specifically to adult returning students?

59. If you wish to make additional comments about your experiences with adult returning students, please do so in the space provided.

APPENDIX C

We would like you to indicate, on a scale from 1 to 7, how true of you these characteristics are. Please do not leave any unmarked.

- | | |
|-------------------------------------|----------------------------------|
| 1 - NEVER OR ALMOST NEVER TRUE | 5 - OFTEN TRUE |
| 2 - USUALLY NOT TRUE | 6 - USUALLY TRUE |
| 3 - SOMETIMES BUT INFREQUENTLY TRUE | 7 - ALWAYS OR ALMOST ALWAYS TRUE |
| 4 - OCCASIONALLY TRUE | |

- | | | | | | |
|--------------------------|-----|---------------------------------------|-----|----------------------------------|-----|
| [37] Self-reliant | ___ | [57] Reliable | ___ | [1] Warm | ___ |
| [38] Yielding | ___ | [58] Analytical | ___ | [2] Solemn | ___ |
| [39] Helpful | ___ | [59] Sympathetic | ___ | [3] Willing to take a stand | ___ |
| [40] Defends own beliefs | ___ | [60] Jealous | ___ | [4] Tender | ___ |
| [41] Cheerful | ___ | [61] Has leadership abilities | ___ | [5] Friendly | ___ |
| [42] Moody | ___ | [62] Sensitive to the needs of others | ___ | [6] Aggressive | ___ |
| [43] Independent | ___ | [63] Truthful | ___ | [7] Gullible | ___ |
| [44] Shy | ___ | [64] Willing to take risks | ___ | [8] Inefficient | ___ |
| [45] Conscientious | ___ | [65] Understanding | ___ | [9] Acts as a leader | ___ |
| [46] Athletic | ___ | [66] Secretive | ___ | [10] Childlike | ___ |
| [47] Affectionate | ___ | [67] Makes decisions easily | ___ | [11] Adaptable | ___ |
| [48] Theatrical | ___ | [68] Compassionate | ___ | [12] Individualistic | ___ |
| [49] Assertive | ___ | [69] Sincere | ___ | [13] Does not use harsh language | ___ |
| [50] Flatterable | ___ | [70] Self-sufficient | ___ | [14] Unsystematic | ___ |
| [51] Happy | ___ | [71] Eager to soothe hurt feelings | ___ | [15] Competitive | ___ |
| [52] Strong Personality | ___ | [72] Conceited | ___ | [16] Loves children | ___ |
| [53] Loyal | ___ | [73] Dominant | ___ | [17] Tactful | ___ |
| [54] Unpredictable | ___ | [74] Soft-spoken | ___ | [18] Ambitious | ___ |
| [55] Forceful | ___ | [75] Likable | ___ | [19] Gentle | ___ |
| [56] Feminine | ___ | [76] Masculine | ___ | [20] Conventional | ___ |

Thank you so much for your help. Please return this to us in the enclosed envelope.

APPENDIX D

APPENDIX D

FACULTY QUESTIONNAIRE ON ADULT STUDENTS
MEANS AND STANDARD DEVIATIONS FOR SEX OF FACULTY

ITEM	SEX OF STUDENT	MALE FACULTY		FEMALE FACULTY	
		M	SD	M	SD
15	M	5.60	1.30	5.63	1.32
	F	5.79	1.23	5.83	1.24
16	M	5.85	1.14	6.04	1.01
	F	5.76	1.25	6.05	1.00
17	M	3.91	1.67	3.27	1.59
	F	3.80	1.76	3.18	1.66
18	M	--	--	--	--
	F	3.64	1.45	4.06	1.83
19	M	5.65	1.48	5.74	1.47
	F	5.65	1.45	5.81	1.38
20	M	4.66	1.24	4.68	1.39
	F	4.62	1.27	4.51	1.51
21	M	4.65	1.60	4.90	1.64
	F	4.69	1.63	4.86	1.63
22	M	4.65	1.64	4.51	1.82
	F	4.65	1.66	4.47	1.84
23	M	4.94	1.47	5.30	1.47
	F	4.99	1.45	5.35	1.51
24	M	5.77	1.50	6.26	1.29
	F	5.77	1.47	6.27	1.24
25	M	4.69	1.24	4.29	1.47
	F	4.67	1.26	4.27	1.62
26	M	3.23	1.53	3.23	1.67
	F	--	--	--	--
27	M	5.03	1.32	4.80	1.66
	F	5.05	1.32	4.94	1.68

APPENDIX D Continued

ITEM	SEX OF STUDENT	MALE FACULTY		FEMALE FACULTY	
		M	SD	M	SD
28	M	4.23	1.47	4.46	1.66
	F	4.23	1.49	4.45	1.61
29	M	4.61	1.49	4.64	1.47
	F	4.57	1.50	4.90	1.43
30	M	4.68	1.38	4.49	1.44
	F	4.61	1.46	4.62	1.43
31	M	5.65	1.22	5.76	1.16
	F	5.82	1.06	5.95	0.97
32	M	5.33	1.36	5.17	1.42
	F	5.03	1.47	5.00	1.59
33	M	2.79	1.30	3.33	1.79
	F	--	--	--	--
34	M	5.91	1.20	5.67	1.48
	F	5.90	1.25	5.77	1.49
35	M	5.51	1.35	5.69	1.47
	F	5.46	1.43	5.65	1.45
36	M	3.40	1.41	4.01	1.69
	F	3.49	1.46	4.09	1.68
37	M	4.81	1.48	4.66	1.65
	F	4.85	1.44	4.64	1.63
38	M	5.84	1.44	6.19	1.05
	F	5.89	1.40	6.28	0.91
39	M	5.01	1.33	4.49	1.56
	F	4.98	1.36	4.48	1.48
40	M	4.23	1.34	4.09	1.52
	F	4.24	1.37	4.24	1.43

APPENDIX D Continued

ITEM	SEX OF STUDENT	MALE FACULTY		FEMALE FACULTY	
		M	SD	M	SD
41	M	3.84	1.68	3.23	1.58
	F	--	--	--	--
42	M	6.02	0.97	5.94	1.21
	F	6.00	1.04	6.09	1.07
43	M	--	--	--	--
	F	2.99	1.55	2.45	1.44
44	M	4.99	1.13	4.70	1.24
	F	5.07	1.13	4.78	1.30
45	M	3.81	1.49	3.43	1.64
	F	3.86	1.57	3.53	1.72
46	M	6.51	1.14	6.57	1.14
	F	6.51	1.14	6.50	1.19
47	M	4.77	1.49	4.77	1.48
	F	4.80	1.47	4.70	1.44
48	M	6.02	1.49	5.60	1.85
	F	6.02	1.46	5.62	1.78
49	M	2.65	1.63	2.23	1.49
	F	2.62	1.63	2.29	1.45
50	M	5.26	1.31	5.64	1.42
	F	5.26	1.31	5.60	1.42
51	M	6.17	0.99	6.51	0.91
	F	6.12	1.05	6.45	0.99
52	M	3.68	1.57	2.53	1.29
	F	--	--	--	--
53	M	5.19	1.37	4.80	1.46
	F	5.17	1.40	4.90	1.48

APPENDIX D Continued

ITEM	SEX OF STUDENT	MALE FACULTY		FEMALE FACULTY	
		M	SD	M	SD
54	M	4.65	1.45	4.81	1.54
	F	4.66	1.45	4.83	1.58
55	M	5.31	1.24	5.20	1.29
	F	5.21	1.35	5.15	1.32
56	M	3.15	1.47	3.04	1.46
	F	3.16	1.45	3.06	1.46
57	M	3.22	1.35	3.01	1.26
	F	3.22	1.37	3.09	1.39

APPENDIX E

APPENDIX E

MEANS AND STANDARD DEVIATIONS ACCORDING TO TEACHING LOCATION

ITEM	SEX OF STUDENT	LAKE SHORE DAY		LAKE SHORE EVE.		WATER TOWER DAY		WATER TOWER EVE.		MIXED	
		M	SD	M	SD	M	SD	M	SD	M	SD
15	M	5.52	1.47	5.71	1.15	4.63	1.85	5.74	1.29	5.65	1.24
	F	5.75	1.07	5.95	1.13	4.57	2.07	5.83	1.09	5.87	1.23
16	M	5.87	0.92	6.14	1.17	6.14	1.46	5.77	0.88	5.91	1.15
	F	5.74	1.01	6.00	1.17	6.29	0.95	5.87	1.01	5.85	1.24
17	M	3.35	1.56	3.91	1.69	2.71	1.38	3.97	1.58	3.68	1.70
	F	3.26	1.51	3.87	1.87	2.14	0.69	3.83	1.72	3.60	1.79
18	M	--	--	--	--	--	--	--	--	--	--
	F	3.83	1.27	3.96	1.64	3.38	1.41	3.58	1.67	3.84	1.69
19	M	5.78	1.09	5.73	1.49	5.86	2.04	5.61	1.56	5.64	1.51
	F	5.74	1.10	5.70	1.64	6.43	1.13	5.71	1.49	5.66	1.44
20	M	4.30	1.18	4.59	1.22	4.43	1.51	5.13	1.11	4.64	1.35
	F	4.04	1.27	4.43	1.24	4.43	1.51	5.07	1.11	4.55	1.47
21	M	4.68	1.70	5.14	1.24	4.71	1.50	4.52	1.71	4.74	1.65
	F	4.70	1.66	5.36	1.36	4.86	1.35	4.48	1.69	4.72	1.64
22	M	4.91	1.44	4.41	1.79	4.33	2.66	4.69	1.34	4.55	1.77
	F	4.96	1.43	4.30	1.87	4.17	2.56	4.83	1.26	4.51	1.79
23	M	5.22	1.17	5.05	1.28	4.71	2.29	5.10	1.45	5.06	1.53
	F	5.29	1.20	5.09	1.41	4.71	2.29	5.30	1.32	5.09	1.53

APPENDIX E (Continued)

ITME	SEX OF STUDENT	LAKE SHORE DAY		LAKE SHORE EVE.		WATER TOWER DAY		WATER TOWER EVE.		MIXED	
		M	SD	M	SD	M	SD	M	SD	M	SD
24	M	6.17	1.15	5.68	1.43	5.57	1.90	6.03	1.58	5.95	1.44
	F	6.13	1.15	5.70	1.55	5.86	1.95	6.00	1.57	5.97	1.35
25	M	4.05	1.00	4.81	1.29	4.86	1.86	4.60	1.35	4.57	1.35
	F	3.96	0.93	4.82	1.26	4.86	1.86	4.70	1.32	4.50	1.50
26	M	3.75	1.36	3.17	1.61	3.25	1.98	2.84	1.63	3.25	1.55
	F	--	--	--	--	--	--	--	--	--	--
27	M	4.78	1.17	4.91	1.31	3.71	2.56	4.65	1.58	5.14	1.37
	F	5.04	1.16	4.91	1.28	3.86	2.54	4.77	1.50	5.14	1.44
28	M	4.27	1.64	4.00	1.35	4.71	2.06	4.27	1.41	4.37	1.57
	F	4.22	1.62	3.91	1.44	4.86	2.12	4.35	1.33	4.39	1.56
29	M	4.59	1.53	4.50	1.63	5.00	1.63	4.42	1.52	4.64	1.43
	F	4.83	1.50	4.48	1.70	4.86	1.46	4.61	1.36	4.72	1.47
30	M	4.61	1.31	5.05	1.17	3.43	1.90	4.58	1.20	4.61	1.45
	F	4.50	1.41	5.04	1.22	3.43	1.90	4.68	1.30	4.62	1.47
31	M	5.70	1.22	6.00	0.89	5.86	1.46	5.39	1.28	5.68	1.20
	F	5.75	1.15	6.09	0.87	6.29	0.76	5.77	1.09	5.85	1.04
32	M	5.17	1.44	5.23	1.11	5.71	1.60	4.94	1.53	5.36	1.36
	F	4.79	1.56	5.09	1.53	5.14	1.77	4.77	1.50	5.08	1.52

APPENDIX E (Continued)

ITEM	SEX OF STUDENT	LAKE SHORE DAY		LAKE SHORE EVE.		WATER TOWER DAY		WATER TOWER EVE.		MIXED	
		M	SD	M	SD	M	SD	M	SD	M	SD
33	M	3.54	1.32	2.87	1.39	3.63	2.13	2.72	1.30	2.94	1.59
	F	--	--	--	--	--	--	--	--	--	--
34	M	5.39	1.41	5.81	1.21	6.14	1.86	5.97	1.02	5.86	1.34
	F	5.54	1.14	5.59	1.56	7.00	0.00	6.00	1.03	5.86	1.42
35	M	5.65	0.98	5.18	1.53	5.61	1.11	5.65	1.40	5.60	1.45
	F	5.58	1.02	5.04	1.58	5.86	1.21	5.71	1.42	5.56	1.49
36	M	4.00	1.56	3.30	1.45	3.57	2.15	4.03	1.58	3.50	1.49
	F	4.13	1.51	3.24	1.45	4.43	2.15	4.13	1.59	3.56	1.54
37	M	4.61	1.27	4.91	1.31	4.71	2.14	4.90	1.56	4.71	1.61
	F	4.50	1.25	4.78	1.35	4.71	2.14	5.03	1.47	4.76	1.58
38	M	5.87	1.22	6.14	1.01	6.29	0.76	5.48	1.65	6.06	1.30
	F	5.79	1.32	6.14	1.21	6.29	0.76	5.71	1.47	6.10	1.27
39	M	5.04	1.30	4.86	1.56	4.57	1.81	4.63	1.63	4.85	1.37
	F	4.38	1.37	4.86	1.64	4.57	1.81	4.70	1.60	4.81	1.35
40	M	4.00	1.31	4.52	1.36	3.86	1.86	4.13	1.20	4.19	1.46
	F	4.13	1.23	4.50	1.41	3.71	1.89	4.26	1.24	4.27	1.45
41	M	4.08	1.32	3.86	1.52	3.13	1.36	3.41	1.58	3.56	1.78
	F	--	--	--	--	--	--	--	--	--	--

APPENDIX E (Continued)

ITEM	SEX OF STUDENT	LAKE SHORE DAY		LAKE SHORE EVE.		WATER TOWER DAY		WATER TOWER EVE.		MIXED	
		M	SD	M	SD	M	SD	M	SD	M	SD
42	M	6.04	1.07	5.90	0.77	6.00	1.83	5.90	0.79	6.03	1.12
	F	6.17	0.96	5.82	1.01	6.29	1.11	6.03	0.71	6.04	1.14
43	M	--	--	--	--	--	--	--	--	--	--
	F	3.00	1.29	3.14	1.58	2.25	1.28	2.81	1.62	2.70	1.55
44	M	4.43	1.31	4.68	1.39	4.43	1.62	5.19	0.75	4.96	1.14
	F	4.46	1.14	4.61	1.44	4.14	1.21	5.26	0.82	5.12	1.20
45	M	3.68	1.43	3.73	1.49	3.43	1.72	3.65	1.54	3.68	1.60
	F	3.78	1.48	3.74	1.57	3.43	1.72	3.68	1.68	3.78	1.69
46	M	6.26	1.48	6.09	1.38	6.86	0.38	6.71	1.04	6.61	1.04
	F	6.13	1.60	6.13	1.32	6.61	0.49	6.71	1.04	6.60	1.04
47	M	5.09	1.28	4.19	1.47	4.71	1.98	5.06	1.36	4.73	1.53
	F	4.88	1.19	4.32	1.39	4.43	1.72	5.00	1.44	4.69	1.51
48	M	5.43	1.93	6.18	1.10	5.29	2.43	6.26	1.32	5.83	1.67
	F	5.42	1.89	6.09	1.12	5.29	2.06	6.26	1.32	5.86	1.64
49	M	2.48	1.24	2.90	1.64	2.57	1.40	1.81	1.05	2.60	1.74
	F	2.54	1.25	2.95	1.68	2.43	1.40	1.84	1.07	2.55	1.69
50	M	5.00	1.35	5.10	1.17	5.29	2.06	5.52	1.41	5.50	1.34
	F	4.75	1.26	5.14	1.15	5.14	1.95	5.55	1.43	5.54	1.34

APPENDIX E (Continued)

ITEM	SEX OF STUDENT	LAKE SHORE DAY		LAKE SHORE EVE.		WATER TOWER DAY		WATER TOWER EVE.		MIXED	
		M	SD	M	SD	M	SD	M	SD	M	SD
51	M	6.48	0.73	6.27	0.83	6.43	1.51	6.16	1.06	5.29	0.99
	F	6.42	0.78	6.26	0.92	6.29	1.50	6.16	1.07	6.24	1.07
52	M	--	--	--	--	--	--	--	--	--	--
	F	3.54	1.38	3.22	1.31	3.50	1.51	2.75	1.61	3.31	1.63
53	M	5.04	1.26	4.95	1.43	4.71	2.06	5.13	1.54	5.07	1.37
	F	4.96	1.20	4.91	1.44	5.43	1.51	5.26	1.57	5.02	1.46
54	M	4.77	1.07	4.50	1.68	4.57	1.90	5.29	1.22	4.58	1.52
	F	4.64	1.09	4.65	1.61	4.57	1.90	5.35	1.28	4.62	1.55
55	M	5.17	1.15	5.27	1.35	5.29	1.11	5.32	1.22	5.27	1.29
	F	4.92	1.28	5.22	1.41	5.43	1.13	5.23	1.31	5.20	1.36
56	M	3.48	1.62	3.73	1.24	2.71	1.70	3.16	1.53	2.93	1.40
	F	3.63	1.69	3.74	1.36	2.86	1.57	3.16	1.46	2.91	1.36
57	M	3.74	1.18	3.29	1.15	3.57	1.99	3.23	1.43	2.96	1.28
	F	4.04	1.40	3.14	1.08	3.29	2.06	3.29	1.42	2.96	1.32

APPENDIX F

APPENDIX F

MEANS AND STANDARD DEVIATIONS FOR BEM SCALE

ITEM	SEX OF STUDENT	ANDROGYNOUS		MASCULINE		FEMININE		UNDIFFERENTIATED	
		M	SD	M	SD	M	SD	M	SD
15	M	5.77	1.45	5.64	1.22	5.44	1.31	5.27	1.29
	F	6.06	1.33	5.89	1.10	5.53	1.35	5.52	1.18
16	M	6.11	1.09	5.76	1.42	6.06	0.92	5.69	0.42
	F	5.91	1.23	5.69	1.60	6.08	0.91	5.71	0.85
17	M	3.72	1.88	3.71	1.60	3.71	1.62	3.59	1.50
	F	3.60	1.94	3.53	1.63	3.51	1.82	3.63	1.60
18	M	--	--	--	--	--	--	--	--
	F	3.92	1.82	3.68	1.47	3.64	1.79	3.98	1.41
19	M	5.74	1.78	5.74	1.44	5.56	1.32	5.50	1.47
	F	5.81	1.68	5.73	1.45	5.62	1.23	5.52	1.50
20	M	4.40	1.70	4.58	1.20	4.82	1.21	4.86	1.05
	F	4.43	1.70	4.38	1.34	4.54	1.48	4.73	1.17
21	M	4.49	1.85	4.57	1.60	4.48	1.73	4.98	1.41
	F	4.62	1.89	4.58	1.59	4.38	1.66	5.02	1.42
22	M	4.45	1.78	4.38	1.76	4.82	1.59	4.80	1.47
	F	4.40	1.72	4.46	1.79	4.78	1.63	4.76	1.57
23	M	4.84	1.64	5.09	1.63	5.34	1.45	5.04	1.31
	F	5.00	1.62	5.11	1.62	5.29	1.45	5.12	1.37

APPENDIX F Continued

ITEM	SEX OF STUDENT	ANDROGYNOUS		MASCULINE		FEMININE		UNDIFFERENTIATED	
		M	SD	M	SD	M	SD	M	SD
24	M	6.28	1.25	5.69	1.55	5.78	1.68	3.76	1.51
	F	6.32	1.24	5.73	1.33	5.82	1.57	5.76	1.56
25	M	4.54	1.66	4.34	1.14	4.79	1.19	4.65	1.32
	F	4.61	1.68	4.31	1.23	4.46	1.55	4.70	1.30
26	M	2.93	1.54	3.28	1.52	3.44	1.52	3.47	1.51
	F	--	--	--	--	--	--	--	--
27	M	4.91	1.75	5.06	1.31	4.91	1.52	4.86	1.28
	F	5.00	1.66	5.11	1.35	4.89	1.59	4.98	1.36
28	M	4.54	1.63	4.03	1.34	4.67	1.57	4.14	1.58
	F	4.55	1.63	4.11	1.28	4.69	1.58	4.08	1.61
29	M	4.80	1.33	4.25	1.63	5.06	1.27	4.43	1.53
	F	4.70	1.46	4.38	1.64	5.08	1.29	4.65	1.44
30	M	4.62	1.45	4.39	1.36	5.03	1.55	4.29	1.24
	F	4.68	1.49	4.49	1.45	5.08	1.46	4.17	1.32
31	M	5.91	1.19	5.58	1.23	5.73	1.18	5.39	1.25
	F	6.21	0.93	5.84	1.01	5.82	1.02	5.62	1.09
32	M	5.43	1.44	5.44	1.48	5.39	1.32	5.02	1.22
	F	5.15	1.73	5.03	1.61	5.26	1.33	4.62	1.39

APPENDIX F Continued

ITEM	SEX OF STUDENT	ANDROGYNOUS		MASCULINE		FEMININE		UNDIFFERENTIATED	
		M	SD	M	SD	M	SD	M	SD
33	M	2.85	1.38	3.19	1.75	3.27	1.71	2.96	1.40
	F	--	--	--	--	--	--	--	--
34	M	5.62	1.58	5.97	1.11	5.67	1.31	5.76	1.24
	F	5.47	1.85	5.97	1.09	5.89	1.23	5.86	1.10
35	M	5.68	1.46	5.67	1.24	5.73	1.46	5.29	1.38
	F	5.55	1.49	5.65	1.34	5.86	1.42	5.22	1.43
36	M	3.65	1.79	3.94	1.58	3.64	1.56	3.57	1.38
	F	3.72	1.78	4.14	1.62	3.68	1.58	3.68	1.48
37	M	4.98	1.51	4.33	1.67	4.58	1.71	4.86	1.22
	F	4.98	1.48	4.41	1.67	4.59	1.70	4.90	1.14
38	M	5.74	1.64	5.97	1.32	6.03	1.31	5.94	1.14
	F	5.91	1.43	6.11	1.20	5.95	1.49	5.94	1.13
39	M	4.83	1.60	5.06	1.24	4.82	1.38	4.72	1.54
	F	4.72	1.60	4.95	1.25	4.87	1.36	4.71	1.53
40	M	4.11	1.55	4.11	1.39	4.18	1.40	4.25	1.43
	F	4.26	1.50	4.25	1.34	4.28	1.43	4.25	1.47
41	M	3.27	1.47	3.94	1.69	3.50	1.63	3.65	1.58
	F	--	--	--	--	--	--	--	--

APPENDIX F Continued

ITEM	SEX OF STUDENT	ANDROGYNOUS		MASCULINE		FEMININE		UNDIFFERENTIATED	
		M	SD	M	SD	M	SD	M	SD
42	M	6.07	1.24	5.89	1.26	6.03	1.19	5.84	0.83
	F	6.20	1.17	6.00	1.11	6.13	1.08	5.76	1.02
43	M	--	--	--	--	--	--	--	--
	F	2.83	1.66	2.97	1.64	2.53	1.27	2.96	1.45
44	M	5.15	1.35	4.81	1.01	4.78	1.04	4.57	1.25
	F	5.22	1.33	4.97	1.09	4.97	1.20	4.60	1.26
45	M	3.11	1.68	3.49	1.50	4.12	1.34	4.18	1.51
	F	3.19	1.90	3.39	1.54	4.18	1.39	4.31	1.62
46	M	6.85	0.55	6.33	1.55	6.24	1.39	6.47	1.10
	F	6.83	0.56	6.35	1.53	6.15	1.44	6.48	1.08
47	M	4.57	1.70	4.75	1.38	5.03	1.28	4.76	1.50
	F	4.57	1.68	4.54	1.32	5.08	1.26	4.85	1.47
48	M	6.02	1.57	5.86	1.85	5.88	1.52	5.55	1.77
	F	6.00	1.50	6.00	1.64	5.79	1.52	5.56	1.75
49	M	2.07	1.54	2.25	1.54	3.00	1.68	3.00	1.57
	F	2.07	1.60	2.27	1.52	2.29	1.62	2.94	1.51
50	M	5.43	1.47	5.56	1.23	5.13	1.41	5.26	1.29
	F	5.39	1.51	5.49	1.24	5.21	1.40	5.31	1.27

APPENDIX F Continued

ITEM	SEX OF STUDENT	ANDROGYNOUS		MASCULINE		FEMININE		UNDIFFERENTIATED	
		M	SD	M	SD	M	SD	M	SD
51	M	6.62	0.61	6.33	0.72	6.09	1.28	6.04	1.18
	F	6.60	0.65	6.24	0.89	6.03	1.33	6.04	1.20
52	M	--	--	--	--	--	--	--	--
	F	3.32	1.56	3.38	1.71	3.05	1.49	3.35	1.44
53	M	5.17	1.48	5.06	1.41	4.65	1.37	5.08	1.18
	F	5.34	1.48	5.03	1.36	4.72	1.50	4.96	1.19
54	M	4.98	1.52	4.57	1.27	4.58	1.66	4.48	1.40
	F	4.98	1.57	4.63	1.31	4.67	1.69	4.55	1.38
55	M	5.23	1.31	5.33	1.35	5.03	1.36	5.25	1.09
	F	5.26	1.36	5.22	1.47	4.92	1.33	5.10	1.22
56	M	2.96	1.64	2.92	1.27	2.97	1.38	3.61	1.34
	F	3.04	1.60	2.89	1.24	2.97	1.38	3.62	1.37
57	M	3.00	1.35	2.97	1.08	3.19	1.23	3.42	1.42
	F	3.00	1.41	3.03	1.24	3.16	1.35	3.45	1.42

APPENDIX G

APPENDIX G

MEANS AND STANDARD DEVIATIONS FOR FACULTY AGE

ITEM	SEX OF STUDENT	FACULTY UNDER 35		FACULTY 35-49		FACULTY 50 AND OLDER	
		M	SD	M	SD	M	SD
15	M	5.49	1.46	5.67	1.29	5.66	1.13
	F	5.79	1.28	5.76	1.28	5.92	1.08
16	M	5.82	1.20	5.94	1.15	6.04	0.82
	F	5.84	1.19	5.90	1.24	5.91	0.99
17	M	3.57	1.83	3.69	1.62	3.79	1.55
	F	3.34	1.83	3.58	1.75	3.87	1.66
18	M	--	--	--	--	--	--
	F	3.53	1.48	3.76	1.69	4.12	1.60
19	M	5.67	1.47	5.54	1.65	5.83	1.18
	F	5.69	1.37	5.66	1.52	5.79	1.35
20	M	4.65	1.35	4.65	1.28	4.66	1.29
	F	4.56	1.46	4.55	1.37	4.52	1.34
21	M	4.63	1.72	4.69	1.59	4.90	1.53
	F	4.60	1.72	4.73	1.56	4.94	1.58
22	M	4.25	1.58	4.47	1.91	5.14	1.31
	F	4.27	1.59	4.46	1.91	5.10	1.39

APPENDIX G Continued

ITEM	SEX OF STUDENT	FACULTY UNDER 35		FACULTY 35-49		FACULTY 50 AND OLDER	
		M	SD	M	SD	M	SD
23	M	4.73	1.45	5.15	1.55	5.38	1.29
	F	4.75	1.48	5.32	1.51	5.35	1.32
24	M	6.07	1.44	6.05	1.40	5.61	1.50
	F	6.13	1.29	6.05	1.37	5.60	1.54
25	M	4.68	1.43	4.38	1.31	4.68	1.25
	F	4.69	1.52	4.29	1.39	4.69	1.29
26	M	3.30	1.58	3.19	1.54	3.26	1.64
	F	--	--	--	--	--	--
27	M	4.89	1.44	4.95	1.43	4.96	1.49
	F	4.84	1.62	5.11	1.30	4.98	1.50
28	M	4.31	1.48	4.44	1.54	4.13	1.61
	F	4.41	1.47	4.43	1.53	4.09	1.64
29	M	4.30	1.42	4.60	1.51	5.10	1.38
	F	4.52	1.40	4.50	1.50	5.11	1.44
30	M	4.48	1.29	4.74	1.40	4.62	1.48
	F	4.47	1.34	4.79	1.46	4.59	1.49
31	M	5.51	1.29	5.69	1.29	5.88	0.88
	F	5.81	0.97	5.88	1.17	5.94	0.84

APPENDIX G Continued

ITEM	SEX OF STUDENT	FACULTY UNDER 35		FACULTY 35-49		FACULTY 50 AND OLDER	
		M	SD	M	SD	M	SD
32	M	5.48	1.36	5.12	1.47	5.28	1.25
	F	4.97	1.65	5.00	1.48	5.07	1.45
33	M	2.94	1.62	3.06	1.52	2.90	1.39
	F	--	--	--	--	--	--
34	M	5.89	1.21	5.80	1.39	5.79	1.30
	F	5.97	1.26	5.85	1.38	5.73	1.42
35	M	5.46	1.50	5.69	1.31	5.51	1.41
	F	5.46	1.56	5.64	1.33	5.45	1.47
36	M	3.63	1.62	3.88	1.52	3.18	1.41
	F	3.79	1.66	3.93	1.56	3.24	1.44
37	M	4.49	1.64	4.74	1.56	5.08	1.37
	F	4.69	1.56	4.67	1.57	5.04	1.39
38	M	6.05	1.27	5.85	1.37	6.06	1.32
	F	6.19	1.05	5.87	1.39	6.06	1.38
39	M	4.57	1.56	4.77	1.42	5.19	1.22
	F	4.58	1.48	4.70	1.45	5.19	1.27
40	M	4.18	1.48	4.07	1.38	4.31	1.37
	F	4.21	1.47	4.24	1.36	4.32	1.38

APPENDIX G Continued

ITEM	SEX OF STUDENT	FACULTY UNDER 35		FACULTY 35-49		FACULTY 50 AND OLDER	
		M	SD	M	SD	M	SD
41	M	3.24	1.64	3.67	1.61	4.02	1.69
	F	--	--	--	--	--	--
42	M	6.00	1.17	5.88	1.13	6.17	0.76
	F	6.10	1.07	5.95	1.12	6.12	0.88
43	M	--	--	--	--	--	--
	F	2.69	1.49	2.68	1.44	3.00	1.65
44	M	4.72	0.99	4.88	1.26	5.08	1.23
	F	4.86	1.08	4.98	1.23	5.08	1.31
45	M	3.66	1.57	3.70	1.56	3.62	1.52
	F	3.64	1.57	3.89	1.73	3.60	1.59
46	M	6.66	0.95	6.48	1.33	6.47	1.01
	F	6.64	0.93	6.41	1.38	6.50	0.99
47	M	4.95	1.42	4.75	1.57	4.61	1.39
	F	4.94	1.40	4.75	1.51	4.62	1.43
48	M	5.82	1.79	5.93	1.60	5.91	1.48
	F	5.88	1.70	5.87	1.61	5.94	1.42
49	M	2.15	1.61	2.46	1.43	2.96	1.73
	F	2.13	1.56	2.46	1.43	2.96	1.71

APPENDIX G Continued

ITEM	SEX OF STUDENT	FACULTY UNDER 35		FACULTY 35-49		FACULTY 50 AND OLDER	
		M	SD	M	SD	M	SD
50	M	5.62	1.37	5.53	1.30	4.88	1.35
	F	5.63	1.40	5.48	1.31	4.94	1.33
51	M	6.46	0.81	6.36	0.99	6.02	1.08
	F	6.42	0.91	6.32	1.06	5.96	1.10
52	M	--	--	--	--	--	--
	F	3.06	1.65	3.14	1.53	3.68	1.46
53	M	4.93	1.47	4.93	1.41	5.36	1.30
	F	4.94	1.46	4.92	1.51	5.37	1.29
54	M	4.79	1.48	4.86	1.48	4.37	1.44
	F	4.69	1.59	4.90	1.46	4.52	1.45
55	M	5.23	1.35	5.25	1.25	5.36	1.18
	F	5.11	1.44	5.14	1.36	5.33	1.18
56	M	3.13	1.43	3.04	1.44	3.19	1.55
	F	3.08	1.37	3.11	1.43	3.21	1.59
57	M	2.89	1.33	3.20	1.31	3.41	1.31
	F	2.94	1.37	3.23	1.43	3.36	1.31

APPENDIX H

APPENDIX H

MEANS AND STANDARD DEVIATIONS FOR FACULTY MARITAL STATUS

ITEM	SEX OF STUDENT	SINGLE		MARRIED		WIDOWED	
		M	SD	M	SD	M	SD
15	M	5.55	1.31	5.65	1.28	5.33	2.08
	F	5.76	1.33	5.85	1.13	5.67	2.31
16	M	5.70	1.20	6.04	1.01	6.33	0.58
	F	5.70	1.20	5.97	1.13	6.33	0.58
17	M	3.70	1.62	3.63	1.70	4.33	1.15
	F	3.59	1.74	3.53	1.77	4.67	1.53
18	M	--	--	--	--	--	--
	F	4.07	1.65	3.63	1.59	3.00	1.73
19	M	5.49	1.55	5.78	1.42	6.67	0.58
	F	5.42	1.58	5.88	1.30	6.67	0.58
20	M	4.73	1.28	4.62	1.32	4.00	1.00
	F	4.67	1.25	4.50	1.45	2.67	1.15
21	M	4.80	1.45	4.67	1.72	5.33	0.58
	F	4.80	1.46	4.69	1.72	5.33	1.53
22	M	4.67	1.57	4.51	1.79	6.00	0.00
	F	4.70	1.57	4.47	1.82	5.67	0.58
23	M	4.86	1.51	5.20	1.42	4.67	2.31
	F	4.85	1.49	5.32	1.41	4.67	2.31

APPENDIX H Continued

ITEM	SEX OF STUDENT	SINGLE		MARRIED		WIDOWED	
		M	SD	M	SD	M	SD
24	M	5.61	1.63	6.14	1.29	6.33	0.58
	F	5.69	1.55	6.13	1.28	6.33	0.58
25	M	4.69	1.18	4.47	1.42	4.33	1.53
	F	4.72	1.28	4.40	1.49	4.00	2.00
26	M	3.22	1.62	3.26	1.54	2.67	2.08
	F	--	--	--	--	--	--
27	M	4.88	1.38	4.98	1.48	4.33	2.08
	F	4.77	1.43	5.15	1.45	4.33	2.08
28	M	3.97	1.52	4.57	1.51	2.67	0.58
	F	4.05	1.54	4.56	1.51	2.67	0.58
29	M	4.68	1.36	4.57	1.56	5.00	1.73
	F	4.64	1.41	4.70	1.52	5.33	2.08
30	M	4.63	1.58	4.60	1.27	4.33	1.53
	F	4.68	1.55	4.58	1.37	4.33	1.53
31	M	5.72	1.10	5.63	1.26	6.00	1.41
	F	5.86	0.89	5.86	1.12	6.00	1.41
32	M	4.96	1.41	5.47	1.33	5.67	1.53
	F	4.83	1.48	5.12	1.55	5.67	1.53

APPENDIX H Continued

ITEM	SEX OF STUDENT	SINGLE		MARRIED		WIDOWED	
		M	SD	M	SD	M	SD
33	M	3.16	1.54	2.90	1.53	2.67	1.15
	F	--	--	--	--	--	--
34	M	5.45	1.51	6.03	1.11	6.67	0.58
	F	5.47	1.54	6.09	1.13	7.00	0.00
35	M	5.13	1.58	5.84	1.20	6.00	1.00
	F	5.19	1.59	5.76	1.29	6.00	1.41
36	M	3.53	1.50	3.67	1.57	4.33	2.08
	F	3.53	1.47	3.81	1.63	4.67	2.31
37	M	4.68	1.54	4.78	1.54	5.67	2.31
	F	4.72	1.48	4.78	1.54	5.67	2.31
38	M	5.65	1.47	6.15	1.20	6.33	0.58
	F	5.73	1.40	6.19	1.19	6.67	0.58
39	M	4.67	1.34	4.94	1.49	4.67	1.53
	F	4.64	1.35	4.90	1.48	4.67	1.53
40	M	4.08	1.48	4.25	1.36	4.00	2.00
	F	4.07	1.45	4.38	1.35	4.00	2.00
41	M	3.53	1.52	3.68	1.74	3.33	2.31
	F	--	--	--	--	--	--

APPENDIX H Continued

ITEM	SEX OF STUDENT	SINGLE		MARRIED		WIDOWED	
		M	SD	M	SD	M	SD
42	M	5.96	1.02	6.00	1.10	6.33	0.58
	F	6.02	0.99	6.04	1.09	6.00	1.00
43	M	--	--	--	--	--	--
	F	2.77	1.56	2.77	1.49	4.00	1.73
44	M	4.86	1.15	4.88	1.20	5.33	0.58
	F	4.86	1.21	5.02	1.20	5.33	0.58
45	M	3.96	1.49	3.46	1.56	4.33	1.15
	F	4.05	1.58	3.51	1.67	4.67	0.58
46	M	6.43	1.13	6.61	1.15	6.33	0.58
	F	6.37	1.18	6.61	1.14	6.33	0.58
47	M	4.69	1.31	4.82	1.58	4.50	2.12
	F	4.75	1.34	4.77	1.53	4.00	1.41
48	M	5.80	1.53	5.89	1.72	6.67	0.58
	F	5.82	1.50	5.88	1.68	6.67	0.58
49	M	2.53	1.64	2.41	1.52	3.67	2.31
	F	2.54	1.56	2.38	1.53	3.67	2.31
50	M	5.29	1.34	5.48	1.37	4.33	1.53
	F	5.32	1.34	5.47	1.38	4.33	1.53

APPENDIX H Continued

ITEM	SEX OF STUDENT	SINGLE		MARRIED		WIDOWED	
		M	SD	M	SD	M	SD
51	M	6.11	1.06	6.41	0.91	6.33	0.58
	F	6.02	1.14	6.40	0.94	6.33	0.58
52	M	--	--	--	--	--	--
	F	3.21	1.58	3.26	1.58	3.33	1.15
53	M	4.97	1.36	5.14	1.41	4.00	2.65
	F	5.00	1.34	5.09	1.49	5.00	2.65
54	M	4.48	1.49	4.87	1.47	4.00	1.00
	F	4.53	1.53	4.88	1.49	4.33	0.58
55	M	4.99	1.27	5.45	1.21	6.00	0.00
	F	4.84	1.35	5.41	1.29	5.67	0.58
56	M	3.25	1.42	3.03	1.47	2.67	2.08
	F	3.30	1.42	3.02	1.46	2.67	2.08
57	M	3.18	1.30	3.12	1.33	4.33	1.53
	F	3.13	1.27	3.17	1.44	4.67	1.53

APPENDIX I

APPENDIX I

MEANS AND STANDARD DEVIATIONS FOR FACULTY TEACHING EXPERIENCE

ITEM	SEX OF STUDENT	LESS THAN 1 YEAR		1-5 YEARS		6-10 YEARS	
		M	SD	M	SD	M	SD
15	M	5.67	1.41	5.52	1.33	5.73	0.99
	F	5.87	1.24	5.70	1.32	6.00	0.94
16	M	5.94	1.17	5.92	1.12	5.86	0.92
	F	6.00	1.22	5.84	1.21	5.73	0.90
17	M	3.70	1.74	3.65	1.68	3.73	1.52
	F	3.46	1.78	3.55	1.79	3.86	1.62
18	M	--	--	--	--	--	--
	F	3.81	1.70	3.64	1.57	4.19	1.58
19	M	5.76	1.60	5.55	1.51	5.78	1.16
	F	5.78	1.52	5.66	1.38	5.69	1.37
20	M	4.61	1.50	4.60	1.20	4.92	1.16
	F	4.51	1.58	4.48	1.32	4.81	1.17
21	M	4.54	1.76	4.75	1.50	5.03	1.62
	F	4.46	1.73	4.82	1.49	5.11	1.68
22	M	4.53	1.67	4.41	1.85	5.11	1.24
	F	4.48	1.70	4.45	1.83	5.05	1.37
23	M	5.00	1.55	5.09	1.46	5.14	1.40
	F	5.03	1.60	5.21	1.41	5.11	1.45

APPENDIX I Continued

ITEM	SEX OF STUDENT	LESS THAN 1 YEAR		1-5 YEARS		6-10 YEARS	
		M	SD	M	SD	M	SD
24	M	6.23	1.33	5.95	1.35	5.42	1.75
	F	6.28	1.16	5.95	1.33	5.39	1.81
25	M	4.52	1.50	4.43	1.27	4.94	1.11
	F	4.51	1.60	4.37	1.37	4.91	1.09
26	M	3.04	1.67	3.35	1.50	3.29	1.72
	F	--	--	--	--	--	--
27	M	4.86	1.60	4.95	1.38	5.05	1.37
	F	4.90	1.66	5.02	1.35	5.11	1.39
28	M	4.47	1.69	4.29	1.36	4.05	1.67
	F	4.54	1.63	4.28	1.37	4.00	1.73
29	M	4.50	1.55	4.64	1.38	4.76	1.61
	F	4.83	1.49	4.56	1.40	4.76	1.62
30	M	4.77	1.46	4.48	1.26	4.76	1.57
	F	4.84	1.46	4.48	1.33	4.65	1.62
31	M	5.69	1.26	5.60	1.24	5.86	0.99
	F	5.99	0.96	5.74	1.13	5.97	0.88
32	M	5.45	1.47	5.20	1.37	5.08	1.21
	F	5.14	1.59	4.96	1.53	4.81	1.33

APPENDIX I Continued

ITEM	SEX OF STUDENT	LESS THAN 1 YEAR		1-5 YEARS		6-10 YEARS	
		M	SD	M	SD	M	SD
33	M	3.01	1.70	3.09	1.49	2.62	1.21
	F	--	--	--	--	--	--
34	M	5.83	1.44	5.79	1.29	5.92	1.11
	F	6.01	1.37	5.72	1.37	5.89	1.24
35	M	5.75	1.39	5.53	1.40	5.35	1.38
	F	5.78	1.41	5.45	1.43	5.27	1.47
36	M	3.75	1.66	3.70	1.52	3.26	1.34
	F	3.97	1.68	3.68	1.57	3.34	1.33
37	M	4.63	1.68	4.71	1.58	5.11	1.12
	F	4.80	1.59	4.67	1.59	5.03	1.16
38	M	6.05	1.25	5.92	1.42	5.89	1.22
	F	6.25	0.91	5.90	1.48	5.86	1.32
39	M	4.71	1.59	4.85	1.37	4.97	1.32
	F	4.71	1.48	4.79	1.41	4.97	1.40
40	M	4.19	1.41	4.13	1.43	4.24	1.34
	F	4.31	1.35	4.21	1.44	4.24	1.38
41	M	3.10	1.54	3.87	1.65	3.88	1.72
	F	--	--	--	--	--	--

APPENDIX I Continued

ITEM	SEX OF STUDENT	LESS THAN 1 YEAR		1-5 YEARS		6-10 YEARS	
		M	SD	M	SD	M	SD
42	M	6.20	1.03	5.84	1.15	6.03	0.80
	F	6.32	0.85	5.85	1.18	6.00	0.88
43	M	--	--	--	--	--	--
	F	2.55	1.51	2.83	1.48	3.11	1.64
44	M	4.83	1.00	4.94	1.28	4.86	1.20
	F	5.03	1.12	4.95	1.25	4.92	1.27
45	M	3.39	1.67	3.84	1.52	3.78	1.38
	F	3.39	1.70	3.98	1.62	3.84	1.52
46	M	6.61	1.12	6.48	1.24	6.54	0.87
	F	6.61	1.09	6.41	1.30	6.57	0.83
47	M	4.86	1.28	4.73	1.66	4.66	1.30
	F	4.88	1.25	4.66	1.63	4.80	1.32
48	M	5.73	1.90	4.90	1.57	6.03	1.34
	F	5.79	1.82	5.89	1.53	6.00	1.35
49	M	2.14	1.59	2.56	1.50	2.83	1.66
	F	2.19	1.59	2.50	1.44	2.89	1.70
50	M	5.59	1.43	5.32	1.35	5.20	1.26
	F	5.61	1.46	5.32	1.33	5.14	1.26

APPENDIX I Continued

ITEM	SEX OF STUDENT	LESS THAN 1 YEAR		1-5 YEARS		6-10 YEARS	
		M	SD	M	SD	M	SD
51	M	6.47	0.98	6.29	0.95	6.03	1.01
	F	6.41	1.09	6.27	0.97	5.95	1.05
52	M	--	--	--	--	--	--
	F	2.84	1.58	3.36	1.47	3.74	1.63
53	M	4.95	1.45	4.98	1.43	5.38	1.26
	F	5.06	1.43	4.95	1.50	5.27	1.30
54	M	4.88	1.60	4.77	1.34	4.31	1.49
	F	4.88	1.67	4.76	1.34	4.46	1.52
55	M	5.28	1.30	5.28	1.28	5.22	1.13
	F	5.29	1.34	5.09	1.40	5.19	1.15
56	M	2.88	1.39	3.19	1.53	3.28	1.37
	F	2.80	1.32	3.28	1.50	3.31	1.45
57	M	2.97	1.40	3.13	1.25	3.50	1.32
	F	3.03	1.43	3.15	1.37	3.44	1.30

APPENDIX J

APPENDIX J

SAMPLE FACULTY COMMENTS FROM OPEN-ENDED
ITEMS OF FACULTY QUESTIONNAIRE ON ADULT STUDENTS

I have frequently been approached by adult students who discuss their fears about trying to handle a 40 hour work week and doing their best scholastically. Many seem to worry about their level of performance and are keenly aware of the desire to succeed in their courses. These people are putting out money and time in the hope that their own careers will improve as a result of their educational experience. I think they need to discuss their aims and fears with a professional who can advise them as to how to achieve their goals.

Upon re-admission, these students should be invited to a workshop designed for them which would be offered each semester. It could cover the dual role of student-life and adult-life commitments; specialized study problems; interacting with younger students and faculty. Departmental Chairmen and Deans might meet to determine how the adult student may be incorporated into their programs. They might also explore how the adult's past life experiences may be tapped to broaden their respective programs (internships, independent study, etc.).

A significant number of adult students I have taught, mostly at the campus enrolling more adult students, do not have a realistic understanding of their academic abilities. I am surprised by the number of students, often coming back to school after an absence, who have difficulty reading and expressing themselves well. Writing skills, particularly with evening students are very weak. I should point out that some of my "adult" students have been some of the best students I've taught at the University.

I find them much more interesting because of their ability to speak out of greater experience and to appreciate and deal with matters of judgment, not just facts.

The most discouraging factor vis-a-vis faculty and older students is the apathy of much of the faculty. Older students receive little encouragement or aid from faculty. Part of this is due to the fact that graduate teaching is considered an extra burden, financially not rewarding and draining of energy and time. Hence, there is little in the older student.

I have found the following characteristics to be somewhat common, though certainly not universal. 1) They (adult undergraduates) feel returning to school to be a difficult and unpleasant task which is necessary to achieve some further goal. 2) Although they begin with some apprehension about how they will be accepted by younger students,

APPENDIX J Continued

they are almost always quickly and pleasantly surprised in this regard.
 3) They often find studying quite difficult after a long abstinence.
 4) They often find college difficult to reconcile with other family and professional obligations.

In my experience, adult students can usually be placed in one of three categories:

1. After a degree - in the shortest possible time with the least amount of effort - usually working full time or with heavy family responsibilities.
2. Seeking personal fulfillment and truly interested in learning - delightful students!
3. From a disadvantaged background seeking to change socio-economic position, usually poorly prepared for academic life. Some overlap with category 1.

They seem to be very grade-conscious. They are confused because they are simultaneously insecure about their ability to compete while also unable to understand low marks. This puts the instructor in an awkward position.

Most adult students I have taught have been quite serious in their studies as well as in their attitudes toward education. Most are striving for self-improvement as well as for improvement of their earning potential. They tend to be less idealistic, more questioning and more set in their own convictions. They tend to ask questions in class that flow from their own life experiences. Only one or two seem genuinely threatened by younger students.

I am an adult student. Went to college at age 25 with children aged 5, 4 and 16 months. I attended 4 schools to receive my Bachelor's degree as we are a military family. I felt some schools were supportive, some neutral, some expected the adult woman with children to fail.

I believe returning undergraduate adults to be very different from adult graduate students. Some of the undergraduate men seem to be marking time while their wives work (or they are on G.I. bills). They don't seem too scholarly. Some are frequently absent. The women work harder; some emphasis is obviously on personal improvement.

I must admit that my responses were colored mainly by a "remembrance of things past" as I recalled my highly rewarding semesters of Saturday classes composed almost entirely of adult

APPENDIX J Continued

students. Here was teacher's heaven in dealing with students who were highly motivated, eager to improve, considerate of one another's needs, deeply appreciative and cooperative. Because invariably enrolled were husbands, wives, fathers, mothers, nursing supervisors, private secretaries, business executives, salesmen, clerks, receptionists, etc., our encounters were of the rich kind.

I think the only hope of the University of survival is to make attractive our offerings for students 25-90. I feel strongly that additional opportunities should be granted to them in addition to what we already provide, specifically: non-credit courses which may result later in courses for credit; reduced tuition for senior citizens; and most important of all, availability of faculty to students. 1) Geographically: we must go where the students are, especially for the older students -- any hall, church, basement of a high school in the city or suburbs should be used. 2) Unselfish dedication: I believe the faculty should be made aware of obligations and duties to these older students that may result in some sacrifice for faculty members -- time, transportation. We must demonstrate that we belong to a dedicated profession.

APPROVAL SHEET

The dissertation submitted by Joan M. Steinbrecher has been read and approved by the following Committee:

Dr. Gloria J. Lewis, Director
Associate Professor, Guidance and Counseling, Loyola

Dr. Jeanne M. Foley
Professor and Chairman, Psychology, Loyola

Dr. Jack A. Kavanagh
Assistant Professor and Chairman
Foundations of Education, Loyola

Dr. James W. Russell
Associate Professor, Guidance and Counseling, Loyola

Dr. Judith J. Mayo
Assistant Professor, Guidance and Counseling, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

April 14, 1980
Date

Gloria J. Lewis
Director's Signature