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A survey of University of Richmond Evening School students : their motives, progress after study and the extent of assistance by employers in educational programs

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A SURVEY OF
UNIVERSITY OF RICHMOND EVENING SCHOOL
STUDENTS; THEIR MOTIVES, PROGRESS AFTER STUDY
AND THE EXTENT OF ASSISTANCE BY EMPLOYERS
IN EDUCATIONAL PROGRAMS

By

R. A. Dell

A Thesis
submitted in partial fulfillment
of the requirements for the degree of
Master of Science in Business Administration
The Graduate School
University of Richmond
1961

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PREFACE

The aim of this thesis is to survey a representative group of Evening School students and business firms to gather qualitative data concerning the Evening School and present these data in a quantitative manner.

Research was conducted by questionnaire in order to collect original source data. Replies to questionnaires have been analyzed. Tabulations of data are included throughout the text. A summary follows analyses of replies.

I am indebted to my wife, Marilyn, who has encouraged me through my Evening School Study and has willingly sacrificed time with husband and father.

I am further indebted to the University of Richmond and offer the data herein for their use in promoting Evening School Education.

Robert A. Dell

August, 1961

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A SURVEY OF
UNIVERSITY OF RICHMOND EVENING SCHOOL
STUDENTS; THEIR MOTIVES, PROGRESS AFTER STUDY
AND THE EXTENT OF ASSISTANCE BY EMPLOYERS
IN EDUCATIONAL PROGRAMS

CHAPTER I

INTRODUCTION

Data which characterize students attending the University of Richmond Evening School and the attitudes of business firms in the Richmond metropolitan area toward the School should prove valuable to those attempting to assay the worth of Evening School education.

A decision to attend Evening School by a working person represents the advent of personal sacrifice in terms of time, money, work and interruption of "normal" family relationships. Motivation must be strong and well defined before this decision can be made. The result of such study, in large part, can only be conjecture. Data which indicate results experienced by students who have previously attended Evening School would prove valuable to those attempting to reach a decision to matriculate.

Business firms frequently must choose between supporting the Evening School in some manner or indifference. Like many problems faced by business, data for decision making are difficult to marshal. Is an investment in student tuition profitable? This question, for example, is difficult to answer without supporting data.

The University Evening School is interested in furnishing a service to the business community and in expanding its services along desired lines. In addition, a close harmonious relationship

between business and the University is essential for continued growth. Data which enable the University to project a favorable image and achieve progress are valuable. What are the negatives connected with the program offered? Answers to a question such as this should enable valuable self-appraisal.

Decisions in the areas above are usually based on nebulous information. It is the purpose of this paper to gather qualitative data from business firms and students and attempt to quantify the data to assist in decision making and Evening School promotion.

Actual data are primarily qualitative in nature and represent opinions of students and business. Data of this type cannot be analyzed statistically with great accuracy but should be reviewed to deduce results which can be used to advantage.

CHAPTER II

DESCRIPTION OF SURVEY

Business

Questionnaires were mailed to 100 firms in the Richmond area (See Appendices A and B). An attempt was made to mail the questionnaires in a representative manner. A self-addressed and stamped envelope was enclosed with questionnaires as an inducement to answer.

Replies were received from 53 organizations. Checks were made against the original mailing list on the basis of several factors noted below to detect representativeness.

No significant differences in data were found as a result of differing number of employees. The average number of employees for firms answering questionnaires is 650. This is distorted due to several large employers. The distribution is positively skewed with a median of approximately 130. The mode is 30.

Prejudice because of the strong A.I.B. program was avoided to the extent possible. Of 53 replies, six were from banks. Deletion of their replies from the question on financial assistance, for example, would reduce the per cent providing assistance to the level reported by students. No differences in data were noted in replies of other respondents due to type of product or service. No pattern by industry was noted for addressees failing to answer.

No reference was made to type of employee in the questionnaires, i.e., level in the organization or "blue-collar" versus

"white-collar." Respondents, however, frequently mentioned office workers, salaried employees or supervisory employees when referring to employee-students. It is probable, therefore, that students tend to be "white-collar" workers. Since the University Evening School is business oriented, students, of necessity, must be those interested in administrative or management level work.

Students

A more extensive effort was made to determine the history and circumstances of Evening School Students. Questionnaires were mailed to 100 students from each of five school years; a total of 500. (See Appendices C and D)

The Evening School registration cards, which included all students in each of five years, were sampled. The years 1956 through 1960 were selected to assist in gathering data where time since study may be a factor. As in the case of business firms, self-addressed and stamped envelopes were included as an inducement to answer.

Replies were received from a total of 172 students. Identity of respondents is unknown. Year of attendance was noted on questionnaires before mailing. The data are used to present a composite profile of students in an attempt to assist in defining circumstances surrounding their attendance and their subsequent opinions.

CHAPTER III

REPLIES TO BUSINESS QUESTIONNAIRES

Do You Believe Evening School Education For Your Employees Would Be Of Advantage To Your Firm? Why?

TABLE I

REPLIES

	<u>YES</u>	<u>NO</u>	<u>LIMITED</u>
PER CENT OF FIRMS REPLYING	88%	8%	4%

Replies, both negative and affirmative, when coupled with reasons, should give insight into attitudes held by employers in a position to affect student attendance.

In addition, it is intended to equate the answers with those advanced by students to similar questions and with subsequent business questions. Finally, negative answers should be of particular advantage in developing approaches to overcome reluctance on the part of business to support evening programs.

The positive answers can be categorized as follows:

1. Class work supported by actual work experience is more meaningful and valuable.
2. Demonstrates initiative by employee.
3. Can take courses directly related to job and expand on-the-job training.
4. Develops more effective and responsible employees.
5. Develops leadership.

The validity of these premises should not be accepted or refuted at first glance. They should be recognized as expressions of opinion by people in a position to evaluate job requirements.

In fairness to those answering, it is noted that most respondents premise their opinion by stating the benefits would accrue only if students had the desire and inherent ability to utilize the training. In addition, categories 1, 4, and 5 are based on objective observation of supervision in a position to appraise directly the results of night study on their operations.

The affirmative answers submitted by 88% of those answering are based on first-hand observation and represent an objective appraisal which can be accepted as significant.

The comparison of the answers with those submitted by students will be made in following sections dealing with the student questionnaire.

Negative responses can be categorized as follows:

1. Courses not available.
2. Already possess necessary academic background.
3. No reason given.
4. Not applicable to employees.

Most "no" answers did not give reasons. Other categories were scattered and are not considered significant in view of the small number. It could be reasoned that unanswered questionnaires would tend to represent those not interested but only as conjecture. No insight into reasons for not actively supporting Evening School has emerged as a result of the survey.

Do You Encourage Your Employees To Attend Evening School? How?

TABLE 2

REPLIES

	<u>YES</u>	<u>NO</u>
PER CENT OF FIRMS REPLYING	75%	25%

TABLE 3

REPLIES

	<u>FINANCIAL AID</u>	<u>COUNSELING</u>	<u>MAIL, BULLETIN BOARDS</u>	<u>MISC.</u>
PER CENT OF FIRMS REPLYING	59%	28%	14%	12%

Certainly the primary motivator of Evening School attendance on the part of employees can be management policy. A positive policy which deliberately and systematically fosters extended training and development can be of direct value to the business.

This question was asked to follow up the previous inquiry to determine whether claims for the potential value of education were followed by any such deliberate and systematic attempts to foster attendance.

Replies illustrate that the greater portion of those responding make positive attempts to encourage Evening School attendance. Although not as many encourage participation as profess to believe it valuable, the difference of 13% is not considered significant.

The first part of the question can be summarily answered and possibly is not meaningful. To test sincerity, respondents were asked to define how they encourage. At first glance, it would appear that most companies feel financial assistance, per se, is adequate encouragement. This answer was mentioned by 59% of the companies indicating this was a primary means of encouraging study. Although not mentioned, it is recognized that financial assistance cannot exist in a vacuum. Some communication must be operating to bring prospective students and financial assistance together. This is supported by the fact that the second most frequently mentioned means of encouragement is through counseling. This was noted by 28% of the companies.

The category of Counseling covers a broad spectrum of encouragement. For example, it is incorporated into personnel plans on a systematic basis. Mutual advantages to employers and employees are defined. Where applicable, understanding that study is considered a prerequisite for advancement is reached along with offers of financial assistance. The third ranking method of encouragement is that of posting University bulletins and utilizing company mail to bring educational opportunities to attention of employees. Although difficult to assay, this method is necessarily more remote than that of counseling.

An interesting comment received from two firms stated that Evening School education is used to bolster and develop an employee considered weak in a specific field. This is worthy of note because it represents an attempt to steer an employee into courses

of immediate worth rather than accept a general improvement in performance as a result of study with employees taking the initiative.

It is concluded that, in addition to professing a belief that Evening School Study is valuable for their organizations, respondents are taking positive action to encourage study. Some types of encouragement seem to suffer by comparison. Differences are probably due to conditions peculiar to respective organizations as well as to varying degrees of emphasis.

Do You Refund Any Part of Cost?

TABLE 4
REPLIES

	<u>YES</u>	<u>NO</u>
PER CENT OF RESPONDENTS	85%	15%

This question was designed to be answered simply. The replies should be representative of the extent to which those interested in Evening School education are willing to support it with financial assistance. Table 4 shows the answers of those indicating an interest. The response followed the same trend as that established when employers were asked if they thought Evening School Study would be valuable to their firms and whether they encouraged attendance. A majority replied affirmatively in each event.

To What Extent and Under What Conditions?

TABLE 5

	<u>ALL COSTS PAID</u>	<u>PROPORTION OF COSTS PAID</u>	<u>FIXED AM'T PAID</u>
PER CENT OF THOSE GIVING ASSISTANCE	56%	22%	22%

It was suspected that indication of financial assistance would not, in itself, reveal the extent of aid. Accordingly, in response to the question above, Table 5 shows the breakdown of assistance.

The majority of those answering support students almost without reservation. In these cases, no limit is imposed such as a given amount per semester or year or tuition costs but not books.

The only qualification is that, in most cases, prior approval must be given before agreement of assistance is reached. Prior approval is desired to insure against students taking courses too far afield from their current or potential occupation.

Proportional payments and those classified as fixed amount rank equally as seen in Table 5.

Proportional payment is payment of a prearranged portion of anticipated costs.

Payments categorized for purposes of this report as fixed amount are those which are limited to a specified amount regardless of total expenses incurred. In some cases, fixed amount payments can actually be tantamount to whole payment when the fixed amount exceeds the expense incurred. In most instances, however, the cost exceeds the fixed allowance. For this reason, all fixed amount schemes are included in the category.

Another common type classified as a fixed amount is one in which the payment depends upon the grade received. For example:

- A = 100% payment
- B = 90%
- C = 50%
- <C = nothing

No replies indicated reasons for selection of a particular scheme. The first and second categories appear to be manifestations of relative desires to support attendance. The last example of the fixed amount category--payment dependent upon grades--introduces an incentive element with which students can be spurred on to optimum achievement.

It is of interest to note the conditions under which financial assistance is offered.

As previously mentioned, prior agreement is required but there are reasons other than to insure relevancy of courses. These reasons are to determine the degree of relationship to the job and probable value to the organization. In this case, relationship to the job is intended to promote specific job improvement as opposed to insuring general courses in the field. Another condition mentioned is the type of employee. Reference to type of employee was avoided in the questionnaire and any difference between employees as a condition was not defined in the answers.

The most commonly mentioned condition is successful completion of the course or courses studies. The wisdom of this condition seems apparent. It seems the minimum return an organization can expect on its investment.

In conclusion, a significant majority of those organizations believing Evening School education to be of value to their employees offer financial assistance for study. Although the amount of reimbursement varies (smallest surveyed was 10%), the respondents were almost unanimous in imposing conditions of prior approval and successful completion of classwork.

Aside From Cost, Is Other Aid Offered Students?

TABLE 6
REPLIES

	<u>NONE</u>	<u>TIME OFF</u>	<u>SECRETARIAL</u>	<u>MISC.</u>
PER CENT OF THOSE OFFERING FINANCIAL AID	50%	20%	15%	15%

An employer who allows students time off to attend classes or makes facilities available for submitting typed or reproduced school work is making additional concessions. This question was asked to determine the extent of such assistance. Data submitted are shown in Table 6.

It appears that forms of assistance beyond direct financial aid and counseling begin to taper off as evidenced by the results shown.

The replies stating that no such assistance is given were emphatic. On the other hand, the demise of direct assistance forms, although significant, does not disguise the fact that approximately one-half those replying indicated continued assistance is offered.

Secretarial assistance, according to examples mentioned in replies, consists primarily of typing. Time off is more varied. The category includes time off from regularly scheduled hours to attend classes as well as time allowances during regularly scheduled work hours for study. The latter seemed quite liberal but was identified in only several instances as being associated with trainees. Such allowances for trainees seem more plausible.

The classification of miscellaneous was necessary to include those examples where assistance is given but is qualified according to such criteria as level in the organization, direct value of courses to the firm and whether help was available when specifically needed.

No significant types of assistance, however, appeared in response to this question other than those anticipated. The most significant trend being no assistance of this nature, it is concluded that assistance essentially ends with financial aid and direct encouragement.

Do You Feel Your Company Training Programs Are Independent of
Need For Evening School Programs?

TABLE 7

REPLIES

	<u>YES</u>	<u>NO</u>
PER CENT OF FIRMS REPLYING	35%	65%

The primary reason for including this question was to serve as a comparison with data plotted in Table 1 (Do You Believe Evening School Education For Your Employees Would Be of Advantage _____?). It would appear reasonable to expect the answers to move in opposite directions. Training programs here are thought of as programs by which an individual employee or group of employees is systematically developed for advancement. If a company has such a program and believes Evening School study of value, the means of development seem compatible and training programs are not likely to be independent.

The answer to the previous question, it will be recalled, was "yes" in 88% of the replies. The replies to the query concerning training programs, as seen in Table 7, were predominantly "no." Although not as sharply defined, a definite feeling of interdependence seems to exist.

Actually, those answering "yes" and "no" in most instances cite the same reason. This apparent paradox can be resolved upon analysis of the replies. Those answering "yes" did so because they feel Evening School courses are not tailored for their specific operations and, therefore, company training programs axiomatically are independent of need for Evening School programs. Many of those answering "no" cite the same evaluation of company programs but, because of

their programs being peculiar to specific needs, feel Evening School programs are vitally needed for broader training. Others answering "no" utilize Evening School courses as an integral part of their training programs.

The general impression received is that most companies consider Evening School education to be a valuable adjunct to practical experience. Where company programs exist, Evening School training satisfies training of a broader nature. Where such programs do not exist, Evening School education is viewed as desirable to satisfy more immediate training requirements.

CHAPTER IV

STUDENT BACKGROUND

Knowledge of student backgrounds should prove helpful to those seeking a better understanding of student motivation and objectives. Highlights of student backgrounds are illustrated in Table 8, a tabulation of previous college training and type of employment, and Table 9, the age distribution of students in attendance from 1956 through spring 1961.

The high percentage of students with previous college work (71%) including degrees (29%) coupled with the age distribution (median 29.3, calculated mode 22) indicates a highly selective and relatively mature student whose opinions can be accepted with reliability.

TABLE 8
STUDENT BACKGROUND

YEAR	<u>PREVIOUS COLLEGE</u>			<u>EMPLOYED</u>			
	<u>YES</u>	<u>DEGREE</u>	<u>NO</u>	<u>SELF</u>	<u>STUDENT</u>	<u>MILITARY & UNEMPLOYED</u>	<u>OTHER</u>
1956-1957	75%	32%	25%	3%	10%	--	87%
1957-1958	70%	44%	30%	1%	8%	3%	88%
1958-1959	73%	41%	27%	5%	8%	1%	86%
1959-1960	73%	42%	27%	2%	2%	3%	93%
1960-1961	66%	37%	34%	1%	3%	4%	92%
TOTAL	71%	28%	29%	3%	6%	2%	89%
		39%*					

* EXPRESSED AS PER CENT OF THOSE HAVING PREVIOUS COLLEGE.

TABLE 9
AGE DISTRIBUTION - EVENING SCHOOL
STUDENTS 1956-61

<u>AGE GROUP - YEARS</u>	<u>NO. 1 AGE GROUP</u>
18 < 22	57
22 < 26	123
26 < 30	121
30 < 34	116
34 < 38	52
38 < 42	48
42 < 46	11
46 < 50	15
50 < 54	7
54 < 58	5
58 < 62	3
62 < 66	1

MODE = 22 YEARS

MEDIAN = 29.3 YEARS

MEAN = 29.6 YEARS

CHAPTER V

REPLIES TO STUDENT QUESTIONNAIRES

Did You Receive Financial Assistance From Employer? Extent of Assistance.

TABLE 10

REPLIES - PER CENT OF EMPLOYED STUDENTS

<u>YEAR</u>	<u>YES</u>	<u>NO</u>
1956-57	58%	42%
1957-58	67%	33%
1958-59	62%	38%
1959-60	55%	45%
1960-61	<u>57%</u>	<u>43%</u>
AVERAGE	59%	41%

As in the question asked of business organizations, the intent here was to determine the extent to which students receive financial assistance. Table 10 illustrates the response by year surveyed and total for the past five years. Although fairly consistent from year to year, with a range from 55% to 67%, the average of 59% falls far short of the 85% indicated by business firms. There are no compelling reasons for the replies of "yes" to be equivalent. Obviously, financial assistance is not the sole criterion for attendance by students. It is possible that financial assistance is actually subordinate to other motivating forces. A possibility that exists also is that replies from organizations were prejudiced in that those not interested in Evening School or not offering assistance would be less likely to reply to the questionnaire.

It is concluded that in view of the high affirmative response submitted by both organizations and students, financial assistance is received from employers by most Evening School students. The discrepancy between business and students reporting financial aid is heartening. It demonstrates that properly motivated students attend without assistance.

Extent of Assistance.

TABLE 11

REPLIES - PER CENT OF STUDENTS RECEIVING AID

<u>YEAR</u>	<u>ALL COSTS PAID</u>	<u>PROPORTION OF COSTS PAID</u>	<u>FIXED AMOUNT PAID</u>
1956-57	69%	23%	8%
1957-58	86%	14%	-
1958-59	63%	37%	-
1959-60	58%	28%	14%
1960-61	<u>62%</u>	<u>24%</u>	<u>14%</u>
AVERAGE	68%	25%	7%

Table 11 shows, by year surveyed and in total, the same breakdown by type of assistance shown in Table 5. Except for the type defined as Fixed Amount, there seems to be close agreement between the breakdown submitted by organizations and students. The difference in the Fixed Amount category is probably explainable by the more precise way in which business defined their assistance.

In addition to financial assistance furnished by employers, another source of assistance appeared. Government aid was cited by those eligible for such payments. Such students stated in most instances that employers would otherwise assist.

Fewer conditions were mentioned by students as prerequisites for aid. Those similar to conditions stipulated by organizations were prior approval, passing grades and relevancy of courses to the business.

Did You Advance In Organizations While Studying or Subsequent To Study?

TABLE 12
REPLIES - PER CENT OF EMPLOYED STUDENTS

<u>YEAR</u>	<u>YES</u>	<u>NO</u>
1956-57	88%	12%
1957-58	85%	15%
1958-59	78%	22%
1959-60	61%	39%
1960-61	<u>50%</u>	<u>50%</u>
AVERAGE	71%	29%

Data relating to careers of students subsequent to studying in Evening School should be valuable in establishing the worth of such study to students and employers. In response to the question above, the majority of employed students replying indicate they have advanced in their organization since studying. Table 12 compares the five school years sampled and includes the average for five years.

The number of affirmative answers increases as the sampled groups are further removed in time from present. With time introduced as a factor, advancement in organizations can be expected to increase due to experience and development of potential.

Other factors can be expected to contribute to the high proportion of students advancing. First, earlier information about students disclosed that most Evening School students have previous college training. Their rate of advancement may normally be at a higher level. Second, the tremendous increase in white-collar jobs brought about by the natural evolution of today's work force

has created opportunities for those equipped by skill and training to assume more challenging jobs.

It is difficult to measure the proportion of advancement against a norm to determine if Evening School students exceed anticipated movement. Most students are in white-collar jobs where faster-than-normal advancement can be expected. Fortune magazine⁽¹⁾ recently traced the changes in the American labor force from 1900 and projected changes through 1970. The change in proportions of farm workers, blue-collar workers, and white-collar workers has been significant and portends continued expansion in white-collar jobs. In 1900, the labor force formed a triangle with the largest proportion the base. Farmers and farm workers formed the base under blue-collar workers and, finally, white-collar workers. By 1957, the triangle had become a diamond shape with blue-collar workers forming a bulge in the middle. Projections for 1970 show the triangle inverted with the largest proportion being white-collar workers. The rate of increase through 1970 approximates 50% versus 71% average advancement rate of students.

White-collar jobs are those defined by the Census Bureau as "managers, officials, and proprietors" or as "professional, technical or kindred workers."

It cannot be claimed with certainty that student advancement exceeds that of non-Evening School workers. The rate of Student advancement, however, does exceed the projected increase in jobs

(1) "The Decade of the Discretionary Dollar," Fortune (New York), June, 1959, page 136.

requiring greater skills, judgment and training. If data from most recent years were excluded from the average, the rate of student advancement would significantly exceed the forecasted increase in white-collar jobs. In addition, Evening School courses are in the fields primarily comprised of white-collar jobs.

Was Your Study A Factor?

TABLE 13

REPLIES - PER CENT OF THOSE ADVANCING

<u>YEAR</u>	<u>YES</u>	<u>NO</u>
1956-57	87%	13%
1957-58	87%	13%
1958-59	57%	43%
1959-60	77%	23%
1960-61	<u>96%</u>	<u>4%</u>
AVERAGE	86%	14%

Table 13 illustrates that those students replying that they advanced subsequent to their study believe Evening School study has been a factor. Here again, there is danger that respondents may be anxious to give a positive reply. Analysis of remarks accompanying the "yes" or "no" replies gives insight into their reasoning, however, and promotes indication of objective reasoning.

First, those answering frequently stated that educational requirements of the jobs they now hold would preclude them from occupying the positions had they not qualified through Evening School courses. Despite experience or with little experience, opportunity for advancement was, otherwise, barred.

Second, the reason given above was offered under slightly different circumstances. Respondents used Evening School education as a vehicle for job upgrading by changing employers subsequent to study. In those cases mentioned, opportunity for the upgrading was not considered possible without the educational qualification secured through Evening School.

Third, the data were tabulated conservatively and exclude self-employed and those studying to meet specific requirements such as Certified Public Accountant. These students, obviously, would benefit from study but have been omitted in order to reach a conservative conclusion.

It is concluded that those students advancing subsequent to Evening School study have done so, in large part, as a result of their study. History of students suggests that benefits accruing to employers, as defined by business on page 5, are conveyed to students and understood by them to be the reason for their advancement.

Has Employer Recognized Study (In Addition to Financial Assistance and Advancement)? How?

The replies of those applicable (excludes self-employed and unemployed) are illustrated below:

TABLE 14
REPLIES

	<u>YES</u>	<u>NO</u>
PER CENT OF REPLIES	75%	25%

It would appear that efforts of organizations to encourage and promote study are appreciated by their employees.

The second part of the question should afford a means of comparison with the replies returned by business when asked how they encourage study. Business replies are discussed on pages 7-9 and are shown in Table 3, page 7.

Many student replies could be categorized by major breakdown but will be discussed in more detail to highlight the ways in which students interpret efforts by management to recognize and encourage their studies.

The most frequently mentioned way is that of vocal encouragement or indicating a favorable awareness that employees are studying at night. The difference between the two is subtle but clearly delineated by student replies.

The second ranking method listed is salary increases, stated by employers to be a direct result of Evening School attendance. This is felt to be significant because it is mentioned apart from job advancement.

Next is mentioned the practice of sending congratulatory letters upon successful completion of courses. Simultaneous with letters to students is a release of publicity through employee publications which gives students public recognition with their co-workers. Letters frequently mention that the academic achievement has been made a part of the employee's personnel record.

Cash awards, shares of stock, and certificates were cited by students as examples of employer recognition with little frequency.

Although not in the same vein as the other responses some employees felt that employers gave tacit recognition by assigning them problems of increased complexity and involving more responsibility.

As examples of extreme recognition, two employees recorded they and their wives were recipients of dinners as guests of their employers.

Taken as a whole, the employees' replies could be grouped similarly to the replies received from organizations and shown in Table 3. Financial aid should be excluded from any such comparison, however, since students were asked to exclude such consideration when queried on recognition.

Those answering "no" were abrupt in their replies and gave no indication of reasons. Only two students went so far as to say their employers discouraged study. One because such study detracted from sales effort and the second because, in his opinion, the employer thought it foolish and resented reference to Evening School participation.

It is concluded that attempts by employers to grant recognition are successfully communicated to employees and interpreted correctly. In addition, the proportion of students answering affirmatively supports the conclusion that business is taking positive action to promote enrollment in Evening School courses.

Do You Feel Your Employer Benefits From Your Study? How?

TABLE 15
REPLIES

	<u>YES</u>	<u>NO</u>
PER CENT OF EMPLOYED STUDENTS	92%	8%

Response of students agrees with that of business.

Table 1 on page 5 represents replies by business when asked if they thought Evening School education for their employees would be of advantage to their firm. Ninety-two per cent replied "yes" and 8% "no." Table 15 portrays answers of students to the above question regarding benefits accruing to employers. Replies were in the same proportion as business answers.

Answers to this question would tend to be positive since students would be prone to think in terms of their added knowledge enhancing their employer's position. The essential part of the answers lies in the examples given to explain how employers benefit. They can be compared with categories supplied by business on page 5. Major categories discussed below are as follows:

1. Better understanding of job and of business operations.
2. Increased efficiency.
3. More responsible work.
4. Added knowledge (diversity).
5. More flexible thinking.
6. Better decision making.
7. Better problem solving.

Many of the reasons are complementary but differ in some respect.

"Better understanding" groups many aspects of increased job and business appreciation. Students feel they better understand constraints that "serving the public" (which can choose or reject a good or service) places on a firm. There is wider appreciation of how an organization performs and its role in the business community. Students recognize problems faced by business, its goals and overall approach to objectives and problem solving. Many stated they gained insight into management's viewpoint.

"Increased efficiency" appears to be a function of better understanding and a sense of identity with the firm.

"More responsible work" includes those claiming to have assumed expanded areas of responsibility. In addition, students lay claim to higher quality output as a result of their study.

"Added knowledge" was indicated to be primarily in the student's specific field. Where courses are allied to existing jobs, it would seem axiomatic that added knowledge would accrue.

"More flexible thinking" appears a most valuable claim. Included in this category are alertness to new approaches and ideas and an awareness of trends and their potential effect on the student's field.

"Better decision making" is somewhat nebulous. If a more logical thought process evolves from courses of study, however, the claim to better decision making takes on more substance. Students support this viewpoint by claiming better judgment due to consideration of causes and effects and long-run consequences of decisions.

"Better problem solving" seems closely allied with better decision making.

Those answering that the employer did not benefit fall into two categories; students planning to upgrade by changing employers and those who have already changed employers subsequent to their study. This does not alter the principle involved. The same preparation for advancement has taken place.

The categories are subjective in nature and make conclusions difficult. Data indicate, however, that both business and students are laudatory in their assessment of benefit and indicate a high evaluation of Evening School study. Students apparently recognize that they will advance as they advance the cause of their employers.

Do You Feel Courses Are Compatible With Your Needs?
If No, Why Not?

TABLE 16

REPLIES - PER CENT OF STUDENTS REPLYING

<u>YEAR</u>	<u>YES</u>	<u>NO</u>	<u>QUALIFIED</u>
1956-57	75%	16%	9%
1957-58	91%	6%	3%
1958-59	71%	6%	23%
1959-60	82%	9%	9%
1960-61	<u>81%</u>	<u>14%</u>	<u>15%</u>
AVERAGE	80%	8%	12%

Student attendance, per se, cannot be construed as evidence that courses meet career or professional needs. For this reason, interpretation of replies was intentionally harsh when defining compatibility in order to gain some measure of adverse comments. Table 16 illustrates that approximately one of five students replying indicated some reservation in regard to compatibility.

Those replies categorized as "yes" were those in which no reservation was indicated. Those classified as "no" are answers in which the reservation was unqualifiedly stated. "Qualified" answers lean toward "yes" but indicate some degree of reservation. This category also furnished the bulk of constructive suggestions.

For analysis, all replies other than "yes" were considered in the same category, recognizing reservations on the part of students as a common denominator.

The most frequently mentioned criticism is that standards of performance are lower than expected and should be raised.

This could be attributed to the mature status and extent of previous college training possessed by students. No single item emerged more insistently. Examples mentioned were course content too basic, rigidity on the part of instructor i.e., followed text word for word with little room for discussion, "stronger" lecturing needed and "standards too low."

Next most frequent is the opinion that a broader curriculum should be presented. These opinions lean primarily toward arts and sciences. Most frequent are suggestions for engineering courses, mathematics and English. This is a perennial problem faced by the Evening School. There is no evidence that students are aware that classes are made available when sufficient demand exists.

The third category involves a desire to make more existing classes available on a night school basis. This objective is probably universal and reflects the growing magnitude of night schooling. Included in these replies are suggestions to offer Evening School courses during summer months to shorten the period required for certificate or degree programs.

The last major category is actually an overlap of the second and third groups. It contains suggestions that more specialized courses be offered and covers a multitude of fields. For example, data processing, seminars with case studies, economics, field trips and marketing were mentioned. It is felt these cases represent instances where especially heavy concentrations in one field are desired and are not typical.

No attempt is made here to equate student criticisms with courses of study available elsewhere in the Richmond area. The complex of facilities available might well satisfy all requirements.

In conclusion, Evening School courses satisfy the needs of most students in attendance. The most significant criticism is that of low standards. This could indicate a common denominator above that normally assumed by the University and faculty. This is a criticism independent of curriculum or availability of degrees and specialized study. Other criticisms reflect individual goals which the Evening School would find difficult to satisfy because of small demand.

Your Purpose In Attending Evening School Is:

Replies to a question such as this could be considered platitudinous. Motivation exists for students, however, or there would be no attendance. The replies, therefore, may be construed as attempts by students to define their motivation.

It is difficult to delineate between motives as expressed by students. Below are attempts to define major themes running through the replies. No significant characteristics were detected by year and replies for all years surveyed have been grouped for analysis.

The major expression of intent is to secure a degree, either undergraduate or graduate. This is the sole item gaining frequency as the class year approaches the present. This is probably due to response from students still in attendance and full-time students who have set these goals.

A large category can be called personal development. Included are a multitude of personal objectives. For example, many students are motivated by a desire to develop skills in meeting people and in conversing with and before groups. Others claim a desire to occupy their time gainfully and constructively. Some are seeking added supervisory skills and a more alert mind. The category primarily includes those who choose to advance their education with no specific end point.

Another category on a par with the previous one is that in which students claim to be specifically preparing for advancement. These students are much more precise in stating their motives.

Objectives have been crystallized and a conscious effort is being made to prepare for specific positions or professions. Unfortunately for those firms providing financial assistance to these students, preparation for advancement does not necessarily represent an intent to advance within the student's present organization. The primary motive pervading these replies is that of upgrading in terms of job or position as a result of study.

A fourth category is that of increasing job or business knowledge. Here the permeating thought appears to be a desire to improve performance in existing jobs by acquiring added knowledge dealing specifically with the job. An often expressed phrase was, "to be of better service to my employer." Included in this group are students expressing the opinion that their study would not lead to advancement because of the nature of their organization but would enable better performance on their part.

Other motives, not considered major, were to update knowledge, to diversify knowledge, to acquire knowledge for assumption of civic duties and because "the organization looks favorably upon study."

Perhaps most motives, in the final analysis, can be considered a desire for economic advancement by students. It is concluded, however, that some students are motivated by reasons other than economic gain.

CHAPTER VI

SUMMARY

Business firms and employee students agree that Evening School study is of mutual value. Each group answered affirmatively with business answering 88% "yes" versus students answering 92% "yes."

Business supports its belief in the value of Evening School attendance by employees. Most organizations support employee study with financial aid. They actively encourage attendance by counseling and intra-company communications. In addition, assistance such as time off and secretarial aid is furnished, although to a minor extent compared to financial aid.

Students are mature. The majority (71%) have attended college previous to attending Evening School. Of those with previous college, 39% have degrees.

The maturity of students and the fact that they come primarily from white-collar jobs, when coupled with Evening School study, results in a high proportion of job advancement subsequent to study. An average of 71% of five groups surveyed advanced. The rate of advancement was in ascending order, as time since study increased, from 50% to 88%.

Most students who have advanced (86%) believe their study was responsible.

University courses are adequate to meet the majority of

student needs. Constructive criticisms expressed by the minority of students were low standards of performance, need for broader curriculum, to make existing University courses available at night and to add certain specialized courses such as Data Processing.

Continued effort should be made to promote assistance from the business community on the basis of demonstrated performance by employee students.

Richmond 25, Virginia

Dear Sir:

No doubt one of your primary concerns is the selection and development of personnel. If so, your assistance in completing the attached questionnaire may give insight into the effectiveness of training opportunities afforded by Evening School Education in Richmond.

The questionnaire is part of a survey of Evening School Education in the Richmond area. The survey will satisfy thesis requirements for an MBA at the University of Richmond and it is expected these data will establish clear-cut conclusions to questions concerning business, students and education. Examples of such questions are:

1. Is there correlation between study and vertical movement in organizations?
2. Is business justified in supporting Evening School Education?
3. Are business desires compatible with available programs?

Please complete the attached questionnaire and mail to:

Robert A. Dell
1208 Taylor Avenue
Richmond 25, Virginia

Results of data will be made available to those participating.

Very truly yours,

Robert A. Dell

APPENDIX B

1. Company Name _____
2. Number employees in Richmond area _____
3. Do you believe Evening School Education for your employees would be of advantage to your firm? _____ Why?
4. Do you encourage? _____ How?
5. Do you refund any part of cost? _____ To what extent and under what conditions?
6. Aside from cost, is other aid offered students? For example, time off, secretarial assistance, etc.
7. Do you feel your company training programs are independent of need for Evening School programs?
8. What field of study would you consider most advantageous to your employees? Specify within field.

Technical:

Business:

Science:

Richmond 25, Virginia

Dear Sir:

As a student or ex-student of Evening Schools in Richmond, you are interested in adult education opportunities and results. As a result of your interest, you have been selected to assist in a survey of Evening School Education in the Richmond metropolitan area. Please complete the attached questionnaire and mail it in the enclosed envelope.

The survey is being conducted to satisfy thesis requirements for an MBA at the University of Richmond. It is expected that these data will establish clear-cut conclusions to questions concerning business, students and education. Examples of such questions are:

1. Is there correlation between study and vertical movement in organizations?
2. Is business justified in supporting Evening School Education?
3. Are business desires compatible with available programs?
4. Extent of business support?

Your participation is urged. A few minutes of your time will assist in gathering data on a subject of mutual interest. Mail form to:

Robert A. Dell
1208 Taylor Avenue
Richmond 25, Virginia

Results of data will be made available to those participating.

Very truly yours,

Robert A. Dell

APPENDIX D

1. University or college attended _____
2. Number of credits attained _____ Degree _____ Certificate _____
3. Did you receive financial assistance from employer? Extent of assistance.

4. Did you advance in organization while studying or subsequent to study? _____ Was your study a factor?

5. Has employer recognized study? (In addition to NOS. 3 & 4) How?

6. Do you feel your employer benefits from your study? _____ How?

7. Do you feel courses available are compatible with your needs? _____ If no, why not?

8. Your purpose in attending Evening School is:

9. Sex: Male _____ Female _____

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