


1975

# Perceptions of adult education in Iowa's area community colleges and vocational-technical schools

Roland Eugene Gardner  
*Iowa State University*

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Perceptions of adult education in Iowa's area community colleges  
and vocational-technical schools

by

Ronald Eugene Gardner

A Dissertation Submitted to the  
Graduate Faculty in Partial Fulfillment of  
The Requirements for the Degree of  
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## INTRODUCTION

## Background and Purpose

The most rapid development in higher education today is the rapid growth of two-year post-secondary institutions. These include vocational-technical schools, two-year branch campuses of universities and community colleges. In 1968, two million students - 25 percent of all higher education enrollments - were in two-year institutions (29, p. 57).

The Kellogg Foundation (as cited by Gordon 13, p. 1) has the following to say about the community college movement:

The development of the community college is hailed by educational leaders as the most important innovation in higher education during the twentieth century.

Although successful experiences have come at a rapid rate during the past few decades, many observers feel that the real validity test of the community college is yet to come. Medsker and Tillary (29, p. 153) two community college leaders of considerable note, lend credence to this notion.

The two-year college movement has made significant strides during the first six decades of the twentieth century. Without doubt, however, its supreme test is yet to come, perhaps during the seventies. Almost certainly the period immediately ahead will bring profound social changes, and there will be a need (that exceeds even that of prior years) for an institution like the community college.

This trend has also been evident in Iowa. In June of 1965, the 61st Iowa General Assembly enacted Chapter 280A, S.F. 550 of the Iowa Code

which enabled the establishment of up to 20 area schools in Iowa. During the ensuing two years, 15 such institutions were established. Chapter 280A.8 indicates that when a plan is approved for the formulation of a new two-year college district, the State Board of Public Instruction shall issue an order of approval, a copy of which shall be sent to each of the respective district planning boards. The order shall officially designate and classify the area school to be established as an area vocational school or area community college. The enabling legislation, as amended, also states ten major functions that are to be carried out by the area schools. They are as follows:

1. The first two (2) years of college work including pre-professional education.
2. Vocational and technical training at the post-high level.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a high school, public or private.
6. Student personnel services.
7. Community services.
8. Vocational education for persons who have academic, socio-economic, or other handicaps which prevent their succeeding in regular vocational education programs.
9. Training, retraining and all necessary preparation for productive employment of all citizens.
10. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

These areas of responsibility for Iowa's area schools are not unique to Iowa. Many writers have suggested similar functions as being appropriate for the community college.

In 1947, the President's Commission on Higher Education (11, p. 63) observed:

Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community.

Crawford, according to Blocker, Plummer, and Richardson (3, p. 25), has also identified a somewhat comprehensive view of the educational missions of today's community college in terms of the purposes it should serve:

... it is appropriate for community colleges to provide, for all persons above the twelfth grade levels, education consistent with the individual's needs and the society of which they are a part, subject only to the restrictions in the state statutes.... The educational needs appropriate for the community colleges to fulfill at this time include:

1. The need for programs of liberal arts and sciences courses, usually the first and second years of college, which will provide sound general and preprofessional education of such quality that credit may be transferred to a nationally or regionally accredited four year college or university and applied towards degrees of the baccalaureate level or higher.
2. The need for vocational-technical programs in the trades, industrial, agricultural, and semi-professional fields. Such programs may be of long or short duration, depending

on the amount of time needed by the student to complete the requirements for entrance into the occupation.

3. The need for programs of courses for adults and other community college students, for which credit may or may not be given, designed to provide general education and to improve self-government, healthful living, understanding of civic and public affairs, avocational growth, constructive use of leisure time, personal family living satisfactions, cultural depth, and to facilitate occupational advancement.
4. The need for individual services to students including guidance and counseling, assistance in career selection, removal of deficiencies in preparation for college programs, personality and health improvement.
5. The need for programs and services for individuals and groups interested in cultural, civic, recreational, or other community betterment projects.

Although the functions are fewer in number, they appear to be equally as broad as those contained in the Iowa law. In both the Iowa law and Crawford's stated list of functions, several relate to adult and continuing education. Items 3, 4, 7 and 9 of the Iowa legislation may specifically be construed to encompass adult education activities. As a result of this emphasis and the encompassing nature of the legislation, considerable discussion has ensued as to the interpretation of the points specified above. Because of the lack of specificity in the legislation, it is the opinion of this researcher that there is a need to attempt to further delineate the role of adult education in the area schools.

#### Need for the Study

The area schools of Iowa have now been in existence for approximately eight years and the adult education activities have become an integral

part of the total educational program, yet there has not been a great deal of scholarly study done relating to the area. Based on past history and current trends, Malcom Knowles (23, p. 42) has the following to say regarding the future of adult education.

1. The size of the "student body" of adult education will expand.
2. The educational level of this student body will continue to rise.
3. The resources and facilities for the education of adults will gradually expand.
4. The curriculum and methodology of adult education will become increasingly differentiated from those designed for children and youth.
5. There will be a rapid expansion in the body of knowledge about the education of adults.
6. The role of the adult educator will be increasingly differentiated from other roles, and training for this role will become more specialized.

There is general agreement among the social analysts as reported in the literature of adult education, that the last third of the twentieth century will witness the emergence of continuing education as a major force in our society.

James B. Conant, quoted by Ogilvie and Raines (34, p. 41), has also indicated that community colleges should be the centers of a great deal of expanding adult education. Conant also exhibits a belief that adult education will be one of the important phases of education in the second half of the twentieth century.

Enrollment growth in the Iowa area school adult education program, in cooperation with the elementary-secondary school districts since the

advent of the area schools in 1966, has bordered on the phenomenal. Mr. Ken Russell, Chief of Adult Education at the Iowa Department of Public Instruction, indicates that state adult education enrollments at Iowa area schools have increased from approximately 5,000 in Fiscal Year '67 to in excess of 200,000 during Fiscal Year '73. Mr. Russell has also indicated that this type of growth justifies that this type of study is needed at this time. It is believed that the results of this study will be of benefit in further defining appropriate adult education functions in the area schools of Iowa.

The growth of adult education in Iowa as described earlier in this chapter by Mr. Russell and the comments by Dr. Knowles would seem to dictate that adult education is in the process of attaining considerable stature both within the field of education and the total society. These trends seem to warrant, if not demand, that a certain amount of attention be given the field. In addition, the prominence of the community college in American higher education is also an important aspect of the total adult education movement. Ervin Harlacher (14, p. 213) further concluded:

The community college is a uniquely American institution. As such, it incorporates many educational traditions of long standing together with other concepts so recent and ill-defined they are difficult to discuss, let alone implement. Central among these new concepts is community service.

On the average, a new two-year college will open its doors about once a week for the next several years, as has been the case for the past several years. It appears, therefore, that the community service movement now getting underway will have an enormous impact on the adult education field, because



of the size, and growth of community service programs.

Adult education seems to be a field of ever increasing identity and status. Gary Dickinson and Nicholas Rubidge (8, p. 284) have concluded the following:

The emergence of adult education as a distinct academic discipline as well as a field of professional practice has been documented many times. The rapid growth in the number of practitioners engaged in the field, coupled with expansion in the body of knowledge about adult education, has produced a growing demand both for full-time and part-time training programs pertaining to the principles and practices of adult education.

It is this student's purpose to focus on the dynamics of adult education within the Iowa area community colleges and area vocational-technical schools.

#### Statement of the Problem

Efforts will be directed toward identifications, based on the research findings, of the manner in which area schools can satisfy the requirements for adult education offerings specified in the enabling legislation and to identify those functions that appear to be pertinent as well as those functions currently operative. These areas will be identified by area school administrative personnel, full-time faculty members, members of the board of directors, and adult education adjunct faculty relating to these area functions: 1) financial, 2) administrative, and 3) program. The three area functions were chosen because of their logical application to the operation of community college adult education.

The subgroup constituencies of area school boards of directors, administration, full-time faculty members and adjunct faculty were chosen because they, more than any other factions within the community college are responsible for the direction and operation of the adult education program.

The basic objectives of the study are as follows:

1. To determine those adult education program functions identified as being operative in most area schools.
2. To determine those adult education functions currently being conducted in the various area schools that appear to be inappropriate.
3. To ascertain the approximate manner in which economic resources and considerations should be utilized in providing adult education services within the area schools.
4. To identify the location of the adult education function within the administrative structure of the area schools.
5. To do appropriate statistical analysis relating to the responses of the four groups previously identified.

The following descriptive variables will be measured and appropriate statistical applications will be made in relationship to the five stated objectives listed above. This procedure will provide background information relating to the responses with which the researcher is dealing.

1. Sex
2. Age
3. Formal education (years)
4. Years employed at present position.

The basic premise underlying this study is to identify a pattern of perceptions relating to adult education in Iowa's area schools and also the identification of those functions not now being conducted but that should be in the viewpoint of the respondents.

The following null hypotheses will be tested in relationship to the above mentioned premise and statement of the problem.

1. There is no significant difference between area school boards of directors, administrative personnel, full-time faculty members, and adult education adjunct faculty and their perceptions of:
  - a. current activities relating to the program aspects of area school adult education.
  - b. activities that should exist relating to the program aspects of area school adult education.
2. There is no significant difference between area school boards of directors, administrative personnel, full-time faculty members, and adult education adjunct faculty and their perceptions of:
  - a. current activities relating to the financial considerations of area school adult education.
  - b. activities that should exist relating to the financial considerations of area school adult education.
3. There is no significant difference between area school boards of directors, administrative personnel, full-time faculty members, and adult education adjunct faculty and their

perceptions of:

- a. current activities relating to the administrative aspects of area school adult education.
  - b. activities that should exist relating to the administrative aspects of area school adult education.
4. There is no significant difference between groups when broken down between sex, age, education, and years of experience in present position and their perceptions of:
- a. identified functions of adult education currently being done in the area schools.
  - b. identified functions of adult education that should exist in the area schools.

#### Definition of Terms

Throughout the context of this paper, certain terms will be used whose meaning may be somewhat unique to the study and capable of being interpreted in several different manners. Listed below are several of these terms and the definition used in this paper. Chapter 280A.2 of the Iowa Code lists the following definitions from specific school laws relating to area schools. These definitions are as follows:

1. "Vocational School" means a publicly supported school which offers as its curriculum or part of its curriculum vocational or technical education, training or retraining available to persons to enter the labor market, persons who are attending high school who will benefit from such education or training but who do not have the necessary facilities available in the local high schools; persons who have entered the labor market but are in need of upgrading or learning skills; and

persons who due to academic, socio-economic, or other handicaps are prevented from succeeding in regular vocational or technical education programs.

2. "Community College" means a publicly supported school which offers two years of liberal arts, professional or pre-professional or other instruction partially fulfilling the requirements for a baccalaureate degree but does not confer any baccalaureate degree and which offers in whole or in part the curriculum of a vocational school.
3. "Merged Area" means an area where two or more county school systems or parts there of merge resources to establish and operate a vocational school or a community college in the manner provided by the above mentioned law.
4. "Governing Board" - The governing board of a merged area shall be a board of directors composed of one member elected from each director district. Members of the board shall be residents of the district from which elected.
5. "Area Schools Branch in the State Department" - There shall be an area school branch within the state department of public instruction. The branch shall exercise the powers and perform the duties conferred by law upon the department with respect to area vocational schools and public community and junior colleges.

Other terms not defined in the enabling legislation:

6. Full-Time Faculty - This term shall be construed to mean for the purposes of this study those individuals employed by the area schools in a teaching position that has assigned to it what is normally defined as a full load. Said teaching position shall satisfy the Area Schools Branch requirements for full-time employment and was so listed on the data provided by their office.
7. Adult Education Faculty - This term shall be used interchangeably with adjunct faculty. For the purpose of this study this term shall mean those individuals employed by the adult education divisions of the various area schools for the express purpose of teaching assignments for one or more classes. These teaching assignments are not full-time in nature and are not normally the sole source of income for the participants. Those individuals may be employed on a regular basis as teachers, mechanics, lawyers, salesmen, housewives, and retired personnel.

8. Community College - "A two-year institution of higher education, generally public, offering instruction adapted in content, level, and schedule to the needs of the community in which it is located. Offerings usually include a transfer curriculum (credits transferable toward a bachelor's degree), occupational (or terminal) curriculums, general education and adult education" (12, p. 41).
9. "Administrative Personnel" - Means all professional area school staff who are certified by the Area Schools Branch and are nonteaching personnel will be classified as being administrative personnel. This particular category will include personnel with titles such as department chairman coordinator, supervisor, dean, director, assistant superintendent and superintendent.
10. "Administrator" - Shall mean the chief executive officer of the area school. Iowa law mandates that the chief executive position shall be titled superintendent although if one were to define this office by function, a more appropriate term might be that of president.
11. "FTE's" are used to indicate the number of full-time students per annum if all part-time students were equated into full-time students and added to the enrollment of the full-time day students.

#### Delimitations

As denoted in the earlier part of this chapter, this study will be limited to the adult education program in Iowa. More specifically, that portion of adult education appropriate to the area schools.

The questionnaire to be utilized in the study was completed by members of the area school administration, boards, full-time faculty and adjunct faculty. No attempt will be made to ascertain the perceptions of adult education held by the other sectors of society such as the legislature, or general public.

It should be stressed that various forces are at work in each area school. These forces and conditions may dictate that respondents in

the different area schools will perceive some of the adult education functions in unlike manners. Just as individuals related to each particular area school may view the functions listed on the questionnaire differently, so it is quite likely that the same assumption could be made for any study, utilizing a similar type of instrument. This fact does not necessarily weaken the findings of the study, rather it serves to further point out the need for the findings of the study.

### Organization of the Study

This particular study has been developed and presented in six chapters. The first of which is devoted to an Introduction, Need for the Study, Statement of the Problem, Definition of Terms, Delimitations and Organization of the Study.

The second chapter contains a Review of the Literature and a summarization of current perceptions of adult education in the community colleges. Chapter three contains a description and explanation of the instrument and the target population. In addition, the procedures utilized in collecting and treating the data will also be discussed.

The findings and discussion of the study are presented in chapter four. They are presented in an entailed development of the information relating to the tabulation of the data as well as a descriptive analysis.

Chapter five presents conclusions and suggestions for further study as determined by this researcher. Chapter six contains a summary of the findings and implications of the total study.

## REVIEW OF LITERATURE

## Introduction and Need for Adult Education

The society of the United States has been described by various individuals in many different ways. Perhaps the one adjective most descriptive in the nature of contemporary society is the word "change". Change appears to be everpresent and generally the rate of change seems to be gaining momentum daily. At times, it almost is like a great indescribable monster, ready to devour society as we have known it and to move forward in search of a more formidable opponent than mortal man.

Yet, is it not man that has developed the forces of technological change that seem to threaten our very existence? Do we now know more than we know? How can we be afraid of the society that each of us has helped to mold? Why do we seem to be unable to identify ourselves and our life's mission? Malcolm Knowles, (23, p. 30) in a faculty development meeting at Drake University stated:

The time span of a cultural revolution is now less than the lifetime of a human being. We are now living in a time where the present adult generation is faced with managing a culture different in kind from the one originally transmitted to them.

Does the cultural revolution have implications for the field of education? Obviously it does and yet we need to know in what respect. Hendrickson (16, p. 2) quotes Dr. Howard McCluskey, Professor Emeritus, School of Education, Michigan University who has attempted to look at contemporary society in terms of educational needs. In doing so, he has



formulated the following statement:

From an educational viewpoint, the impressive and distinguishing feature of our times is the fact that we are living in a "learning society". Within recent decades and at an ever increasing rate we have been arriving at a stage where learning has become an essential condition for participating and advancing in the world about us and equally mandatory for personal development. This new condition is largely the result of profound and accelerating change. In fact, change is now transforming all aspects of living for all people of all ages. This process has become so pervasive that in order to cope with the dislocations and take advantage of the opportunities which change produces, education must now be thought of as being as continuous as change itself and must also be programmed so that all persons regardless of age may take part in learning throughout the length of his years.

These demands have caused growth and change in the field of adult and continuing education that seems to parallel the rapidity of societal change. Adult education seems to be constantly carving a larger niche in the field of education as well as society as a whole.

It is no longer adequate, indeed, if it ever was, to discontinue one's learning upon graduation from high school or even one of the many post-secondary programs available. Hesburgh, Miller and Wharton (17, p. 3) concur in the following statement relating to the increasing need for adult education.

The changing nature of our society requires virtually all citizens to gain new skills and intellectual orientations throughout their lives. Formal education of youth and young adults, once thought of as a vaccine that would prevent ignorance later in life, is now recognized as inadequate by itself to give people all the educational guidance they will need to last a lifetime. The obsolescence of knowledge, the rapid growth of new knowledge, the shifts in national priorities,

the multiplication and the complexity of social problems, and the knowledge and social progress all lead to the conclusion that lifelong learning is not only desirable but necessary.

A recent article in a national news publication told of European countries that now provide periodical sabbaticals for adults in many walks of life. Traditionally, the practice of granting sabbaticals has been limited to the field of education in the United States.

Some writers such as Leonard Koos, (25, p. 425) have indicated a belief that these changing conditions create an almost unsatiable need for adult education. Koos has this to say:

The rationale of adult education may be said to stem mainly from our changing society and the needs of adults as seen in their developmental tasks. Portrayal of the changes usually begins with the scientific and technological revolutions of this century, as in transportation, communication and automation, which have been accompanied and followed by profound adjustments in our economic, social, and political worlds. The developmental tasks ranging through strands of life and living related to selecting and adjusting to one's spouse, responsibilities as a citizen and as a friend in a social group, participation in leisure - time activities, and adjustment to physiological changes, also change with age from early adulthood, through middle age, and into later maturity. The social changes compound the difficulties of accomplishing the developmental tasks, and together they make education as a way of life imperative. The process of education cannot be restricted, as has often been assumed, to the years of childhood and youth.

Technological changes may in turn be creating other very basic changes in society. Gould as cited in Harlacher (14, p. 23) identifies areas such as increased leisure time, automation, women's liberation, job obsolescence and a growing appetite for new knowledge as being positive

forces for increased continuing education efforts.

Paul Bergevin (2, p. 14) underscores the importance of adult education in the statement listed below which was taken from his publication, "A Philosophy For Adult Education".

In truth, the continuing education of adults is not a leisure-time activity, nice if one has the time for it. It is the determining factor in the race between building and destroying, between the civilizing process and barbarism. We adults are capable of either or both.

Reasons of urgent purpose could be listed ad infinitum. Today one of our most pressing concerns seems to be that of environment and its relationship to the economy and vice-versa. A major conflict seems to exist between the notion of clean air and full employment. These kinds of questions seem to be most pertinent in those countries that are highly developed industrially and economically.

It would appear that the role of adult education in any country may to some degree depend upon the stage of development of that particular country. If adult education is viewed only as a short term economic investment, the approach will be aimed primarily at vocational and technical needs. The needs of the individual then become determined by the state, a proposition viewed by this researcher as highly undesirable. Although traditionally, most of us in the Western World have viewed development in economic terms, President Nyerere, as quoted by De Vries (7, p. 237), of Tanzania has defined the goal of development as:

The greater freedom and well-being of the people.... For the truth is that development means the development of people.

This idea of the importance of the individual must be placed first if the adult education movement is to fulfill its promise. As one can readily ascertain, it is not difficult to identify the need of adult and continuing education in a contemporary society.

Seemingly, a much more formidable task is that of defining adult education and identifying the scope of the definition. Adult education is an old concept; however, many new forms have developed during the past decade with the future promising even greater changes. Verner and Booth (42, p. 34) have collaborated on the statement below in a major adult education publication.

Adult education is not a well-delineated professional field, although it is in the process of becoming so. There is no generally recognized role that can be tagged as unique to adult education, so there is no clearly defined preprofessional education and no specific line of career development. These characteristics of adult education differentiate it from all other educational systems in the society.

Houle (20, p. 32) a noted adult educator at the University of Chicago, has done considerable study in this area and in some respects has arrived at a similar conclusion to Verner and Booth.

Adult education is the process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, knowledge, or sensitiveness; or it is any process by which individuals, groups, or institutions try to help men and women improve in these ways.

Adult education is also rapidly emerging as a distinctive field of study which is in turn providing some congruity to activities formerly

thought to be unrelated according to Houle (20, p. 32).

It would appear that the degree to which adult education becomes structured, may to a great extent, determine the effectiveness of the movement in the future. One of the great strengths of adult education has, in fact, been the flexibility inherent within the broad scope of activities that are classified as adult education programs. Malcolm Knowles (24, p. 42) identifies the following "characteristics and dynamics" of adult education as a field:

1. The adult education field is highly expansive and flexible.
2. It is becoming a multidimensional social system (with an institutional, a subject matter, a geographical, and a personal dimension).
3. The adult education field is a highly interactive social system.
4. It is developing a distinctive curriculum and methodology.
5. Adult education is becoming an increasingly delineated field of study and practice.

Knowles seems to have identified a field of endeavor that is so broad in nature as to be almost mind shattering. Yet, adult education must indeed be a very broad field if it is to come close to meeting the hope that is often promised by its adherents. Sheets, Jayne and Spence (37, p. 9) have perhaps captured at least a portion of this hope in their publication, "Adult Education".

The adult education movement is based on the belief that quite ordinary men and women have within themselves and their communities the spiritual and intellectual resources adequate

to the solution of their own problems. Through lack of knowledge and lack of leadership these resources are often not mobilized or not directed in constructive ways.

The primary tasks of adult education, therefore are to awaken people to the possibilities and dangers of modern life, to help them with knowledge and leadership, and to provide channels of communication between different cultural, occupational and social groups so that the solution of human problems may be sought against the broadest background and in the interests of all. In short, the task is the imaginative training for citizenship.

These words would seem to be most appropriate to the ideals of the democratic form of government that is prevalent in the United States. Adult education must be centered on the individual and his needs just as, idealistically, the democratic form of government must also place the greatest importance upon the needs of its individual members. It would appear that when government fails to do this in adequate degree, society as a whole seems to experience a considerable amount of difficulty. Both of these conditions appear to have occurred to a somewhat similar degree during the early 1970's.

Some writers such as Trent and Medsker (41, p. 17) could make a very strong case for an enlightened citizenry if democracy is to be a viable form of government. A democracy must utilize its human resources to the fullest if it is to remain as a worthwhile form of government. Perhaps one of the most important places to start is to recognize the inherent dignity of each and every individual.

### The Community College and Adult Education

It is possible societies recognition of the notion contained in Trent and Medsker's ideas has provided the impetus for the development of the community college. The growth of this type of institution throughout the country has bordered on the phenomenal since the conclusion of World War II in 1945. The community college has been described by the Carnegie Commission as the fastest growing educational institution in the United States.

Although the community college was first established in the early 1900s, it has only been during the past 30 years that the movement began to assume the role identified by the Carnegie Commission. It was sometime during this postwar resurgence that the community college came to be known as the "peoples college". Many writers now espouse the philosophy that this institution represents the democratization of higher education opportunity.

One of the major areas of program development for the community college is the area of continuing education for the adult citizen of the community or district. In this institution, traditional barriers are broken that have long posed difficulties for many segments of society that could benefit from some type of post-secondary education. These adults can be served by the community college in a variety of ways in day and evening courses, seminars, workshops, extension, technical, general, liberal arts, cultural, vocational, practical or in other manners that may be identified.

The community college is in a more strategic position to provide for adult education than most other societal institutions. The very name of the institution would lead one to believe that there must be a commitment in this area. Gleazer (12, p. 33) holds the strong belief that utilization of and service to the total community separates the community college from other post-secondary institutions.

In addition to the obvious, Gleazer seems also to be stretching the parameters within which the community college operates. Such unbridled enthusiasm has also brought about a considerable amount of criticism aimed at the community college. Many critics have accused the community college of trying to be all things to all people. Its proponents insist, however, that very few such institutions have lived up to their promise.

A commitment to the total concept of community is necessary for this seemingly almost unlimited potential to be reached. This commitment is exemplified by the following statement of Blocker, Plummer and Richardson (3, p. 15):

It has been said that the campus of the comprehensive community college is the community and that such an institution should provide those educational and cultural services which are not made available by other agencies in the area. Ideally, such services include any program which contributes to the educational and cultural betterment of the community and its citizens. This concept further increases the responsibilities of the community college, for among its potential students must be numbered every citizen in the community; among its responsibilities must be included all activities which can be defined as educational or cultural.



Such a statement certainly amplifies the role of adult education, both today and in the future. No longer appropriate is the belief that the concern of the community college is the traditional two-year period in the life of older youth. This institutional concern must now become one of a lifetime. When community members encounter problems or needs throughout the duration of their life, they must be able to find that the community college offers some type of applicable educational service. Likewise, college life must become more closely associated with that of the community.

The college, through adult education, will of necessity find itself returning to the community in search of support. A comprehensive approach to adult education by the community college will assist in filling the many and varied needs of the community.

This ability to provide the educational needs of the adult constituencies will do much to dispel the criticism that many institutions are overextended. Adult education shall be the subject of continuous pressures to provide more and more services. The opportunity to perform in a favorable manner will certainly be present in future years as never before.

Smith, Aker and Kidd (38, p. 164) have placed a great deal of importance on the role of the community college in the growth of the adult education movement. It is their belief that the community college must be given a very important place in the development of lifelong learning concepts. One obvious reason for this contention is the widespread development of these institutions across the country and their

emerging concern for delivery of community service.

Their ideas should not lead us to believe that the community college is or should be the only institution engaged in the providing of opportunities for adults to learn. The development of adult education is becoming so widespread that no one institution could be the dominant force in the field.

Hillway (18, p. 127) has identified four major advantages in relationship to adult education that may be claimed for the community college. They are as follows:

1. Probably the most important is the fact that the community college by its very nature must be familiar with its community and aware of the educational needs which exist there.
2. The community college maintains a flexible curriculum, sensitive to the changing needs of local students.
3. The community colleges have probably had more experience with evening courses than almost any other type of educational institution.
4. The community colleges have accepted as their own special area for instruction those occupational fields in which the greatest need for adult education appears to be felt - the technical vocations and the semi-professions.

These reasons in themselves are quite compelling, however, we should not limit our thinking to this scope of reasoning. One important factor that seems to be at work in the total scheme of things is the supply and demand of higher education students in the market place.

According to Landsburg (26, p. 201), Myran follows a line of thinking that links the development of adult education to the sequential

development of the community college movement that has witnessed three great thrusts up to this point in time; namely, 1) transfer programs, 2) vocational-technical programs and 3) student personnel programs. In the historical scheme of things, it is now likely that community service or adult education will become the fourth major thrust.

#### Programming of Adult Education in the Community College

In the remainder of this chapter the literature of three basic areas relating to adult education in the community is presented. As was noted on page 7 of this paper, these are 1) programming, 2) administration, and 3) finance. Harlacher (14, p. 3) has broken down the total community college program into two components: Formal education and informal education. He has defined these different aspects as follows:

Through its formal dimension, sometimes characterized as schooling, the community college provides transfer, occupational, general education, and guidance and counseling programs for youth and adults enrolled in regularly scheduled day and evening classes on the campus. But it is through its informal community dimension that the institution truly becomes a community college. The chief phenomenon accompanying this metamorphosis has been the development of programs of community service.

Although the function of programming in the community college adult education offerings is indeed a very exhaustive subject, it is quite possibly the most important aspect of the program. Underlying the role of programming is the continuing education theory that school must become integrated with life. Hesburgh, Miller and Wharton, (17, p. 5) hold to the notion that continuing education must assume that the

more experience in life and work people have, the more eager they will be to learn and also that they will have a tendency to become more capable of learning.

These same authors also believe that people-centered programming means that institutions will adapt programs to meet needs and opportunities wherever they exist in the community. If a community college is to interact with more and different citizens throughout their adult lives, it must acknowledge the needs and interests of these citizens. Houle, (20, p. 4) believes that safeguards exist to guarantee that those individuals responsible for adult education programming acknowledge the interests and needs. The one basic safeguard that he has identified is the test of the market place. In other words, adult educators must interest men and women who are free to do other things, in the concept of life-long learning.

Houle (20, p. 12) quotes Edward C. Lindeman in an attempt to further emphasize the importance of student centered programming in adult education and traditional academics:

The approach to adult education will be via the route of situations, not subjects. Our academic system has grown in reverse order: subjects and teachers constitute the starting point, students are secondary. In conventional education the student is required to adjust himself to an established curriculum; in adult education the curriculum is built around the student's needs and interests. Every adult person finds himself in specific situations with respect to his work, his recreation, his family life, his community life, et cetera - situations which call for adjustments. Adult education begins at this point. Subject matter is brought into the situation and put to work when needed. Texts and teachers play a new and secondary roll in this type of education; they must give way to the primary importance of the learner.

One of the very tough assignments that adult educators in the community colleges and elsewhere have is to seek out the best and most appropriate methods of establishing student centered adult education programs. If this assignment can be adequately carried out, we will find that in all likelihood, the program will flourish. The importance of programming cannot be over emphasized. Roger Axford (1, p. 124) quotes Alan M. Thomas, Executive Director, Canadian Adult Education Association as follows:

No term or idea in the whole of adult education is quite so widespread, nor quite so elusive in precise meaning as the term program. Yet none is so important since it is around this word and the idea or rather the activity that it represents that the vast variety of specialized interests that make up contemporary adult or continuing education coalesce.

It is the opinion of several writers in the field that one of the most accurate and therefore important methods of identifying adult educational needs is through the use and establishment of an advisory committee. One of the foremost authorities in the nation on the community college, Dr. Joseph Cosand is quoted by Ogilvie and Raines (34, p. 419) as indicating the advisory committee is the most feasible way to determine both cultural and occupational needs within the community.

Another major question relates to the most desirable composition of an advisory committee. To simply enlist the services of 15-20 supportive individuals within the community is not enough. Kempfer (21, p. 77) gives the following suggestions relating to the seven areas that he believes to be most crucial.

1. The ages of members should roughly parallel the age distribution of the adult population. Young adults are often overlooked.
2. A fair balance between men and women is desirable.
3. All significant religious groups should be accounted for.
4. Nationality, ethnic, cultural, and socioeconomic groups of significant size should be represented.
5. The occupational life of the community should be reflected in proper proportion.
6. Wide community organizational contacts are desirable, although ease of operation requires that committee members act as individuals and not as representatives of such groups.
7. All major neighborhoods of the community should be included.

A well functioning advisory committee can do much to insure a successful program that has as its major purpose the satisfying of individual adult educational needs. This goal then must assume central importance. Axford (1, p. 4) lends credence to this viewpoint by saying at the same time that adult education has "no aim" and yet it is better "aimed" than any other educational program. To be viable, it's aim must be supplied by the purposes of the learner.

If we are to assume that a curriculum can be built on the strength of identifying needs of our adult constituencies, it would appear that there would be no end to the types of programs that could be offered. This is one important reason that the adult curriculum cannot be standardized and must remain somewhat free form in nature. There are, however, areas of curriculum that can be identified. Reynolds, (34 p. 96) has identified broad areas of curriculum on the basis of their

relationship to the program activities often found in the community college. These areas are listed with an illustrative service by each listing.

1. Health: public health discussion series.
2. Communications: classes in creative writing for adults.
3. Personal - social adjustment: guidance service for adults.
4. Family - marital relations: classes in family budgeting.
5. Citizenship: Americanization classes for aliens.
6. Physical environment: presentations in the college planetarium.
7. Fine Arts: presentation by the college orchestra.
8. Personal Philosophy: great books courses.
9. Recreation: classes in bridge.
10. Vocational: refresher courses in typing.
11. Professional Education: cooperatively presented courses for teachers in the public schools.

Although these areas are somewhat broad they do present one particular viewpoint relating to adult education curriculum development. Thornton (40, p. 236) has indicated that there is no typical program of adult education in the community colleges and that the breadth of offerings is very difficult to define. Monroe (30, p. 133) seems to arrive at essentially the same conclusion in the following statement.

The variety of the offerings in adult education is so diverse and unique to each community college that it would

be impossible to set forth a sample curriculum as typical or desirable.

Thornton (40, p. 243) also is of the belief that the community college has a responsibility to the community to use its resources to assist in solving social problems. The curriculum of adult education should reflect concern for community development. Community development would then seem to assist adults in their ability to contribute to the development of their respective communities. Adult education should not simply introduce isolated, disjointed items within the community.

Sheets, Jayne and Spence (37, p. 496) would place even greater emphasis on the notion of adult education and its relationship to the community. Note their hypothesis relating to this area:

The point of focus of all adult education must be the community. While the ultimate objective may be the maturing of human personality, the human personality exists somewhere, not everywhere and that point of existence for adult education is in the community.

Just as the human personality exists as the center of the conception of community, several psychologists indicate that man's ego-self would be the center of the human personality. Self realization or self actualization is a very basic concern of each individual. According to Kempfer (21, p. 42) this concern stems from the desire for survival and incorporates the whole range of the communication skills. Kempfer (21, p. 42) also believes that adults who adhere to the idea of lifelong learning will continue to strive for improvement in these abilities.



Patricia Cross (6, p. 113) identifies the importance of these areas to all of education.

The development of individual talent should be the goal of education. The use of talent should be a goal of a healthy society. Education needs to take a careful look at individual differences and at new methods for fulfilling individual potential.

How important is the development of individual talent to the adult education movement? Should we be concerned about developing programs that contribute to the process of self-actualization? Fellenz (10, p. 91) has identified some traits such as time competency, inner-directedness, values, feeling reactivity, self-acceptance, constructive attitude toward life as important facets in the learning process. In fact, he seems to believe that these traits could provide an operational definition of self-fulfillment in adult education programs.

Another area of potential programming relates to the use of leisure time. As we observe the coming of the four day work week, it would appear that the implications to adult education are many. The importance of the use of leisure time was perhaps first formally mentioned in 1918 as one of the "Cardinal Principles". Recent increases in the amount of leisure time places even more importance on this principle.

Blocker, Plummer and Richardson (3, p. 225) have characterized the increasing amount of leisure time as one of societies serious problems. Likewise they indicate that this is one of the most neglected areas in all of education. Also, they stress the fact that the community college

should play a significant role in the providing of adult education courses designed to meet these needs.

Another area of programming that seems to be gaining in importance is that of meeting the educational needs of a segment of the population that is increasing in numbers. One development that seems to hold significant promise for the creation of educational opportunities for older Americans is the community college. McClusky (as cited by Hendrickson and Aker (16, p. 36) has indicated that he is highly optimistic that the comprehensive community college will make significant contributions in this field. He states:

The basis for this optimism is contained in the fact that the new breed of community colleges is by franchise and by budget allocations designed to make community services and adult education a principal part of its overall program and to make these activities coordinate in status with that of the more traditional transfer programs of credit instruction. Already there is evidence that community colleges are beginning to take seriously their responsibility for providing educational services for Older Persons.

Several adult educators believe that adult education can assist senior citizens in solving one of their biggest dilemmas, that of learning new ways of living. As their physical and social spheres decrease in nature, educational programs may assist them in developing new competencies. Thornton (40, p. 242) also indicates that the community college adult education programs can play a major role in meeting these needs.

Just as expanding and advancing technology have in part been

responsible for more leisure time, these same forces are also creating rapid job obsolescence in many occupations. Job obsolescence is in turn creating new pressures for refresher training and in many instances retraining for another occupation. In addition, adult vocational programs offer supplemental courses designed to increase the knowledge and skills of adults who are currently employed.

Perhaps the institution of adult education is better equipped to serve a greater percentage of adult career needs than any other. Axford (1, p. 93) is of the belief that we cannot adequately cope with the needs of the adult learner unless we stay abreast of the appropriate occupational trends. Writers such as Medsker and Tillery (29, p.73) place a great deal of faith in the ability of the community colleges to respond to these needs quicker and in broader scope than any other educational agency. A rather significant statement of their conclusions in this area is as follows:

The community college movement is full of promise for the opportunities it offers to young persons and adults to increase their occupational skills, to get started in an academic career, to enrich the quality of their lives and generally to multiply their educational options and their chances to choose wisely among them. It offers these opportunities to more Americans in more areas and of more ages than any other segment of higher education.

Adult education for career development and worthy use of leisure time are most significant goals. Yet, perhaps they comprise only a part of the total area that could be defined as life adjustment. Education for life adjustment is an important goal of each individual

regardless of whether it is acknowledged or not. Lindeman (27, p. 204) speaks to this notion as follows:

If then the meaning of life is to be discovered in becoming, education can serve as revealor only insofar as the learning process is continuous-coterminous with the functions of personality. Education is superficially conceived when viewed as a preparation for life. Education is life.

Cotton (5, p. 56) is of the opinion that we need adult education so we can 1) fulfill adult responsibilities (parent, worker, consumer); 2) worthy use of leisure time; and 3) achieve some degree of personal growth. He also is of the belief that each time an adult is in pursuit of some activity in one of these areas that society as a whole is benefiting. Thornton (40, p. 241) is of the belief that the best time to teach many of the skills in this area is during those adult years when the problems seem to be most in evidence.

The one basic area of adult education needed to enable the adult learner to participate successfully in those areas identified by Cotton and some of the other writers is that of developmental education. Yet, it does appear that this area often receives little emphasis in the literature.

Many Americans leave school prior to high school graduation. Most of these individuals later learn to their dismay that they are handicapped for life without a diploma. In addition, there are many others who obtain the diploma but unfortunately not the knowledge that should accompany it. In essence many have an insufficient knowledge of the

three "R's". Does this mean that this sizeable group should be without the opportunity to rectify earlier mistakes? Thornton (40, p. 239) addresses this issue in the following statement:

If opportunity for further study is made available to this group, many of these persons will enroll in part-time study in order to complete their secondary education. An increasing number of community junior colleges are enabling adults to complete studies leading to a certificate of high school equivalency.

Perhaps it is in conjunction with these specific types of developmental programs that one of the greatest weaknesses in the area of programming exhibits itself. That area is counseling. Axford (1, p. 171) insists that effective counseling is the most neglected area of adult education. If counseling is available, it is often provided by individuals trained in secondary counseling. This remains true although it is a well recognized fact that the needs of adults are different from those of youth.

Another area of adult education programming often stressed very little is that of evaluation. In these broad areas of programming mentioned earlier in this chapter, evaluation is necessary. Effective evaluation of adult education programs must recognize the fact that the adult learner is in all probability goal oriented. He also brings to the learning situation a valuable set of life experiences. Axford (1, p. 188) is also of the opinion that adults are very interested in the application of what they learn. He indicates that for all these objects, evaluation is essential.

Kempfer (21, p. 399) has some rather strong opinions in relation to evaluation of any adult education process. The following quote is his expression relating to evaluation:

The basic purpose of evaluation is to stimulate growth and improvement. Whatever other worthy purposes exist are only facets of the all-inclusive effort to assess present conditions as a basis for achieving better ones. Evaluation that does not lead to improved practice is sterile.

Very few efforts have been made to specifically identify individual types of courses that should be offered by the community college adult education programs. Perhaps it is because of the rapid growth in this area that the proliferation of many courses has occurred. Ogilvie and Raines (33, p. 223) are of the opinion that these programs cannot be expected to stabilize if they accurately portray the educational needs of society.

Meder (as cited by Stoops, 39, p. 10) further emphasizes this fact in the following statement:

Community needs are not static, and a two-year community college that does not continually take its cue from such needs will not only be false to the trust imposed in it by the community, but will ultimately become moribund or worse.

#### Administration of Adult Education in the Community College

The second area explored in the literature is that of adult education administration within the community college. One of the

basic questions that must be dealt with throughout this section relates to the manner by which an institution can in fact administer a program oriented to the needs of the people.

In the past decades this has not been a problem of great importance because very little attention was given to the adult education or community service function. Medsker and Tillery (29, p. 71) hold to the thesis that many community college administrators have regarded this facet of their program as being secondary in nature. This fact has undoubtedly been partly responsible for the slow development of this function.

Conversely, Thornton (40, p. 248) believes that the following definition of an administrative philosophy within the community college might be much more desirable in terms of the ability to meet the needs of its constituents.

They offer anything and everything of educational value for which there is sufficient and sustained demand. Courses will be inaugurated at anytime of the year; instructors will be employed at short notice to teach courses which they may not have taught before. Tax paying adult patrons of the community college, in the view of that group of adult educators, are competent to analyze their own needs, and their requests should be complied with.

Stoops (39, p. 46) accepts the theory that the community college must be the center for the administration of a comprehensive adult education program. One of the great challenges to the community college is the establishment of an administrative structure that is capable of delivering this type of program. Dr. Paul Sheets, (36, p. 5) Professor of Adult Education at UCLA has proposed that new educational institutions

be established to provide for continuing education. It is his belief that most administrative structures do not adequately provide for this type of service.

Kempfer (21, p. 293) would relate the administrative needs back to the mission of the particular institution in his statement given below:

If a school system seriously accepts responsibility for adult education, it needs to provide for the definite organization and administration of the program. Staff members must be assigned responsibility for program planning, promotion and operation. Leaders must be procured, oriented, and supervised. Activities must be financed and funds must be accounted for. The whole operation must take place within a framework of policy.

At this point we should attempt to provide some type of definition that fits the term of educational administration. Blocker, Plummer and Richardson (3, p. 171) define educational administration as a process concerned with developing and then unifying the energies within an educational institution and moving toward some predetermined goal. They also subscribe to the theory that administrative specialization will develop within an organization as a method of encouraging the development of expertise through limiting the scope of activities.

These same writers stress the fact that the administration of a community college is the most visible aspect of the total organization. One of the reasons is that the contact with an administrator is often the first that a constituent will have with the institution. Also, it has become somewhat standard practice throughout society to convey the



responsibilities of a specific office through a distinctive title. Such a procedure is also becoming a standard practice within the field of adult education.

Verner and Booth (42, p. 57) have taken the position that the most favored role of administration is that of making possible the best educational experience that can be developed. Monroe (30, p. 35) is of the belief that the adult education program will grow and meet the needs of the community only if the responsibility for the program is in the hands of a creative, nontraditional college educator. In his publication, Profile of the Community College (30, p. 137) Monroe further states:

The administration of the adult education program requires an exceptionally well qualified person. Such administration should not be done on a part-time basis or by a person who is responsible for other duties. No other aspect of the college's operation depends so much for its success upon a single person. This administrator, a director or dean of adult education, must be a competent public-relations person, who relates well with other persons, who knows intimately the leaders of business, industry, and public and private service agencies, and power persons in government at all levels.

Initially, in many institutions, adult education activities are under departmental dominance. As the adult education programs grow into independent administrative units, it has been somewhat common practice within the community college to appoint directors or deans of adult education.

Harlacher (14, p. 59) has developed some criteria which might be

used in identifying an effective community college adult education administrator. They are as listed:

1. Sufficient educational background to be able to work with the college staff in a major administrative position, including course work on the community college.
2. Professional experience in community service, community development, community action, community relations or university extension.
3. Ability to work with other leaders of all types.
4. Knowledge of the college community or of various communities within the district or service area.

Other authorities have also attempted to identify certain desirable traits that are of assistance to the administrator of the adult education program. Axford (1, p. 64) believes that one of the most important characteristics is the ability to bring together the talent of the institution and the community in an effort to find solutions to common problems. He also places a strong emphasis on the belief in people and their ability to solve their own problems.

Ogilvie and Raines (33, p. 420) take somewhat a different set of criteria for administrators of adult education programs. They place a good deal of importance on the possession of imagination, the ability to work hard and the knack for successfully reading the desires of the community.

Although it may appear to some that these kinds of characteristics are rather exacting and stringent, when one examines the task of providing successful leadership for a far ranging program based on student

needs, the realization of the complexity of this kind of task is made. Houle (20, p. 8) has indicated that part of the task involves the mastering of the fundamentals of management. Further, he concludes, it does not stop here, rather it involves the ability to cope with many of the specifics of adult learning such as recruitment of teachers and the scheduling of activities.

Other reasons for employing top calibre individuals to fill adult education posts are numerous. Harlacher (14, p. 43) has identified eight broad categories of administrative responsibility that appear to create some difficulty in the establishment of effective adult education programs within the community college. They are:

1. Internal and external communications.
2. Securing the support of boards of trustees, the administration and faculty for community services.
3. Coordination of service with other community and regional groups.
4. Identification of community needs and regional groups.
5. Planning and evaluation of the program.
6. Development of a program philosophy and identification of objectives.
7. Administration and supervision of the program.
8. Adequate resources.

One of the most important areas in relationship to community on the Iowa scene is that of the local board. Richardson, Blocker and Bender (35, p. 53) place a great deal of significance on the local

board as they relate to the total notion of community. Note their comments in this regard.

Finally, we identified the governing board as the critical agent between external influences and internal constituencies. While a local board does not guarantee an institution that is more responsive to local concerns, it does create this possibility.

Nowhere within the functions of the community college should these premises hold more truth than in the area of adult education. An active, community minded board can assist the administration in its efforts to prohibit adult education from becoming institutionalized. In essence, when it comes to attach greater value to form than to function. This philosophy could destroy the effectiveness of adult education within the community college. As this researcher noted on previous pages of this chapter, very little attention has been given to the administrative form of adult education, rather instead to the functions.

In addition to the difficulty of identifying the functions of adult education, obviously the most difficult is the recruitment of the proper people. The mission of the community college is a most difficult one at best, well trained administrators are a necessity. Administrative slots in adult education cannot be filled by those not trained for the challenge. Note the manner in which Moore (31, p. 1) addresses this problem.

It is no secret! The community college needs a well trained new breed of administrative leadership. This leadership must be strong, reflective, decisive, honest,

and flexible because it cannot--and will not--be insulated from the dilemmas of action. This leadership must be manifest in men who have the capacity to understand and appraise the performance and activities of others and to recommend sound courses of action.

Hodgkinson and Meeth (19, p. 207) likewise have identified two very important adjectives, the adoption of which can lend a great deal of strength to any administrative structure. Note their viewpoint listed:

No campus can be governed on the basis of structure alone. Trust and respect (although they are not "in" words in current social talk) are indispensable for the successful operation of any governance structure.

#### Financing Adult Education in the Community College

It was stressed in earlier sections of this paper that the community college represents a significant movement toward the democratization of higher education opportunity in the United States. In addition to the concepts of open door admissions and need oriented programming, finances must also be given a considerable amount of emphasis. Perhaps it matters what types of programs are available if the potential students do not have the financial capabilities of taking advantage of them. The problem was stated forcefully by Logan Wilson (as cited by Medsker and Tillery, 29, p. 138) in 1970 when he said:

Whether without vastly increased public understanding and support educational institutions can meet the demands placed upon them is open to question. About

the growing aspiration of the American people, however, there can be no question.

Wilson is not alone among writers in the field who are raising questions relating to the adequacy of financial support for the community college. Blocker, Plummer and Richardson (3, p. 28) make the following statement which seems to echo the concerns of others:

Basic to all other problems facing the two-year college is the amount and pattern of financial support. Although this remains a perennial question, having been thoroughly discussed in relation to all levels of education for the last forty years, the fact remains that other problems will remain unsolved in the absence of adequate financial support.

If these financial constraints be true for the community college as a whole, how is an emerging area of service such as adult and continuing education being supported within the institution? Monroe (30, p. 128) is of the belief that the least developed and most poorly financed area of community college activity is that of adult education and/or community service.

Sources of support for adult education are continually a topic of discussion by adult educators. One reason is the magnitude of impact on the program that funding has. Kempfer (21, p. 363) is of the belief that financial support for adult education is a vital factor in its success or lack of same.

Verner and Booth (42, p. 59) are of the belief that adult education is a marginal activity and normally operated on a very limited financial

basis. It is rather obvious that often the most efficient use of funds is being made.

One of the basic premises relating to the financial structure of adult education is the notion that these activities should be self-supporting. The most prevalent sources of funding for public school adult education are local, state, and federal taxes and fees paid directly by adults. In general, adults taking advantage of the many adult education opportunities made available by the community college are already supporting these institutions through state, federal, and local taxes.

Kempfer (21, p. 381) has stated six major reasons for his opposition against fees and for free public adult education.

1. Free public education has long been an American ideal. Historically, the concept of free education has been extended upward until a high-school diploma is now within the reach of all youth. The extension of this concept to the total adult population through the community college and adult education programs is only a logical conclusion.
2. A democratic state in a world of rapid change must assure its perpetuation by providing opportunities for lifelong learning to all its citizens.
3. The merchandise theory, which holds that education should be paid for directly, was abandoned long ago in elementary and secondary education and in many of the social services.
4. Fees reduce the number enrolled. Although this is less true in times of high employment than in economic depression, it operates at all times.

5. Fees limit the content of programs.
6. Fees limit the type of activities provided.

Landsburg (26, p. 202) surveyed six community colleges in an effort to determine the financial commitment of these colleges to community services. His findings can be summarized as follows: Community services, often listed as one of the major functions of the community college, is the only function which is expected to be self-supporting. The rest are supplemented by local tax base.

The financial commitment or lack of it seems to belie the fact that most community colleges indicate that the adult education or community service function is a major function of the college. If fees are set so that adult students do bear all the costs of their classes, will many adults be unable to afford further education? Thornton (40, p. 247) believes that those least able to pay for additional education are those who are most in need of it. A major step in the direction of making further education available to as many as possible is to reduce as far as is feasible, the tuition charges for these opportunities.

If the financing of adult education within the community college should not be dependent upon tuition and other fees, where will operating funds come from? Ogilvie and Raines (33, p. 509) propose that operating costs should be proportioned one-third state, one-third local and one-third tuition.

When discussing the financing of adult education programs we need to remain cognizant of the fact that adult education programs generally



utilize space and equipment provided for other purposes. It is primarily the day programs that are concerned with capital outlay for buildings and site. Rent-free facilities are generally provided for adult education activities.

No satisfactory system of community colleges can be built up without tax supported subsidies. Traditionally the needs of the adult student have not been provided for by the community college until there was some type of financial incentive. Hillway (18, p. 131) is of the opinion that the constituents of the two-year college will take care of the budget if the staff provides them with vital and worthwhile educational services. He bases this belief on the following:

The potential effects of the community college in keeping intellectual curiosity alive in out-of-school citizens, of stimulating their zest for learning, of improving the quality of their lives as individuals and as citizens are limited only by the vision, the energy, and the ingenuity of the staff-and by the size of the college budget.

We may ask ourselves if money or lack of it could be a problem in the programming of adult education in the United States. Sheets, Jayne and Spence (37, p. 427) address this notion in their publication relating to a community approach for adult education.

It may be argued that, although finance is important to the success of adult education programs, it is rarely if ever our basic problem. By this we mean that the resources of this country are adequate and ample to support the relatively light additional cost that would be involved to provide adequate services. A nation whose people have already demonstrated their capacity to

spend large proportions of the national income on amusements, cosmetics, alcoholic beverages, and leisure-time activities of all kinds can hardly rationalize its failure to deal with the financial requirements for lifelong learning.

During the past years, many community colleges have maintained that adult education was indeed a declared objective. In the catalog this was undoubtedly a true statement; however, an examination of the financial records in many institutions would fail to show a financial commitment of great depth. Monroe (30, p. 390) found that adult students comprised about half of the community college enrollment in 1970 but were still second-class students when it came to the allocation of funds. He predicts that in the future adult education will enjoy the same rank position as any of the programs for the college-age students.

#### Summary

Literature relating to adult education with particular emphasis on the community college does not seem to be in great supply. Perhaps one of the basic reasons relates to the fact that most writers in the community college field indicate that adult education is the emerging function of the college. The coming decade may witness considerable change in relationship to the availability of such literature. This review of literature was confined to an emphasis of the major areas of the study, namely 1) programming, 2) administration and 3) finance. A summarization of this review would of necessity include emphasizing the

following points.

Programming:

1. Adult education programs in the community college or elsewhere for that matter must be need centered. That is, the adult student must relate closely to any particular program if it is to have personal meaning.
2. Almost any topic is suitable for an adult education offering if a body of knowledge exists, someone capable of teaching the topic is available, and if there is adequate interest.
3. The extent to which a two-year post-secondary institution is involved in adult education and/or community services gives it the right to be called a community college.

Administration:

1. The administration of adult education programs within the community college is a very complex process due to the myriad of functions that seem to be required if a program is to meet with some success.
2. The intricacy of personal relationships and the need for "people centered" programs create a very dynamic process.
3. Adult education program success depends to a considerable extent on the ability of the person assigned to administer the activities in this area.

**F Financing:**

1. A basic point of view in the financing of adult education programs relates to the question of whether or not they should be completely self-supporting.
2. When does the notion of free public education end and the idea of buying your own way begin in the community college setting?
3. Adult education does not normally receive its fair share of the budget today but can expect to during the coming decade as the community college places a greater emphasis on this area.

## METHODS AND PROCEDURES

## Introduction

There are two basic problems incorporated in this study. The first is to obtain the opinions of the various respondents relating to certain adult education functions as to whether or not they are now being conducted by their particular community college. The second basic problem is to obtain the opinion and intensity of same by the respondents as to the desirability of the stated adult education functions being conducted. These perceptions of the identified adult education functions were obtained from four constituencies; namely, 1) Board of directors, 2) Administrative or nonteaching professional employees, 3) Full-time faculty and 4) Adjunct faculty of the Iowa area community colleges and vocational-technical schools.

An attempt was made to delineate the responses of the various constituencies in order to obtain their perceptions of the designated statements relating to adult education in the areas of 1) Programming 2) Finance and 3) Administration. In addition, efforts were made to determine the relationship, if any, between the descriptive variables and the perceptions of the respondents.

This chapter describes the methods and procedures utilized in the collecting and handling of the data. The chapter has been separated into the following sections: 1) Instrument used in the Study, 2) Description of the Population, 3) Collection of the Data and 4) Treatment of the Data.

## Instrument Used in the Study

Description

The instrument used for this study and included in Appendix A was an inventory of adult education functions. The instrument and cover letter were printed by members of the Clerical Program, Area One Vocational-Technical School, North Center, Calmar, Iowa. Ms. Mary Jo Saxton is the teacher-coordinator of the Clerical Program. The cover letter of the original mailing carried the signatures of Dr. Robert Benton, State Superintendent of Public Instruction, Dr. Roger Lawrence, Professor of Education, Iowa State University and advisor of this graduate project; and that of this researcher.

Three parts comprised the instrument in question. It was mailed by the Adult Education Section of the Iowa State Department of Public Instruction. The instrument and cover letters are noted as Appendix A.

The introductory section of the instrument requested the following information from the respondent:

1. Area school number
2. Name and address
3. Sex
4. Age
5. Level of formal education
6. Years employed at present position
7. Employment if not educator

After the descriptive data were completed, the respondents were asked to complete the left hand scale (currently doing) for each statement of function. The left hand scale provided the respondents with three choices, namely 1) A (agree), 2) D (disagree) and 3) U (undecided).

Following completion of the left hand scale for the first of three subgroup areas, the respondents were asked to complete the right hand scale (should be doing) for the statements of function. The right hand scale provided the respondents with 11 choices on the following scale:

A 1 2 3 4 5

D 1 2 3 4 5

Number A or D 1 represented a slight agreement or disagreement with the following numbers indicating an increasing intensity of opinion through number 5 which indicated a strong agreement or disagreement. By circling both A and D and no numbers, the respondents indicated they were completely undecided.

The instrument was divided into the following three sections:

1) Program functions of community college, 2) Financial considerations of community college education, and 3) Administrative patterns of community college adult education.

The total of all functional statements in the three sections is 56. The two classifications for each statement combine for a total of 112 variables. These statements were developed by the researcher with the assistance of the following individuals: Dr. Roger Lawrence, Professor of Education, Iowa State University; Mr. Glenn Holmes, Professor

of Education, Iowa State University; Dr. Irene Beavers, Professor of Home Economics, Iowa State University and Mr. Kenneth Russell, Chief of Adult Education, Iowa State Department of Public Instruction.

Following completion of the questionnaire, it was distributed to six staff members of the Northeast Iowa Vocational-Technical School. These individuals were requested to complete the questionnaire. Following this procedure, the researcher visited with each staff member asking for suggested changes to the format. This activity completed the face validation process. Suggested changes of value were then made prior to obtaining final approval from the major advisor to the project, Dr. Roger Lawrence.

#### Description of the Population

Initially the constituencies were divided into four categories that related to the Iowa area vocational-technical schools and the Iowa area community colleges. These constituencies were developed as shown in Table 1.

Table 1. Numbers in population and sample selected

Group	Number in population	Number in sample
1. Board of directors	123	100
2. Administrative or nonteaching professional personnel	513	100
3. Full-time day faculty	1430	300
4. Adjunct faculty	1473	300



## Total in Sample

Dr. Rex Thomas, Associate Professor of Computer Science, Iowa State University, generated a list of random numbers for each of the four groups for use in the selection process. The listings from each area school were numbered consecutively prior to selection. The individuals were then chosen on the basis of their corresponding numbers as against the numbers generated in the random listing.

Table 2 provides a listing of the total number of area school board members and administrators by area school districts. In addition, the number chosen from each of these two classifications by area school district is also indicated.

Table 2. Numbers of population and samples selected in the subgroups of area school board members and administration

School	Members	Board members selected	Number of administrators	Administrators selected
I	9	7	24	4
II	9	8	28	8
III	7	7	10	1
IV	7	5	11	0
V	9	8	48	13
VI	7	6	27	7
VII	9	9	26	5
IX	9	7	46	16
X	9	6	69	15
XI	9	7	81	14
XII	9	7	30	2
XIII	9	7	46	6
XIV	7	4	12	2
XV	9	7	29	2
XVI	5	5	23	5
	<u>123</u>	<u>100</u>	<u>500</u>	<u>100</u>

Table 3 lists the total number of area school full-time faculty and adjunct or adult education faculty. Also, the number chosen from each area school based upon the random sample selection has been identified.

#### Collection of the Data

This researcher presented a proposal of the total study to the area school superintendents prior to mailing the surveys to the target audience. The purpose of the presentation was two-fold; namely, to gain additional input from the chief executive officers of these institutions and, also, to obtain the support of these same individuals. Unanimous support was indicated from this group. In addition, a similar presentation for similar purposes was made to the area school adult education directors. Again, support was wholeheartedly given for the project. These displays of encouragement were greatly appreciated and perhaps further emphasized the need for such a study.

On March 1, 1974, 800 inventories were mailed to those individuals comprising the random sample in the various constituencies. This mailing was done from the Iowa State Department of Public Instruction.

A follow-up was mailed to approximately 500 individuals on March 27, 1974. Once again, the mailing was done from the State Department of Public Instruction. As with the first mailing, a self-addressed, stamped envelope was included with the inventory (see Appendix B for copies of the cover letter and follow-up). Final returns of the inventory included in the study were obtained by April 20, 1974.

Table 3. Numbers of population and samples selected in the subgroups of area school faculty and adjunct faculty

Area school <sup>a</sup>	Number faculty	Faculty chosen	Number adjunct faculty	Adjunct faculty chosen
I	65	14	244	41
II	72	13	65	6
III	62	12	48	13
IV	34	7	29	8
V	232	34	100	27
VI	233	18	86	15
VII	85	23	87	20
IX	122	19	100	24
X	195	44	118	23
XI	168	38	79	22
XII	62	13	195	40
XIII	149	32	67	11
XIV	28	55	24	5
XV	71	14	131	27
XVI	75	14	80	18
Totals	1653	300	1453	300

<sup>a</sup>The following is a listing of the area schools by number, name and location of the administrative office.

- Area I - Northeast Iowa Vocational-Technical School - Calmar.
- Area II - North Iowa Area Community College - Mason City.
- Area III - Iowa Lakes Community College - Estherville.
- Area IV - Northwest Iowa Vocational School - Sheldon.
- Area V - Iowa Central Community College - Ft. Dodge.
- Area VI - Iowa Valley Community College - Marshalltown.
- Area VII - Hawkeye Institute of Technology - Waterloo.
- Area IX - Eastern Iowa Community College - Davenport.
- Area X - Kirkwood Community College - Cedar Rapids.
- Area XI - Des Moines Area Community College - Ankeny.
- Area XII - Western Iowa Tech - Sioux City.
- Area XIII - Iowa Western Community College - Council Bluffs.
- Area XIV - Southwestern Iowa Community College - Creston.
- Area XV - Indian Hills Community College - Ottumwa.
- Area XVI - Southeastern Iowa Community College - Burlington.

## Treatment of the Data

When the last returns were in, the inventories were sorted into their representative subgroups. Following this procedure they were then coded and taken to the Iowa State University Computation Center. At the center the data were punched on IBM cards and IBM machines were used for the tabulating and summarizing of the data. The usable responses from the various subgroups were statistically treated in relationship to the criterion variables.

A single-classification analysis of variance treatment with the randomized block design was utilized. This particular statistical procedure was applied to the first three null hypotheses stated in the Introduction of this paper. The fourth null hypothesis was treated with descriptive applications only. All of the null hypotheses are hypotheses of no difference. The model used for the analysis of variance procedure is explained by Kirk (22, p. 135) and is defined by the model below.

$$\text{Model: } Y_{ij} = \mu + \beta_j + \alpha_i + e_{ij}$$

$\mu$  = grand mean of treatment population

$\beta_j$  = treatment effect

$\alpha_i$  = block effect

$e_{ij}$  = experimental error

$Y_{ij}$  = perception of the variable

This model was used because the variability among respondents within schools is less than the variability between schools. In this

model, school becomes the blocking factor while the main effect is the testing for differences between groups.

This researcher has depicted general randomized block ANOVA data below. The test of interest is the between groups test. Because of this, only the between groups F value will appear in the following chapter's tables and the appendices that relate to the chapter.

Source	d.f.	s.s.	m.s.	F value
Schools (Block)	x	xxx	xxx	xxx
Groups (Main effect)	x	xxx	xxx	xxx
Residual (Error)	x	xxx	xxx	xxx

When significant F values were obtained, the Scheffe tests were used to test for differences between groups to determine what groups in fact were different. The Scheffe model is shown below.

Scheffe model:

$$F_{dt} = \frac{(M_1 - M_2)^2}{MS_w \left( \frac{1}{n_1} + \frac{1}{n_2} \right) (K - 1)}$$

The F values obtained from the Scheffe tests were then compared to the appropriate table values in an effort to determine if significant differences appeared to exist between the groups in question.

In addition to the ANOVA treatment, where appropriate, descriptive statistical data such as the mean, standard deviation and relative percentages were used in an attempt to further describe the findings

of the research. The five percent level of significance was used in the ANOVA treatments and the testing of the hypotheses numbers one, two, and three. Limits of rejection for these hypotheses were set at the 51 percent level. In essence, it took a simple majority to reject a null hypothesis.

## FINDINGS AND DISCUSSION

## Introduction

This chapter is based on the findings of the composite and grouped returns from 410 respondents. These respondents were categorized as area school board members, administrators, faculty and adjunct faculty. Table 4 provides a summary of surveys mailed, returned and the number of returns that were usable.

Table 4. Number of surveys mailed and the number and percent of these returned and usable

Constituencies	Number mailed	Number returned	Percent returned	Number usable	Percent usable
Board of directors	100	49	49	49	49
Administration	100	85	85	80	80
Faculty	300	163	54.3	151	50
Adjunct faculty	300	154	51.3	130	43.3
Totals	800	451	56.4	410	51.3

One can readily observe from the table above that a total of 800 surveys were mailed and 451 returned for a total percentage of 56.4. Almost 10 percent of the returns were not usable. Although the percentage of unusable returns seems high, it is interesting to note that almost without exception, those unusable returns carried a message from the respondent. Many times this message indicated an interest in adult education as well

as a lack of knowledge. The responses would indicate that it was not because of a lack of interest on the part of the respondents, rather a lack of exposure.

The first part of this chapter will be devoted to exploring the compilations of descriptive statistics and the appropriate summarizations. The second part of the chapter will stress the statistical analysis derived from the analysis of variance utilizing the random block design procedures.

#### Descriptive Data

As indicated in Table 4 on the preceding page, a total of 410 observations were returned in usable form. On page 57 it was indicated that selections of the constituents who received this survey were done on the basis of a list of random numbers generated at the Iowa State University Computer Center. Table 5 provides an indication of the number of respondents by area school who completed the blank asking for the area school with which they were associated.

It is easily discernible that there appears to be a very good spread of returns from the various institutions. Only areas 4 and 14 showed fewer than 19 returns from their particular institution. This is logical when one considers the fact that these two institutions are the smallest area schools in the state.

The next area of descriptive statistics is that of sex classification by the respondents. Table 6 points out the fact that approximately



Table 5. Valid response by area school district

Area school number	Absolute frequency of responses	Relative percentage of responses
1	31	7.8
2	28	7.1
3	21	5.3
4	9	2.3
5	48	12.2
6	23	5.8
7	24	6.1
9	28	7.1
10	42	10.6
11	37	9.4
12	24	6.1
13	26	6.6
14	9	2.3
15	26	6.6
16	19	4.8
Total valid observations	<u>395</u>	
Missing observations	<u>15</u>	
Grand total	410	

two-thirds of the respondents were male and one-third female. Dr. William Baley, Associate Superintendent of the Area Schools Branch at the State Department of Public Instruction, has indicated that this percentage breakdown is representative of the total population of the area schools included in the study.

The data in Table 6 indicate that five observations with relationship to the category of sex are missing. It is also relevant to note that, with the exception of the adjunct faculty, male respondents vastly outnumber female respondents. In the category of adjunct faculty, male

Table 6. A breakdown of respondents by sex

Sex	Absolute frequency of responses	Relative percentage of responses
Total groups		
Male	275	67.9
Female	<u>130</u>	32.1
Valid observations	405	
Missing observations	5	
Board of directors		
Male	46	93.9
Female	<u>3</u>	6.1
Valid observations	49	
Missing observations	0	
Administration		
Male	60	76.9
Female	<u>18</u>	23.1
Valid observations	78	
Missing observations	2	
Faculty		
Male	107	71.8
Female	<u>42</u>	28.2
Valid observations	149	
Missing observations	2	
Adjunct faculty		
Male	62	48.1
Female	<u>67</u>	51.9
Valid observations	129	
Missing observations	1	

respondents totaled 48.1 percent while female respondents totaled 51.9 percent. This can be compared to the total of all groups which shows that the male respondents totaled 67.9 percent as contrasted to 32.1 percent for female respondents. The adjunct faculty, in all probability, represents a broader cross section of the total population than the other subgroups involved in the study.

The next descriptive variable is that of education. There were five basic categories of educational levels included on the survey; however, the distribution of educational levels as indicated by the respondents dictated that the levels be condensed to four.

Table 7 emphasizes the fact that the formal educational level of the respondents is quite high. Data for the total group of respondents depict 85.8 percent of the respondents as having completed two or more years of college while 62.6 percent indicate that they have completed some formal education beyond the baccalaureate level.

Of the four basic constituencies, namely boards of directors, administrators, faculty and adjunct faculty of the area schools, respondents in the administrator's subgroup show the highest percentage having completed some formal education beyond the bachelor's level with 91 percent having checked this category. For several years educational requirements for administrators were somewhat higher than for faculty. During recent years, this requirement has changed until in many instances today, the level of formal education is equal between these groups with only the content area being different.

Also, as an informed observer might expect, the respondents from the

Table 7. The educational levels of the respondents

	Educational level	Absolute frequency of responses	Relative percentage of responses
Total	High school or less	57	14.1
	Two years or more of college	45	11.1
	Completed bachelor's degree	49	12.1
	Education beyond bachelor's degree	253	62.6
	Total valid observations	<u>404</u>	
Boards of directors	High school or less	6	12.5
	Two years or more of college	5	10.4
	Completed bachelor's degree	14	29.2
	Education beyond bachelor's degree	23	47.9
	Missing observations	1	
Administration	High school or less	2	2.6
	Two years or more of college	3	3.8
	Completed bachelor's degree	2	2.6
	Education beyond bachelor's degree	71	91.0

Table 7 (Continued)

Group	Educational level	Absolute frequency of responses	Relative percentage of responses
	Missing observations	2	
Faculty	High school or less	18	12.1
	Two years or more of college	7	4.7
	Completed bachelor's degree	106	71.1
	Missing observations	2	
Adjunct faculty	High school or less	31	24.1
	Two years or more of college	19	14.7
	Completed bachelor's degree	26	20.2
	Education beyond bachelor's degree	53	41.1
	Missing observation	1	

adjunct faculty showed the smallest percentage of the groups having completed some formal education beyond the baccalaureate level with a reported level of 41.1 percent. This is not to be unexpected when one considers the notion of the adult education commitment to the total community concept. Such a philosophy dictates that individuals within the community possessing significant talents should be utilized in the adult

education program whenever their particular ability is in demand.

The next area of descriptive statistics presented is that section relating to the age of the respondents. For the purpose of this study, the age levels have been placed into the three levels that are depicted in the following table. By condensing to three age categories from a continuous spread, each cell was given an adequate number of frequencies.

It is easily discernible that the mean age of administrative board member respondents is the highest at 50.50 years. This should not be unexpected when one considers the fact that board members serve without pay and do contribute a significant amount of time and energy. Many times, individuals in their twenties and early thirties are engrossed with family responsibilities and also the problems that are manifest in establishing oneself in a career and consequently are often not in a position to assume this type of responsibility. In addition, there may be other reasons such as the lack of interest in community affairs. The following table points out the fact that there were only nine respondents in this category under 39 years of age.

The mean age of respondents in the categories of administration, faculty and adjunct faculty is 41.91, 39.88, and 42.25 respectively. This would seem to represent a well-spread age group when one considers the fact that the expected age of the respondents could be from 21 years upward.

Actual work experience of the respondents at their present position is the next descriptive variable that is examined.

Table 8. Age level of the respondents by total group and subgroups

Group	Age level	Absolute frequency of responses	Relative percentage of responses
Total group	20 to 39 years	178	45.5
	40 to 49 years	101	25.9
	50 years and over	<u>112</u>	28.6
	Valid observations	391	
	Missing observations	19	
	Mean age of all respondents	42.34	
Boards of directors	20 to 39 years	9	18.7
	40 to 49 years	14	29.2
	50 years and over	<u>25</u>	52.1
	Valid observations	48	
	Missing observations	1	
	Mean age of all respondents	50.50	
Administration	20 to 39 years	32	42.1
	40 to 49 years	28	36.8
	50 years and over	<u>16</u>	21.1
	Valid observations	76	
	Missing observations	4	
	Mean age of all respondents	41.91	

Table 8 (Continued)

Group	Age level	Absolute frequency of responses	Relative percentage of responses
Faculty	20 to 39 years	81	57.4
	40 to 49 years	30	21.3
	50 years and over	<u>30</u>	21.3
	Valid observations	141	
	Missing observations	10	
	Mean age of all respondents	39.88	
Adjunct faculty	20 to 39 years	56	44.4
	40 to 49 years	29	23.1
	50 years and over	<u>41</u>	32.5
	Valid observations	126	
	Missing observations	4	
	Mean age of all respondents	42.25	

The area schools of Iowa, although established in 1966, assumed operations of many public junior colleges that had been in operation for years. It is the result of this fact that many administrators and faculty indicated that they had held their present positions in excess of 10 years.

Table 9 also indicates that the average number of years that the respondents in the administrative group have held their respective position



Table 9. Years experience respondents employed at their present position by total group and subgroups

Group	Years of experience	Absolute frequency of responses	Relative percentage of responses
Total group	1 to 9 years	298	77.8
	10 years and over	<u>95</u>	22.2
	Valid observations	393	
	Missing observations	17	
	Mean years experience of respondents	7.41	
Board of directors	1 to 9 years	10	23.3
	10 years and over	<u>33</u>	76.7
	Valid observations	43	
	Missing observations	6	
	Mean years experience of respondents	18.09	
Administration	1 to 9 years	72	93.5
	10 years and over	<u>5</u>	6.5
	Valid observations	77	
	Missing observations	3	
	Mean years experience of respondents	5.65	
Faculty	1 to 9 years	131	
	10 years and over	<u>17</u>	
	Valid observations	148	
	Missing observations	3	

Table 9 (Continued)

Group	Years of experience	Absolute frequency of responses	Relative percentage of responses
	Mean years experience of respondents	5.30	
Adjunct faculty	1 to 9 years	85	73.9
	10 years and over	<u>30</u>	26.1
	Valid observations	115	
	Missing observations	15	
	Mean years experience of respondents	7.30	

is 7.41. This can be compared with the 18.09 years experience indicated by respondents from the administrative boards subgroup. Conversely, the lowest average of the subgroups was the 5.30 representing the mean of the faculty respondents.

In view of the fact that board members are elected by the general public, it is not surprising that they are well-established members of their respective communities. It should be expected that these kinds of individuals would represent the majority of board members.

Prior to applying the analysis of variance techniques, the coefficient alpha formula was utilized in an attempt to obtain a coefficient of internal consistency. This test enabled a determination of reliability or that part of the variance which is true variance. The results of the

coefficient alpha are provided in the following table.

The reliability coefficients in the areas of program functions and administrative patterns are approaching the perfect alpha coefficient rating of +1.00. As a result of these values indicating considerable internal consistency, the scales in these two classifications are additive. This fact enabled these two sections to be treated somewhat differently statistically than the financial consideration section. The reliability coefficients in the financial considerations area are much lower and are not additive.

Table 10. Reliability coefficient by groups and functions

	Total groups	Board of directors	Adminis- tration	Faculty	Adjunct faculty
Program functions					
Now doing	0.88041	0.85334	0.87281	0.87106	0.89715
Should be doing	0.88411	0.87926	0.91243	0.88070	0.87096
Financial considerations					
Now doing	0.44826	0.51532	0.30259	0.50456	0.45749
Should be doing	0.37006	0.55699	0.35696	0.29722	0.42813
Administrative patterns					
Now doing	0.74765	0.63805	0.70121	0.76106	0.80086
Should be doing	0.74172	0.73589	0.77733	0.70551	0.75510
Note: A perfect alpha coefficient rating is +1.00.					

## Coding of the Instrument

In Appendix A is a coded copy of the survey instrument. Each statement of function is treated as two criterion variables for purposes of the statistical analysis. The left hand column contains the scale to indicate whether or not the respondent believed that a particular function was currently being conducted in the area school that they were or had been associated with. The left hand values will carry odd numbers.

To the right hand side of each statement is a scale to indicate whether or not the respondent believed his area school should be involved in the particular adult education function as described. The right hand side also provided an opportunity for the respondents to indicate their intensity of opinion indicating the strength of agreement or disagreement. The right hand values will carry even numbers.

For the purpose of analyzing the completed returns of the survey, the left hand scale was weighted as follows: A = 2, U = 1, D = 0. The right hand side of the scale was weighted in accordance with the values of Transformed Certainty Scale according to Warren, Klonglan and Sabri (43, p. 21). The values of the various potential responses are as follows:

D	D	D	D	D	AD	A	A	A	A	A
5	4	3	2	1		1	2	3	4	5
0	3	5	6	7	8	9	10	11	13	16

### Analysis of the Data

Four null hypotheses were developed for testing purposes in attempting to decide whether any significant differences existed between groups of area school personnel in their perception of the variables utilized in this study. These null hypotheses were previously stated on pages 9 and 10 of the study.

The means, standard deviations and analysis of variance random block design "F" values were determined for the variables utilized in the study. Tables and comments through the remainder of this chapter will be addressed to the null hypotheses and their relationship to the statistical findings.

#### Hypothesis One

Null hypothesis number one states the following:

There is no significant difference between area school boards of directors, administrative personnel, full-time faculty members, and adult education adjunct faculty and their perceptions of:

- a. current activities relating to the program aspects of area school adult education,
- b. activities that should exist relating to the program aspects of area school adult education.

In addition to the specified null hypotheses, it was also feasible to examine other facets because of the nature of the data collected and the statistical procedures utilized. One area of descriptive statistics explored relates to a ranking procedure for each particular statement

based on the mean obtained for the total groups on each particular statement.

The following table provides a ranking of statements in the programming area by means of the total groups in the "currently doing" subscale.

Table 11. Program function statements listed in an order indicative of the largest to the smallest mean of the total groups for the "currently doing" subscale. Also, a ranking is given relating to the mean of the total groups for the "should be doing" subscale

Statement	of total groups		Rank
	Currently doing	Should be doing	Should be doing
10. Offer avocational courses such as bridge and dancing as a part of the total education offerings of a merged area.	1.775	11.971	13
5. Conduct educational preparatory programs in each K-12 community school district within the merged area for those individuals desiring to take the High School Equivalency Examination (GED).	1.610	13.550	1
16. Offer appropriate education programs for adults with physical and/or mental handicaps.	1.604	12.827	3
17. Conduct state required courses such as the new course for Drinking Drivers that may be assigned by the Public Courts as sentence to the offender.	1.444	12.141	9
18. Offer specialized courses for a specific occupational group. (i.e. American Institute of Banking courses for those individuals employed in banking).	1.441	11.997	12

Table 11 (Continued)

Statement	of total groups		Rank
	Currently doing	Should be doing	Should be doing
25. Assist the adult population in the development of a life style based on interests, abilities and needs.	1.417	11.920	14
1. Provide vocational oriented courses for employees of a specific company or corporation, even though the skills or knowledge obtained might not necessarily be transferable to a different situation.	1.414	11.607	17
9. Allow students currently enrolled in regular high school courses to enroll in adult education courses.	1.393	11.805	15
7. Provide courses for adults at the elementary-secondary level in each K-12 community school district throughout the merged area.	1.385	12.224	7
27. Develop special education opportunities for returning armed forces veterans.	1.361	12.307	5
23. Make available prevocational and exploratory programs at the adult level.	1.318	12.102	10
30. Provide in-service training opportunities for adult education teachers.	1.286	12.594	4
11. Direct adult education programs specifically at the needs of senior citizens.	1.283	12.102	10
14. Provide educational activities for members of low income families in the health, management, nutrition, and other areas of consumer education.	1.281	13.316	2

Table 11 (Continued)

Statement	of total groups		Rank
	Currently doing	Should be doing	Should be doing
3. Provide in-service training programs in cooperation with teacher-training institutions for professional employees of community school districts.	1.262	12.169	8
12. Encourage the development of programs for community leadership that is capable and willing to address themselves to those kinds of problems that are best solved at the local level.	1.179	12.061	11
13. Offer programs geared to increase ones broader interests such as "Great Books," "Great Decisions," and other similar discussion group activities as a part of the adult education curriculum.	1.176	11.671	16
2. Conduct preparatory educational classes for those desiring to earn college credits through CLEP exam testing program.	1.158	11.198	20
8. Make available occupational type courses of a short duration to students currently enrolled in regular high school courses.	1.136	11.179	21
15. Provide developmental education in the basic area of communications for parents and children who are educationally disadvantaged.	1.104	12.249	6
19. Make available educational opportunities that assist foreign born in their preparation for citizenship.	1.104	12.249	6



Table 11 (Continued)

Statement	of total groups		Rank
	Currently doing	Should be doing	Should be doing
6. Operate a sheltered workshop within the merged area that provides educational opportunities for the physically and mentally handicapped.	1.013	11.473	18
22. Provide adults opportunities that addresses to those kinds of problems experienced by a mobile society.	1.013	10.744	23
28. Provide for those individuals incarcerated in penal institutions within the area appropriate educational programs.	.995	10.888	22
24. Provide for inservice and preservice programs for elementary-secondary personnel.	.992	10.173	26
20. Provide educational activities that utilize the medium of mass communications such as radio and television.	.914	11.332	19
26. Make available opportunities for adults to study conflict and its relevance for adult education within the community.	.890	9.850	27
4. Make available correspondence courses carrying high school credits to the residents of every K-12 community school district within the merged area.	.874	9.738	28
21. Provide appropriate general education for migrant workers even though their stay in Iowa may be somewhat brief each year.	.824	10.489	25

Table 11 (Continued)

Statement	of total groups		Rank
	Currently doing	Should be doing	Should be doing
29. Make available adult education offerings that utilize the mass media as a means of delivery.	.783	10.521	24

As Table 11 so vividly points out, adult education has not completely overcome the image of offering strictly courses such as dancing and bridge. At least statement number 10 which relates to the hobby course area had the highest mean in the "currently doing" subscale.

The top five statements on the "currently doing" subscale as rated on the basis of the total group means are 10, 5, 16, 17 and 18 in descending order. It is of interest to note that only statements numbers 5 and 16 remain in the top five when they are considered in relationship to the "should be doing" subscale. When ranked on this subscale, the top five in descending order are 5, 14, 16, 30 and 27.

It seems to be pointed out that the respondents have a high expectation of adult education to provide courses for those often associated with the lower end of the economic and social scales and to do so with well-trained adult education teachers.

Although there was a considerable difference in the top five between the "currently doing" and "should be doing" subscales, there is very little

difference between the bottom five using the same criteria. Statements 20, 26, 4, 21 and 29 are the bottom five on the "currently doing" subscale. Only statement 20 did not remain in the bottom five in the "should be doing" subscale being replaced by number 24. There seemed to be a decided tendency on the part of the respondents to avoid endorsing those kinds of activities that are not now being conducted. The other possibility would be that these particular activities are not appropriate for adult education in the viewpoints of the respondents.

Appendix D provides a breakdown by groups of the mean and standard deviation for each variable contained in the program function subgroup. Also, the mean and standard deviation for the total groups are provided. The reader will note that the table has been separated by functional statements which in effect provide for two variables, one being odd numbered (currently doing) and the other even (should be doing).

In this and following paragraphs are highlighted some of the subgroups and variables that appear to vary considerably from the average of the total group as presented in Appendix D. The first variable that could be classified in this manner is the response to function statement number two by the administrators subgroup. This group's mean responses in both the "currently doing" and "should be doing" categories are considerably below the mean calculated for the total group.

Statement number two relates to variables 3 (currently doing) and 4 (should be doing) and is as follows:

2. Conduct preparatory educational classes for those desiring to earn college credits through CLEP exam testing programs.

The response to this functional statement would indicate that the administrative group is undecided on the average as to whether or not this function is now being conducted. This group indicates the weakest of possible intents that this particular function should be conducted.

Appendix D indicates that functional statement number three has been singled out by the boards of directors as being a function that is now being conducted but their feeling as to its appropriateness as an adult education function is somewhat less than highly favorable.

Statement number three relates to variables 5 and 6 and is as follows:

3. Provide in-service training programs in cooperation with teacher-training institutions for professional employees of community school districts.

Both the administrative and adjunct faculty groups expressed opinions somewhat lower than the other two groups in relationship to variable number 11 (currently doing). The results of variable number 12 (should be doing) disclose that the administrative respondents have the lowest intensity of feeling as to the appropriateness of functional statement number six which relates to these particular variables. This statement is listed below.

6. Operate a sheltered workshop within the merged area that provides educational opportunities for the physically and mentally handicapped.

Area school administrators were once again well below the average for the total groups on variable number 15 which identifies adult education functions as "currently doing" for functional statement number eight which is listed below.

8. Make available occupational type courses of a short duration

to students currently enrolled in regular high school courses.

The mean of the responses from the adult education adjunct faculty group on variable number 21 was also considerably lower than the mean of the total group on this item. Item 21 is the "currently doing" classification for functional statement number 11. This would appear to be a situation where adjunct faculty respondents are not aware of programming in this area.

11. Direct adult education programs specifically at the needs of senior citizens.

Data listed for variables 25 and 31 showed the means for the adult education adjunct faculty to be significantly lower than the average mean for all groups. These items are also in the "currently doing" classification for their respective functional statements which are listed below. Just as for the previous variable, number 21, respondents of this group were not below the mean for the total groups in the "should be doing" classification.

13. Offer programs geared to increase one's broader interests such as "Great Books," "Great Decision," and other similar discussion group activities as a part of the adult education curriculum.
16. Offer appropriate education programs for adults with physical and/or mental handicaps.

Variables number 39 and 41 seem to have relatively low means for the total groups when compared to the other variables. This is not the case for the even numbered variables representing the same functional statements. Only on item 39 (currently doing) does a mean appear to be unusually low. In this case, the mean for the administration group is

considerably less than the other groups. Listed below are statements 20 and 21 representing variables 39 and 41 respectively. Educational programs for migrant workers are not conducted in each area school because many sections of Iowa do not have these workers in significant numbers.

20. Provide educational activities that utilize the migrant workers even though their stay in Iowa may be somewhat brief each year.
21. Provide appropriate general education for migrant workers even though their stay in Iowa may be somewhat brief each year.

The same comments apply to items 47 and 51, although item 48 which corresponds to the same statement as item 47 is rated comparatively low by the board of directors group. Item 52 (should be doing) also shows a low mean by the full-time faculty. Functional statements 24 and 26, about which the above variables are developed, are as follows:

24. Provide for inservice and preservice programs for elementary-secondary personnel.
26. Make available opportunities for adults to study conflict and its relevance for adult education within the community.

Appendix D shows that the administrative personnel had the highest mean on 16 variables describing those activities currently being conducted in area school adult education programs. The same group also had the greatest number of high means on variables describing those activities that fell under the "should be doing" classification. This would tend to show that the administrative respondents hold the belief that area school adult education should be involved in a wide variety of activities.

An analysis of variance procedure using random block design was then completed as a method of comparing the means for all groups. Tables 12

and 13 which follow, show the results of this statistical application.

Table 12. A comparison of group means using random block design for "currently doing" on the program subscale

Groups	$\bar{X}$	s	N	F value
Boards	37.070	10.780	43	5.983**
Administration	38.944	11.212	72	
Faculty	26.741	10.892	143	
Adjunct faculty	32.828	11.296	116	

\*\*Significant at the .01 level.

Table 13. A comparison of group means using random block design for "should be doing" on the program subscale

Groups	$\bar{X}$	s	N	F value
Boards	341.333	55.593	27	2.355
Administration	367.864	59.180	66	
Faculty	348.194	57.210	124	
Adjunct faculty	343.948	60.272	96	

ANOVA Table 12 indicates a highly significant F value, that is, one significant beyond the .01 level. In an attempt to determine the exact area of differences, Scheffé tests were conducted between each of the possible combinations of groups. These tests yielded an F value of 4.85

when the administrative group was compared with the adjunct faculty indicating a highly significant difference beyond the .01 level.

This same statistical procedure obtained an F value of 2.86 when the faculty and adjunct faculty were compared. This value indicates a significant difference beyond the .05 level.

In view of the fact that the only significant difference occurred when the boards, administration or faculty were compared with the adjunct faculty, we fail to reject null hypothesis number one, part a. In other words, perceptions of the respondents relating to "currently doing" categories of programming are not significantly different. We must also fail to reject part b because the "F" value, as indicated in Table 13, is not significant. There were no significant differences between area school boards of directors, administrative personnel, full-time faculty members, and adult education adjunct faculty and their perceptions of activities that should exist relating to the program aspects of area school adult education.

#### Hypothesis Two

Hypothesis number two relates to the data on the following pages.

It is as follows:

There is no significant difference between area school boards of directors, administrative personnel, full-time faculty members, and adult education adjunct faculty and their perceptions of:

- a. current activities relating to the financial consideration of area school adult education,
- b. activities that should exist relating to the financial consideration of area school adult education.



The statements contained in the financial considerations section of the survey instrument are listed in Table 14 by means of the total groups in the "currently doing" subscale.

The means in the financial consideration section on the "currently doing" subscale all fail to reach 1.5 or higher on the two-point scale. This may be an indication that most respondents are very uncertain as to the manner in which adult education is currently financed.

Statements two and six are the only statements that are ranked the same in both the "currently doing" and "should be doing" subscales. The three top statements on the "should be doing" subscale as determined by the various means are 3, 2 and 1 in that particular order. Statement three indicates a strong belief on the part of the respondents that adult education teachers should be reimbursed in accordance with their professional preparation and experience.

In addition, there seemed to be a rather strong indication on the part of the respondents that general state aid earned by adult education courses should be credited to the adult education budget. This was reflected in statement two and would seem to be in conflict with the third ranking statement, number one. Statement number one espouses the notion that the charges for adult education courses should cover the direct costs involved in the operation of a particular course.

Appendix E provides a breakdown by groups and by the total group of the mean and standard deviation for each variable contained in the financial consideration subgroup.

Although the financial considerations subgroup is comprised of only

Table 14. Financial consideration statements listed in an order indicative of the largest to the smallest mean of the total groups for the "currently doing" subscale. Also, a ranking is given relating to the mean of the total groups for the "should be doing" subscale

Statement	of total groups		Rank
	Currently doing	Should be doing	Should be doing
1. Charge for adult education offerings on a scale that will cover the direct costs involved in the operation of a particular course.	1.482	11.420	3
2. Credit general state aid earned by reimbursable adult education courses to the adult education budget for operational purposes. (Depending upon the financial condition of the institution.)	1.381	11.800	2
7. Reimburse the public schools for their assistance in supervising the adult education program.	1.237	9.639	4
3. Reimburse teachers of adult education courses on a scale that recognizes experience and professional preparation.	1.018	12.721	1
4. Charge a higher adult education registration fee for out-of-state residents.	.817	7.710	6
5. Teachers of adult education are paid an amount commensurate with pay from their regular source of employment, if any.	.802	8.986	5
6. Reimburse teachers of courses eligible for state aid on a higher scale than those teachers of courses not eligible for state aid.	.756	5.377	7

seven functional statements, it is an area which seems to be somewhat controversial. The respondents appear to indicate a diversity of opinion between boards and administration and faculty and adjunct faculty. These last two groups have a lower mean than the first two on variable 65 (currently doing) of this particular functional statement. Their respective means indicate that they are somewhat less than undecided as to whether or not adult education is currently fulfilling this function. Corresponding variable number 66 (should be doing) indicates that all groups believe adult education should be operating in this manner. A basic reason for the divergent opinions may relate to the fact that some area schools base adjunct faculty salaries on experience and professional preparation and others do not. Financial consideration statement number three is as follows:

3. Reimburse teachers of adult education courses on a scale that recognizes experience and professional preparation.

The financial considerations statements 4, 5 and 6 received quite low rankings both in the "currently doing" and "should be doing" classifications. These statements are listed below.

4. Charge a higher adult education registration fee for out-of-state residents.
5. Teachers of adult education are paid an amount commensurate with the pay from their regular source of employment, if any.
6. Reimburse teachers of courses eligible for state aid on a higher scale than those teachers of courses not eligible for state aid.

The last statement in the financial consideration section, number seven, received a rather low rating in the "should be doing" classification.

Group four, adult education adjunct faculty had the lowest mean on this variable, number 74, of any group.

7. Reimburse the public schools for their assistance in supervising the adult education program.

Table 15 which follows gives a comparison of group mean utilizing the analysis of variance method for the odd-numbered variables. Also exhibited is the F value obtained for the individual variable ANOVAS.

Table 15. Comparison of group means and standard deviations on items of the financial considerations subscale using random block design for the "currently doing" classification

Item number	$\bar{X}$	s	N	F value
Item 61				
Boards	1.367	.883	49	1.063
Administration	1.588	.724	80	
Faculty	1.558	.684	147	
Adjunct faculty	1.370	.815	127	
Item 63				
Boards	1.604	.644	48	4.637**
Administration	1.494	.638	79	
Faculty	1.384	.624	146	
Adjunct faculty	1.228	.598	123	
Item 65				
Boards	1.408	.840	49	5.346**
Administration	1.177	.874	79	
Faculty	.946	.906	149	
Adjunct faculty	.921	.909	126	
Item 67				
Boards	.735	.758	49	2.154
Administration	.641	.738	78	
Faculty	.891	.769	147	
Adjunct faculty	.873	.726	126	

\*\* Significant at the .01 level.

Table 15 (Continued)

Item number	$\bar{X}$	s	N	F value
Item 69				
Boards	.959	.841	49	1.451
Administration	.671	.763	79	
Faculty	.755	.807	147	
Adjunct faculty	.879	.842	124	
Item 71				
Boards	.469	.710	49	7.200**
Administration	1.025	.847	79	
Faculty	.696	.687	148	
Adjunct faculty	.770	.647	126	
Item 73				
Boards	1.122	.832	49	6.944**
Administration	1.494	.677	79	
Faculty	1.142	.650	148	
Adjunct faculty	1.200	.622	125	

F values obtained for item variables 63, 65, 71 and 73 were highly significant at or beyond the .01 level. As a result of this finding, Scheffé tests were conducted comparing each group with each other group for the above variables. These statements are listed in Appendix A.

On item variable 63 (currently doing, statement two) an F value of 4.34, which is highly significant beyond the .01 level, was obtained when the boards and adjunct faculty were compared. Also on number 63, an F value of 3.02 was obtained when comparing the administrative responses with those of the adjunct faculty. This F value is significant at or beyond the .05 level. No other F values of significance were obtained for variable 63 when applying the Scheffé tests. Again, the responses of the

adjunct faculty may reflect a lack of knowledge relating to the use of general state aid within the institution.

An F value of 3.36, significant at or beyond the .05 level, was obtained on item variable 65 (currently doing, statement three) when the board and faculty were compared. When the board responses and adjunct faculty were compared, an F value of 3.57 was arrived at. This value is also significant at or beyond the .05 level.

Applying the Scheffé test to the various possible groups for item variable 71 resulted in the finding of two F values of significance. When board responses were compared with administration, the F value obtained was 6.41 which is highly significant beyond the .01 level. The comparison of the administrative group with faculty yielded an F value of 3.82 which is significant beyond the .05 level. Findings would indicate that the administrative group is the only group that leans somewhat toward paying teachers of reimbursable courses higher salaries than teacher of nonreimbursable courses.

Scheffé tests on groups for item variable 73 yielded three significant F values. The obtained F value when board and administration responses were compared was 3.18 which is significant beyond the .05 level. A similar F value of 3.18 was also arrived at when the faculty and adjunct faculty responses were compared.

The only F value highly significant beyond the .01 level was obtained when responses from the administrative group were compared with those of faculty. This comparison resulted in an F value of 4.85.

Null hypothesis number two, part a must be rejected because of the results obtained and referred to before and in the tables.

A companion table to number 15 is Table 16 which provides the results of analysis of variance treatment to the groups on each variable. Table 16 follows.

Table 16. Comparison of group means and standard deviations on items of the financial considerations subscale using random block design for the "should be doing" classification

Item number	$\bar{X}$	s	N	F value
<b>Item 62</b>				
Boards	11.682	4.219	44	2.041
Administration	10.506	5.041	77	
Faculty	11.922	4.359	141	
Adjunct faculty	10.975	4.636	121	
<b>Item 64</b>				
Boards	12.571	3.458	42	1.140
Administration	11.727	4.409	77	
Faculty	11.908	3.796	141	
Adjunct faculty	11.316	3.473	117	
<b>Item 66</b>				
Boards	11.644	4.068	45	1.256
Administration	12.173	3.998	75	
Faculty	12.938	4.304	144	
Adjunct faculty	12.967	3.554	121	
<b>Item 68</b>				
Boards	8.114	5.163	44	1.289
Administration	6.795	4.746	78	
Faculty	7.056	5.875	143	
Adjunct faculty	8.521	5.841	121	
<b>Item 70</b>				
Boards	8.568	4.800	44	4.306**
Administration	7.026	5.259	77	
Faculty	9.650	5.368	143	
Adjunct faculty	9.805	5.313	118	

\*\* Significant at the .01 level.

Table 16 (Continued)

Item number	$\bar{X}$	s	N	F value
Item 72				
Boards	4.600	4.098	45	2.595**
Administration	6.688	5.413	77	
Faculty	5.243	5.041	144	
Adjunct faculty	4.904	4.996	114	
Item 74				
Boards	10.022	4.434	45	.933
Administration	9.833	4.653	78	
Faculty	10.007	4.679	141	
Adjunct faculty	8.759	5.293	116	

The obtained F values for the even-numbered variables 62 through 74 were significant in only two instances, namely numbers 70 and 72 (should be doing, statements 5 and 6). The F value for item variable 70 of 4.31 is highly significant beyond the .01 level while the F value of 2.60 was significant only beyond the .05 level.

Scheffé tests on the possible group combinations for item variable 70 resulted in significant F values in two comparisons. An F value of 4.08 was obtained when responses from the administrative group were compared with those of faculty and an F value of 4.27 was obtained when administration was compared with responses of the adjunct faculty. Both of these values are highly significant beyond the .01 level.

Boards and administration would seem to oppose the notion of paying adult education teachers an amount commensurate with their pay from their



regular source of employment. Based on the responses, the faculty and adjunct faculty show a limited level of support for this concept.

No significant F values were obtained as a result of the Scheffé tests on the various combinations of groups for item variable 72. This can be explained in part by the fact that the Scheffé is not as powerful a test as the analysis of variance using the random block design.

The results obtained from the statistical procedures are not significant to such a degree that null hypothesis number two, part b can be rejected. Once again, perceptions of the respondents in the various groups are not significantly different in the "should be doing" classification.

### Hypothesis Three

The third section of the questionnaire which relates to administrative patterns of area school adult education is addressed by the following null hypothesis.

3. There is no significant difference between area school boards of directors, administrative personnel, full-time faculty members and adult education adjunct faculty and their perceptions of:
  - a. current activities relating to the administrative patterns of area school adult education,
  - b. activities that should exist relating to administrative patterns of area school adult education.

Previously in this chapter, statements contained in the programming and financial sections have been ranked on the basis of total group means in the "currently doing subscale." In Table 17, which follows, the same procedure has been followed.

Table 17. Administrative pattern statements listed in an order indicative of the largest to the smallest mean of the total groups for the "currently doing" subscale. Also, a ranking is given relating to the mean of the total groups for the "should be doing" subscale

Statement	of total groups		Rank
	Currently doing	Should be doing	Should be doing
10. Offer area school adult education courses in cooperation with a local community school district whenever feasible.	1.840	13.593	1
13. Conduct promotional and advertising activities for those activities conducted in the area.	1.840	13.401	3
11. Cooperate with public institutions in the cosponsoring of appropriate adult education activities.	1.809	13.454	2
18. Assist community school districts in the opening of their buildings to members of the total community in providing community education opportunities.	1.644	13.201	4
12. Cooperate with private institutions in the cosponsoring of appropriate adult education activities.	1.543	12.565	5
4. Assign one individual on the merged area staff the responsibility for the adult education component of activities.	1.641	11.935	9
5. The administrator of the adult education activities should be directly responsible to the chief executive officer of the merged area.	1.527	11.667	11
19. Work with Cooperative Extension in adult education program planning and implementation.	1.519	12.466	6

Table 17 (Continued)

Statement	of total groups		Rank
	Currently doing	Should be doing	Should be doing
8. The notion of academic freedom relating to course offerings should prevail in adult education if there is a given segment of the population interested in a particular area even though another segment may be opposed to the offering of a particular course.	1.455	12.213	7
1. Establish and motivate adult education citizen advisory committees in each community school district within the merged area.	1.234	12.185	8
17. Provide the adult student with the services of testing, recruitment, counseling, placement and follow-up.	1.173	11.750	10
9. Counsel adult education students wherever their classes are held.	1.170	11.204	12
14. Require administrators to have professional preparation in the field of adult education.	1.160	11.077	13
2. Assist community industrial development groups throughout the area in their question for new business and industry.	1.112	10.852	14
15. Administrators of adult education should be required to have occupational experience outside of school experience.	1.019	10.216	16
3. Provide research assistance to community industrial development groups.	.952	10.377	15

Table 17 (Continued)

Statement	of total groups		Rank
	Currently doing	Should be doing	Should be doing
7. Conduct admission and enrollment activities directly related to adult education through the student affairs division.	.684	7.275	17
6. Recruitment activities directly related to the adult education operation should be conducted by the student affairs division.	.628	6.941	18
16. Specialized teacher certification requirements are necessary for teachers of adult education.	.596	6.096	19

The intensity of opinion relating to "currently doing" activities was above 1.5 on 8 of the 19 statements or numbers 10, 13, 11, 16, 4, 12, 5 and 19. These numbers are listed in descending order from the highest mean to the lowest. Responses for these statements provide increased emphasis on the importance of area school adult education cooperating with other agencies in the offering of programs. Statements 10, 11, 12 and 18 allude to cooperation of various kinds of adult education offerings. Only number 13 does not allude to this approach out of the top five based on the "currently doing" subscale.

When these same statements are ranked according to the total group means on the "should be doing" subscale, there is no change in statements

for the top five, only the order is changed slightly. In other words, statements 10, 11, 12, 13 and 18 rank very high in importance and as currently being done in the opinions of the respondents.

The same consistency of current perceptions of activities and opinions relating to those activities that should be done was prevalent in the bottom five. Statement numbers 15, 3, 7, 6 and 16 comprised the bottom five in both the "currently doing" and "should be doing" subscales.

Statements 6 and 7 relate to possible roles that student affairs could play in the adult education effort. In both instances, they were viewed by the respondents as being undesirable.

Statements 15 and 16 relate to certification requirements and they, too, were viewed as being undesirable for future activities and ones that are not now being conducted.

Providing research assistance to community industrial development groups is the subject of statement three. The respondents were undecided as to whether or not such activities were currently taking place or whether they should in the future.

A breakdown by groups and by the total group of the mean and standard deviation for each variable contained in the administrative patterns subgroup is provided in Appendix F. The data shown in this appendix indicate that the board of directors group had the high mean the greatest number of times with four in the "currently doing" classification and three in the "should be doing" category.

The first item variables that have a group falling below the mean to any degree are 77 (currently doing) and 78 (should be doing). These

variables relate to functional statement number two in the administrative patterns section. It should be noted that the board respondents register a somewhat low mean on the "should be doing" variable and that the administration group is rather low on both 77 and 78. In the past, adult education divisions within the area schools have assisted business and industry by providing training programs for their employees. It is noteworthy that the board and administrative groups are questioning assistance to industrial development groups.

2. Assist community industrial development groups throughout the area in their quest for new business and industry.

Item variables 85 through 88 are quite low. Most respondents indicated that these functions were not currently being conducted in the manner described nor should they be. These variables relate to statements 6 and 7 in the administrative patterns and are listed below.

6. Recruitment activities directly related to the adult education operation should be conducted by the student affairs division.
7. Conduct admission and enrollment activities directly related to adult education through the student affairs division.

Although historically the activities described in statements 6 and 7 have been conducted in the student affairs office in institutions of higher education, it is interesting to note that the respondents are somewhat opposed to providing these same services for adult students.

Most of the remaining item variables in the administrative patterns section have relatively high means. The exception being 101 through 104. The administrative group has a rather low mean on both variables

103 and 104. These variables relate to functional statements number 14 and 15 in the administrative patterns section and are listed below. The reaction of these groups to the statements in question, particularly number 14, may provide an indication as to the need for emphasizing the discipline that exists within the field of adult education.

14. Require administrators to have professional preparation in the field of adult education.
15. Administrators of adult education should be required to have occupational experience outside of school experience.

Appendix F depicts that the boards of directors had the highest means on the greatest number of variables respectively relating to both the "currently doing" and the "should be doing" categories.

Again, as with the other two sections, the analysis of variance procedure using random block design was completed comparing the means for the groups. Tables 18 and 19, which follow, show the results of these computations.

The preceding ANOVA tables do not indicate a significant F value consequently null hypothesis number three, parts a and b cannot be rejected.

Table 18. Comparison of group means using random block design for "currently doing" on the administrative pattern subscale

Group	$\bar{X}$	s	N	F value
Boards	25.292	4.886	48	2.120
Administration	24.284	5.426	74	
Faculty	25.115	5.480	139	
Adjunct faculty	23.704	5.722	115	

Table 19. Comparison of group means using random block design for "should be doing" on the administrative pattern subscale

Group	$\bar{X}$	s	N	F value
Boards	214.357	29.960	28	1.841
Administration	216.721	33.966	68	
Faculty	216.772	29.526	127	
Adjunct faculty	206.178	32.610	101	

There is no significant difference between groups of respondents relating to either the "currently doing" or "should be doing" categories of administrative patterns.

#### Hypothesis Four

The structure of null hypothesis four is of the type that must be answered on the basis of the descriptive data that are available. This researcher has listed null hypothesis four in the following paragraph and will attempt to ascertain the validity or lack of validity for this statement in the following paragraphs.

4. There is no significant difference between groups when broken down between sex, age, education, and years of experience in present position and their perceptions of:
  - a. identified functions of adult education classified as "currently doing" in the area schools,
  - b. identified functions of adult education that should exist in the area schools.

Table 20 provides descriptive data based on the variables of sex,



age, education and experience in the programming aspects of area school adult education. In view of the fact that the data contained in this section are additive in nature, the means and standard deviations in the tables were obtained on a cumulative basis.

Table 20. The means, standard deviations and numbers of the groups by sex, age, education and experience for program functions in the "currently doing" classification

	Boards	Administration	Faculty	Adjunct faculty
<b>Sex</b>				
M	$\bar{X} = 37.100$ $s = 11.172$ $N = 40$	$\bar{X} = 40.273$ $s = 10.339$ $N = 55$	$\bar{X} = 36.127$ $s = 10.764$ $N = 102$	$\bar{X} = 32.309$ $s = 11.619$ $N = 55$
F	$\bar{X} = 36.667$ $s = 12.517$ $N = 3$	$\bar{X} = 35.563$ $s = 12.946$ $N = 16$	$\bar{X} = 38.700$ $s = 10.983$ $N = 40$	$\bar{X} = 32.983$ $s = 10.893$ $N = 60$
<b>Age</b>				
20-39 years	$\bar{X} = 33.667$ $s = 10.320$ $N = 9$	$\bar{X} = 37.690$ $s = 10.096$ $N = 29$	$\bar{X} = 35.909$ $s = 11.017$ $N = 77$	$\bar{X} = 30.827$ $s = 11.509$ $N = 52$
40-49 years	$\bar{X} = 40.583$ $s = 9.337$ $N = 12$	$\bar{X} = 40.840$ $s = 10.953$ $N = 25$	$\bar{X} = 37.931$ $s = 11.874$ $N = 29$	$\bar{X} = 35.630$ $s = 9.467$ $N = 27$
50 years and over	$\bar{X} = 35.905$ $s = 11.449$ $N = 21$	$\bar{X} = 39.600$ $s = 13.778$ $N = 15$	$\bar{X} = 38.586$ $s = 8.998$ $N = 29$	$\bar{X} = 34.273$ $s = 11.337$ $N = 33$
<b>Education</b>				
High school or less	$\bar{X} = 30.200$ $s = 17.210$ $N = 5$	$\bar{X} = 27.000$ $s = 18.385$ $N = 2$	$\bar{X} = 40.167$ $s = 9.109$ $N = 18$	$\bar{X} = 36.000$ $s = 12.038$ $N = 27$

Table 20 (Continued)

	Board	Administration	Faculty	Adjunct faculty
<b>Education (Cont.)</b>				
2 years or more of college	$\bar{X} = 35.800$ $s = 8.556$ $N = 5$	$\bar{X} = 37.667$ $s = 17.616$ $N = 33$	$\bar{X} = 39.000$ $s = 9.381$ $N = 18$	$\bar{X} = 30.200$ $s = 10.949$ $N = 15$
Completed bachelor's degree	$\bar{X} = 38.400$ $s = 12.213$ $N = 10$	$\bar{X} = 40.000$ $s =$ $N = 1$	$\bar{X} = 39.571$ $s = 9.414$ $N = 7$	$\bar{X} = 27.692$ $s = 9.405$ $N = 26$
Education beyond bachelor's degree	$\bar{X} = 37.727$ $s = 8.790$ $N = 22$	$\bar{X} = 39.646$ $s = 10.669$ $N = 65$	$\bar{X} = 35.667$ $s = 11.378$ $N = 99$	$\bar{X} = 34.277$ $s = 10.924$ $N = 47$
<b>Experience</b>				
1-9 years	$\bar{X} = 32.222$ $s = 4.994$ $N = 9$	$\bar{X} = 39.788$ $s = 11.205$ $N = 66$	$\bar{X} = 37.121$ $s = 10.656$ $N = 124$	$\bar{X} = 32.545$ $s = 11.525$ $N = 77$
10 years and over	$\bar{X} = 37.667$ $s = 11.946$ $N = 30$	$\bar{X} = 31.500$ $s = 5.447$ $N = 4$	$\bar{X} = 35.118$ $s = 12.634$ $N = 17$	$\bar{X} = 31.769$ $s = 9.575$ $N = 26$

The highest mean for the male classification was obtained by the males in the administration category. This group also had the lowest standard deviation in the classification by sex. Females in the full-time faculty category had the highest mean while adjunct faculty showed the lowest standard deviation.

In the age group classification 20-39 years, administration respondents had the highest mean and also the lowest standard deviation. This same group also had the highest mean in both age categories 40-49 years

and 50 years and over. Boards had the lowest standard deviation in the 40-49 age bracket while full-time faculty was low in this category in the highest age bracket.

That facet of the table dealing with education would seem to indicate some strengthening of opinion as the level of education increases although full-time faculty high school or less has the highest mean of any category when compared by education.

As in the other three categories, there does not appear to be a consistent pattern of differences when compared by years of experience.

The following table, Number 21, addresses itself to the same functional statements as Table 20, although it relates to the same descriptive data in the "should be doing" classification.

Table 21. The means, standard deviations and numbers of the groups by sex, age, education and experience for program functions in the "should be doing" classification

	Boards	Administration	Faculty	Adjunct faculty
Sex				
M	$\bar{X} = 341.920$ $s = 56.343$ $N = 25$	$\bar{X} = 363.667$ $s = 60.111$ $N = 51$	$\bar{X} = 341.444$ $s = 60.316$ $N = 90$	$\bar{X} = 339.000$ $s = 60.440$ $N = 54$
F	$\bar{X} = 334.000$ $s = 63.640$ $N = 2$	$\bar{X} = 382.133$ $s = 55.438$ $N = 15$	$\bar{X} = 364.273$ $s = 43.397$ $N = 33$	$\bar{X} = 350.310$ $s = 60.178$ $N = 42$
Age				
20-39 years	$\bar{X} = 332.500$ $s = 53.008$ $N = 6$	$\bar{X} = 360.615$ $s = 58.356$ $N = 26$	$\bar{X} = 346.286$ $s = 53.957$ $N = 70$	$\bar{X} = 345.479$ $s = 49.479$ $N = 48$

Table 21 (Continued)

	Boards	Administration	Faculty	Adjunct faculty
<b>Age</b>				
40-49 years	$\bar{X} = 395.833$ $s = 13.106$ $N = 6$	$\bar{X} = 363.360$ $s = 66.352$ $N = 25$	$\bar{X} = 348.920$ $s = 62.571$ $N = 25$	$\bar{X} = 359.885$ $s = 61.965$ $N = 26$
50 years and over	$\bar{X} = 324.429$ $s = 56.680$ $N = 14$	$\bar{X} = 388.154$ $s = 48.874$ $N = 13$	$\bar{X} = 354.417$ $s = 64.479$ $N = 24$	$\bar{X} = 330.150$ $s = 70.802$ $N = 20$
<b>Education</b>				
High school or less	$\bar{X} = 309.000$ $s = 90.117$ $N = 3$	$\bar{X} = 290.000$ $s = 48.083$ $N = 2$	$\bar{X} = 314.000$ $s = 46.550$ $N = 14$	$\bar{X} = 327.478$ $s = 74.033$ $N = 23$
2 years or more of college	$\bar{X} = 328.000$ $s = 47.195$ $N = 4$	$\bar{X} = 373.500$ $s = 119.501$ $N = 2$	$\bar{X} = 373.071$ $s = 48.846$ $N = 14$	$\bar{X} = 329.636$ $s = 50.717$ $N = 11$
Completed bachelor's degree	$\bar{X} = 347.500$ $s = 49.220$ $N = 8$	$\bar{X} = 422.000$ $s =$ $N = 1$	$\bar{X} = 357.857$ $s = 44.322$ $N = 7$	$\bar{X} = 360.750$ $s = 44.346$ $N = 24$
Education beyond bachelor's degree	$\bar{X} = 353.909$ $s = 57.610$ $N = 11$	$\bar{X} = 369.344$ $s = 57.610$ $N = 61$	$\bar{X} = 348.034$ $s = 57.126$ $N = 88$	$\bar{X} = 347.447$ $s = 61.036$ $N = 38$
<b>Experience</b>				
1-9 years	$\bar{X} = 344.750$ $s = 54.738$ $N = 4$	$\bar{X} = 371.705$ $s = 58.862$ $N = 61$	$\bar{X} = 348.224$ $s = 54.174$ $N = 107$	$\bar{X} = 350.633$ $s = 57.772$ $N = 60$
10 years and over	$\bar{X} = 339.500$ $s = 58.213$ $N = 20$	$\bar{X} = 330.750$ $s = 44.657$ $N = 4$	$\bar{X} = 348.224$ $s = 76.558$ $N = 15$	$\bar{X} = 325.308$ $s = 56.871$ $N = 26$

In the classification by sex, the administration group has the highest mean for both male and female respondents. This same group continues to have the highest mean in the classification by age in the category 20-39 years. In the age category 40-49 years, boards have the highest cumulative mean and by far the lowest standard deviation. It should also be mentioned that their particular category has the smallest N. In the 50 years and over age category, administration has the highest mean and also the lowest standard deviation.

As in the previous table, when comparisons by education are made, the means of the groups appear to go up with the educational level. The administrative personnel has the highest mean and lowest standard deviation for respondent groups holding some education beyond the bachelor's degree.

When compared by experience, administration holds the highest mean in the 1-9 year bracket while full-time faculty has the highest mean in the 10 years and over category.

As stated earlier in this research, the data obtained in the financial considerations subscale are not additive. As a result, Appendix G provides the Ns and relative percentages for each possible choice in the "currently doing" categories by sex, age, education and experience.

Table 22 which relates to Appendix G provides a high percentage count by group, by sex for each item variable. As was mentioned earlier in this research, boards has a negligible amount of female respondents; however, for the purposes of completing Table 22, they are considered.

In the agree classification, the male respondents show the highest

Table 22. "Currently doing" classification shown by sex distribution with the highest percentage of responses in each category in the financial considerations subscale

Item	Group	Agree	Undecided	Disagree
61	Boards	M	F	F
63	Boards	F	M	M
65	Boards	M	M	F
67	Boards	F	M	F
69	Boards	M	M	F
71	Boards	M	M	F
73	Boards	F	M	F
61	Administration	M	F	F
63	Administration	M	F	F
65	Administration	M	F	F
67	Administration	M	F	F
69	Administration	M	F	M
71	Administration	M	F	F
73	Administration	F	F	M
61	Faculty	F	M	M
63	Faculty	M	F	M
65	Faculty	F	F	M
67	Faculty	M	M	F
69	Faculty	F	F	M
71	Faculty	M	F	M
73	Faculty	M	F	M
61	Adjunct faculty	F	F	M
63	Adjunct faculty	M	F	M
65	Adjunct faculty	M	F	M, F
67	Adjunct faculty	M	F	M
69	Adjunct faculty	M	F	M
71	Adjunct faculty	F	F	M
73	Adjunct faculty	M	F	M

relative percentage in eight instances compared to 20 for the female respondents. It should also be noted that six of the male cases were in the board category of respondents where there were virtually no females.

Fifteen out of a possible 28 variable classifications in the disagree classifications indicated that the male respondents had the highest relative percentage.

Table 23 indicates that the respondents of age level three had the highest percentage of responses in the agree category, 13 times as compared to nine for those respondents in age level two.

In the undecided category there were 13 individual cases where the respondents in the second age level had the highest percentage of responses as compared to seven in the first age level and six in the third with one split between age level one and two.

The disagree category was checked by a greater percentage of ones with this category being preferred 13 times by those respondents in age level one and nine by age level three.

The above results would indicate differences within groups when broken down by age level.

The first classification that is examined is that of agree responses. Table 24 shows that education level number one has the highest percentage of responses in groups comprising boards, full-time faculty and adjunct faculty. These items were checked by administration respondents in educational level number two the greatest percentage of times. It should also be pointed out that the great majority of respondents from administration are in educational level four.

Table 23. "Currently doing" classification shown by age level with the highest percentage of responses in each category in the financial considerations subscale

Item	Group	Agree	Undecided	Disagree
61	Boards	2	2	1
63	Boards	2	3	3
65	Boards	3	2	1
67	Boards	1	2	3
69	Boards	2	2	1
71	Boards	2	2	1
73	Boards	2	3	3
61	Administration	2	2	1
63	Administration	3	1	1
65	Administration	3	2	1
67	Administration	3	1	2
69	Administration	3	2	1
71	Administration	3	3	1, 2
73	Administration	1	3	3
61	Faculty	3	3	2
63	Faculty	3	1	3
65	Faculty	3	1	1
67	Faculty	3	2	1
69	Faculty	2, 3	3	1
71	Faculty	3	3	2
73	Faculty	3	2	2
61	Adjunct faculty	2	2	3
63	Adjunct faculty	2	1	3
65	Adjunct faculty	3	1	1
67	Adjunct faculty	2	1	2
69	Adjunct faculty	3	2	1
71	Adjunct faculty	1	1, 2	3
73	Adjunct faculty	3	2	3



Table 24. "Currently doing" classification shown by educational level with the highest percentage of responses in each category in the financial consideration subscale

Item	Group	Agree	Undecided	Disagree
61	Boards	Ed. 1	Ed. 4	Ed. 4
63	Boards	Ed. 1	Ed. 2	Ed. 1
65	Boards	Ed. 1	Ed. 2	Ed. 4
67	Boards	Ed. 1	Ed. 4	Ed. 3
69	Boards	Ed. 1	Ed. 3	Ed. 4
71	Boards	Ed. 2	Ed. 4	Ed. 1
73	Boards	Ed. 2	Ed. 2	Ed. 1
61	Administration	Ed. 3	Ed. 1	Ed. 2
63	Administration	Ed. 2	Ed. 1	Ed. 4
65	Administration	Ed. 2	Ed. 1 & 3	Ed. 4
67	Administration	Ed. 2	Ed. 1 & 3	Ed. 4
69	Administration	Ed. 2	Ed. 4	Ed. 4
71	Administration	Ed. 2	Ed. 1 & 3	Ed. 1 & 3
73	Administration	Ed. 4	Ed. 1 & 3	Ed. 2
61	Faculty	Ed. 1	Ed. 4	Ed. 4
63	Faculty	Ed. 4	Ed. 3	Ed. 2
65	Faculty	Ed. 1	Ed. 3	Ed. 4
67	Faculty	Ed. 1	Ed. 3	Ed. 4
69	Faculty	Ed. 4	Ed. 3	Ed. 4
71	Faculty	Ed. 4	Ed. 3	Ed. 4
73	Faculty	Ed. 2	Ed. 3	Ed. 4
61	Adjunct faculty	Ed. 2	Ed. 4	Ed. 3
63	Adjunct faculty	Ed. 1	Ed. 3	Ed. 4
65	Adjunct faculty	Ed. 2	Ed. 1	Ed. 4
67	Adjunct faculty	Ed. 2	Ed. 3	Ed. 1
69	Adjunct faculty	Ed. 1	Ed. 1	Ed. 4
71	Adjunct faculty	Ed. 1	Ed. 3	Ed. 2
73	Adjunct faculty	Ed. 4	Ed. 3	Ed. 1

Educational levels two and four show the highest percentage in the undecided variables by the boards while educational levels one and three together show a corresponding position within the administrative respondents.

Within full-time faculty educational level three has the highest percentage response on 6 of the 7 variables when placed in the undecided classification. This same level of respondents also have a majority of highest percentages in the undecided classification within the adjunct faculty.

Educational level four is either first or tied for first in the number of respondents checking the disagree classification.

The results as shown in Table 24 based on the number of highest percentages by educational levels in each group by item variable would indicate there is a difference between respondents by educational level within groups.

In perusing Appendix G it should be noted that the number of respondents in experience level two is rather small in both groups two and three. The results in Table 25 in the agree classification indicate that experience level two had the highest percentage of responses in 21 instances as compared with only seven for respondents in experience level number one.

The results in the undecided classification are almost exactly reversed with experience level two showing the highest percentage on eight variables and experience level one the highest on 20 variables.

On fifteen variables experience level one was the highest percentage in the disagree classification while level two was highest on 12 instances.

Table 25. "Currently doing" classification shown by experience level with the highest percentage of responses in each category in the financial considerations subscale

Item	Group	Agree	Undecided	Disagree
61	Boards	Exp. 2	Exp. 1	Exp. 1
63	Boards	Exp. 1	Exp. 1	Exp. 2
65	Boards	Exp. 2	Exp. 1	Exp. 1
67	Boards	Exp. 2	Exp. 1	Exp. 1
69	Boards	Exp. 2	Exp. 2	Exp. 1
71	Boards	Exp. 2	Exp. 2	Exp. 1
73	Boards	Exp. 1	Exp. 2	Exp. 2
61	Administration	Exp. 2	Exp. 1	Exp. 2
63	Administration	Exp. 1	Exp. 1	Exp. 2
65	Administration	Exp. 1	Exp. 1	Exp. 2
67	Administration	Exp. 1	Exp. 1	Exp. 2
69	Administration	Exp. 1	Exp. 1	Exp. 2
71	Administration	Exp. 2	Exp. 2	Exp. 1
73	Administration	Exp. 2	Exp. 2	Exp. 1
61	Faculty	Exp. 2	Exp. 2	Exp. 1
63	Faculty	Exp. 2	Exp. 2	Exp. 2
65	Faculty	Exp. 2	Exp. 2	Exp. 1
67	Faculty	Exp. 1	Exp. 1	Exp. 2
69	Faculty	Exp. 2	Exp. 1	Exp. 2
71	Faculty	Exp. 2	Exp. 1	Exp. 1
73	Faculty	Exp. 2	Exp. 1	Exp. 1
61	Adjunct faculty	Exp. 2	Exp. 1	Exp. 2
63	Adjunct faculty	Exp. 2	Exp. 1	Exp. 2
65	Adjunct faculty	Exp. 2	Exp. 1	Exp. 1
67	Adjunct faculty	Exp. 2	Exp. 1	Exp. 1
69	Adjunct faculty	Exp. 2	Exp. 1	Exp. 1
71	Adjunct faculty	Exp. 2	Exp. 1	Exp. 2
73	Adjunct faculty	Exp. 2	Exp. 2	Exp. 1

Experience levels for full-time faculty, item variable 69, were equal with respect to their relative percentage.

Table 25 would also appear to indicate that there are differences within groups when compared by experience levels.

In view of the fact that there appears to be considerable differences within each of the groups when broken down by sex, age, education, and years of experience in relation to their perceptions of adult education functions currently being done, it is necessary to reject null hypothesis number four, part a insofar as it relates to the financial considerations aspects.

Appendix H provides the basis for the following comments relating to hypothesis number two part b. The first category that is alluded to is the financial consideration "should be doing" subscale where the responses are broken down by group and sex.

The number of females responding in the board classification is so small as to render insignificant results when comparing differences between responses by sex. In Table 26 the item variable and the two cells containing the highest percentage for the male and female classifications are listed.

The table shows that in only two cases within the administration group were the top two cells the same for both the male and female respondents. Results for full-time faculty also indicated a match of responses by both sexes was obtained again on only two item variables. The adjunct faculty was more evenly split with the top cells being the same for male and female respondents on four variables and different on three variables.

Table 26. "Should be doing" classification shown by sex distribution with the highest percentage of responses in each category in the financial considerations subscale

Group	Item	Sex	Identifying cells and percentages	
Administration	62	M	A3 = 15.5%	A5 = 29.3%
Administration	62	F	A3 = 23.5%	A5 = 41.2%
Administration	64	M	A4 = 22.0%	A5 = 35.6%
Administration	64	F	A3 = 18.8%	A5 = 43.8%
Administration	66	M	A4 = 17.5%	A5 = 36.8%
Administration	66	F	A3,A4,D3 = 12.5%	A5 = 56.3%
Administration	68	M	A5 = 11.9%	D5 = 18.6%
Administration	68	F	D1 = 17.6%	D3 = 35.3%
Administration	70	M	A5 = 15.5%	D5 = 19.0%
Administration	70	F	D3 = 17.6%	D5 = 29.4%
Administration	72	M	D3 = 16.9%	D5 = 20.3%
Administration	72	F	D3 = 23.5%	D5 = 29.4%
Administration	74	M	A3 = 16.9%	A5 = 20.3%
Administration	74	F	A3 = 35.3%	A4 = 23.5%
Faculty	62	M	A3 = 16.8%	A5 = 41.6%
Faculty	62	F	A3 = 26.3%	A5 = 42.7%
Faculty	64	M	A3 = 16.8%	A5 = 38.6%
Faculty	64	F	A5 = 36.8%	AD = 26.3%
Faculty	66	M	A4 = 14.7%	A5 = 52.0%
Faculty	66	F	A3 = 12.5%	A5 = 60.0%
Faculty	68	M	A5 = 18.8%	D5 = 28.7%
Faculty	68	F	A5 = 15.0%	D5 = 35.0%
Faculty	70	M	A5 = 27.5%	D5 = 13.7%
Faculty	70	F	A3 = 17.9%	A5 = 35.7%
Faculty	72	M	AD = 13.7%	D5 = 34.3%
Faculty	72	F	AD,D3 = 17.5%	D5 = 37.5%
Faculty	74	M	A3 = 19.0%	A5 = 23.0%
Faculty	74	F	A5 = 23.1%	AD = 20.5%
Adjunct faculty	62	M	A1,A4 = 13.7%	A5 = 28.8%
Adjunct faculty	62	F	A3 = 19.7%	A5 = 36.1%
Adjunct faculty	64	M	A3 = 22.6%	A5 = 35.1%
Adjunct faculty	64	F	A3 = 27.1%	A5 = 20.3%
Adjunct faculty	66	M	A3 = 15.5%	A5 = 48.3%
Adjunct faculty	66	F	A3 = 21.07%	A5 = 51.6%
Adjunct faculty	68	M	A5 = 32.2%	D5 = 23.7%
Adjunct faculty	68	F	A5 = 21.3%	D5 = 18.0%
Adjunct faculty	70	M	A3 = 18.6%	A5 = 40.7%
Adjunct faculty	70	F	A5 = 17.2%	D5 = 20.7%
Adjunct faculty	72	M	D3 = 14.3%	D5 = 41.1%
Adjunct faculty	72	F	D3 = 17.5%	D5 = 35.1%
Adjunct faculty	74	M	A3 = 28.1%	A5 = 21.1%
Adjunct faculty	74	F	A5 = 19.0%	D5 = 18.9%

There is a difference within groups between sexes based on the approach utilized in Table 26. The item variables in the financial considerations subscale differentiated by groups and age levels are presented in Table 27.

Table 27. "Should be doing" classification shown by age level with the highest percentage of responses in each category in the financial considerations subscale

Group	Item	Age level	Identifying cells and percentages	
Boards	62	1	A3,A4,D1,D3,D5 = 11.1% ea	A5 = 33.3%
Boards	62	2	A3 = 23.1%	A5 = 46.2%
Boards	62	3	A4 = 28.6%	A5 = 23.8%
Boards	64	1	A3 = 37.5%	A5 = 37.5%
Boards	64	2	A3 = 21.4%	A5 = 57.1%
Boards	64	3	A3 = 26.3%	A5 = 31.6%
Boards	66	1	A3 = 33.3%	A5 = 33.3%
Boards	66	2	A4 = 38.5%	A5 = 46.2%
Boards	66	3	A3 = 27.3%	A4,A5 = 18.2% ea
Boards	68	1	D1,D5 = 22.27%ea	D3 = 33.3%
Boards	68	2	A3 = 42.9%	A5,D3 = 14.3% ea
Boards	68	3	A5 = 20.0%	D3,D5 = 20.0% ea
Boards	70	1	A2,A3,A4,D1,D2 = 14.3% ea	D5 = 28.6%
Boards	70	2	A5 = 30.8%	D3 = 38.5%
Boards	70	3	A3,A4 = 17.4% ea	D3,D5 = 13.0%
Boards	72	1	D3 = 33.3%	D5 = 44.4%
Boards	72	2	A4 = 15.4%	D3,D5 = 23.1% ea
Boards	72	3	D3 = 45.5%	D5 = 31.8%
Boards	74	1	A1,A3 = 22.2% ea	A5 = 33.3%
Boards	74	2	A3 = 28.6%	A5 = 35.7%
Boards	74	3	A1,D5 = 14.3% ea	A3 = 23.8%
Administration	62	1	A1 = 19.4%	A5 = 22.6%
Administration	62	2	A3 = 23.1%	A5 = 34.6%
Administration	62	3	A5 = 37.5%	AD = 18.8%
Administration	64	1	A1,A3 = 20.0% ea	A5 = 26.7%
Administration	64	2	A4 = 18.5%	A5 = 44.4%
Administration	64	3	A4 = 25.0%	A5 = 43.8%
Administration	66	1	A4 = 16.7%	A5 = 40.0%
Administration	66	2	A4 = 19.2%	A5 = 30.8%

Table 27 (Continued)

Group	Item	Age level	Identifying cells and percentages	
Administration	66	3	A3 = 20.0%	A5 = 53.3%
Administration	68	1		
Administration	68	2	D4 = 14.8%	D5 = 29.6%
Administration	68	3	A5,AD = 18.8% ea	D3 = 25.0%
Administration	70	1	D3 = 22.6%	D5 = 16.1%
Administration	70	2	A5,D3,D4 = 11.5% ea	D5 = 23.1%
Administration	70	3	A3,A5 = 25.0% ea	D5 = 31.3%
Administration	72	1	D3 = 29.0%	D5 = 19.4%
Administration	72	2	A5,D5 = 22.2% ea	D3 = 18.5%
Administration	72	3	A5,D5 = 25.0% ea	AD,D4 = 12.5% ea
Administration	74	1	A1 = 18.8%	A3 = 28.1%
Administration	74	2	A3 = 19.2%	A5 = 23.1%
Administration	74	3	A5 = 25.0%	A4,D5 = 12.5% ea
Faculty	62	1	A3 = 19.2%	A5 = 37.2%
Faculty	62	2	A3 = 24.1%	A5 = 51.7%
Faculty	62	3	A3 = 16.0%	A5 = 48.0%
Faculty	64	1	A5 = 39.7%	AD = 17.9%
Faculty	64	2	A3 = 21.4%	A5 = 32.1%
Faculty	64	3	A3 = 19.2%	A5 = 42.3%
Faculty	66	1	A4 = 13.9%	A5 = 54.4%
Faculty	66	2	A3,A4 = 13.8% ea	A5 = 51.7%
Faculty	66	2	A3 = 14.8%	A5 = 55.6%
Faculty	68	1	A5 = 16.9%	D5 = 28.6%
Faculty	68	2	A5,D5 = 26.7% ea	A3,D3 = 13.3% ea
Faculty	68	3	AD,D3 = 14.8% ea	D5 = 33.3%
Faculty	70	1	A3,D5 = 12.7% ea	A5 = 29.1%
Faculty	70	2	A5 = 23.3%	D5 = 16.7%
Faculty	70	3	A3 = 25.9%	A5 = 37.0%
Faculty	72	1	D3 = 16.7%	D5 = 32.1%
Faculty	72	2	AD = 16.7%	D5 = 43.3%
Faculty	72	3	AD = 22.2%	D5 = 29.6%
Faculty	74	1	A3 = 20.3%	A5 = 19.0%
Faculty	74	2	A5 = 24.1%	AD = 20.7%
Faculty	74	3	A5 = 38.5%	AD = 19.2%
Adjunct faculty	62	1	A3 = 18.2%	A5 = 30.9%
Adjunct faculty	62	2	A1,A3 = 14.3% ea	A5 = 42.9%
Adjunct faculty	62	3	A1 = 14.7%	A5 = 26.5%
Adjunct faculty	64	1	A3 = 25.9%	A5 = 33.3%
Adjunct faculty	64	2	A1,Ad = 14.3% ea	A3,A5 = 28.6% ea

Table 27 (Continued)

Group	Item	Age level	Identifying cells and percentages	
Adjunct faculty	64	3	A3 = 21.9%	A5,AD = 18.8% ea
Adjunct faculty	66	1	A3 = 16.1%	A5 = 48.2%
Adjunct faculty	66	2	A3 = 21.4%	A5 = 57.1%
Adjunct faculty	66	3	A3 = 20.6%	A5 = 44.1%
Adjunct faculty	68	1	A5 = 18.2%	D5 = 25.5%
Adjunct faculty	68	2	A5 = 39.3%	D5 = 21.4%
Adjunct faculty	68	3	A5 = 28.6%	D3,D5 = 14.3% ea
Adjunct faculty	70	1	A5 = 19.6%	D5 = 14.3%
Adjunct faculty	70	2	A5 = 33.3%	D5 = 22.2%
Adjunct faculty	70	3	A3,D1 = 12.5% ea	A5 = 43.8%
Adjunct faculty	72	1	D3 = 17.3%	D5 = 42.3%
Adjunct faculty	72	2	A5 = 14.8%	D5 = 29.6%
Adjunct faculty	72	3	D1 = 18.8%	D5 = 37.5%
Adjunct faculty	74	1	A3 = 25.9%	A5 = 22.2%
Adjunct faculty	74	2	A5 = 17.9%	D5 = 25.0%
Adjunct faculty	74	3	A1,A5 = 19.4% ea	A3 = 25.8%

The preceding table reveals that there is a considerable difference of opinion within groups by the various age levels. In all groups, the identifying cells are the same by all age levels on only six variable combinations. They are listed below:

- Group 1 - Item 64
- Group 2 - Item 62
- Group 3 - Item 66
- Group 4 - Item 62
- Group 4 - Item 66
- Group 4 - Item 68

Administrative high cell responses were not included in Table 28 because of the fact that there were very few respondents in age levels 1, 2 and 3. The same condition exists in groups one and three although to a lesser extent. As a result, these groups plus group four were included.



Table 28. "Should be doing" classification shown by educational level with the highest percentage of responses in each category in the financial consideration subscale

Group	Item	Educational level	Identifying cells and percentages	
Boards	52	1	A3 = 33.3%	A5 = 66.7%
Boards	52	2	A4 = 80.0%	A5 = 20.0%
Boards	62	3	A3 = 21.4%	A5 = 42.9%
Boards	62	4	A3,A4 = 19.0% ea	A5 = 23.8%
Boards	64	1	A3 = 25.0%	A5 = 75.0%
Boards	64	2	A1,A3,A5 = 20.0% ea	A4 = 40.0%
Boards	64	3	A3 = 30.8%	A5 = 61.5%
Boards	64	4	A3 = 31.6%	A5 = 26.3%
Boards	66	1	A3,A5 = 33.3% ea	D5 = 33.3%
Boards	66	2	A2,A5 = 20.0% ea	A3 = 60.0%
Boards	66	3	A4 = 21.4%	A5 = 42.9%
Boards	66	4	A3 = 27.3%	A4,A5 = 22.7% ea
Boards	68	1	A4,A5 = 25.0% ea	D3,D5 = 25.0% ea
Boards	68	2	A3,A4,A5 = 20.0% ea	D1,D3 = 20.0% ea
Boards	68	3	A3 = 21.4%	D3 = 35.7%
Boards	68	4	A3 = 25.0%	D5 = 20.0%
Boards	70	1	A1,A2 = 25.0% ea	A4,A5 = 25.0% ea
Boards	70	2	A3 = 40.0%	A4,A5,D4 = 20.0% ea
Boards	70	3	A2,A4,A5,D5 = 15.4% ea	D3 = 23.1%
Boards	70	4	A3,D5 = 14.3% ea	D3 = 23.8%
Boards	72	1	D3 = 50.0%	D4,D5 = 25.0% ea
Boards	72	2	D3 = 100.0%	
Boards	72	3	D3 = 21.4%	D5 = 50.0%
Boards	72	4	D3 = 28.6%	D3 = 28.6%
Boards	74	1	A3,D2,D3 = 20.0% ea	A5 = 40.0%
Boards	74	2	A1,A2,A4 = 20.0% ea	A3 = 40.0%
Boards	74	3	A1,A3,A5 = 21.4% ea	D1 = 14.5%
Boards	74	4	A3,A5 = 25.0% ea	D3 = 15.0%
Faculty	62	1	A3 = 37.5%	A5 = 43.8%
Faculty	62	2	A3 = 22.2%	A5 = 50.0%
Faculty	62	3	A1,A3,A5,AD,D3 = 14.3% ea	A4 = 28.6%
Faculty	62	4	A3 = 16.3%	A5 = 41.8%
Faculty	64	1	A1 = 18.8%	A5 = 43.8%
Faculty	64	2	A1,A3,AD = 11.1% ea	A5 = 44.4%
Faculty	64	3	A1,A3,AD = 14.3% ea	A5 = 57.1%
Faculty	64	4	A5 = 34.4%	AD = 17.3%
Faculty	66	1	A2,A3 = 13.3% ea	A5 = 53.3%
Faculty	66	2	A3 = 22.2%	A5 = 44.4%

Table 28 (Continued)

Group	Item	Educational level	Identifying cells and percentages	
Faculty	66	3	A1,A3,AD = 14.3% ea	A5 = 57.1%
Faculty	66	4	A4 = 16.7%	A5 = 55.9%
Faculty	68	1	A5 = 29.4%	AD = 17.6%
Faculty	68	2	A5 = 17.6%	D5 = 47.1%
Faculty	68	3	A1 = 28.6%	D5 = 42.9%
Faculty	68	4	A5 = 16.0%	D5 = 30.0%
Faculty	70	1	A3,AD = 17.6% ea	A5 = 29.4%
Faculty	70	2	A5,AD = 17.6% ea	D5 = 17.6%
Faculty	70	3	A5 = 57.1%	AD,D3,D5 = 14.3% ea
Faculty	70	4	A3 = 17.0%	A5 = 30.0%
Faculty	72	1	AD,D5 = 23.5% ea	D3 = 29.4%
Faculty	72	2	AD = 23.5%	D5 = 41.2%
Faculty	72	3	A3,AD,D3,D4 = 14.3% ea	D5 = 42.9%
Faculty	72	4	AD = 11.9%	D5 = 35.6%
Faculty	74	1	A5 = 26.7%	AD = 20.0%
Faculty	74	2	A5 = 29.4%	AD = 17.6%
Faculty	74	3	A1 = 28.6%	A3,A5,AD,D4,D5 = 14.3% ea
Faculty	74	4	A3 = 20.0%	A5 = 22.0%
Adjunct faculty	62	1	A3,D5 = 15.4% ea	A5 = 30.8%
Adjunct faculty	62	2	A3 = 37.5%	A5 = 25.0%
Adjunct faculty	62	3	A3,A4,D4 = 11.5% ea	A5 = 46.2%
Adjunct faculty	62	4	A1 = 15.4%	A5 = 28.8%
Adjunct faculty	64	1	A3,A4,AD = 11.5% ea	A5 = 42.3%
Adjunct faculty	64	2	A1,A4,A5 = 12.5% ea	A3 = 50.0%
Adjunct faculty	64	3	A1 = 16.7%	A3,A5,AD = 25.0% ea
Adjunct faculty	64	4	A3 = 24.0%	A5 = 26.0%
Adjunct faculty	66	1	A1 = 25.9%	A5 = 44.4%
Adjunct faculty	66	2	A3 = 23.5%	A5 = 58.8%
Adjunct faculty	66	3	A3,A4 = 16.7% ea	A5 = 50.0%
Adjunct faculty	66	4	A3 = 23.1%	A5 = 50.0%
Adjunct faculty	68	1	A5,D5 = 25.9% ea	D3 = 14.8%
Adjunct faculty	68	2	A3 = 25.0%	A5,D5 = 32.0% ea
Adjunct faculty	68	3	A4 = 16.0%	D5 = 32.0%
Adjunct faculty	68	4	A5 = 36.5%	D5 = 17.3%
Adjunct faculty	70	1	A1 = 16.0%	A5,D5 = 20.0% ea
Adjunct faculty	70	2	A3 = 29.4%	A5 = 17.6%
Adjunct faculty	70	3	A5 = 28.0%	D5 = 20.0%
Adjunct faculty	70	4	A3 = 16.0%	A5 = 38.0%

Table 28 (Continued)

Group	Item	Educational		Identifying cells and percentages	
		level			
Adjunct faculty	72	1		A5 = 20.8%	D5 = 41.7%
Adjunct faculty	72	2	A3,AD,D1,D3,D4	= 12.5% ea	D5 = 31.3%
Adjunct faculty	72	3		D2 = 12.0%	D3,D5 = 26.0% ea
Adjunct faculty	72	4		D3 = 10.4%	D5 = 39.6%
Adjunct faculty	74	1		A3 = 26.9%	A5 = 19.2%
Adjunct faculty	74	2		A5 = 18.8%	D5 = 25.0%
Adjunct faculty	74	3	A3,A5	= 16.0% ea	D5 = 24.0%
Adjunct faculty	74	4		A3 = 27.1%	A5 = 22.9%

In item 62, the board respondents came perhaps the closest to having basically the same identifying cells. The data measured in this manner would indicate that there is a great deal of difference within the groups in relationship to levels of education.

The following table depicts similar data by groups related to levels of experience in the respondent's current position.

Boards and administration were not included in Table 29 due to a very low number of responses classified as experience level one in boards and classified as experience level two in administration.

In the response from full-time faculty, the only similar identifying cells related to item 62. In the responses from adjunct faculty, however, items 64, 66, 68, 72 and 74 had basically the same two top identifying cells for both experience levels. This may be the result of a lack of knowledge relating to the financing of adult education on the part of the adjunct faculty.

Table 29. "Should be doing" classification shown by experience level with the highest percentage of responses in each category in the financial considerations subscale

Group	Item	Experience level	Identifying cells and percentages	
Faculty	62	1	A3 = 18.9%	A5 = 41.0%
Faculty	62	2	A3 = 18.8%	A5 = 50.0%
Faculty	64	1	A3 = 19.0%	A5 = 36.4%
Faculty	64	2	A5 = 52.9%	AD = 23.5%
Faculty	66	1	A4 = 14.4%	A5 = 55.2%
Faculty	66	2	A3 = 12.5%	A5 = 50.0%
Faculty	68	1	A5 = 18.7%	D5 = 30.9%
Faculty	68	2	A4,A5,AD,D3 = 11.8% ea	D5 = 29.4%
Faculty	70	1	A3 = 14.6%	A5 = 27.6%
Faculty	70	2	A3,AD,D1,D3 = 11.8% ea	A5 = 41.2%
Faculty	72	1	AD,D3 = 15.3% ea	D5 = 33.9%
Faculty	72	2	A4,A5,AD = 11.8% ea	D5 = 41.2%
Faculty	74	1	A3 = 19.7%	A5 = 22.1%
Faculty	74	2	A4 = 25.0%	A5 = 31.3%
Adjunct faculty	62	1	A3 = 18.5%	A5 = 37.0%
Adjunct faculty	62	2	A2,A4 = 14.8% ea	A5 = 25.9%
Adjunct faculty	64	1	A3 = 26.0%	A5 = 27.3%
Adjunct faculty	64	2	A3 = 25.9%	A5 = 29.6%
Adjunct faculty	66	1	A3 = 13.7%	A5 = 52.5%
Adjunct faculty	66	2	A3 = 25.9%	A5 = 40.7%
Adjunct faculty	68	1	A5 = 20.0%	D5 = 22.5%
Adjunct faculty	68	2	A5 = 40.7%	D3,D5 = 18.5% ea
Adjunct faculty	70	1	A5 = 26.0%	D5 = 16.9%
Adjunct faculty	70	2	A3 = 14.8%	A5 = 37.0%
Adjunct faculty	72	1	D3 = 14.7%	D5 = 40.0%
Adjunct faculty	72	2	D3 = 15.4%	D5 = 34.6%
Adjunct faculty	74	1	A3 = 23.4%	A5 = 19.5%
Adjunct faculty	74	2	A3 = 23.1%	A5,D5 = 15.4% ea

On the basis of the data contained in the financial considerations subscale, it is most difficult to reject null hypothesis number four, part b as relates to the subscale. There is enough difference, however, to create a considerable amount of doubt about the validity of the hypothesis in question as it relates to the financial considerations subscale.

Table 30 provides descriptive data based on the variables of sex, age, education and experiences in the administrative patterns aspect of adult education classified as "currently doing." The data contained in this section is additive in nature. Consequently, the means and standard deviations in the tables were obtained on a cumulative basis.

The highest mean for the male classification was registered by the boards of directors. This group also had the lowest standard deviation in the classification by sex. Faculty registered the highest mean for the female classification while the lowest standard deviation was by the administrative respondents.

Board respondents age 40-49 years registered the highest mean of any group in the age classification. The highest standard deviation was accumulated by administrative respondents in the 50 years and over age bracket by the board respondents.

The section of the table depicting groups by education level does not appear to have any particular trend relating to the various levels. The highest mean was registered by those in the full-time faculties who have completed the bachelor's degree but indicated no formal education beyond this level. The second highest mean was registered by the same group who indicated a high school or less level of formal education.

Table 30. The means, standard deviations and numbers of the groups by sex, age, education and experience for administrative patterns in the "currently doing" classification

	Boards	Administration	Faculty	Adjunct faculty
Sex				
M	$\bar{X} = 25.422$ $s = 4.901$ $N = 45$	$\bar{X} = 25.018$ $s = 5.432$ $N = 56$	$\bar{X} = 24.888$ $s = 5.635$ $N = 98$	$\bar{X} = 23.893$ $s = 5.904$ $N = 56$
F	$\bar{X} = 23.333$ $s = 5.132$ $N = 3$	$\bar{X} = 22.529$ $s = 4.446$ $N = 17$	$\bar{X} = 25.700$ $s = 5.175$ $N = 40$	$\bar{X} = 23.448$ $s = 5.604$ $N = 58$
Age				
20-39 years	$\bar{X} = 23.333$ $s = 7.000$ $N = 9$	$\bar{X} = 23.419$ $s = 4.877$ $N = 31$	$\bar{X} = 24.613$ $s = 5.875$ $N = 75$	$\bar{X} = 22.423$ $s = 5.778$ $N = 52$
40-49 years	$\bar{X} = 27.286$ $s = 4.250$ $N = 14$	$\bar{X} = 24.962$ $s = 4.432$ $N = 26$	$\bar{X} = 25.483$ $s = 4.852$ $N = 29$	$\bar{X} = 23.667$ $s = 4.828$ $N = 27$
50 years and over	$\bar{X} = 27.880$ $s = 4.086$ $N = 25$	$\bar{X} = 25.067$ $s = 7.094$ $N = 15$	$\bar{X} = 25.889$ $s = 5.094$ $N = 27$	$\bar{X} = 26.156$ $s = 5.490$ $N = 32$
Education				
High school or less	$\bar{X} = 23.500$ $s = 6.025$ $N = 6$	$\bar{X} = 20.500$ $s = 3.536$ $N = 22$	$\bar{X} = 26.588$ $s = 5.444$ $N = 17$	$\bar{X} = 23.600$ $s = 6.474$ $N = 25$
2 years or more of college	$\bar{X} = 25.200$ $s = 3.114$ $N = 5$	$\bar{X} = 20.000$ $s = 5.657$ $N = 2$	$\bar{X} = 25.800$ $s = 4.313$ $N = 15$	$\bar{X} = 24.188$ $s = 5.492$ $N = 16$
Completed bachelor's degree	$\bar{X} = 25.926$ $s = 5.196$ $N = 14$	$\bar{X} = 22.500$ $s = 2.121$ $N = 2$	$\bar{X} = 27.286$ $s = 3.861$ $N = 7$	$\bar{X} = 21.080$ $s = 5.619$ $N = 25$
Education beyond bachelor's degree	$\bar{X} = 25.391$ $s = 4.887$ $N = 23$	$\bar{X} = 24.746$ $s = 5.347$ $N = 67$	$\bar{X} = 24.616$ $s = 5.730$ $N = 99$	$\bar{X} = 24.875$ $s = 5.168$ $N = 48$

Table 30 (Continued)

	Boards	Administration	Faculty	Adjunct faculty
Experience	$\bar{X} = 23.000$	$\bar{X} = 24.632$	$\bar{X} = 25.383$	$\bar{X} = 23.859$
1-9 years	$s = 5.715$ N = 10	$s = 5.372$ N = 68	$s = 5.535$ N = 120	$s = 5.850$ N = 78
10 years and over	$\bar{X} = 25.424$ $s = 4.423$ N = 33	$\bar{X} = 21.750$ $s = 4.031$ N = 4	$\bar{X} = 23.824$ $s = 4.851$ N = 17	$\bar{X} = 23.130$ $s = 5.120$ N = 23

When responses are compared by experience there does not appear to be a significant trend although boards, 10 years experience and over, did compile the highest mean.

These same functional statements are portrayed in Table 31 as they relate to the "should be doing" category.

In the distribution by sex, females from administration compiled the highest mean not only for the female classification but for both sexes. The same group also had the lowest standard deviation. When the data was compared by groups and age, board respondents, age 40 to 49 years registered the highest mean. It would appear that in both the sex and age categories there is a difference in the responses within groups.

The education and experience categories do not show a trend of similarities in responses within groups. In fact, there appears to be a marked difference between the various education and experience levels

Table 31. The means, standard deviations and numbers of the groups by sex, age, education and experience for administrative patterns in the "should be doing" classification

	Boards	Administration	Faculty	Adjunct faculty
Sex				
M	$\bar{X} = 215.741$ $s = 29.605$ $N = 27$	$\bar{X} = 214.804$ $s = 36.577$ $N = 51$	$\bar{X} = 213.912$ $s = 30.979$ $N = 91$	$\bar{X} = 209.667$ $s = 34.810$ $N = 54$
F	$\bar{X} = 177.00$ $s =$ $N = 1$	$\bar{X} = 223.750$ $s = 24.780$ $N = 16$	$\bar{X} = 216.944$ $s = 25.766$ $N = 36$	$\bar{X} = 202.170$ $s = 29.748$ $N = 47$
Age				
20-39 years	$\bar{X} = 203.600$ $s = 32.807$ $N = 5$	$\bar{X} = 212.379$ $s = 30.343$ $N = 29$	$\bar{X} = 212.085$ $s = 29.314$ $N = 71$	$\bar{X} = 205.596$ $s = 29.610$ $N = 47$
40-49 years	$\bar{X} = 231.727$ $s = 28.911$ $N = 11$	$\bar{X} = 214.435$ $s = 36.717$ $N = 23$	$\bar{X} = 218.357$ $s = 27.789$ $N = 28$	$\bar{X} = 208.346$ $s = 31.878$ $N = 26$
50 years and over	$\bar{X} = 209.917$ $s = 23.554$ $N = 12$	$\bar{X} = 226.692$ $s = 35.523$ $N = 13$	$\bar{X} = 216.913$ $s = 33.870$ $N = 23$	$\bar{X} = 207.346$ $s = 39.256$ $N = 26$
Education				
High school or less	$\bar{X} = 222.500$ $s = 20.506$ $N = 2$	$\bar{X} = 186.500$ $s = 6.364$ $N = 2$	$\bar{X} = 201.143$ $s = 22.422$ $N = 14$	$\bar{X} = 198.200$ $s = 41.110$ $N = 20$
2 years or more of college	$\bar{X} = 215.250$ $s = 44.026$ $N = 4$	$\bar{X} = 230.333$ $s = 67.988$ $N = 3$	$\bar{X} = 221.938$ $s = 25.978$ $N = 16$	$\bar{X} = 193.083$ $s = 33.011$ $N = 12$
Completed bachelor's degree	$\bar{X} = 225.500$ $s = 31.291$ $N = 8$	$\bar{X} = 215.000$ $s =$ $N = 1$	$\bar{X} = 228.333$ $s = 22.322$ $N = 6$	$\bar{X} = 216.043$ $s = 25.700$ $N = 23$
Education beyond bachelor's degree	$\bar{X} = 206.571$ $s = 26.555$ $N = 14$	$\bar{X} = 217.311$ $s = 33.012$ $N = 61$	$\bar{X} = 214.714$ $s = 30.943$ $N = 91$	$\bar{X} = 208.130$ $s = 30.539$ $N = 46$



Table 31 (Continued)

	Boards	Administration	Faculty	Adjunct faculty
Experience				
1-9 years	$\bar{X} = 210.667$ $s = 33.530$ $N = 6$	$\bar{X} = 218.794$ $s = 34.018$ $N = 63$	$\bar{X} = 213.748$ $s = 28.196$ $N = 111$	$\bar{X} = 210.246$ $s = 33.248$ $N = 65$
10 years and over	$\bar{X} = 216.000$ $s = 30.267$ $N = 21$	$\bar{X} = 188.000$ $s = 29.206$ $N = 3$	$\bar{X} = 223.267$ $s = 38.736$ $N = 15$	$\bar{X} = 196.458$ $s = 30.390$ $N = 24$

within the groups. In general, this has been the pattern with all the data that relates to hypothesis number four. Due to the small numbers in some of the cells it has not been possible to utilize the normal statistical tests in attempting to determine differences of significance and their location. As a result to the data presented, both parts a and b of null hypothesis number four cannot be rejected. It cannot be proven that there is a significant difference within groups of respondents when brokendown between sex, age, education and years of experience in present position and their perceptions of the "currently doing" and "should be doing" variables.

## CONCLUSIONS AND RECOMMENDATIONS

## Conclusions Based on Findings

The following section related to conclusions arrived at as the result of the findings of this study. These conclusions may be applied to the area vocational-technical schools and area community colleges of Iowa.

1. A very positive attitude exists among the four constituences comprising the respondents of this study toward the concept and potential of adult education in the area schools of Iowa.
2. The respondents indicated that they feel rather strongly that programs must be made available to low income and educationally disadvantaged individuals.
3. The respondents were generally positive in terms of the various stated functions with relationship to the "should be doing" item variables in both the programming and the administrative patterns area.
4. There are significant differences between responding groups as to how the financial details of adult education are currently being handled.
5. There seems to be little support for the providing of services by the student services division to the adult education functions.
6. The analysis of the descriptive data failed to yield significant differences within the different groups of respondents.
7. The respondents were rather adamant in their belief that the area school adult education divisions should work in cooperation with both public and private agencies in the offering of adult education programs.

8. The strongest intensity of feeling relating to those activities classified as "should be doing" were registered in the administrative patterns subscale.

Recommendations to Area School Personnel

1. The feasibility of establishing general state aid reimbursement based on a cost per student contact hour in the area school adult education program throughout Iowa should be explored. This should be done with the thought of establishing a comprehensive figure to cover all costs; however, it appears logical that many courses taught in the various area schools are similar both as to curriculum and cost.
2. The practice of adult education divisions providing for their own admissions and registration process should be examined rather closely. Are these procedures more appropriately a student services function?
3. Various approaches should be explored in an attempt to provide a means by which the community can identify more closely with the area school adult education program.
4. Greater efforts should be made to inform the boards of directors, administrative personnel, full-time faculty, adult education adjunct faculty and the general public as to the current opportunities and future possibilities of the area school adult education program.
5. Administrative structures for the delivery of adult education services should be re-examined periodically to determine their appropriateness in relationship to the particular stage of

development of the individual area school.

6. Continued emphasis must be placed on area school relations with the K-12 community school districts and their role in the adult education delivery system.
7. Area school adult education programs must not become stereotyped in their offerings. The adult education division must continually search out and be receptive to new methods of serving the community.
8. The scope of adult education should be recognized by area school personnel as being much greater than previously believed.
9. The area school adult education division must increasingly recognize the need for cooperation with other agencies and explore new avenues by which it might be possible.

#### Recommendations for Further Study Based on this Research

1. It is the opinion of this researcher that a need for a similar type of study be completed exists, although not in as great a detail, with the general public of Iowa as the audience.
2. A study based on a similar format to this should be conducted in other states. It would be of value to conduct such a study in a more populous state with a well-developed system of community colleges. Illinois and California are examples of such states. The results should then be compared with the results obtained from this study.
3. A study or studies should be designed to develop more sophisticated instruments and techniques to assist in the budgeting

and financial controls process of adult education in community colleges.

4. A study should be conducted to ascertain the methods utilized to finance adult education efforts in the community college in other states. This type of study should be conducted on a multi-state basis, perhaps an area such as the one served by the North Central Council of Community-Junior college.
5. Another area of interest would be a study to determine various methods of program design utilized in the adult education planning process by various community college staffs.
6. A study should be made relating to the various methods used in determining rates of remuneration for adult education teachers and presenters.

Although there may be other recommendations for both area school personnel and further study, the areas suggested are perhaps the most significant.

## SUMMARY

In June of 1965, the 61st Iowa General Assembly enacted Chapter 280A, S.F. 550 of the Iowa Code which enabled the establishment of up to 20 area schools in Iowa. During the ensuing two years, 15 such institutions were established. The area schools could be classified as either area vocational schools or area community colleges. As a result of this legislation, 11 community colleges and four vocational schools were established. The enabling legislation, as amended, also stated ten major functions that were to be carried out by the area schools. They are as follows:

1. The first two (2) years of college work including pre-professional education.
2. Vocational and technical training at the post-high level.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a high school, public or private.
6. Student personnel services.
7. Community services.
8. Vocational education for persons who have academic, socio-economic, or other handicaps which prevent their succeeding in regular vocational education programs.
9. Training, retraining and all necessary preparation for productive employment of all citizens.

10. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

Items 3, 4, 7, and 9 of the legislation relate to adult education activities. As a direct result of this emphasis, adult education has received considerable attention during the early years of the area school development and consequently, the growth in this area has bordered on the phenomenal.

As a result of the growth of adult education in the area schools of Iowa, a study was undertaken relating to perceptions of adult education. Efforts were directed toward identification, based on the research findings, of the manner in which area schools can satisfy the requirements for adult education offerings, specified in the enabling legislation and to identify those functions that appear to be pertinent as well as those functions currently operative.

A review of literature was conducted relating to adult education with particular emphasis on the community college. The review of literature was limited to an emphasis of the major areas of the study and a summary is listed below:

Programming:

1. Adult education programs in the community college or elsewhere for that matter must be need centered. That is, the adult student must relate closely to any particular program if it is to have personal meaning.

2. Almost any topic is suitable for an adult education offering if a body of knowledge exists, someone capable of teaching the topic is available, and if there is adequate interest from the potential adult enrollees.
3. The extent to which a two-year post-secondary institution is involved in adult education and/or community services gives it the right to be called a community college.

Administration:

1. The administration of adult education programs within the community college is a very complex process due to the myriad of functions that seem to be required if a program is to meet with some success.
2. The intricacy of personal relationships and the need for "people centered" programs create a very dynamic process.
3. Adult education program success depends to a considerable extent on the ability of one person and normally a limited staff to a greater degree than any other type of program within the community college.

Financing:

1. A basic point of view in the financing of adult education programs relates to the question of whether or not they should be completely self-supporting.
2. When does the notion of free public education end and the idea of buying your own way begin in the community college setting?



3. Adult education does not normally receive its fair share of the budget today but can expect to during the coming decade as the community college places a greater emphasis on this area.

The study obtained responses from individuals associated with area schools in one of the following manners: 1) a member of an area school board of directors, 2) a professional employee of an area school in an administrative or nonteaching position, 3) a full-time faculty member of an area school or 4) a part-time or adjunct adult education faculty member of an area school. Members of the sample population comprising the above constituencies were asked to give their perceptions of adult education functions, each classified as "currently doing" and "should be doing." The functional statements were classified in the following three categories:

1. Program functions
2. Financial considerations
3. Administrative patterns

A total of 56 statements were included in the study with 30 relating to various program functions, seven to the financial considerations area and 19 to the administrative patterns classification.

Efforts were also made at determining the relationship, if any, between the four descriptive variables and the perceptions of the respondents. The descriptive variables are as follows: 1) Sex, 2) Age, 3) Formal education and 4) Experience in present position. These variables represent information relating to the respondents that they were

asked to provide in each questionnaire.

A total of 800 survey instruments were mailed and 451 were returned. Returns from the various groups are as follows: 1) Board of directors (49), 2) Administration (85), 3) Faculty (163), and 4) Adjunct faculty (154).

One of the first procedures in treating the data was to determine the reliability coefficients of the variables. This process revealed that the reliability coefficients in the areas of Program functions and Administrative patterns approached the perfect alpha coefficient rating of +1.00. The reliability coefficients on the Financial considerations subscale are much lower and consequently are not additive.

A single-classification analysis of variance treatment using the randomized block design was applied in attempting to determine if significant differences existed between groups and constituency classifications. A five percent level of significance was used in determining if the observed variance was accountable by chance. The ANOVA treatment was utilized in testing null hypotheses one, two, and three. Descriptive analysis of the data using means, standard deviations, frequency counts and percentages was also utilized for analytical purposes. Hypothesis four was treated completely by the use of descriptive data. Descriptive data analysis relating to the responses is summarized in the following paragraphs.

Male respondents outnumber female respondents an average of approximately four to one in the board of directors, administration and faculty constituencies. In the category of adjunct faculty, male

respondents totaled 48.1 percent while female respondents totaled 51.9 percent.

The ages of the respondents were broken into three levels: 1) 20 to 39 years, 2) 40 to 49 years, and 3) 50 years and over. Respondents in the board of directors group indicated an age of 50 years or more 52.1 percent of the time. This was the highest percentage over 50 of any group. The administration and adjunct faculty ages were somewhat evenly spread with the highest percentage in both categories being 42.1 and 44.4 percent respectively in the 20 to 39 age level. The faculty with 57.4 percent in the 20 to 39 age level had by far the highest percentage in the youngest age classification.

Another area of descriptive data is the educational levels of the respondents. The educational levels were constructed on the survey as follows:

1. Did not complete high school
2. High school graduate
3. Two or more years of college
4. Completed bachelor's degree
5. Formal education beyond the bachelor's degree.

Items one and two were combined leaving a total of four educational levels.

The formal educational level of the respondents appears to be quite high. In excess of 62 percent of all respondents indicate that they have completed some formal education beyond the baccalaureate level.

Respondents in the administrators subgroup show that 91 percent have completed some formal education beyond the bachelors level. In the category high school or less, the adjunct faculty respondents register the highest percentage in this category with 24.1 percent.

Respondents were also asked to indicate the number of years they have held their present position of employment. The responses for years of experience were placed in one of two categories, namely one to nine years or ten years and over. The mean years experience of all respondents is 7.41. The highest average years of experience in their present position was compiled by the boards of directors with a figure of 18.09 years. Faculty respondents with 5.30 years have the lowest mean of any of the groups. However, this figure is surprisingly high in view of the fact that the area schools were not organized until July of 1966.

Four hypotheses were developed for the study. They were developed as null hypotheses or statements of no difference. Null hypothesis number one states the following:

There is no significant difference between area school boards of directors, administrative personnel, full-time faculty members, and adult education adjunct faculty and their perceptions of:

- a. current activities relating to the program aspects of area school adult education
- b. activities that should exist relating to the program aspect of area school adult education

The functional statements around which parts a and b of null hypothesis number one are built are stated below:

Section A - Program Functions

1. Provide vocational oriented courses for employees of a specific company or corporation, even though the skills or knowledge obtained might not necessarily be transferable to a different situation.
2. Conduct preparatory educational classes for those desiring to earn college credits through CLEP exam testing programs.
3. Provide in-service training programs in cooperation with teacher-training institutions for professional employees of community school districts.
4. Make available correspondence courses carrying high school credits to the residents of every K-12 community school district within the merged area.
5. Conduct educational preparatory programs in each K-12 community school district within the merged area for those individuals desiring to take the High School Equivalency Examination (GED).
6. Operate a sheltered workshop within the merged area that provides educational opportunities for the physically and mentally handicapped.
7. Provide courses for adults at the elementary-secondary level in each K-12 community school district throughout the merged area.
8. Make available occupational type courses of a short duration to students currently enrolled in regular high school courses.

9. Allow students currently enrolled in regular high school courses to enroll in adult education courses.
10. Offer avocational courses such as bridge and dancing as a part of the total education offerings of a merged area.
11. Direct adult education programs specifically at the needs of senior citizens.
12. Encourage the development of programs for community leadership that are capable and willing to address themselves to those kinds of problems that are best solved at the local level.
13. Offer programs geared to increase one's broader interests such as "Great Books," "Great Decisions," and other similar discussion group activities as a part of the adult education curriculum.
14. Provide educational activities for members of low income families in the health, management, nutrition, and other areas of consumer education.
15. Provide developmental education in the basic area of communications for parents and children who are educationally disadvantaged.
16. Offer appropriate education programs for adults with physical and/or mental handicaps.
17. Conduct state required courses such as the new course for Drinking Drivers that may be assigned by the Public Courts as sentence to the offender.

18. Offer specialized courses for a specific occupational group.  
(i.e. American Institute of Banking courses for those individuals employed in banking.)
19. Make available educational opportunities that assist foreign born in their preparation for citizenship.
20. Provide educational activities that utilize the medium of mass communications such as radio and television.
21. Provide appropriate general education for migrant workers even though their stay in Iowa may be somewhat brief each year.
22. Provide adults opportunities addressed to those kinds of problems experienced by mobile society.
23. Make available prevocational and exploratory programs at the adult level.
24. Provide for inservice and preservice programs for elementary-secondary personnel.
25. Assist the adult population in the development of a life style based on interests, abilities and needs.
26. Make available opportunities for adults to study conflict and its relevance for adult education within the community.
27. Develop special education opportunities for returning armed forces veterans.
28. Provide for those individuals incarcerated in penal institutions within the area appropriate educational programs.
29. Make available adult education offerings that utilize the mass media as a means of delivery.

30. Provide in-service training opportunities for adult education teachers.

The administrative personnel had the highest mean of 16 variables describing those activities currently being conducted in area school adult education programs. The same group also had the greatest number of high means on variables describing those activities that fell under the "should be doing" classification. Those functional statements that were identified as being questionable for operation in an area school adult education program are numbers 2, 3, 6, 24 and 26. Generally, these statements were not rated particularly low by all groups.

An analysis of variance procedure using random block design was then completed as a method of comparing the means of all groups for differences. A highly significant F value beyond the .01 level was obtained for means on the "currently doing" subscale. Scheffe tests showed the difference in groups to be between group four or adjunct faculty and other groups. The researcher failed to reject null hypothesis number one, because significant F values were not obtained on a majority of the tests. There were none significant at or beyond the .05 level relating to part b of the null hypothesis. As a result, null hypothesis number one, part b is not rejected.

Null hypothesis number two states that there is no significant difference between area school boards of directors, administrative personnel, full-time faculty members, and adult education adjunct faculty and their perceptions of:



- a. current activities relating to the financial considerations of area school adult education.
- b. activities that should exist relating to the financial considerations of area school adult education.

Null hypothesis number two relates to the following statements in the financial considerations area.

Section B - Financial Considerations

1. Charge for adult education offerings on a scale that will cover the direct costs involved in the operation of a particular course.
2. Credit general state aid earned by reimbursable adult education courses to the adult education budget for operational purposes. (Depending upon the financial condition of the institution.)
3. Reimburse teachers of adult education courses on a scale that recognizes experience and professional preparation.
4. Charge a higher adult education registration fee for out-of-state residents.
5. Teachers of adult education are paid an amount commensurate with the pay from their regular source of employment, if any.
6. Reimburse teachers of courses eligible for state aid on a higher scale than those teachers of courses not eligible for state aid.
7. Reimburse the public schools for their assistance in supervising the adult education program.

The various groups registered divergent opinions relating to statements 3, 4, 5, 6 and 7. Highly significantly F values of the "currently doing" classification were obtained for functional statements 2, 3, 6 and 7. In view of the fact that these values were obtained in over 50 percent of the cases, null hypothesis number two part a was rejected.

Similar tests relating to financial considerations statements in the "should be doing" category shows a highly significant F value for statement 6.

No significant F values were obtained as the result of Scheffe tests on financial considerations statement 6, "should be doing." Scheffe tests on groups for statement 5 revealed highly significant differences between administration and faculty and administration and adjunct faculty in the "should be doing" category. The results obtained from the statistical treatments are not significant enough to cause a rejection of null hypothesis number two.

Null hypothesis number three states that there is no significant difference between area school boards of directors, administrative personnel, full-time faculty members, and adult education adjunct faculty and their perceptions of:

- a. current activities relating to the administrative patterns of area school adult education.
- b. activities that should exist relating to administrative patterns of area school adult education.

The third section of the survey instrument related to administrative patterns of area school adult education. There were a total of 19

statements in this category and they are listed below:

Section C - Administrative Patterns

1. Establish and motivate adult education citizen advisory committees in each community school district within the merged area.
2. Assist community industrial development groups throughout the area in their quest for new business and industry.
3. Provide research assistance to community industrial development groups.
4. Assign one individual on the merged area staff the responsibility for the adult education component of activities.
5. The administrator should be directly responsible to the chief executive officer of the merged area.
6. Recruitment activities directly related to the adult education operation should be conducted by the student affairs division.
7. Conduct admission and enrollment activities directly related to adult education through the student affairs division.
8. The notion of academic freedom relating to course offerings should prevail in adult education if there is a given segment of the population interested in a particular area even though another segment may be opposed to the offering of a particular course.
9. Counsel adult education students wherever their classes are held.

10. Offer area school adult education courses in cooperation with a local community school district whenever possible.
11. Cooperate with public institutions in the co-sponsoring of appropriate adult education activities.
12. Cooperate with private institutions in the co-sponsoring of appropriate adult education activities.
13. Conduct promotional advertising activities for those activities conducted in the area.
14. Require administrators to have professional preparation in the field of adult education.
15. Administrators of adult education should be required to have occupational experience outside of school experience.
16. Specialized teacher certification requirements are necessary for teachers of adult education.
17. Provide the adult student with services, testing, recruitment, counseling, placement and follow-up.
18. Assist community school districts in the opening of their buildings to members of the total community in providing community education opportunities.
19. Work with Cooperative Extension in adult education program planning and implementation.

There was some difference of opinion on statements 2, 6, 7, 14 and

15. Analysis of variance tests failed to show significant F values. As a result, null hypothesis number three, parts a and b, cannot be rejected.

Null hypothesis number four states that there is no significant difference within groups when broken down between sex, age, education, and years of experience in present position and their perceptions of:

- a. identified functions of adult education currently being done in the area school.
- b. identified functions of adult education that should exist in the area school.

Statistical treatment of hypothesis number four is limited to descriptive analysis. When broken down by the four descriptive variables in question, the numbers in some of the cells were so small as to preclude statistical tests such as the analysis of variance.

A considerable difference of opinion existed between male and female respondents. Of the four groups in question, respondents from group four are more evenly split between males and females than the other three groups.

Age levels are also used to differentiate within the various groups. Again, the data would seem to indicate that there is a considerable difference of opinion within groups by the various age levels.

A considerable difference of opinion exists between respondents of the 4 educational levels within the groups. The same results are obtained when responses are compared by experience within the groups.

The above relate only to the financial considerations subscale. There were no visible differences of consequence in the subscales of programming aspects and administrative patterns. In all probability, a lack of knowledge on the part of the respondents was the cause of the seemingly divergent opinions in the financial considerations area. On

the basis of the data at hand it was not possible to reject null hypothesis number four although the results seem to favor that assumption.

A review of the conclusions based on the findings would emphasize the prominent place in the community college that the respondents perceive for the adult education functions. Also, a strong opinion exists relating to the need for adult education divisions to offer programs serving needs of low income and educationally disadvantaged adults. In addition, respondents placed considerable emphasis on the importance of cooperative efforts with other public and private agencies in the offering of adult education programs.

Financing is obviously of great importance in the operating of any public education program; however, there is considerable difference of opinion as to how financing of these programs is currently being handled. There is a greater uniformity of opinion on the part of the respondents as to how adult education should be financed.

It may also be stated that differences of perception could not be traced to descriptive data such as age, education level, sex or years of experience in present position. The only area where there seemed to be a significant difference between groups of respondents was in the financial considerations in the "currently doing" subscale.

Recommendations to area school personnel included the establishment of general state aid reimbursement based on a cost per student contact hour. Continued emphasis must also be placed on the involvement of the total community in the adult education program and to inform the community as well as school personnel of the potential of adult education for

meeting needs of the total constituency of the community.

Further study might include a similar type of research project directed at the general public of Iowa and also at a similar audience in another state with a well-developed system of the community colleges. Other areas of interest might include program design processes including financing and rates of remuneration for adult education faculty.

In summation, one must only arrive at the conclusion that adult education has made significant strides in Iowa's community colleges and vocational-technical institutes in a few short years. It would also appear that those respondents comprising the various audiences of this study now have rather high expectations of the adult education divisions. Of the belief that adult education has the potential to meet these expectations, there can be no doubt; just as there can be no doubt of the need for effective programs of adult education, not only in Iowa but throughout the nation as well.

#### TOO LATE

But why, you ask me, shall this tale be told  
 To men grown old or who are growing old?  
 It is too late! Ah! Nothing is too late  
 Till the tired heart shall cease to palpitate.  
 Cato learned Greek at eighty; Sophocles  
 Wrote his grand Oedipus, and Simonides  
 Bore off the prize of verse from his compeers,  
 When each had numbered more than four score years;  
 And Thesphrastus at fourscore and ten  
 Had but begun his Characters, of Men;  
 Chaucer, at Woodstock with the nightingales,  
 At sixty wrote the Canterbury Tales;  
 Goethe at Weimar, toiling to the last,  
 Completed Faust when eighty years were past.  
 These are, indeed, exceptions; but they show  
 How far the gulf-stream of our youth may flow  
 Into the arctic regions of our lives.

(Henry Wadsworth Longfellow 1, pref. p. 6)

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Considerable thanks must also be given to Mary Ann, Lana, Lisa and Lance Gardner.

**APPENDIX A: INSTRUCTIONS AND A CODED REPLICA OF  
THE SURVEY INSTRUMENT**

ROLE PERCEPTION OF PART-TIME ADULT EDUCATION  
IN IOWA'S AREA SCHOOLS

On the following pages you will find listed a number of functions that relate to adult education operations within the area schools. There are three sections of questions with Part A relating to Programs, Part B to Financial Considerations and Part C to Administration Patterns.

**LEFT HAND SCALE INSTRUCTIONS:**

To the left of each statement of function is a scale to indicate whether or not you believe that particular function is currently being conducted in your particular institution. After you have read each statement, please circle "A" (agree) if you agree that the function is currently being conducted in the manner described, "D" (disagree) if you believe that it is not now being conducted or "U" (uncertain) if you are not certain as to whether or not the activity is being conducted.

**RIGHT HAND SCALE INSTRUCTIONS:**

After you have responded to the left hand scale for each item, return to the first item and respond to the right hand scale. In the right hand side of each statement is a scale to indicate whether or not you believe your particular area school should be involved in the particular adult education function as described. Please circle "A" (agree if you agree that the function should be conducted or "D" (disagree) if you believe that the function in question can not appropriately be conducted as an adult education activity.

Number 1 represents a slight agreement or disagreement with the following numbers indicating an increasing intensity of opinion through Number 5 which indicates a strong agreement or disagreement.

Please circle a letter and a number on the scale to the right of each item. If you are completely undecided about whether you agree or disagree with a statement, circle both "A" and "D" for that scale but do not circle any of the numbers in that scale.

Note the following example:

Adult Education is Currently <u>Doing</u>	Make available courses in Underwater Basket Weaving throughout the district.	Adult Education Should be <u>Doing</u>
A		A 1 2 3 4 5
D		D 1 2 3 4 5
<u>U</u>		

The response to the above statement should be interpreted as follows:

Left: The respondent disagrees with the statement that adult education is currently providing courses in Underwater Basket Weaving.

Right: The respondent agrees with the statement that adult education be providing courses in Underwater Basket Weaving.

Prior to completing the scale, please complete the following blanks.

Area School Number \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Sex (M or F) \_\_\_\_\_ Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

FORMAL EDUCATION

Did not complete high school \_\_\_\_\_ High School graduate \_\_\_\_\_

2 or more years of college \_\_\_\_\_ Completed Bachelor's Degree \_\_\_\_\_

Formal education beyond the Bachelor's Degree \_\_\_\_\_

Years employed at present position \_\_\_\_\_

Professional employment if not educator \_\_\_\_\_

\_\_\_\_\_ Please check if you would like a summary of the findings of the study.

A CODED REPLICA OF THE SURVEY INSTRUMENTSection A - Program Functions

Criterion variable	Adult Education is Currently Doing		Adult Education Should be Doing	Criterion variable
1	A D U	1. Provide vocational oriented courses for employees of a specific company or corporation, even though the skills or knowledge obtained might not necessarily be transferable to a different situation.	A 1 2 3 4 5 D 1 2 3 4 5	2
3	A D U	2. Conduct preparatory educational classes for those desiring to earn college credits through CLEP exam testing program.	A 1 2 3 4 5 D 1 2 3 4 5	4
5	A D U	3. Provide inservice training programs in cooperation with teacher-training institutions for professional employees of community school districts.	A 1 2 3 4 5 D 1 2 3 4 5	6
7	A D U	4. Make available correspondence courses carrying high school credits to the residents of every K-12 community school district within the merged area.	A 1 2 3 4 5 D 1 2 3 4 5	8
9	A D U	5. Conduct educational preparatory programs in each K-12 community school district within the merged area for those individuals desiring to take the High School Equivalency Examination (GED).	A 1 2 3 4 5 D 1 2 3 4 5	10
11	A D U	6. Operate a sheltered workshop within the merged area that provides educational opportunities for the physically and mentally handicapped.	A 1 2 3 4 5 D 1 2 3 4 5	12
13	A D U	7. Provide courses for adults at the elementary-secondary level in each K-12 community school district throughout the merged area.	A 1 2 3 4 5 D 1 2 3 4 5	14

Criterion variable	Adult Education is Currently Doing		Adult Education Should be Doing	Criterion variable
15	A D U	8. Make available occupational type courses of a short duration to students currently enrolled in regular high school courses.	A 1 2 3 4 5 D 1 2 3 4 5	16
17	A D U	9. Allow students currently enrolled in regular high school courses to enroll in adult education courses.	A 1 2 3 4 5 D 1 2 3 4 5	18
19	A D U	10. Offer avocational courses such as bridge and dancing as a part of the total education offerings of a merged area.	A 1 2 3 4 5 D 1 2 3 4 5	20
21	A D U	11. Direct adult education programs specifically at the needs of senior citizens.	A 1 2 3 4 5 D 1 2 3 4 5	22
23	A D U	12. Encourage the development of programs for community leadership that is capable and willing to address themselves to those kinds of problems that are best solved at the local level.	A 1 2 3 4 5 D 1 2 3 4 5	24
25	A D U	13. Offer programs geared to increase one's broader interests such as "Great Books," "Great Decisions," and other similar discussion group activities as a part of the adult education curriculum.	A 1 2 3 4 5 D 1 2 3 4 5	26
27	A D U	14. Provide educational activities for members of low income families in the health, management, nutrition, and other areas of consumer education.	A 1 2 3 4 5 D 1 2 3 4 5	28
29	A D U	15. Provide developmental education in the basic area of communications for parents and children who are educationally disadvantaged.	A 1 2 3 4 5 D 1 2 3 4 5	30
31	A D U	16. Offer appropriate education programs for adults with physical and/or mental handicaps.	A 1 2 3 4 5 D 1 2 3 4 5	32



Criterion variable	Adult Education is Currently Doing	Adult Education Should be Doing	Criterion variable
33	<u>A</u> D <u>U</u>	17. Conduct state required courses such as the new course for Drinking Drivers that may be assigned by the Public Courts as sentence to the offender.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5 34
35	<u>A</u> D <u>U</u>	18. Offer specialized courses for a specific occupational group. (i.e., American Institute of Banking courses for those individuals employed in banking).	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5 36
37	<u>A</u> D <u>U</u>	19. Make available educational opportunities that assist foreign born in their preparation for citizenship.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5 38
39	<u>A</u> D <u>U</u>	20. Provide educational activities that utilize the medium of mass communications such as radio and television.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5 40
41	<u>A</u> D <u>U</u>	21. Provide appropriate general education for migrant workers even though their stay in Iowa may be somewhat brief each year.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5 42
43	<u>A</u> D <u>U</u>	22. Provide adults opportunities that addresses itself to those kinds of problems experienced by mobil society.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5 44
45	<u>A</u> D <u>U</u>	23. Make available prevocational and exploratory programs at the adult level.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5 46
47	<u>A</u> D <u>U</u>	24. Provide for inservice and preservice programs for elementary-secondary personnel.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5 48
49	<u>A</u> D <u>U</u>	25. Assist the adult population in the development of a life style based on interests, abilities and needs.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5 50

Criterion variable	Adult Education is Currently Doing		Adult Education Should be Doing	Criterion variable
51	A D U	26. Make available opportunities for adults to study conflict and its relevance for adult education within the community.	A 1 2 3 4 5 D 1 2 3 4 5	52
53	A D U	27. Develop special education opportunities for returning armed forces veterans.	A 1 2 3 4 5 D 1 2 3 4 5	54
55	A D U	28. Provide for those individuals incarcerated in penal institutions within the area appropriate educational programs.	A 1 2 3 4 5 D 1 2 3 4 5	56
57	A D U	29. Make available adult education offerings that utilize the mass media as a means of delivery.	A 1 2 3 4 5 D 1 2 3 4 5	58
59	A D U	30. Provide inservice training opportunities for adult education teachers.	A 1 2 3 4 5 D 1 2 3 4 5	60
<u>Section B - Financial Considerations</u>				
61	A D U	1. Charge for adult education offerings on a scale that will cover the direct costs involved in the operation of a particular course.	A 1 2 3 4 5 D 1 2 3 4 5	62
63	A D U	2. Credit general state aid earned by reimbursable adult education courses to the adult education budget for operational purposes. (Depending upon the financial condition of the institution.)	A 1 2 3 4 5 D 1 2 3 4 5	64
65	A D U	3. Reimburse teachers of adult education courses on a scale that recognizes experience and professional preparation.	A 1 2 3 4 5 D 1 2 3 4 5	66
67	A D U	4. Charge a higher adult education registration fee for out-of-state residents.	A 1 2 3 4 5 D 1 2 3 4 5	68

Criterion variable	Adult Education is Currently Doing		Adult Education Should be Doing	Criterion variable
69	<u>A</u> D U	5. Teachers of adult education are paid an amount commensurate with the pay from their regular source of employment, if any.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	70
71	<u>A</u> D U	6. Reimburse teachers of courses eligible for state aid on a higher scale than those teachers of courses not eligible for state aid.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	72
73	<u>A</u> D U	7. Reimburse the public schools for their assistance in supervising the adult education program.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	74
Section C - Administrative Patterns				
75	<u>A</u> D U	1. Establish and motivate adult education citizen advisory committees in each community school district within the merged area.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	76
77	<u>A</u> D U	2. Assist community industrial development groups throughout the area in their quest for new business and industry.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	78
79	<u>A</u> D U	3. Provide research assistance to community industrial development groups.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	80
81	<u>A</u> D U	4. Assign one individual on the merged area staff the responsibility for the adult education component of activities.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	82
83	<u>A</u> D U	5. The administrator of the adult education activities should be directly responsible to the chief executive officer of the merged area.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	84
85	<u>A</u> D U	6. Recruitment activities directly related to the adult education operation should be conducted by the student affairs division.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	86

Criterion variable	Adult Education is Currently Doing		Adult Education Should be Doing	Criterion variable
87	<u>A</u> D <u>U</u>	7. Conduct admission and enrollment activities directly related to adult education through the student affairs division.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	88
89	<u>A</u> D <u>U</u>	8. The notion of academic freedom relating to course offerings should prevail in adult education if there is a given segment of the population interested in a particular area even though another segment may be opposed to the offering of a particular course.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	90
91	<u>A</u> D <u>U</u>	9. Counsel adult education students wherever their classes are held.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	92
93	<u>A</u> D <u>U</u>	10. Offer area school adult education courses in cooperation with a local community school district whenever feasible.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	94
95	<u>A</u> D <u>U</u>	11. Cooperate with public institutions in the cosponsoring of appropriate adult education activities.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	96
97	<u>A</u> D <u>U</u>	12. Cooperate with private institutions in the cosponsoring of appropriate adult education activities.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	98
99	<u>A</u> D <u>U</u>	13. Conduct promotional and advertising activities for those activities conducted in the area.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	100
101	<u>A</u> D <u>U</u>	14. Require administrators to have professional preparation in the field of adult education.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	102
103	<u>A</u> D <u>U</u>	15. Administrators of adult education should be required to have occupational experience outside of school experience.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	104

Criterion variable	Adult Education is Currently Doing		Adult Education Should be Doing	Criterion variable
105	<u>A</u> D <u>U</u>	16. Specialized teacher certification requirements are necessary for teachers of adult education.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	106
107	<u>A</u> D <u>U</u>	17. Provide the adult student with the services of testing, recruitment, counseling, placement and follow-up.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	108
109	<u>A</u> D <u>U</u>	18. Assist community school districts in the opening of their buildings to members of the total community in providing community education opportunities.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	110
111	<u>A</u> D <u>U</u>	19. Work with Cooperative Extension in adult education program planning and implementation.	<u>A</u> 1 2 3 4 5 <u>D</u> 1 2 3 4 5	112

APPENDIX B: ORIGINAL COVER LETTER



**IOWA**  
a place to grow

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION

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ADMINISTRATIVE SERVICES DIVISION • 100 EAST IOWA BOULEVARD

ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT  
David H. Bechtel, M. S., Administrative Assistant  
RICHARD N. SMITH, Ph.D., DEPUTY SUPERINTENDENT

March 1, 1974

Dear Area School Associate:

The explosive growth of the community college/area vocational school has been described as the most dynamic movement in higher education during the past decade. Within the broad spectrum of these institutions, adult education is perhaps the farthest reaching aspect of their activities. Our records indicate that you are or have been involved with one of the Iowa Area Schools, and it is for this reason that we are interested in your response to the enclosed questionnaire.

Your perceptions of the functional statements on the enclosed questionnaire will be quite helpful to the governing agency of our area schools, the State Department of Public Instruction. The results of this study will be used for improving the Adult Education program throughout the state of Iowa and also by the Adult Education Graduate program at Iowa State University.

It would be appreciated very much if you would complete the enclosed questionnaire and return it in the enclosed envelope by March 15. Should you desire a summary of the findings, please advise accordingly. Your replies will be compiled as numerical composites, and your own responses will not be identified.

Thank you for your contribution.

Sincerely,

*R. Gene Gardner*

R. Gene Gardner, Director  
Adult Education  
Area One Voc.-Tech. School  
and  
Graduate Student  
Iowa State University

*Roger L. Lawrence*

Roger L. Lawrence, Ph.D.  
Professor, Education  
Iowa State University

*Robert D. Benton*

Robert D. Benton, Ed.D  
State Superintendent  
Department of Public  
Instruction

Enclosures

APPENDIX C: FOLLOW-UP COVER LETTER





STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION

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GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

Iowa  
a place to grow

ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT  
David H. Bechtel, M. S., Administrative Assistant  
RICHARD N. SMITH, Ph.D., DEPUTY SUPERINTENDENT

March 27, 1974

Dear Area School Associate:

Approximately three weeks ago you received a survey titled "Perceptions of Adult Education in Iowa's Community College." As of this date we have not received your completed questionnaire. Because of the possibility of an oversight, we are enclosing an additional copy of the questionnaire for your consideration.

We need your viewpoints relating to the functions of adult education in Iowa's Area Schools. The results of this study will be used for improving the adult education program throughout the state of Iowa and also for improving the graduate education program at Iowa State University.

If it is possible for you to take time from a busy schedule and complete the survey in question, it will be greatly appreciated. Your contribution is important.

Sincerely,

R. Gene Gardner, Director  
Adult Education  
Area I Voc-Tech School  
&  
Graduate Student  
Iowa State University

APPENDIX D: THE MEANS AND STANDARD DEVIATIONS BY GROUP AND TOTAL GROUPS  
FOR THOSE VARIABLES NUMBERED 01 THROUGH 60 AND CONTAINED  
IN THE PROGRAM FUNCTION SUBGROUP

Table 32. The means and standard deviations by group and total groups for those variables numbered 01 through 60 and contained in the program function subgroup

Group	Currently doing		Should be doing			
	variable	$\bar{X}$	s	variable	$\bar{X}$	s
Total groups	01	1.414	.793	02	11.607	4.427
Boards	01	1.349	.897	02	10.889	4.273
Administration	01	1.722	.655	02	12.818	3.733
Faculty	01	1.490	.777	02	12.339	3.949
Adjunct faculty	01	1.155	.776	02	10.031	5.027
Total groups	03	1.158	.802	04	11.198	4.816
Boards	03	1.233	.782	04	11.037	4.587
Administration	03	.861	.939	04	10.030	5.020
Faculty	03	1.245	.789	04	11.661	5.000
Adjunct faculty	03	1.207	.692	04	11.448	4.417
Total groups	05	1.262	.851	06	12.169	4.303
Boards	05	1.163	.871	06	10.741	4.840
Administration	05	1.361	.909	06	12.106	4.054
Faculty	05	1.343	.865	06	12.944	3.553
Adjunct faculty	05	1.138	.779	06	11.615	5.014
Total groups	07	.874	.849	08	9.738	5.460
Boards	07	.767	.922	08	8.370	5.858
Administration	07	.833	.934	08	9.864	5.409
Faculty	07	.860	.844	08	9.137	5.397
Adjunct faculty	07	.957	.773	08	10.813	5.348
Total groups	09	1.610	.661	10	13.550	3.698
Boards	09	1.512	.827	10	14.037	2.862
Administration	09	1.861	.454	10	13.864	3.599
Faculty	09	1.476	.710	10	12.790	4.001
Adjunct faculty	09	1.655	.591	10	14.177	3.437
Total groups	11	1.013	.855	12	11.473	4.630
Boards	11	1.116	.905	12	11.333	4.591
Administration	11	.833	.888	12	10.136	4.873
Faculty	11	1.105	.845	12	11.637	4.423
Adjunct faculty	11	.974	.818	12	12.219	4.605
Total groups	13	1.385	.803	14	12.224	4.214
Boards	13	1.302	.939	14	12.556	3.806
Administration	13	1.403	.850	14	12.136	4.350
Faculty	13	1.413	.799	14	11.839	4.547
Adjunct faculty	13	1.371	.729	14	12.688	3.768

Table 32 (Continued)

Group	Currently doing		Should be doing			
	variable	$\bar{X}$	s	variable	$\bar{X}$	s
Total groups	15	1.136	.882	16	11.179	4.414
Boards	15	1.349	.897	16	12.111	3.796
Administration	15	.944	.948	16	10.591	4.905
Faculty	15	1.217	.840	16	10.984	4.183
Adjunct faculty	15	1.078	.866	16	11.573	4.500
Total groups	17	1.393	.827	18	11.805	4.389
Boards	17	1.395	.821	18	11.185	3.773
Administration	17	1.542	.804	18	12.621	3.678
Faculty	17	1.350	.833	18	11.476	4.758
Adjunct faculty	17	1.353	.837	18	11.844	4.480
Total groups	19	1.775	.575	20	11.971	4.443
Boards	19	1.814	.588	20	10.704	3.462
Administration	19	1.917	.366	20	12.970	3.742
Faculty	19	1.832	.489	20	11.758	4.418
Adjunct faculty	19	1.603	.721	20	11.917	5.049
Total groups	21	1.283	.848	22	12.102	4.652
Boards	21	1.465	.827	22	11.000	4.836
Administration	21	1.528	.804	22	13.470	3.553
Faculty	21	1.343	.823	22	12.815	3.956
Adjunct faculty	21	.991	.839	22	10.552	5.572
Total groups	23	1.179	.763	24	12.061	3.527
Boards	23	1.442	.765	24	12.923	3.069
Administration	23	1.417	.818	24	12.924	2.857
Faculty	23	1.077	.779	24	11.669	3.649
Adjunct faculty	23	1.060	.650	24	11.719	3.794
Total groups	25	1.176	.819	26	11.671	3.789
Boards	25	1.349	.783	26	11.704	3.061
Administration	25	1.431	.819	26	12.333	3.689
Faculty	25	1.210	.821	26	11.355	3.443
Adjunct faculty	25	.914	.764	26	11.615	4.414
Total groups	27	1.281	.784	28	13.316	3.324
Boards	27	1.465	.735	28	13.000	2.760
Administration	27	1.431	.836	28	13.833	2.810
Faculty	27	1.280	.754	28	13.105	3.332
Adjunct faculty	27	1.121	.782	28	13.323	3.763

Table 32 (Continued)

Group	Currently doing		Should be doing			
	variable	$\bar{X}$	s	variable	$\bar{X}$	s
Total groups	29	1.104	.780	30	12.249	3.450
Boards	29	1.163	.785	30	11.778	3.755
Administration	29	1.111	.912	30	12.500	3.617
Faculty	29	1.112	.752	30	12.250	3.399
Adjunct faculty	29	1.069	.731	30	12.208	3.346
Total groups	31	1.604	.819	32	12.827	3.423
Boards	31	1.256	.819	32	12.593	3.795
Administration	31	1.236	.864	32	12.970	3.196
Faculty	31	1.266	.787	32	12.798	3.243
Adjunct faculty	31	.948	.801	32	12.833	3.727
Total groups	33	1.444	.762	34	12.141	4.361
Boards	33	1.488	.768	34	12.000	4.067
Administration	33	1.833	.504	34	13.167	2.869
Faculty	33	1.510	.740	34	12.105	4.673
Adjunct faculty	33	1.103	.784	34	11.521	4.786
Total groups	35	1.441	.772	36	11.997	4.161
Boards	35	1.395	.849	36	12.852	3.134
Administration	35	1.833	.531	36	13.667	2.719
Faculty	35	1.510	.749	36	12.169	4.001
Adjunct faculty	35	1.129	.775	36	10.385	4.857
Total groups	37	1.104	.790	38	12.249	3.699
Boards	37	1.116	.823	38	12.667	3.317
Administration	37	1.333	.872	38	13.636	2.760
Faculty	37	1.112	.779	38	11.871	3.557
Adjunct faculty	37	.948	.708	38	11.667	4.291
Total groups	39	.913	.830	40	11.332	3.772
Boards	39	.884	.905	40	11.333	3.952
Administration	39	.681	.853	40	12.333	2.921
Faculty	39	1.063	.824	40	11.121	3.723
Adjunct faculty	39	.888	.766	40	10.917	4.212
Total groups	41	.824	.776	42	10.489	4.372
Boards	41	.814	.906	42	9.333	4.243
Administration	41	.986	.927	42	11.985	3.845
Faculty	41	.790	.720	42	9.855	4.409
Adjunct faculty	41	.767	.677	42	10.604	4.483

Table 32 (Continued)

Group	Currently doing		Should be doing			
	variable	$\bar{X}$	s	variable	$\bar{X}$	s
Total groups	43	1.013	.756	44	10.744	3.468
Boards	43	.930	.799	44	10.407	3.400
Administration	43	1.125	.838	44	11.909	3.087
Faculty	43	.986	.760	44	10.605	3.275
Adjunct faculty	43	1.009	.679	44	10.219	3.826
Total groups	45	1.318	.759	46	12.102	3.491
Boards	45	1.349	.783	46	11.000	3.126
Administration	45	1.444	.785	46	12.985	3.580
Faculty	45	1.364	.746	46	11.968	3.293
Adjunct faculty	45	1.172	.738	46	11.979	3.691
Total groups	47	.992	.830	48	10.173	4.377
Boards	47	.907	.868	48	8.852	4.982
Administration	47	1.028	.888	48	10.258	4.369
Faculty	47	.972	.839	48	10.798	4.010
Adjunct faculty	47	1.026	.774	48	9.677	4.580
Total groups	49	1.417	.745	50	11.920	3.727
Boards	49	1.651	.686	50	12.519	3.227
Administration	49	1.486	.731	50	12.106	3.424
Faculty	49	1.385	.731	50	12.032	3.752
Adjunct faculty	49	1.328	.778	50	11.479	4.021
Total groups	51	.890	.730	52	9.850	3.684
Boards	51	.977	.771	52	10.296	3.417
Administration	51	1.000	.769	52	10.818	3.157
Faculty	51	.846	.763	52	9.347	3.520
Adjunct faculty	51	.845	.641	52	9.708	4.177
Total groups	53	1.361	.789	54	12.307	4.069
Boards	53	1.605	.695	54	12.519	3.827
Administration	53	1.333	.856	54	12.333	3.844
Faculty	53	1.413	.781	54	12.266	4.471
Adjunct faculty	53	1.224	.770	54	12.281	3.791
Total groups	55	.995	.838	56	10.888	4.497
Boards	55	.791	.914	56	10.593	4.725
Administration	55	1.111	.943	56	12.061	3.700
Faculty	55	1.133	.816	56	10.798	4.330
Adjunct faculty	55	.828	.726	56	10.281	5.030

Table 32 (Continued)

Group	Currently doing		Should be doing		$\bar{X}$	s
	variable	$\bar{X}$	s	variable		
Total groups	57	.783	.798	58	10.521	3.933
Boards	57	.837	.843	58	9.407	3.693
Administration	57	.708	.863	58	11.545	3.221
Faculty	57	.811	.813	58	10.242	3.931
Adjunct faculty	57	.776	.723	58	10.490	4.333
Total groups	59	1.286	.836	60	12.594	3.519
Boards	59	1.186	.824	60	11.556	3.766
Administration	59	1.611	.703	60	13.894	2.655
Faculty	59	1.231	.853	60	12.460	3.493
Adjunct faculty	59	1.190	.854	60	12.167	3.805

APPENDIX E: THE MEANS AND STANDARD DEVIATIONS BY GROUP AND TOTAL GROUPS  
FOR THOSE VARIABLES NUMBERED 61 THROUGH 74 AND CONTAINED IN  
THE FINANCIAL CONSIDERATION SUBGROUP



Table 33. The means and standard deviations by group and total groups for those variables numbered 61 through 74 and contained in the financial consideration subgroup

Group	Currently doing		Should be doing			
	variable	$\bar{X}$	s	variable	$\bar{X}$	s
Total groups	61	1.482	.766	62	11.420	4.546
Boards	61	1.354	.887	62	12.050	3.789
Administration	61	1.577	.730	62	10.746	4.801
Faculty	61	1.556	.687	62	11.970	4.411
Adjunct faculty	61	1.381	.816	62	10.955	4.734
Total groups	63	1.381	.634	64	11.800	3.711
Boards	63	1.604	.644	64	12.400	3.455
Administration	63	1.487	.639	64	12.070	4.068
Faculty	63	1.382	.626	64	11.896	3.812
Adjunct faculty	63	1.220	.601	64	11.291	3.412
Total groups	65	1.018	.908	66	12.721	3.965
Boards	65	1.396	.844	66	11.675	3.970
Administration	65	1.167	.874	66	12.394	3.882
Faculty	65	.931	.906	66	12.836	4.351
Adjunct faculty	65	.873	.911	66	13.173	3.456
Total groups	67	.817	.752	68	7.710	5.585
Boards	67	.735	.758	68	8.675	5.020
Administration	67	.641	.738	68	6.789	4.557
Faculty	67	.891	.769	68	7.090	5.833
Adjunct faculty	67	.873	.726	68	8.709	5.920
Total groups	69	.802	.817	70	8.986	5.379
Boards	69	.959	.841	70	8.350	4.807
Administration	69	.671	.763	70	7.014	5.214
Faculty	69	.755	.807	70	9.619	5.447
Adjunct faculty	69	.879	.842	70	9.718	5.321
Total groups	71	.756	.727	72	5.377	5.076
Boards	71	.469	.710	72	4.675	4.287
Administration	71	1.025	.847	72	6.732	5.469
Faculty	71	.696	.687	72	5.336	5.026
Adjunct faculty	71	.770	.647	72	4.809	5.037
Total groups	73	1.237	.686	74	9.639	4.857
Boards	73	1.125	.841	74	9.650	4.342
Administration	73	1.500	.679	74	10.113	4.364
Faculty	73	1.146	.658	74	10.097	4.755
Adjunct faculty	73	1.220	.615	74	8.773	5.375

APPENDIX F: THE MEANS AND STANDARD DEVIATIONS BY GROUP AND TOTAL GROUPS  
FOR THOSE VARIABLES NUMBERED 75 THROUGH 112 AND CONTAINED  
IN THE ADMINISTRATIVE PATTERNS SUBGROUP

Table 34. The means and standard deviations by group and total groups for those variables numbered 75 through 112 and contained in the administrative patterns subgroup

Group	Currently doing		Should be doing			
	variable	$\bar{X}$	s	$\bar{X}$	s	
Total groups	75	1.234	.779	76	12.185	3.437
Boards	75	1.333	.883	76	12.821	3.244
Administration	75	1.270	.833	76	12.574	3.107
Faculty	75	1.281	.702	76	12.197	3.665
Adjunct faculty	75	1.113	.781	76	11.733	3.391
Total groups	77	1.112	.796	78	10.852	4.482
Boards	77	1.146	.922	78	10.036	4.582
Administration	77	1.216	.815	78	11.603	4.093
Faculty	77	1.194	.760	78	11.205	4.421
Adjunct faculty	77	.930	.746	78	10.129	4.702
Total groups	79	.952	.757	80	10.377	4.243
Boards	79	.958	.922	80	10.679	4.538
Administration	79	.986	.802	80	10.529	4.566
Faculty	79	.971	.732	80	10.606	3.900
Adjunct faculty	79	.904	.688	80	9.901	4.374
Total groups	81	1.641	.603	82	11.935	4.205
Boards	81	1.917	.347	82	14.250	2.744
Administration	81	1.622	.696	82	12.574	4.226
Faculty	81	1.640	.590	82	12.094	3.826
Adjunct faculty	81	1.539	.611	82	10.663	4.607
Total groups	83	1.527	.677	84	11.667	4.344
Boards	83	1.750	.636	84	14.107	3.059
Administration	83	1.270	.896	84	10.985	5.299
Faculty	83	1.626	.593	84	11.543	4.344
Adjunct faculty	83	1.478	.567	84	11.604	3.718
Total groups	85	.628	.641	86	6.941	4.442
Boards	85	.521	.652	86	7.607	4.717
Administration	85	.311	.572	86	6.765	4.792
Faculty	85	.676	.694	86	6.504	4.570
Adjunct faculty	85	.817	.523	86	7.426	3.923
Total groups	87	.684	.703	88	7.275	4.251
Boards	87	.646	.838	88	7.964	4.460
Administration	87	.500	.781	88	7.779	4.831
Faculty	87	.662	.708	88	6.803	4.481
Adjunct faculty	87	.843	.540	88	7.337	3.386

Table 34 (Continued)

Group	Currently doing		Should be doing		s	
	variable	$\bar{X}$	s	variable		$\bar{X}$
Total groups	89	1.455	.622	90	12.213	3.771
Boards	89	1.479	.684	90	12.786	3.521
Administration	89	1.635	.587	90	12.750	3.330
Faculty	89	1.417	.636	90	11.780	3.996
Adjunct faculty	89	1.374	.584	90	12.238	3.811
Total groups	91	1.170	.792	92	11.204	4.036
Boards	91	1.292	.743	92	10.571	3.696
Administration	91	1.176	.850	92	12.044	4.020
Faculty	91	1.115	.799	92	11.378	3.891
Adjunct faculty	91	1.183	.768	92	10.594	4.243
Total groups	93	1.840	.457	94	13.593	3.102
Boards	93	1.896	.425	94	14.071	2.680
Administration	93	1.892	.424	94	13.676	3.321
Faculty	93	1.827	.449	94	13.591	2.804
Adjunct faculty	93	1.800	.499	94	13.406	3.427
Total groups	95	1.809	.462	96	13.454	2.987
Boards	95	1.917	.347	96	13.750	2.863
Administration	95	1.878	.404	96	13.868	2.737
Faculty	95	1.806	.448	96	13.465	2.794
Adjunct faculty	95	1.722	.539	96	13.079	3.387
Total groups	97	1.543	.656	98	12.565	3.731
Boards	97	1.604	.707	98	12.714	3.857
Administration	97	1.743	.621	98	13.206	3.249
Faculty	97	1.576	.625	98	13.032	3.162
Adjunct faculty	97	1.348	.649	98	11.505	4.424
Total groups	99	1.840	.457	100	13.401	3.001
Boards	99	1.896	.425	100	13.250	2.797
Administration	99	1.946	.228	100	13.426	3.078
Faculty	99	1.863	.421	100	13.614	2.809
Adjunct faculty	99	1.722	.586	100	13.158	3.252
Total groups	101	1.160	.787	102	11.077	4.628
Boards	101	1.313	.803	102	9.607	5.116
Administration	101	.865	.849	102	10.147	4.433
Faculty	101	1.288	.773	102	12.039	4.191
Adjunct faculty	101	1.130	.707	102	10.901	4.941

Table 34 (Continued)

Group	Currently doing		s	Should be doing		s
	variable	$\bar{X}$		variable	$\bar{X}$	
Total groups	103	1.019	.771	104	10.216	4.701
Boards	103	.750	.786	104	8.429	4.694
Administration	103	1.054	.858	104	10.500	4.477
Faculty	103	1.086	.766	104	10.646	4.934
Adjunct faculty	103	1.026	.694	104	9.980	4.481
Total groups	105	.596	.739	106	6.096	4.947
Boards	105	.458	.651	106	4.964	4.359
Administration	105	.554	.761	106	6.544	4.967
Faculty	105	.698	.758	106	6.630	5.034
Adjunct faculty	105	.557	.728	106	5.436	4.914
Total groups	107	1.173	.816	108	11.750	3.859
Boards	107	1.250	.863	108	12.393	3.392
Administration	107	1.176	.927	108	12.250	3.771
Faculty	107	1.194	.797	108	11.827	3.900
Adjunct faculty	107	1.113	.747	108	11.139	3.955
Total groups	109	1.644	.620	110	13.201	3.075
Boards	109	1.583	.710	110	12.464	3.249
Administration	109	1.676	.643	110	13.235	3.130
Faculty	109	1.655	.598	110	13.228	3.115
Adjunct faculty	109	1.635	.597	110	13.347	2.954
Total groups	111	1.519	.606	112	12.466	3.068
Boards	111	1.583	.613	112	11.893	2.699
Administration	111	1.514	.707	112	12.265	3.231
Faculty	111	1.540	.568	112	12.591	3.102
Adjunct faculty	111	1.470	.582	112	12.604	3.027

APPENDIX G: NUMBERS AND PERCENTAGES OF GROUPS WHEN BROKENDOWN BY SEX,  
AGE, EDUCATION, AND EXPERIENCE IN RELATIONSHIP TO ACTIVITIES  
"CURRENTLY DOING" AS STATED ON THE FINANCIAL CONSIDERATION  
SUBSCALE

Table 35. Numbers and percentages of groups when brokendown by sex, age, education, and experience in relationship to activities "currently doing" as stated on the financial considerations subscale

Item	Group	Sex	Agree		Undecided		Disagree	
			No.	%	No.	%	No.	%
61	1	M	30	65.2	4	8.7	12	26.1
61	1	F	1	33.3	1	33.3	1	33.3
63	1	M	30	66.7	11	24.4	4	8.9
63	1	F	3	100.0	--	--	--	--
65	1	M	30	65.2	7	15.2	9	19.6
65	1	F	1	33.3	--	--	2	66.7
67	1	M	8	17.4	18	39.1	20	43.5
67	1	F	1	33.3	--	--	2	66.7
69	1	M	16	34.8	15	32.6	15	32.6
69	1	F	--	--	--	--	3	100.0
71	1	M	6	13.0	11	23.9	29	63.0
71	1	F	--	--	--	--	3	100.0
73	1	M	18	39.1	15	32.6	13	28.3
73	1	F	2	66.7	--	--	1	33.3
61	2	M	45	75.0	7	11.7	8	13.3
61	2	F	12	66.7	3	16.7	3	16.7
63	2	M	38	64.4	17	28.8	4	6.8
63	2	F	7	38.9	9	50.0	2	11.1
65	2	M	33	55.9	10	16.9	16	27.1
65	2	F	5	27.8	6	33.3	7	38.9
67	2	M	11	19.0	17	29.3	30	51.7
67	2	F	--	--	8	44.4	10	55.6
69	2	M	11	18.6	16	27.1	32	54.2
69	2	F	3	16.7	7	38.9	8	44.4
71	2	M	25	42.4	15	25.4	19	32.2
71	2	F	4	22.2	6	33.3	8	44.4
73	2	M	35	59.3	16	27.1	8	13.6
73	2	F	12	16.7	6	33.3	--	--
61	3	M	66	63.5	25	24.0	13	12.5
61	3	F	30	73.2	8	19.5	3	7.3
63	3	M	49	47.6	46	44.7	8	7.8
63	3	F	17	41.5	22	53.7	2	4.9
65	3	M	39	37.1	19	18.1	47	44.8
65	3	F	18	42.9	8	19.0	16	38.1
67	3	M	28	26.9	43	41.3	33	31.7
67	3	F	7	17.1	16	39.0	18	43.9

Table 35 (Continued)

Item	Group		Agree		Undecided		Disagree	
			No.	%	No.	%	No.	%
Sex								
69	3	M	24	23.1	28	26.9	52	50.0
69	3	F	10	24.4	15	36.6	16	39.0
71	3	M	15	14.3	42	40.0	48	45.7
71	3	F	3	7.3	23	56.1	15	36.6
73	3	M	31	29.5	58	55.2	16	15.2
73	3	F	11	26.8	25	61.0	5	12.2
61	4	M	34	57.6	10	16.9	15	25.4
61	4	F	39	58.2	16	23.9	12	17.9
63	4	M	19	32.8	33	56.9	6	10.3
63	4	F	20	31.3	39	60.9	5	7.8
65	4	M	23	39.7	9	15.5	26	44.8
65	4	F	24	35.8	13	19.4	30	44.8
67	4	M	13	22.0	23	39.0	23	39.0
67	4	F	13	19.7	34	51.5	19	28.8
69	4	M	18	30.5	14	23.7	27	45.8
69	4	F	19	29.7	21	32.8	24	37.5
71	4	M	7	11.9	31	52.5	21	35.6
71	4	F	8	12.1	35	53.0	23	34.8
73	4	M	20	33.9	31	52.5	8	13.6
73	4	F	18	27.7	41	63.1	6	9.2
Age								
61	1	1	3	33.3	1	11.1	5	55.6
61	1	2	12	85.7	2	14.3	--	--
61	1	3	15	60.0	2	8.0	8	32.0
63	1	1	7	77.8	2	22.2	--	--
63	1	2	11	78.6	2	14.3	1	7.1
63	1	3	15	62.5	6	25.0	3	12.5
65	1	1	5	55.6	1	11.1	3	33.3
65	1	2	8	57.1	4	28.6	2	14.3
65	1	3	17	68.0	2	8.0	6	24.0
67	1	1	3	33.3	1	11.1	5	55.6
67	1	2	1	7.1	7	50.0	6	42.9
67	1	3	5	20.0	9	36.0	11	44.0
69	1	1	1	11.1	3	33.3	5	55.6
69	1	2	5	35.7	5	35.7	4	28.6
69	1	3	9	36.0	7	28.0	9	36.0
71	1	1	--	--	--	--	9	100.0
71	1	2	5	35.7	5	35.7	4	28.6
71	1	3	1	4.0	5	20.0	19	76.0



Table 35 (Continued)

Item	Group	Age	Agree		Undecided		Disagree	
			No.	%	No.	%	No.	%
73	1	1	5	55.6	1	11.1	3	33.3
73	1	2	8	57.1	4	28.6	2	14.3
73	1	3	7	28.0	9	36.0	9	36.0
61	2	1	21	65.6	4	12.5	7	21.9
61	2	2	22	78.6	5	17.9	1	3.6
61	2	3	12	75.0	1	6.3	3	18.8
63	2	1	16	50.00	12	37.5	4	12.5
63	2	2	15	55.6	10	37.0	2	7.4
63	2	3	12	75.0	4	25.0	--	--
65	2	1	11	34.4	6	18.8	15	46.9
65	2	2	14	51.9	7	25.9	6	22.2
65	2	3	12	75.0	2	12.5	2	12.5
67	2	1	3	9.4	12	37.5	17	53.1
67	2	2	4	14.8	8	29.6	15	55.6
67	2	3	4	26.7	4	26.7	7	46.7
69	2	1	4	12.5	9	28.1	19	59.4
69	2	2	5	18.5	9	33.3	13	48.1
69	2	3	5	31.3	4	25.0	7	43.8
71	2	1	10	31.3	8	25.0	14	43.8
71	2	2	11	40.7	7	25.9	9	33.3
71	2	3	7	43.8	5	31.3	4	25.0
73	2	1	23	71.9	8	25.0	1	3.1
73	2	2	15	55.6	8	29.6	4	14.8
73	2	3	7	43.8	6	37.5	3	18.8
61	3	1	52	65.0	17	21.2	11	13.7
61	3	2	20	69.0	5	17.2	4	13.8
61	3	3	22	75.9	7	24.1	--	--
63	3	1	35	43.8	41	51.2	4	5.0
63	3	2	13	44.8	14	48.3	2	6.9
63	3	3	16	57.1	9	32.1	3	10.7
65	3	1	22	27.5	16	20.0	42	52.5
65	3	2	15	50.0	5	16.7	10	33.3
65	3	3	16	53.3	5	16.7	9	30.0
67	3	1	15	19.0	32	40.5	32	40.5
67	3	2	7	23.3	15	50.0	8	26.7
67	3	3	11	37.9	9	31.0	9	31.0
69	3	1	16	20.3	19	24.1	44	55.7
69	3	2	9	30.0	10	33.3	11	36.7
69	3	3	9	30.0	11	36.7	10	33.3

Table 35 (Continued)

Item	Group		Agree		Undecided		Disagree	
			No.	%	No.	%	No.	%
		Age						
71	3	1	9	11.4	35	44.3	35	44.3
71	3	2	4	13.3	11	36.7	15	50.0
71	3	3	5	16.7	16	53.3	9	30.0
73	3	1	22	27.8	47	59.5	10	12.7
73	3	2	6	20.0	18	60.0	6	20.0
73	3	3	13	43.3	14	46.7	3	10.0
61	4	1	32	58.2	11	20.0	12	21.8
61	4	2	17	60.7	7	25.0	4	14.3
61	4	3	24	60.0	7	17.5	9	22.5
63	4	1	17	31.5	33	61.1	4	7.4
63	4	2	10	35.7	16	57.1	2	7.1
63	4	3	12	32.4	21	56.8	4	10.8
65	4	1	15	27.3	12	21.8	28	50.9
65	4	2	12	44.4	3	11.1	12	44.4
65	4	3	19	47.5	6	15.0	15	37.5
67	4	1	11	20.0	26	47.3	18	32.7
67	4	2	6	22.2	11	40.7	10	37.0
67	4	3	8	20.0	18	45.0	14	35.0
69	4	1	11	20.0	17	30.9	27	49.1
69	4	2	8	29.6	10	37.0	9	33.3
69	4	3	18	47.4	7	18.4	13	34.2
71	4	1	10	18.5	30	55.6	14	25.9
71	4	2	4	14.8	15	55.6	8	29.6
71	4	3	1	2.4	20	48.8	20	48.8
73	4	1	17	31.5	33	61.1	4	7.4
73	4	2	7	25.9	17	63.0	3	11.1
73	4	3	13	32.5	20	50.0	7	17.5
		Educa- tion						
61	1	1	5	83.3	--	--	1	16.7
61	1	2	4	80.0	--	--	1	20.0
61	1	3	9	64.3	--	--	5	35.7
61	1	4	12	52.2	5	21.7	6	26.1
63	1	1	5	83.3	--	--	1	16.7
63	1	2	3	60.0	2	40.0	--	--
63	1	3	10	76.9	1	7.7	2	15.4
63	1	4	15	65.2	7	30.4	1	4.3
65	1	1	5	83.3	--	--	1	16.7

Table 35 (Continued)

Item	Group	Educa- tion	Agree		Undecided		Disagree	
			No.	%	No.	%	No.	%
65	1	2	3	60.0	1	20.0	1	20.0
65	1	3	10	71.4	2	14.3	2	14.3
65	1	4	12	52.2	4	17.4	7	30.4
67	1	1	2	33.3	1	16.7	3	50.0
67	1	2	1	20.0	3	60.0	1	20.0
67	1	3	3	21.4	4	28.6	7	50.0
67	1	4	3	13.0	9	39.1	11	47.8
69	1	1	5	83.3	1	16.7	--	--
69	1	2	4	80.0	--	--	1	20.0
69	1	3	3	21.4	6	42.9	5	35.7
69	1	4	3	13.0	8	34.8	12	52.2
71	1	1	--	--	--	--	6	100.0
71	1	2	1	20.0	1	20.0	3	60.0
71	1	3	2	14.3	3	21.4	9	64.3
71	1	4	3	13.0	6	26.1	14	60.9
73	1	1	2	33.3	1	16.7	3	50.0
73	1	2	3	60.0	2	40.0	--	--
73	1	3	4	28.6	5	35.7	5	35.7
73	1	4	11	47.8	6	26.1	6	26.1
61	2	1	1	50.0	1	50.0	--	--
61	2	2	2	66.7	--	--	1	33.3
61	2	3	2	100.0	--	--	--	--
61	2	4	52	73.2	9	12.7	10	14.1
63	2	1	--	--	2	100.0	--	--
63	2	2	2	66.7	1	33.3	--	--
63	2	3	1	50.0	1	50.0	--	--
63	2	4	42	60.0	22	31.4	6	8.6
65	2	1	1	50.0	1	50.0	--	--
65	2	2	2	66.7	1	33.3	--	--
65	2	3	1	50.0	1	50.0	--	--
65	2	4	35	50.0	14	20.0	21	30.0
67	2	1	--	--	1	50.0	1	50.0
67	2	2	1	33.3	1	33.3	1	33.3
67	2	3	--	--	1	50.0	1	50.0
67	2	4	10	14.5	22	31.9	37	53.6
69	2	1	--	--	1	50.0	1	50.0
69	2	2	1	33.3	1	33.3	1	33.3
69	2	3	--	--	1	50.0	1	50.0

Table 35 (Continued)

Item Group	Education		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%
69	2	4	13	18.6	20	28.6	37	52.9
71	2	1	--	--	1	50.0	1	50.0
71	2	2	2	66.7	1	33.3	--	--
71	2	3	--	--	1	50.0	1	50.0
71	2	4	27	38.6	18	25.7	25	35.7
73	2	1	1	50.0	1	50.0	--	--
73	2	2	1	33.3	1	33.3	1	33.3
73	2	3	1	50.0	1	50.0	--	--
73	2	4	44	62.9	19	27.1	7	10.0
61	3	1	13	72.2	5	27.8	--	--
61	3	2	12	66.7	4	22.2	2	11.1
61	3	3	3	42.9	4	57.1	--	--
61	3	4	68	66.7	20	19.6	14	13.7
63	3	1	7	38.9	11	61.1	--	--
63	3	2	8	44.4	7	38.9	3	16.7
63	3	3	1	14.3	6	85.7	--	--
63	3	4	50	49.5	44	43.6	7	6.9
65	3	1	11	61.1	3	16.7	4	22.2
65	3	2	8	44.4	3	16.7	7	38.9
65	3	3	1	14.3	3	42.9	3	42.9
65	3	4	37	35.6	18	17.3	49	47.1
67	3	1	8	44.4	8	44.4	2	11.1
67	3	2	4	22.2	7	38.9	7	38.9
67	3	3	1	14.3	4	57.1	2	28.6
67	3	4	22	21.6	40	39.2	40	39.2
69	3	1	9	50.0	5	27.8	4	22.2
69	3	2	3	17.6	7	41.2	7	41.2
69	3	3	1	14.3	4	57.1	2	28.6
69	3	4	21	20.4	27	26.2	55	53.4
71	3	1	1	5.6	12	66.7	5	27.8
71	3	2	3	16.7	11	61.1	4	22.2
71	3	3	--	--	5	71.4	2	28.6
71	3	4	14	13.6	37	35.9	52	50.5
73	3	1	5	27.8	12	66.7	1	5.6
73	3	2	6	33.3	12	66.7	--	--
73	3	3	1	14.3	6	85.7	--	--
73	3	4	30	29.1	53	51.5	20	19.4

Table 35 (Continued)

Item	Group		Agree		Undecided		Disagree	
			No.	%	No.	%	No.	%
		Educa-						
		tion						
61	4	1	17	56.7	6	20.0	7	23.3
61	4	2	12	63.2	3	15.8	4	21.1
61	4	3	14	53.8	5	19.2	7	26.9
61	4	4	30	58.3	12	23.5	9	17.6
63	4	1	13	44.8	13	44.8	3	10.3
63	4	2	8	44.4	10	55.6	--	--
63	4	3	3	12.5	19	79.2	2	8.3
63	4	4	15	29.4	30	58.8	6	11.8
65	4	1	11	35.5	10	32.3	10	32.3
65	4	2	8	42.1	2	10.5	9	47.4
65	4	3	8	32.0	7	28.0	10	40.0
65	4	4	20	40.0	3	6.0	27	54.0
67	4	1	7	22.6	12	38.7	12	38.7
67	4	2	7	38.6	5	27.8	6	33.3
67	4	3	1	3.8	16	61.5	9	34.6
67	4	4	11	22.0	24	48.0	15	30.0
69	4	1	11	37.9	11	37.9	7	24.1
69	4	2	6	33.3	4	22.2	8	44.4
69	4	3	5	19.2	9	34.6	12	46.2
69	4	4	15	30.0	11	22.0	24	48.0
71	4	1	5	16.7	15	50.0	10	33.3
71	4	2	2	10.5	8	42.1	9	47.4
71	4	3	1	3.8	19	73.1	6	23.1
71	4	4	7	14.0	24	48.0	19	38.0
73	4	1	9	30.0	17	56.7	4	13.3
73	4	2	6	31.6	11	57.9	2	10.5
73	4	3	2	7.7	21	80.8	3	11.5
73	4	4	21	42.9	23	46.9	5	10.2
		Experi-						
		ence						
61	1	1	4	40.0	2	20.0	4	40.0
61	1	2	24	72.7	2	6.1	7	21.2
63	1	1	8	80.0	2	20.0	--	--
63	1	2	22	68.8	6	18.8	4	12.5
65	1	1	4	40.0	3	30.0	3	30.0
65	1	2	23	69.7	4	12.1	6	18.2
67	1	1	1	10.0	4	40.0	5	50.0
67	1	2	8	24.2	12	36.4	13	39.4

Table 35 (Continued)

Item	Group		Agree		Undecided		Disagree	
			No.	%	No.	%	No.	%
		Experi- ence						
69	1	1	2	20.0	1	10.0	7	70.0
69	1	2	12	36.4	13	39.4	8	24.2
71	1	1	--	--	2	20.0	8	80.0
71	1	2	6	18.2	7	21.2	20	60.6
73	1	1	5	50.0	3	30.0	2	20.0
73	1	2	12	36.4	10	30.3	11	33.3
61	2	1	53	73.6	10	13.9	9	12.5
61	2	2	4	80.0	--	--	1	20.0
63	2	1	42	58.3	25	34.7	5	6.9
63	2	2	2	50.0	1	25.0	1	25.0
65	2	1	37	51.4	16	22.2	19	26.4
65	2	2	--	--	--	--	4	100.0
67	2	1	11	15.5	23	32.4	37	52.1
67	2	2	--	--	1	25.0	3	75.0
69	2	1	14	19.4	22	30.6	36	50.0
69	2	2	--	--	1	25.0	3	75.0
71	2	1	27	37.5	18	25.0	27	37.5
71	2	2	2	50.0	2	50.0	--	--
73	2	1	43	59.7	21	29.2	8	11.1
73	2	2	3	75.0	1	25.0	--	--
61	3	1	83	65.4	29	22.8	15	11.8
61	3	2	12	70.6	4	23.5	1	5.9
63	3	1	56	44.4	--	--	--	--
63	3	2	10	58.8	6	35.3	1	5.9
65	3	1	49	38.0	23	17.8	57	44.2
65	3	2	7	41.2	4	23.5	6	35.3
67	3	1	31	24.4	53	41.7	43	33.9
67	3	2	3	17.6	6	35.3	8	47.1
69	3	1	27	21.3	40	31.5	60	47.2
69	3	2	6	35.3	3	17.6	8	47.1
71	3	1	13	10.2	60	46.9	55	43.0
71	3	2	5	29.4	5	29.4	7	41.2
73	3	1	36	28.1	73	57.0	19	14.8
73	3	2	6	35.3	9	52.9	2	11.8

Table 35 (Continued)

Item	Group		Agree		Undecided		Disagree	
			No.	%	No.	%	No.	%
		Experi- ence						
61	4	1	48	57.1	21	25.0	15	17.9
61	4	2	18	64.3	2	7.1	8	28.6
63	4	1	25	30.5	52	63.4	5	6.1
63	4	2	12	44.4	10	37.0	5	18.5
65	4	1	26	31.7	17	20.7	39	47.6
65	4	2	17	58.6	3	10.3	9	31.0
67	4	1	13	15.9	39	47.6	30	36.6
67	4	2	10	34.5	11	37.9	8	27.6
69	4	1	20	24.4	26	31.7	36	43.9
69	4	2	14	50.0	3	10.7	11	39.3
71	4	1	11	13.4	48	58.5	23	28.0
71	4	2	4	13.8	12	41.4	13	44.8
73	4	1	22	27.2	47	58.0	12	14.8
73	4	2	9	31.0	18	62.1	2	6.9

APPENDIX H: NUMBERS AND PERCENTAGES OF GROUPS WHEN BROKENDOWN BY SEX,  
AGE, EDUCATION AND EXPERIENCE LEVELS IN RELATIONSHIP TO  
ACTIVITIES CLASSIFIED AS "SHOULD BE DOING" ON THE FINANCIAL  
CONTRIBUTIONS SUBSCALE



Table 36. Numbers and percentages of groups when brokdown by sex, age, education and experience levels in relationship to activities classified as "should be doing" on the financial contributions subscale

Item Group			Agree									
			1		2		3		4		5	
		Sex	N	%	N	%	N	%	N	%	N	%
62	1	M	2	4.9	3	7.3	8	19.5	8	19.5	14	34.1
62	1	F	--	--	--	--	--	--	1	33.3	--	--
64	1	M	5	12.8	2	5.1	10	25.6	4	10.3	16	41.0
64	1	F	--	--	1	33.3	1	33.3	--	--	1	33.3
66	1	M	3	7.1	3	7.1	9	21.4	9	21.4	13	31.0
66	1	F	1	33.3	--	--	1	33.3	--	--	--	--
68	1	M	2	4.9	1	2.4	9	22.0	2	4.9	7	17.1
68	1	F	1	33.3	--	--	--	--	--	--	--	--
70	1	M	3	7.3	3	7.3	5	12.2	5	12.2	6	14.6
70	1	F	--	--	--	--	1	33.3	--	--	--	--
72	1	M	1	2.4	1	2.4	1	2.4	2	4.8	1	2.4
72	1	F	--	--	--	--	1	33.3	--	--	--	--
74	1	M	6	14.3	3	7.1	9	21.4	2	4.8	10	23.8
74	1	F	--	--	--	--	2	66.7	--	--	--	--
62	2	M	7	12.1	4	6.9	9	15.5	5	8.6	17	29.3
62	2	F	1	5.9	--	--	4	23.5	--	--	7	41.2
64	2	M	7	11.9	2	3.4	5	8.5	13	22.0	21	35.6
64	2	F	2	12.5	1	6.3	3	18.8	1	6.3	7	43.8
66	2	M	7	12.3	3	5.3	9	15.8	10	17.5	21	36.8
66	2	F	--	--	--	--	2	12.5	2	12.5	9	56.3
68	2	M	4	6.8	4	6.8	4	6.8	3	5.1	7	11.9
68	2	F	--	--	--	--	2	11.8	1	5.9	--	--
70	2	M	2	3.4	3	5.2	5	8.6	4	6.9	9	15.5
70	2	F	--	--	--	--	2	11.8	1	5.9	1	5.9
72	2	M	3	5.1	1	1.7	8	13.6	3	5.1	8	13.6
72	2	F	--	--	--	--	1	5.9	--	--	3	17.6
74	2	M	9	15.3	6	10.2	10	16.9	5	8.5	12	20.3
74	2	F	2	11.8	1	5.9	6	35.3	4	23.5	2	11.8
62	3	M	9	8.9	5	5.0	17	16.8	6	5.9	42	41.6
62	3	F	1	2.6	3	7.9	10	26.3	5	13.2	16	32.1
64	3	M	10	9.9	10	9.9	17	16.8	6	5.9	39	38.6
64	3	F	2	5.3	3	7.9	6	15.8	3	7.9	14	36.8
66	3	M	6	5.9	3	2.9	12	11.8	15	14.7	53	52.0
66	3	F	2	5.0	1	2.5	5	12.5	4	10.0	24	60.0

Agree - disagree		Disagree									
		1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%	N	%
1	2.4	--	--	2	4.9	2	3.9	--	--	1	2.4
--	--	1	33.3	--	--	--	--	--	--	1	33.3
1	2.6	--	--	--	--	--	--	--	--	1	2.6
--	--	--	--	--	--	--	--	--	--	--	--
--	--	1	2.4	--	--	1	2.4	1	2.4	--	4.8
1	33.3	--	--	--	--	--	--	--	--	--	--
1	2.4	2	4.9	1	2.4	9	22.0	1	2.4	6	14.6
--	--	1	33.3	--	--	--	--	--	--	1	33.3
3	7.3	2	4.9	2	4.9	8	19.5	1	2.4	3	7.3
--	--	--	--	--	--	--	--	--	--	2	66.7
1	2.4	2	4.8	1	2.4	16	38.1	3	7.1	13	31.0
--	--	1	33.3	--	--	--	--	--	--	1	33.3
1	2.4	2	4.8	3	7.1	4	9.5	--	--	2	4.8
--	--	--	--	--	--	--	--	--	--	1	33.3
2	3.4	3	5.2	2	3.4	4	6.9	1	1.7	4	6.9
1	5.9	--	--	1	5.9	--	--	1	5.9	2	11.8
5	8.5	1	1.7	1	1.7	1	1.7	1	1.7	3	5.1
1	6.3	1	6.3	--	--	--	--	--	--	--	--
2	3.5	1	1.8	2	3.5	1	1.8	1	1.8	--	--
--	--	1	6.3	--	--	2	12.5	--	--	--	--
6	10.2	5	8.5	3	5.1	7	11.9	5	8.5	11	18.6
2	11.8	3	17.6	1	5.9	6	35.3	--	--	2	11.8
3	5.2	5	8.6	3	5.2	8	13.8	5	8.6	11	19.0
1	5.9	1	5.9	2	11.8	3	17.6	1	5.9	5	29.4
2	3.4	5	8.5	1	1.7	10	16.9	6	10.2	12	20.3
--	--	1	5.9	1	5.9	4	23.5	2	11.8	5	29.4
3	5.1	1	1.7	1	1.7	3	5.1	2	3.4	7	11.9
--	--	--	--	--	--	1	5.9	--	--	1	5.9
4	2.0	4	4.0	1	1.0	8	7.9	1	1.0	4	4.0
1	2.6	--	--	--	--	--	--	--	--	2	5.3
12	11.9	--	--	2	2.0	2	2.0	--	--	3	3.0
10	26.3	--	--	--	--	--	--	--	--	--	--
2	2.0	--	--	1	1.0	2	2.0	1	1.0	7	6.9
1	2.5	1	2.5	--	--	2	5.0	--	--	--	--

Table 36 (Continued)

Item Group			Agree									
			1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
Sex												
68	3	M	4	4.0	3	3.0	5	5.0	5	5.0	19	18.8
68	3	F	3	7.5	4	10.0	4	10.0	3	7.6	6	15.0
70	3	M	3	2.9	5	4.9	13	12.7	5	3.9	28	27.5
70	3	F	1	2.6	--	--	7	17.9	2	5.1	14	35.9
72	3	M	1	1.0	3	2.9	4	3.9	3	2.9	10	9.8
72	3	F	1	2.5	--	--	1	2.5	2	5.0	2	5.0
74	3	M	7	7.0	7	7.0	19	19.0	9	9.0	23	23.0
74	3	F	1	2.6	6	15.4	6	15.4	2	5.1	9	23.1
62	4	M	8	13.6	7	11.9	7	11.9	8	13.6	17	28.8
62	4	F	3	4.9	1	1.6	12	19.7	4	6.6	22	36.1
64	4	M	5	8.8	1	1.8	13	22.8	6	10.5	20	35.1
64	4	F	7	11.9	2	3.4	16	27.1	5	8.5	12	20.3
66	4	M	6	10.3	3	5.2	9	15.5	7	12.1	28	48.3
66	4	F	7	11.3	1	1.6	13	21.0	3	4.8	32	51.6
68	4	M	2	3.4	1	1.7	3	5.1	2	3.4	19	32.2
68	4	F	9	14.8	1	1.6	4	6.6	4	6.6	13	21.3
70	4	M	4	6.8	2	3.4	11	18.6	3	5.1	24	40.7
70	4	F	4	6.9	5	8.6	6	10.3	3	5.2	10	17.2
72	4	M	2	3.6	2	3.6	1	1.8	2	3.6	5	8.9
72	4	F	2	3.5	2	3.5	3	5.3	1	1.8	4	7.0
74	4	M	2	3.5	3	5.3	16	28.1	2	3.5	12	21.1
74	4	F	6	10.3	4	6.9	10	17.2	1	1.7	11	19.0
Age												
62	1	1	--	--	--	--	1	11.1	1	11.1	3	33.3
62	1	2	1	7.7	1	7.7	3	23.1	2	15.4	6	46.2
62	1	3	--	--	1	4.8	4	19.0	6	28.6	5	23.8
64	1	1	1	12.5	1	12.5	3	37.5	--	--	3	37.5
64	1	2	--	--	--	--	3	21.4	2	14.3	8	57.1
64	1	3	3	15.8	2	10.5	5	26.3	2	10.5	6	31.6
66	1	1	2	22.2	--	--	3	33.3	--	--	3	33.3
66	1	2	1	7.7	--	--	1	7.7	5	38.5	6	46.2
66	1	3	--	--	3	13.6	6	27.3	4	18.2	4	18.2
68	1	1	--	--	--	--	1	11.1	--	--	1	11.1
68	1	2	--	--	--	--	6	42.9	--	--	2	14.3
68	1	3	2	10.0	1	5.0	2	10.0	2	10.0	4	20.0
70	1	1	--	--	1	14.3	1	14.3	1	14.3	--	--
70	1	2	2	15.4	--	--	--	--	--	--	4	30.8
70	1	3	1	4.3	2	8.7	4	17.4	4	17.4	2	8.7

Agree - disagree		Disagree									
		1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%	N	%
10	9.9	9	8.9	1	1.0	12	11.9	4	4.0	29	28.7
1	2.5	--	--	2	5.0	1	2.5	2	5.0	14	35.0
9	8.8	7	6.9	4	3.9	10	9.8	4	3.9	14	13.7
6	15.4	2	5.1	1	2.6	2	5.1	1	2.6	3	7.7
14	13.7	7	6.9	3	2.9	13	12.7	9	8.8	35	34.3
7	17.5	1	2.5	1	2.5	7	17.5	3	7.5	15	37.5
14	14.0	3	3.0	1	1.0	6	6.0	--	--	11	11.0
8	20.5	1	2.6	1	2.6	1	2.6	2	5.1	2	5.1
1	1.7	1	1.7	1	1.7	5	8.5	--	--	4	6.8
3	4.9	3	4.9	3	4.9	7	11.5	--	--	3	4.9
8	14.0	2	3.5	--	--	2	3.5	--	--	--	--
10	16.9	--	--	1	1.7	6	10.2	--	--	--	--
3	5.2	--	--	--	--	--	--	1	1.7	1	1.7
2	3.2	--	--	1	1.6	3	4.8	--	--	--	--
3	5.1	4	6.8	3	5.1	7	11.9	1	1.7	14	23.7
5	8.2	4	6.6	3	4.9	7	11.5	--	--	11	18.0
1	1.7	5	8.5	2	3.4	3	5.1	1	1.7	3	5.1
7	12.1	4	6.9	--	--	6	10.3	1	1.7	12	20.7
2	3.6	4	7.1	3	5.4	8	14.3	4	7.1	23	41.1
5	8.8	4	7.0	2	3.5	10	17.5	4	7.0	20	35.1
4	7.0	3	5.3	1	1.8	3	5.3	2	3.5	9	15.8
6	10.3	4	6.9	2	3.4	1	1.7	2	3.4	11	18.9
--	--	1	11.1	--	--	1	11.1	--	--	1	11.1
--	--	--	--	--	--	--	--	--	--	--	--
1	4.8	--	--	2	9.5	1	4.8	--	--	1	4.8
--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--
1	5.3	--	--	--	--	--	--	--	--	--	--
--	--	1	11.1	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--
1	4.5	--	--	--	--	1	4.5	1	4.5	2	9.1
--	--	2	22.2	--	--	3	33.3	--	--	2	22.2
1	7.1	1	7.1	1	7.1	2	14.3	--	--	1	7.1
--	--	--	--	--	--	4	20.0	1	5.0	4	20.0
--	--	1	14.3	1	14.3	--	--	--	--	2	28.6
2	15.4	--	--	--	--	5	38.5	--	--	--	--
1	4.3	1	4.3	1	4.3	3	13.0	1	4.3	3	12.0

Table 36 (Continued)

Item Group			Agree									
			1		2		3		4		5	
		Age	N	%	N	%	N	%	N	%	N	%
72	1	1	--	--	--	--	--	--	--	--	--	--
72	1	2	1	7.7	1	7.7	1	7.7	2	15.4	1	7.7
72	1	3	--	--	--	--	1	4.5	--	--	--	--
74	1	1	2	22.2	1	11.1	2	22.2	--	--	3	33.3
74	1	2	1	7.1	--	--	4	28.6	1	7.1	5	35.7
74	1	3	3	14.3	2	9.5	5	23.8	1	4.8	2	9.5
62	2	1	6	19.4	2	6.5	5	16.1	2	6.5	7	22.6
62	2	2	1	3.8	2	7.7	6	23.1	2	7.7	9	34.6
62	2	3	1	6.3	--	--	2	12.5	1	6.3	6	37.5
64	2	1	6	20.0	1	3.3	6	20.0	4	13.3	8	26.7
64	2	2	2	7.4	1	3.7	1	3.7	5	18.5	12	44.4
64	2	3	1	6.3	1	6.3	1	6.3	4	25.0	7	43.8
66	2	1	2	6.7	3	10.0	4	13.3	5	16.7	12	40.0
66	2	2	4	15.4	--	--	4	15.4	5	19.2	8	30.8
66	2	3	1	6.7	--	--	3	20.0	2	13.3	8	53.3
68	2	1	--	--	--	--	--	--	--	--	--	--
68	2	2	1	3.7	2	7.4	1	3.7	1	3.7	3	11.1
68	2	3	1	6.3	--	--	2	12.5	--	--	3	18.8
70	2	1	1	3.2	1	3.2	1	3.2	2	6.5	2	6.5
70	2	2	1	3.8	2	7.7	2	7.7	2	7.7	3	11.5
70	2	3	--	--	--	--	4	25.0	1	6.3	4	25.0
72	2	1	--	--	--	--	4	12.9	1	3.2	--	--
72	2	2	2	7.4	--	--	4	14.8	1	3.7	6	22.2
72	2	3	1	6.3	1	6.3	1	6.3	1	6.3	4	25.0
74	2	1	6	18.8	3	9.4	9	28.1	5	15.6	3	9.4
74	2	2	3	11.5	3	11.5	5	19.2	2	7.7	6	23.1
74	2	3	2	12.5	1	6.3	1	6.3	2	12.5	4	25.0
62	3	1	6	7.7	5	6.4	15	19.2	8	10.3	29	37.2
62	3	2	1	3.4	2	6.9	7	24.1	1	3.4	15	51.7
62	3	3	2	8.0	1	4.0	4	16.0	2	8.0	12	48.0
64	3	1	5	6.4	10	12.8	11	14.1	4	5.1	31	39.7
64	3	2	3	10.7	1	3.6	6	21.4	4	14.3	9	32.1
64	3	3	3	11.5	1	3.8	5	19.2	1	3.8	11	42.3
66	3	1	5	6.3	2	2.5	8	10.1	11	13.9	43	54.4
66	3	2	1	3.4	2	6.9	4	13.8	4	13.8	15	51.7
66	3	3	2	7.4	--	--	4	14.8	3	11.1	15	55.6
68	3	1	6	7.8	4	5.2	4	5.2	3	3.9	13	16.9
68	3	2	--	--	1	3.3	4	13.3	2	6.7	8	26.7
68	3	3	1	3.7	1	3.7	1	3.7	3	11.1	3	11.1

Agree - disagree		Disagree									
		1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%	N	%
--	--	2	22.2	--	--	3	33.3	--	--	4	44.4
--	--	--	--	--	--	3	23.1	1	7.7	3	23.1
--	--	1	4.5	1	4.5	10	45.5	2	9.1	7	31.8
--	--	--	--	--	--	1	11.1	--	--	--	--
--	--	--	--	1	7.1	2	14.3	--	--	--	--
--	--	2	9.5	2	9.5	1	4.8	--	--	3	14.3
--	--	1	3.2	1	3.2	2	6.5	2	6.5	3	9.7
--	--	1	3.8	2	7.7	2	7.7	--	--	1	3.8
3	18.8	1	6.3	--	--	--	--	--	--	2	12.5
2	6.7	1	3.3	1	3.3	--	--	--	--	1	3.3
2	7.4	1	3.7	--	--	--	--	1	3.7	2	7.4
2	12.5	--	--	--	--	--	--	--	--	--	--
--	--	1	3.3	--	--	2	6.7	1	3.3	--	--
1	3.8	1	3.8	2	7.7	1	3.8	--	--	--	--
1	6.7	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--
2	7.4	3	11.1	--	--	2	7.4	4	14.8	8	29.6
3	18.8	--	--	--	--	4	25.0	1	6.3	2	12.5
2	6.5	4	12.9	3	9.7	7	22.6	3	9.7	5	16.1
2	7.7	1	3.8	1	3.8	3	11.5	3	11.5	6	23.1
--	--	1	6.3	--	--	1	6.3	--	--	5	31.3
--	--	5	16.1	1	3.2	9	29.0	5	16.1	6	19.4
--	--	1	3.7	1	3.7	5	18.5	1	3.7	6	22.2
2	12.5	--	--	--	--	--	--	2	12.5	4	25.0
1	3.1	--	--	--	--	1	3.1	--	--	4	12.5
1	3.8	--	--	1	3.8	2	7.7	1	3.8	2	7.7
1	6.3	1	6.3	--	--	1	6.3	1	6.3	2	12.5
1	1.3	3	3.8	--	--	4	5.1	1	1.3	6	7.7
--	--	1	3.4	1	3.4	1	3.4	--	--	--	--
3	12.0	--	--	--	--	1	4.0	--	--	--	--
14	17.9	--	--	1	1.3	1	1.3	--	--	1	1.3
4	14.3	--	--	--	--	--	--	--	--	1	3.6
3	11.5	--	--	1	3.8	--	--	--	--	1	3.8
3	3.8	--	--	--	--	2	2.5	1	1.3	4	5.1
--	--	--	--	1	3.4	--	--	--	--	2	6.9
--	--	1	3.7	--	--	1	3.7	--	--	1	3.7
7	9.1	6	7.8	2	2.6	5	6.5	5	6.5	22	28.6
--	--	2	6.7	1	3.3	4	13.3	--	--	8	26.7
4	14.8	--	--	--	--	4	14.8	1	3.7	9	33.3

Table 36 (Continued)

Item Group			Agree									
			1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
Age												
70	3	1	2	2.5	2	2.5	10	12.7	4	5.1	23	29.1
70	3	2	1	3.3	2	6.7	3	10.0	3	10.0	7	23.3
70	3	3	--	--	1	3.7	7	25.9	--	--	10	37.0
72	3	1	2	2.6	1	1.3	5	6.4	1	1.3	9	11.5
72	3	2	--	--	--	--	1	3.3	1	3.3	--	--
72	3	3	--	--	1	3.7	--	--	3	11.1	3	11.1
74	3	1	7	8.9	11	13.9	16	20.3	5	6.3	15	19.0
74	3	2	1	3.4	2	6.9	4	13.8	2	6.9	7	24.1
74	3	3	--	--	--	--	4	15.4	4	15.4	10	38.5
62	4	1	2	3.6	5	9.1	10	18.2	6	10.9	17	30.9
62	4	2	4	14.3	1	3.6	4	14.3	2	7.1	12	42.9
62	4	3	5	14.7	2	5.9	4	11.8	4	11.8	9	26.5
64	4	1	3	5.6	1	1.9	14	25.9	5	9.3	18	33.3
64	4	2	4	14.3	--	--	8	28.6	3	10.7	8	28.6
64	4	3	5	15.6	2	6.3	7	21.9	3	9.4	6	18.8
66	4	1	5	8.9	3	5.4	9	16.1	8	14.3	27	48.2
66	4	2	2	7.1	--	--	6	21.4	2	7.1	16	57.1
66	4	3	6	17.6	1	2.9	7	20.6	--	--	15	44.1
68	4	1	7	12.7	1	1.8	5	9.1	5	9.1	10	18.2
68	4	2	1	3.6	--	--	1	3.6	1	3.6	11	39.3
68	4	3	3	8.6	1	2.9	1	2.9	--	--	10	28.6
70	4	1	6	10.7	5	8.9	7	12.5	3	5.4	11	19.6
70	4	2	--	--	1	3.7	5	18.5	1	3.7	9	33.3
70	4	3	2	6.3	1	3.1	4	12.5	2	6.3	14	43.8
72	4	1	1	1.9	2	3.8	1	1.9	2	3.8	4	7.7
72	4	2	2	7.4	2	7.4	1	3.7	--	--	4	14.8
72	4	3	1	3.1	--	--	2	6.3	1	3.1	1	3.1
74	4	1	1	1.9	3	5.6	14	25.9	2	3.7	12	22.2
74	4	2	1	3.6	3	10.7	3	10.7	1	3.6	5	17.9
74	4	3	6	19.4	--	--	8	25.8	--	--	6	19.4
Educa- tion												
62	1	1	--	--	--	--	1	33.3	--	--	2	66.7
62	1	2	--	--	--	--	--	--	4	80.0	1	20.0
62	1	3	--	--	1	7.1	3	21.4	1	7.1	6	42.9
62	1	4	1	4.8	2	9.5	4	19.0	4	19.0	5	23.8
64	1	1	--	--	--	--	1	25.0	--	--	3	75.0
64	1	2	1	20.0	--	--	1	20.0	2	40.0	1	20.0
64	1	3	--	--	1	7.7	4	30.8	--	--	8	61.5







Agree - disagree		Disagree									
		1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%	N	%
1	5.3	--	--	--	--	--	--	--	--	1	5.3
--	--	--	--	--	--	--	--	--	--	1	33.3
--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	1	7.1	--	--	--	--	1	7.1
1	4.5	1	4.5	--	--	--	--	1	4.5	--	--
--	--	--	--	--	--	1	25.0	--	--	1	25.0
--	--	1	20.0	--	--	1	20.0	--	--	--	--
--	--	--	--	--	--	5	35.7	--	--	2	14.3
1	5.0	2	10.0	1	5.0	2	10.0	1	5.0	4	20.0
--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	1	20.0	--	--
--	--	--	--	1	7.7	3	23.1	--	--	2	15.4
3	14.3	2	9.5	1	4.8	5	23.8	--	--	3	14.3
--	--	--	--	--	--	2	50.0	1	25.0	1	25.0
--	--	--	--	--	--	5	100.0	--	--	--	--
--	--	1	7.1	1	7.1	3	21.4	--	--	7	50.0
--	--	2	9.5	--	--	6	28.6	2	9.5	6	28.6
--	--	--	--	1	20.0	1	20.0	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--
--	--	2	14.3	1	7.1	--	--	--	--	1	7.1
--	--	--	--	1	5.0	3	15.0	--	--	2	10.0
--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	1	33.3
--	--	--	--	--	--	--	--	--	--	--	--
3	4.3	3	4.3	3	4.3	4	5.8	2	2.9	5	7.2
--	--	--	--	--	--	--	--	--	--	1	50.0
--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--
6	8.7	2	2.9	1	1.4	--	--	1	1.4	2	2.9
--	--	1	50.0	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--
2	3.0	1	1.5	2	3.0	3	4.5	1	1.5	--	--
--	--	1	50.0	--	--	1	50.0	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--
1	50.0	1	50.0	--	--	--	--	--	--	--	--
7	10.1	6	8.7	4	5.8	12	17.4	5	7.2	13	18.8
--	--	--	--	--	--	1	50.0	--	--	1	50.0

Table 36 (Continued)

Item Group			Agree									
			1		2		3		4		5	
		Educa- tion	N	%	N	%	N	%	N	%	N	%
70	2	2	--	--	--	--	--	--	--	--	1	33.3
70	2	3	--	--	--	--	--	--	--	--	--	--
70	2	4	2	2.9	3	4.3	7	10.1	5	7.2	9	13.0
72	2	1	--	--	--	--	--	--	--	--	1	50.0
72	2	2	--	--	--	--	--	--	--	--	2	66.7
72	2	3	--	--	--	--	--	--	--	--	--	--
72	2	4	3	4.3	1	1.4	9	12.9	3	4.3	8	11.4
74	2	1	--	--	--	--	1	50.0	--	--	--	--
74	2	2	--	--	--	--	1	33.3	--	--	1	33.3
74	2	3	--	--	--	--	1	100.0	--	--	--	--
74	2	4	11	15.7	7	10.0	13	18.6	9	12.9	13	18.6
62	3	1	2	12.5	1	6.3	6	37.5	--	--	7	43.8
62	3	2	--	--	2	11.1	4	22.2	--	--	9	50.0
62	3	3	1	14.3	--	--	1	14.3	2	28.6	1	14.3
62	3	4	5	5.1	7	7.1	16	16.3	9	9.2	41	41.8
64	3	1	3	18.8	--	--	4	25.0	--	--	7	43.8
64	3	2	2	11.1	1	5.6	2	11.1	1	5.6	8	44.4
64	3	3	1	14.3	--	--	1	14.3	--	--	4	57.1
64	3	4	6	6.1	12	12.2	16	16.3	8	8.2	34	34.7
66	3	1	1	6.7	2	13.3	2	13.3	1	6.7	--	--
66	3	2	1	5.6	--	--	4	22.2	1	5.6	8	44.4
66	3	3	1	14.3	--	--	1	14.3	--	--	4	57.1
66	3	4	5	4.9	2	2.0	10	9.8	17	16.7	57	55.9
68	3	1	--	--	1	5.9	1	5.9	1	5.9	5	29.4
68	3	2	1	5.9	--	--	2	11.8	2	11.8	3	17.6
68	3	3	2	28.6	--	--	--	--	--	--	1	14.3
68	3	4	4	4.0	6	6.0	6	6.0	5	5.0	16	16.0
70	3	1	--	--	1	5.9	3	17.6	1	5.9	5	29.4
70	3	2	1	5.9	1	5.9	--	--	1	5.9	3	17.6
70	3	3	--	--	--	--	--	--	--	--	4	57.1
70	3	4	3	3.0	3	3.0	17	17.0	5	5.0	30	30.0
72	3	1	--	--	--	--	1	5.9	--	--	1	5.9
72	3	2	--	--	--	--	--	--	1	5.9	1	5.9
72	3	3	--	--	--	--	1	14.3	--	--	--	--
72	3	4	2	2.0	3	3.0	3	3.0	4	4.0	10	9.9
74	3	1	1	6.7	1	6.7	2	13.3	2	13.3	4	26.7
74	3	2	--	--	3	17.6	2	11.8	1	5.9	5	29.4

Agree - disagree		Disagree									
		1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%	N	%
--	--	--	--	--	--	--	--	--	--	2	66.7
--	--	1	100.0	--	--	--	--	--	--	--	--
4	5.8	5	7.2	5	7.2	10	14.5	6	8.7	13	18.8
--	--	--	--	--	--	1	50.0	--	--	--	--
--	--	--	--	--	--	1	33.3	--	--	--	--
--	--	1	100.0	--	--	--	--	--	--	--	--
2	2.9	5	7.1	2	2.9	12	17.1	8	11.4	17	24.3
--	--	--	--	--	--	1	50.0	--	--	--	--
--	--	--	--	--	--	--	--	--	--	1	33.3
--	--	--	--	--	--	--	--	--	--	--	--
3	4.3	1	1.4	1	1.4	3	4.3	2	2.9	7	10.0
--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	2	11.1	--	--	1	5.6
1	14.3	--	--	--	--	1	14.3	--	--	--	--
4	4.1	4	4.1	1	1.0	5	5.1	1	1.0	5	5.1
2	12.5	--	--	--	--	--	--	--	--	--	--
2	11.1	--	--	1	5.6	--	--	--	--	1	5.6
1	14.3	--	--	--	--	--	--	--	--	--	--
17	17.3	--	--	1	1.0	2	2.0	--	--	2	2.0
--	--	--	--	--	--	--	--	--	--	--	--
1	5.6	--	--	--	--	2	11.1	--	--	1	5.6
1	14.3	--	--	--	--	--	--	--	--	--	--
--	--	1	1.0	1	1.0	2	2.0	1	1.0	6	5.9
3	17.6	1	5.9	1	5.9	2	11.8	--	--	2	11.8
--	--	--	--	--	--	1	5.9	--	--	8	47.1
1	14.3	--	--	--	--	--	--	--	--	3	42.9
7	7.0	8	8.0	2	2.0	10	10.0	6	6.0	30	30.0
3	17.6	1	5.9	1	5.9	2	11.8	--	--	--	--
3	17.6	2	11.8	--	--	1	5.9	2	11.8	3	17.6
1	14.3	--	--	--	--	1	14.3	--	--	1	14.3
8	8.0	6	6.0	4	4.0	8	8.0	3	3.0	13	13.0
4	23.5	--	--	1	5.9	5	29.4	1	5.9	4	23.5
4	23.5	--	--	--	--	2	11.8	2	11.8	7	41.2
1	14.3	--	--	--	--	1	14.3	1	14.3	3	42.9
12	11.9	8	7.9	3	3.0	12	11.9	8	7.9	36	35.6
3	20.0	--	--	--	--	--	--	1	6.7	1	6.7
3	17.6	1	5.9	--	--	--	--	--	--	2	11.8

Table 36 (Continued)

Item Group			Agree									
			1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
Educa- tion												
74	3	3	2	28.6	--	--	1	14.3	--	--	1	14.3
74	3	4	5	5.0	9	9.0	20	20.0	8	8.0	22	22.0
62	4	1	3	11.5	2	7.7	4	15.4	3	11.5	8	30.8
62	4	2	--	--	--	--	6	37.5	1	6.3	4	25.0
62	4	3	--	--	1	3.8	3	11.5	3	11.5	12	46.2
62	4	4	8	15.4	5	9.6	6	11.5	5	9.6	15	28.8
64	4	1	2	7.7	2	7.7	3	11.5	3	11.5	11	42.3
64	4	2	2	7.7	--	--	8	50.0	2	12.5	2	12.5
64	4	3	4	16.7	--	--	6	25.0	2	8.3	6	25.0
64	4	4	4	8.0	1	2.0	12	24.0	4	8.0	13	26.0
66	4	1	7	25.9	--	--	2	7.4	2	7.4	12	44.4
66	4	2	1	5.9	1	5.9	4	23.5	--	--	10	58.8
66	4	3	1	4.2	2	8.3	4	16.7	4	16.7	12	50.0
66	4	4	4	7.7	1	1.9	12	23.1	4	7.7	26	50.0
68	4	1	2	7.4	--	--	--	--	1	3.7	7	25.9
68	4	2	--	--	--	--	4	25.0	--	--	3	18.8
68	4	3	2	8.0	--	--	1	4.0	4	16.0	3	12.0
68	4	4	7	13.5	2	3.8	2	3.8	1	1.9	19	36.5
70	4	1	4	16.0	2	8.0	3	12.0	--	--	5	20.0
70	4	2	1	5.9	--	--	5	29.4	1	5.9	3	17.6
70	4	3	1	4.0	2	8.0	1	4.0	1	4.0	7	28.0
70	4	4	2	4.0	3	6.0	8	16.0	4	8.0	19	38.0
72	4	1	1	4.2	1	4.2	--	--	--	--	5	20.8
72	4	2	--	--	--	--	2	12.5	1	6.3	--	--
72	4	3	1	4.0	--	--	1	4.0	--	--	--	--
72	4	4	2	4.2	3	6.3	1	2.1	2	4.2	4	8.3
74	4	1	3	11.5	--	--	7	26.9	--	--	5	19.2
74	4	2	--	--	2	12.5	2	12.5	--	--	3	18.8
74	4	3	--	--	1	4.0	4	16.0	--	--	4	16.0
74	4	4	5	10.4	4	8.3	13	27.1	3	6.3	11	22.9
Experi- ence												
62	1	1	--	--	1	11.1	2	22.2	--	--	3	33.3
62	1	2	1	3.2	2	6.5	5	16.1	9	29.0	11	35.5
64	1	1	1	11.1	1	11.1	3	33.3	1	11.1	3	33.3
64	1	2	3	10.7	2	7.1	7	25.0	3	10.7	12	42.9
66	1	1	3	33.3	--	--	1	11.1	1	11.1	3	33.3
66	1	2	--	--	3	9.7	8	25.8	7	22.6	9	29.0

Agree - disagree		Disagree									
		1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%	N	%
1	14.3	--	--	--	--	--	--	1	14.3	1	14.3
15	15.0	3	3.0	2	2.0	7	7.0	--	--	9	9.0
1	3.8	--	--	--	--	1	3.8	--	--	4	15.4
1	6.3	1	6.3	--	--	2	12.5	--	--	1	6.3
--	--	2	7.7	1	3.8	3	11.5	--	--	1	3.8
2	3.8	1	1.9	3	5.8	6	11.5	--	--	1	1.9
3	11.5	1	3.8	--	--	1	3.8	--	--	--	--
1	6.3	--	--	--	--	1	6.3	--	--	--	--
6	25.0	--	--	--	--	--	--	--	--	--	--
8	16.0	1	2.0	1	2.0	6	12.0	--	--	--	--
1	3.7	--	--	--	--	2	7.4	1	3.7	--	--
1	5.9	--	--	--	--	--	--	--	--	--	--
1	4.2	--	--	--	--	--	--	--	--	--	--
2	3.8	--	--	1	1.9	1	1.9	--	--	1	1.9
1	3.7	2	7.4	2	7.4	4	14.8	1	3.7	7	25.9
1	6.3	2	12.5	2	12.5	3	18.8	--	--	1	6.3
3	12.0	--	--	1	4.0	3	12.0	--	--	8	32.0
3	5.8	4	7.7	1	1.9	4	7.7	--	--	9	17.3
1	4.0	2	8.0	1	4.0	1	4.0	1	4.0	5	20.0
2	11.8	2	11.8	--	--	1	5.9	--	--	2	11.8
3	12.0	1	4.0	1	4.0	2	8.0	1	4.0	5	20.0
2	4.0	4	8.0	--	--	5	10.0	--	--	3	6.0
1	4.2	2	8.3	1	4.2	2	8.3	1	4.2	10	41.7
2	12.5	2	12.5	--	--	2	12.5	2	12.5	5	31.3
1	4.0	--	--	3	12.0	9	36.0	1	4.0	9	36.0
3	6.3	4	8.3	1	2.1	5	10.4	4	8.3	19	39.6
3	11.5	2	7.7	--	--	1	3.8	1	3.8	4	15.3
2	12.5	1	6.3	--	--	--	--	1	6.3	4	25.0
3	12.0	3	12.0	1	4.0	3	12.0	--	--	6	24.0
2	4.2	1	2.1	1	2.1	--	--	2	4.2	6	12.5
--	--	1	11.1	1	11.1	1	11.1	--	--	--	--
--	--	--	--	1	3.2	1	3.2	--	--	1	3.2
--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	1	3.6
--	--	1	11.1	--	--	--	--	--	--	--	--
--	--	--	--	--	--	1	3.2	1	3.2	2	6.5

Table 36 (Continued)

Item Group			Agree									
			1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
Experi- ence												
68	1	1	--	--	--	--	3	33.3	--	--	1	11.1
68	1	2	2	6.7	1	3.3	6	20.0	2	6.7	6	20.0
70	1	1	--	--	1	11.1	--	--	1	11.1	1	11.1
70	1	2	3	10.0	2	6.7	5	16.7	4	13.3	5	16.7
72	1	1	--	--	--	--	--	--	--	--	--	--
72	1	2	1	3.2	1	3.2	2	6.5	2	6.5	1	3.2
74	1	1	2	22.2	1	11.1	3	33.3	--	--	1	11.1
74	1	2	4	12.9	2	6.5	7	22.6	2	6.5	7	22.6
62	2	1	8	11.4	4	5.7	12	17.1	5	7.1	23	32.9
62	2	2	--	--	--	--	1	25.0	--	--	1	25.0
64	2	1	8	11.6	3	4.3	8	11.6	13	18.8	26	37.7
64	2	2	1	20.0	--	--	--	--	--	--	2	40.0
66	2	1	6	9.0	3	4.5	11	16.4	11	16.4	30	44.8
66	2	2	1	20.0	--	--	--	--	--	--	--	--
68	2	1	4	5.7	3	4.3	6	8.6	4	5.7	7	10.0
68	2	2	--	--	1	20.0	--	--	--	--	--	--
70	2	1	2	2.9	2	2.9	7	10.1	5	7.2	10	14.5
70	2	2	--	--	1	20.0	--	--	--	--	--	--
72	2	1	1	1.4	1	1.4	9	12.9	3	4.3	11	15.7
72	2	2	2	40.0	--	--	--	--	--	--	--	--
74	2	1	9	12.9	7	10.0	15	21.4	8	11.4	13	18.6
74	2	2	2	40.0	--	--	1	20.0	--	--	1	20.0
62	3	1	9	7.4	8	6.6	23	18.9	10	8.2	50	41.0
62	3	2	1	6.3	--	--	3	18.8	1	6.3	8	50.0
64	3	1	9	7.4	13	10.7	23	19.0	8	6.6	44	36.4
64	3	2	2	11.8	--	--	--	--	1	5.9	9	52.9
66	3	1	7	5.6	4	3.2	15	12.0	18	14.4	69	55.2
66	3	2	2	6.3	--	--	2	12.5	--	--	8	50.0
68	3	1	6	4.9	6	4.9	8	6.5	6	4.9	23	18.7
68	3	2	1	5.9	1	5.9	1	5.9	2	11.8	2	11.8
70	3	1	4	3.3	5	4.1	18	14.6	7	5.7	34	27.6
70	3	2	--	--	--	--	2	11.8	--	--	7	41.2
72	3	1	2	1.6	3	2.4	5	4.0	3	2.4	10	8.1
72	3	2	--	--	--	--	--	--	2	11.8	2	11.8
74	3	1	8	6.6	12	9.8	24	19.7	6	4.9	27	22.1
74	3	2	--	--	1	6.3	1	6.3	4	25.0	5	31.3

Agree - disagree		Disagree									
		1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%	N	%
--	--	2	22.2	--	--	2	22.2	--	--	1	11.1
1	3.3	1	3.3	1	3.3	7	23.3	--	--	3	10.0
--	--	1	11.1	1	11.1	2	22.2	--	--	2	22.2
2	6.7	1	3.3	1	3.3	5	16.7	1	3.3	1	3.3
--	--	3	33.3	--	--	2	22.2	1	11.1	3	33.3
--	--	--	--	1	3.2	13	41.9	1	3.2	9	29.0
--	--	--	--	--	--	2	22.2	--	--	--	--
--	--	2	6.5	3	9.7	2	6.5	--	--	2	6.5
3	4.3	1	1.4	3	4.3	4	5.7	1	1.4	6	8.6
--	--	2	50.0	--	--	--	--	--	--	--	--
6	8.7	1	1.4	1	1.4	--	--	--	--	3	4.3
--	--	1	20.0	--	--	--	--	1	20.0	--	--
1	1.5	1	1.5	--	--	3	4.5	1	1.5	--	--
1	20.0	1	20.0	2	40.0	--	--	--	--	--	--
7	10.0	6	8.6	4	5.7	12	17.1	5	7.1	12	17.1
1	20.0	2	40.0	--	--	--	--	--	--	1	20.0
4	5.8	4	5.8	5	7.2	11	15.9	3	4.3	16	23.2
--	--	2	40.0	--	--	--	--	2	40.0	--	--
2	2.9	5	7.1	2	2.9	11	15.7	8	11.4	17	24.3
--	--	1	20.0	--	--	2	40.0	--	--	--	--
3	4.3	1	1.4	1	1.4	4	5.7	2	2.9	7	10.0
--	--	--	--	--	--	--	--	--	--	1	20.0
4	3.3	3	2.5	1	0.8	7	5.7	1	0.8	6	4.9
1	6.3	1	6.3	--	--	1	6.3	--	--	--	--
18	14.9	--	--	2	1.7	2	1.7	--	--	2	1.7
4	23.5	--	--	--	--	--	--	--	--	1	5.9
2	1.6	--	--	--	--	3	2.4	1	0.8	6	4.8
1	6.3	1	6.3	1	6.3	1	6.3	--	--	1	6.3
9	7.3	9	7.3	2	1.6	11	8.9	5	4.1	38	30.9
2	11.8	--	--	--	--	2	11.8	1	5.9	5	29.4
13	10.6	7	5.7	5	4.1	10	8.1	4	3.3	16	13.0
2	11.8	2	11.8	--	--	2	11.8	1	5.9	1	5.9
19	15.3	7	5.6	3	2.4	19	15.3	11	8.9	42	33.9
2	11.8	1	5.9	1	5.9	1	5.9	1	5.9	7	41.2
20	16.4	4	3.3	2	1.6	6	4.9	2	1.6	11	9.0
2	12.5	--	--	--	--	1	6.3	--	--	2	12.5



Table 36 (Continued)

Item Group			Agree									
			1		2		3		4		5	
			N	%	N	%	N	%	N	%	N	%
		Experi- ence										
62	4	1	8	9.9	4	4.9	15	18.5	5	6.2	30	37.0
62	4	2	3	11.1	4	14.8	3	11.1	4	14.8	7	25.9
64	4	1	7	9.1	--	--	20	26.0	8	10.4	21	27.3
64	4	2	3	11.1	3	11.1	7	25.9	2	7.4	8	29.6
66	4	1	9	11.2	3	3.7	11	13.7	7	8.7	42	52.5
66	4	2	4	14.8	1	3.7	7	25.9	3	11.1	11	40.7
68	4	1	9	11.2	1	1.2	7	8.7	5	6.3	16	20.0
68	4	2	2	7.4	1	3.7	--	--	1	3.7	11	40.7
70	4	1	5	6.5	4	5.2	12	15.6	4	5.2	20	26.0
70	4	2	2	7.4	3	11.1	4	14.8	2	7.4	10	37.0
72	4	1	2	2.7	2	2.7	3	4.0	2	2.7	6	8.0
72	4	2	1	3.8	1	3.8	1	3.8	1	3.8	2	7.7
74	4	1	4	5.2	4	5.2	18	23.4	2	2.6	15	19.5
74	4	2	4	15.4	2	7.7	6	23.1	1	3.8	4	15.4

Agree- disagree		Disagree									
		1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%	N	%
4	4.9	3	3.7	1	1.2	7	8.6	--	--	4	4.9
--	--	--	--	2	7.4	2	7.4	--	--	2	7.4
14	18.2	2	2.6	--	--	5	6.5	--	--	--	--
2	7.4	--	--	1	3.7	1	3.7	--	--	--	--
4	5.0	--	--	--	--	3	3.7	1	1.2	--	--
1	3.7	--	--	--	--	--	--	--	--	--	--
4	5.0	5	6.3	6	7.5	8	10.0	1	1.2	18	22.5
2	7.4	--	--	--	--	5	18.5	--	--	5	18.5
3	3.9	7	9.1	2	2.6	6	7.8	1	1.3	13	16.9
2	7.4	1	3.7	--	--	1	3.7	--	--	2	7.4
5	6.7	6	8.0	4	5.3	11	14.7	4	5.3	30	40.0
1	3.8	2	7.7	1	3.8	4	15.4	3	11.5	9	34.6
8	10.4	5	6.5	2	2.6	2	2.6	3	3.9	14	18.2
1	3.8	1	3.8	1	3.8	1	3.8	1	3.8	4	15.4