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Since, with changing marriage and career patterns, women have been re-examining their educational possibilities, this study considered: (1) whether women in small towns had motives different from those in large cities, (2) if motives differed with age, (3) how levels of aspiration differed, and (4) how vocational plans varied according to occupational choice and full- or part-time employment. Questionnaires were sent to selected women over 22 years old at two small-town and two metropolitan colleges. The replies showed: (1) motives were the same in large or small towns, (2) motives did differ according to age, (3) most women aspired to a bachelor's degree, (4) of the small-town women, 64% wanted to teach, while only 19% of the metropolitan women were interested in teaching, 19% in business or secretarial courses, and the rest in miscellaneous fields, and (5) 64% from small towns and 75% from larger cities planned on full-time employment. The study includes comments by the respondents on their difficulties in resuming their education, their perceptions of the junior college, and their personal feelings. Further research is recommended on (1) orientation of part-time students, (2) a flexible attendance program, (3) flexible scheduling for part-time students, (4) better counseling for part-time students, (5) financial aid for part-time students, and (6) experimental methods and materials for adult students. (HH)

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JUNIOR COLLEGE: AN ATTRACTION TO WOMEN

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During the past few years plans, centers, and divisions for continuing or sustained education have been developed all over the country. Some of the plans have been executed to aid women who wanted to continue their education and/or seek employment. Women are more likely than men to surrender their creativity, and to become less than their potentialities (Torrance, 1965). Changing marriage and career patterns among women require a second look at their creative potentialities.

The purpose of this study was to determine motivations of women who are attending public junior colleges in Missouri. The motivations considered as determining factors for enrolling were: (1) low cost, (2) live at home, (3) size of institution, (4) small classes and/or quality of teaching, (5) friends attending, (6) taking courses for personal satisfaction, (7) to learn specific skills or to up-date skills, (8) change of goals, and (9) counseling service for continuing education.

Robbins (1960) noted that many women students were enrolled in day and extended day curricula of the public

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junior colleges of California. The vital second look is reiterated in her statement: "Women are going to be homemakers and citizens as well as wage earners, and they must have more than skills for a job if they are to perform successfully as leaders in the home, the community, and the nation." With regard to the availability of community college programs to meet the needs of women who are motivated to begin or return to college Schwartz (1967) found that evening divisions in selected community colleges were established primarily to satisfy community needs and demands. Programs developed within evening divisions of these community colleges do not represent a study of problems of continuing education of adults. Programs were for the most part, a repetitious offering of the day program. Morton (1966) noted that community services include a program of continuing education, seminars, workshops, and other activities of a cultural, economic, and educational nature.

To learn the interests of local women, "Women's Day at the Community College" was sponsored by Orange County Community College in New York. A series of workshops were planned for the day, believing them to be the channels through which unmet needs could be expressed by the 140 respondents. As a result Novak (1966) reported the planning commission recommended that the college administration authorize the Evening-Extension Division to undertake a

continuing program of non-credit courses for women.

The Career Horizons workshop for women who are interested in entering or re-entering the job market is offered as a part of the adult education program at Portland Community College. The course outline is tentative, varying each term depending upon the needs and interests of the particular group enrolled. Here women may evaluate their experience, abilities, and interests in relation to existing or potential employment opportunities.

It should be noted that there is cooperation among groups with regard to programs. As reported by Hall (1966) the State Commerce Woman's Program in the State of New York is cooperating with the State University in assisting five two-year colleges to develop vocational information centers and other projects.

Four year institutions have taken the lead in developing continuing education programs for women. Recently the Occupational Education Bulletin suggested "Developing New Horizons for Women," the program at George Washington University, as a model for junior colleges that are interested in developing a continuing education program for women. The junior colleges that accept the challenge may find the spirit of the program to be as Scates (1966) stated:

Momentum for the movement has been generated by the women themselves by the real, if not strikingly obvious, need they feel. There is no climate of compulsion pressuring women into the classroom. No one concerned with continuing education would have it so. But the development of human resources and the fulfillment of human potentials are all encompassing human rights. Many of us are concerned that women as much as men, or children for that matter shall have no educational ceiling clamped over their abilities and aspirations.

Questions

The focus of this study was upon the reasons why women selected the junior college in order to begin or continue their education. Questions given consideration include the following:

1. Do women living in a small town have different motivations for enrolling in a junior college than those living in an urban area?
2. Is there a difference in motivational factors according to the age of the women?
3. To what educational level do these two groups aspire?
4. What are the vocational plans of the two groups with regard to occupational area of interest and full or part-time employment?

Procedures

In January, 1967 a questionnaire designed to secure answers to the above questions was mailed to 187 women over 22 years of age who were attending a public junior college

in Missouri. The colleges selected for the study included two located in a small town setting (under 10,000) and two in metropolitan areas. The questionnaire was sent to all women over 22 years of age who were enrolled in the small town colleges. A sample of students was selected from each of the two urban colleges. This was done by taking the names of women over 22 years of age on randomly selected pages of the list of women students at one urban college, and an all student list at the other urban college.

Results

From the 187 questionnaires mailed, 111 (59%) were received. Of the 136 sent to students in the urban areas 72 (52%) were returned. Fifty-one questionnaires were sent to students enrolled in the small town colleges and 39 (76%) responded. More specifically 92 questionnaires were sent to one urban college and 48 (52%) were returned. Of the 44 sent to students at the other urban college 24 (55%) were returned. A larger percent of the students attending the small town colleges responded. It should be noted that these two colleges have smaller enrollments than the urban colleges, so the number of women who are older than the usual college-age student was smaller. Of the 22 questionnaires sent to students of one small town college 20 (91%) were returned. Nineteen (66%) of the 29 at the other small town college responded.

Rank order of motivations. Table 1 indicates that motivations for enrolling in a junior college are similar for women students, even though their area of residence is different.

Insert Table 1 About Here

Motivations according to age groups. Although the number of respondents in the older groups was small, a difference is indicated in the motivational factors between the younger and older women students.

Insert Table 2 About Here

Educational aspirations. The majority of those responding indicated that they would like to complete the bachelor's degree.

Insert Table 3 About Here

Major occupational areas. Of the women in the small town group, 25 (64%) said they were interested in teaching. The fields of future employment were more varied for the urban group. Fourteen (19%) indicate an interest in teaching, and the same number in business/secretarial. It should be noted that 17 (24%) did not respond. Miscellaneous includes fields

marked by one or two persons from either group. They are motel and restaurant management, home economics, fashion design, speech therapy, law enforcement, and drafting.

Insert Table 4 About Here

Vocational aspirations. The results summarized in Table 5, reflect the extent to which the respondents are planning toward full-time employment.

Insert Table 5 About Here

Analysis of Written Comments

Those filling out the questionnaires were asked to note any major difficulties they had encountered as a student, and to write any comments they cared to make. A variety of difficulties were noted, and many made comments. Comments varied in length from a few words to several lines. More important is the fact that people took the time to write comments.

Outline of difficulties. There were 79 (63%) respondents who noted difficulties they had encountered as students. Common areas of difficulty were: (1) adjustments necessary in order to continue education (44%), (2) scheduling (26%), (3) financial assistance (16%), (4) faculty (9%), and

(5) miscellaneous (5%). The following is an outline of topics in descending order within each category with those mentioned most frequently stated first.

1. Adjustments necessary in order to continue education
 - a. adjusting family life for studying
 - b. learning study habits again
 - c. improving study habits
 - d. working full-time and going to school
 - e. the necessity to work full-time, and attend school only part-time
 - f. finding a place to study on campus
 - g. organizing time
2. Scheduling
 - a. course offerings in some fields limited in the evening
 - b. more sections and courses open in the evening
 - c. more courses offered in branch schools
 - d. required courses at more suitable hours
 - e. registration
3. Financial assistance
 - a. financial aid available for part-time students
 - b. facilities for child care on campus
 - c. financial aid needed, because of child care costs
4. Faculty
 - a. more stimulating instructors, who are interested in their subject area
5. Miscellaneous
 - a. transportation
 - b. parking at night
 - c. availability of counseling
 - d. transfer of courses

Outline of Comments. Written comments were made by 57 (51%) of the respondents to the questionnaire. The range of comments were within the areas: perceptions of the junior college (55%), personal reflections (40%), and miscellaneous (6%). The following outline presents composite statements concerning each area in descending order of frequency mentioned.

1. Perceptions of the junior college

- a. fine institution for learning
- b. provides an opportunity to continue education to students who would not have been able to do so
- c. faculty and staff seem interested in students as individuals
- d. junior college the best thing that has happened to education
- e. found instructors to be understanding of problems of married students
- f. appreciation of opportunity for education, because of tax dollars spent on junior colleges

2. Personal reflections

- a. because of part-time attendance taking courses of a particular interest in a specific area
- b. the experience is rewarding and challenging
- c. continuing education is advantageous in rearing own children

3. Miscellaneous

- a. faculty and staff not interested in helping students
- b. more offerings in the summer session
- c. general courses in mathematics and science for non-majors
- d. more concern in the counseling area for students returning to higher education
- e. appreciation of interest in junior college students as shown by this questionnaire

Summary

This research was a study of motivations, aspirations, and difficulties of women over the age of 22 who have enrolled in selected public junior colleges in Missouri. Women students from two small town colleges and two urban colleges were sent questionnaires. The major finding was that there is little difference in the motivational factors that influence the small town and urban women students to attend the junior college. With regard to age of the students there were some differences in motivational factors between the groups of younger and older women. The educational aspiration of the majority of small town and urban women students is the bachelor's degree. The employment plans for each group are similar in that the majority are planning for full-time employment. The occupational area holding the greatest interest for the small town respondents was teaching. The occupational interests of the urban group were more varied with the majority interested in teaching and business/secretarial. Difficulties encountered and comments written were not separated, because there was consensus between the small town and urban groups. Difficulties centered around adjustment, scheduling, finances, and the faculty. Comments regarded perceptions of the junior college and personal reflections.

Conclusions

As stated by Sheldon and Hembrough (1964) the trend seems to be that marriage and a career are possible in our society as well as marriage and education for women. A large number of women are taking advantage of the opportunity to continue education at a public junior college. Even more significant, as indicated by this study, is the number who mentioned in their comments that they are employed full-time while doing it. In addition some of these women have children at home. Also, a large group of self-supporting young single women were found to be part-time students at the public junior college. Continuing education is as complex for the married student as it is for the single student.

Although the study was a consideration of women students, it is obvious that many of the motivations, aspirations, and problems would be similar for male students as well.

Implications of this study lead us to question if we are doing all we can at the junior college to provide the services necessary for these students to successfully attain their goals. Further consideration should be given to (1) orientation of part-time students, (2) a flexible program, with the opportunity to change attendance patterns from one semester to the next as conditions change, (3) advantageous scheduling of courses and sections to meet the needs of

part-time students, (4) providing part-time students with more information about the counseling service, (5) financial aid for part-time students who need it, and (6) experimentation with teaching methods and materials that would be most suitable to adult learning.

Serving the needs of the people is a goal of the junior college (Thornton, 1966). Results of this study suggest that more attention should be given to determining the needs of the adult population with regard to beginning, continuing, or up-dating their education. After community needs have been determined, there is no limit to the variety of programs that can be planned and implemented.

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TABLE 1

RANK ORDER RESPONSES TO MOTIVATIONS FOR WOMEN
ENROLLING IN A PUBLIC JUNIOR COLLEGE
IN MISSOURI

<u>Motivations for Enrolling</u>	Small Town Choices (Under 10,000) N 39			Urban Choices (Metropolitan) N 72		
	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>
Low cost	6 15%	11 28%	9 23%	33 46%	14 19%	15 21%
Live at home	15 38%	14 36%	4 10%	4 5%	20 28%	13 18%
Size of institution	0	1 3%	3 7%	0	2 3%	5 7%
Small classes and/or quality of teaching	0	2 5%	4 10%	3 4%	11 15%	7 10%
Friends attending	0	0	0	0	0	2 3%
Taking courses for personal satisfaction	7 18%	2 5%	6 15%	12 17%	8 11%	10 14%
To learn specific skills or to up-date skills	8 21%	5 13%	4 10%	16 22%	10 14%	6 8%
Change of goals	2 5%	4 10%	4 10%	3 4%	1 1%	2 3%
Counseling service for continuing education	1 3%	0	3 7%	1 1%	2 3%	4 6%
Unchecked	0	0	2 5%	0	4 6%	8 11%
Total	39	39	39	72	72	72

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TABLE 2

FIRST AND SECOND PREFERENCE OF WOMEN BY AGE FOR
ENROLLING IN A PUBLIC JUNIOR COLLEGE
IN MISSOURI

<u>Age</u>	<u>Age Group N</u>	<u>Motivations</u>			<u>Learn or Up-date Skills %</u>
		<u>Low Cost %</u>	<u>Live at Home %</u>	<u>Personal Satisfaction %</u>	
22-29	57	42%	39%		
30-39	38	37%	24%		
40-49	14			29%	36%
50	2			100%	

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TABLE 3

EDUCATIONAL ASPIRATIONS OF WOMEN STUDENTS AT
SELECTED PUBLIC JUNIOR COLLEGES

<u>Group</u>	<u>N</u>	<u>Associate in arts</u>	<u>Bachelor's Degree</u>	<u>Unchecked</u>
Small town	39	10 25%	24 62%	5 13%
Urban	72	24 33%	43 60%	5 7%

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TABLE 4

OCCUPATIONAL INTERESTS OF WOMEN STUDENTS AT SELECTED
PUBLIC JUNIOR COLLEGES

<u>Occupational Area</u>	<u>Small Town N 39</u>	<u>Urban N 72</u>
Teaching	25 64%	14 19%
Business/secretarial	3 7%	14 19%
Social work/sociology	2 5%	6 8%
Nursing		6 8%
Dental hygiene	1 3%	4 6%
Medical-technology/librarian		4 6%
Data processing	1 3%	2 5%
Miscellaneous	2 5%	5 7%
Unchecked	5 13%	17 24%

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TABLE 5

VOCATIONAL PLANS OF WOMEN STUDENTS AT SELECTED
PUBLIC JUNIOR COLLEGES

<u>Group</u>	<u>N</u>	<u>Full-time Employment</u>	<u>Part-time Employment</u>	<u>Unchecked</u>
Small town	39	25 64%	10 26%	4 10%
Urban	72	54 75%	12 17%	6 8%