COMPARISON OF CURRENT AND PROJECTED ADMINISTRATIVE PERSONNEL PREPARATION, NEEDS AND PRACTICES FOR ADULT VOCATIONAL EDUCATION PROGRAMS WITHIN OKLAHOMA'S AREA VOCATIONAL-TECHNICAL SCHOOL SYSTEM

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PREFACE

This study was an effort to ascertain the types of tasks currently performed by part-time adult education administrators in the twenty-one area vo-tech schools in Oklahoma. Variances as to population base of school in relation to percentage of time spent in specific tasks were analyzed in an effort to determine necessary competencies needed for successful completion of a part-time adult education administrator's job currently and by new professionals entering these positions.

The author wishes to express his appreciation to his major adviser, Dr. Robert Terry, for his guidance and assistance throughout this Master's program. Appreciation is also expressed to the other committee members, Dr. James Key and Dr. Jack Pritchard, for their assistance with research and design and throughout the graduate program.

A note of thanks is given to the adult education administration in the area vocational-technical schools throughout the State of Oklahoma who provided the data for this study.

A special thanks to the Adult Education Division of the Oklahoma State Department of Vocational-Technical Education for their assistance in providing information necessary to develop a research instrument.

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INTRODUCTION

The vocational delivery system in Oklahoma was originally established for secondary students. During the past five years this target group has continually been expanded to include more and more students above the age of eighteen. Today, the Oklahoma area vocational-technical school serves more adults than secondary students (Information Services Unit, 1980). To further compound this problem, many of these adults are served by part-time adult educational programs, such as seminars, night classes, special workshops, etc., conducted in conjunction with the regular full-time classes (Area Schools and Employment, 1978). As the part-time adult enrollment increases, it becomes more and more evident that qualified administrators for these special programs must be trained. Training for these individuals has never before been contemplated in Oklahoma. Recently these individuals were treated much like stepchildren of the vocational delivery system, but as the number of adults served by this type of programming continually increases, more attention is being given to insure quality programs by hiring part-time adult vocational education administrators.

Because part-time adult education is a relatively new delivery system in Oklahoma, little has been substantiated concerning the job tasks necessary for administering part-time adult vocational education programs.

Statement of the Problem

Expansion of part-time adult vocational education is increasing the need for trained, qualified part-time adult vocational education administrators. Currently, comprehensive high school administrators, vocational education administrators, and vocational adult education administrators receive the same formal education in educational administration. This training, in most cases, does not provide a basic understanding of the diversified types of duties performed by the adult vocational education administrator. To assess the best types of training for future part-time adult vocational education administrators, it is first necessary to determine the areas of responsibilities for this type of administrator, the competencies performed in each of these areas, and the most feasible methods for providing training in each of the recognized competencies.

Purpose of the Study

The purpose of this study was to determine the competencies necessary for performing the duties currently being performed by vocational adult education administrators in Oklahoma's area vocational schools. After the determination was reached concerning the most common types of competencies required, the adult education administrator's were asked to rank the best methods for training future vocational adult education administrators in each of these competencies.

Objectives of the Study

The objectives of this study were to identify the types of duties each of the part-time adult vocational education administrators in the

area vocational-technical school performs; to determine the approximate percentage of time each of these administrators actually spends in performing duties related to part-time adult education; to assimilate these duties into groups of the most commonly performed duties by all part-time adult vocational education administrators; to identify the types of preparation these administrators feel would be most beneficial to future part-time adult vocational education administrators; and to assess the degree of variance in responses received from current part-time adult education administrators who are located at area vocational-technical schools which serve rural, urban and metro populations.

Research Questions

The research questions to be answered by this study were:

1. What types of duties are performed by part-time adult vocational education administrators?
2. What approximate percentage of time is spent in performing each of these duties?
3. What is the best method(s), as perceived by current part-time adult vocational education administrators, for training future part-time adult vocational education administrators? The alternatives given were: College before Employment, Internship, and Inservice.
4. Do the duties performed and the percentage of time spent in performing each of these duties differ in rural, urban, or metro vocational-technical school districts?
5. Does each of the part-time adult vocational education administrators spend 100% of his/her time performing activities related to part-time adult education? If not, what other types of activities does

this type of administrator participate in? What percentage of time is devoted to other types of activities? Is there a definite variance in responses to this question evidenced by population base?

Limitations of the Study

This study included part-time adult vocational education administrators in the twenty-one area vocational-technical schools in Oklahoma. Excluded for ease in interpretation were the vocational directors in local high schools who conduct part-time adult classes as only a minor part of their total responsibilities to the supervision of the vocational studies which are integrated into the comprehensive high school program.

This study included part-time adult vocational education administrators who have performed this job for less than one year and persons who have been employed as part-time adult vocational education administrators for as many as six years.

Although consideration will be given for the variance in population bases, this data is based on the 1970 census, which has obvious limitations in 1980. Also, consideration needs to be given to the vocational-technical school which has had a total commitment to serving adults for several years versus the school which is now in the beginning stages of evolution and is just beginning to develop a well-rounded part-time adult education program. Several schools have only recently changed their philosophies to allow for incorporation of part-time adult education services, whereas other schools have been reaching with diversified services for the past five years. Thus, the duties of the part-time adult education administrator in some schools are more diversified than

in other schools.

Consideration needs to be given to the fact that some schools have an entire adult education staff composed of more than one part-time adult education administrator and support personnel, while other schools have a part-time adult education administrator who serves not only as the part-time adult education administrator, but also fills the position of counselor, financial aids officer, or other related positions. This factor in personnel placement will affect the overall results of the responses obtained statewide.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A search of literature relating to this study was completed. The readings included generalized studies dealing with adult education without recognizing speciality areas or delivery formats, adult education needs and trends, competencies for adult education administrators, and educational requirements necessary for effectively administering adult educational programs.

The literature review included in this study concentrated on (1) Adult Education--Needs and Trends, (2) Competencies of Adult Education Administrators, (3) Educational requirements necessary for effectively administering adult educational programs, and (4) Part-time Adult Vocational Education in Oklahoma. Selected readings are summarized or mentioned in sequence with the four subdivisions listed above. A summary is provided to insure continuity of the selected readings and to show the relationship between the selected readings and this study.

Adult Education--Needs and Trends

As our society becomes more complex and a greater emphasis is placed upon technology and interpersonal skills, continuous education

in one form or another is no longer a luxury, but a necessity (Knowles, 1962). Knowles (1970), who is recognized as the Father of Adult Education, theorizes that continuous education will continue to gain increased attention from the general public, as well as the educational profession, as our society continues to perfect its economic, social, and occupational structures. A highly technical, democratic society can not be maintained without a public that is well prepared in each phase of society and this requires continual upgrading and retraining in each aspect of each individual's life (Knowles, 1970). This trend has caused the delivery system of adult education to become more and more diversified and complex. As the job of training adults becomes more complex, adult educators must prepare themselves for performing the roles necessary for conducting a variety of adult educational programs (Knowles, 1970).

A study which was conducted by The College Board (1979, p. 3) to determine "new knowledge about the future trends and needs of our society which have implications for adult learning" established the following priorities for adult education in the United States:

Better Definitions of Social and Demographic Conditions Influencing Adult Learning

Increased Equity for All Learners

New Public Policies Supportive of Adult Learners

Better Information for Learners

Improved Training for Managers, Planners, Policy Makers, Counselors and Faculty

Better Descriptions of Learner Needs, Lifelong Learning Behavior, and Target Groups

Increased Support for the Independent, Self-Directed Learner

More Collaboration Between and Among All Providers--Education, Work, Cultural Institutions, and Media

New Methods of Learning Assessment and Certification

Better Linkages Between Learners and the Broad Array of Learning Opportunities

More Effective Coordination of Resources--Public and Private

New Definitions of Mission, Role, and Forms of Institutional Organization (The College Board, 1979, pp. 3 and 4)

An analysis of the adult learning market of 1979 revealed that 146,000,000 adults were involved in training. Of that number 116,000,000 are independent learners and 98,000,000 currently a part of the United States labor force. Adult women students numbered 75,000,000. Of the total sample 65,000,000 lacked basic skills training, 60,000,000 wanted to take an additional course, 40,000,000 are in a career transition, 12,000,000 are members of an organized profession, and 3,000,000 are in the military (The College Board, 1979).

The potential determined for adult education was overwhelming. The determination was substantiated that sixty percent of the United States population sixteen years of age or older were in career transistion and seeking additional education to gain jobs or to achieve employment advancement. Other factors cited which are causing an additional growth in adult education were: (a) recognition of value by the consumer, (b) an aging population, (c) professional recertification requirements, (d) paid educational leaves, (e) tuition fringe benefits, (f) state planning for adult educational services, (g) more public awareness efforts, (h) aggressive marketing by institutions of learning, and (i) technology.

A survey of students enrolled in formal types of training revealed that 90% of the students were enrolled for job/career or family life reasons.

Factors identified as influences that will affect adult education in the 1980's are:

A) Changes in the family structure--Fifty percent of all families will be chidless, thus further reducing the number of secondary students enrolled in pre-employment education or training. Working mothers are becoming the norm in our society rather than the exception. In addition, parental attitudes are changing. No longer do potential parents consider children an opportunity, but due to economics and changing self-images, children are many times viewed as obligations and responsibilities. As a result, many younger married couples are not willing to make the sacrifices necessary to assume these child-related responsibilities.

B) Labor Force Developments--The need for continual retraining and upgrading to avoid unemployment or misemployment is becoming a survival necessity. Also, with the number of individuals trained in jobs which are now becoming obsolete, our society faces over-education in specific areas, and a lack of trained professionals in many new emerging industrial areas, such as energy and the new technological fields of study. Immigration has also affected the labor force and the degree of competition for unskilled or semi-skilled jobs.

C) Mobility--Entire industries are migrating to the South from the North due to characteristics of the labor market, energy-related concerns, and the need for expansion to increase productivity levels. As a result, unemployment will be increased in specific Northern regions and retraining an area of emphasis in the area to which the industries are migrating from and in the new area of industrial establishment.

D) Inflation, Taxation, Living Conditions--The cost of living will not only affect industry training to increase productivity and cost-effectiveness of product production and dissemination, but also the consumer. The American consumer will be increasingly more interested in methods which will extend income to meet the rising costs without decreasing appreciably the current standard of living. The cost of education will rise as other facets of our society rise in cost. Thus, educational services must be relevant and cost-effective for the persons who engage in training or academics.

E) Aging Population--As the mean age in the United States continues to increase, more adults will attend formal educational activities. The prediction for the future of

various age groups who will engage in additional educational activities.(The College Board, 1979, pp.3 and 4).

The prediction for the future of various age groups who will engage in additional educational activities is shown in Table I.

TABLE I

PERCENT PARTICIPATION IN EDUCATIONAL ACTIVITIES PREDICTED BY AGE GROUP

	16-17	18-21	22-24	25-29	30-34	35+
1970	---	33.9	14.3	7.0	3.7	---
1975	---	33.5	15.7	8.7	4.2	---
1980	3.4	33.4	17.7	11.2	7.2	1.7
1985	3.4	33.4	18.8	13.0	8.9	2.3
1990	3.4	33.4	19.8	14.9	10.5	2.8
1995	3.4	33.4	20.9	16.7	13.2	3.4
2000	3.4	33.4	22.0	18.3	13.8	4.0

Source: The College Board (1979,p 5)

Venn (1970) states that the purpose of adult education is to provide educational experiences that provided for self-fulfillment in the areas of social, economic, and occupational competencies. To provide this type of education, each program must be included in a hierarchy

that will lead to an educational process which will provide for the total needs of each adult, irregardless of whether its job-entry level training, upgrade training, or retraining. This type of delivery system was predicted by Blakely in 1960 when he proposed that the purpose of American education is to provide learning opportunities that would allow "individuals to fulfill themselves and freely serve the society which values individuals" (Cited in Knowles, 1962, p. 54), and the worth of individuals who do achieve their goals, personally and professionally. This philosophy was further explained by Jensen (1970) when he explained that a "sound educational program for adults would provide learning experiences that:

a. Help the learner learn how to learn

b. Provide knowledge and skills about social aspects of life

c. Help the learner arrive at his own solution to personal problems." (p. 517)

Developing a delivery system to achieve these objectives is difficult. Bergevin (1967) stresses that these objectives can be met if the educational program is systematically organized, irregardless of whether it is in an institutional setting, an independent study course, a random experimental learning experience, or as a special field of study (job-related or non-job-related). Offering programs that achieve these goals is difficult though because most adults attend a specific class for a specific reason and to incorporate objectives into the program beyond training for a specific job or skill is difficult (Atwood and Ellis, 1971).

To provide training programs for adults that are effective and enjoyable, techniques designed for adults must be utilized.(Knowles,

1962). Knowles was the first recognized adult educator who said that adults can not be taught like grown-up kids. Programs must be highly participatory and directly related to their needs (Bergevin, 1967).

Extensive studies have been conducted on the topic of teaching methods for adult education and the needs of the adult learner. Goomersail and Myers (1966) suggest that adults learn best in situations when fear of failure, anxiety concerning learning activities, and an unclear or confused view of the learning outcome is reduced or overcome. Haines and McKeachie (1967) added more credibility to Myers' study when they concluded that an increased anxiety level created by the use of class competition decreased learning effectiveness and increased the amount of time needed for achievement of the learning objectives. These studies and others emphasize that adult education is a speciality in American education and in order to effectively conduct adult educational programs, adult needs and characteristics must be recognized (Ulmer, 1969). Teachers and administrators, according to Ulmer, must realize that adults are special and unless adult educators receive pre-service training or in-service training in the techniques for teaching adults, we will not be able to serve this segment of our population.

The most important factor in adult education is that adults attend classes voluntarily. Unlike secondary students who are mandated by law to attend, adults select classes that relate to their individual needs. This compounds the problems in adult education (Atwood and Ellis, 1971), because if the program can not be easily recognized by the adult student as being directly related to his/her needs, there will be little student participation. But limiting the class to only immediate needs can create a shallow, superficial program. Programs need to be structured

in such a way that adults can be led to recognize their needs with the aid of a competent adult instructor who is capable of diagnosing needs.

It must be recognized, though, that educational needs change as the economic conditions, world tensions, and other domestic situations change (Kempler, 1955). Because of this constant change, adult education is now becoming a lifelong learning situation. According to Knowles (1970), education must provide an educative community adaptable to varied learning styles and needs. Prosser (1951) recognizes that adult learning needs are constantly changing and says that the best time to teach is when the learner has a need for the content. He says that adults prefer programs that are related to functional subject matter and delivered in simple language in an easy-to-follow format. To achieve this requires utilization of the Atwood and Ellis (1971) needs approach to create an effective adult program which causes change in behaviors necessary for fulfillment of the reason for enrolling (Dutton, 1970).

If adult education is to continue to expand and meet the needs of the adult, adult educators must modify their courses in terms of interest and needs of enrollees (Kempler, 1955). Flexibility of scheduling, frequency of class sessions which are agreeable to schedules of students, flexibile entry and ending dates, and curriculum related to student needs, is necessary.

In addition to classroom delivery, effective adult education can be developed only if the following factors are present:

a. efficient organization

b. inter-agency cooperation

c. suitable facilities

d. functional subject content

e. adequate instructional materials and media

f. competent instructors

g. effective supervision

h. effective promotion and recruitment procedures

i. quality instructional classes (Prosser, 1951, p. 106)

Providing the above requires administrators and instructors who are adept in using techniques designed for use with adult students.

Competencies of Adult Education Administrators

Smith (1976) identified a list of 136 competencies for adult education administrators. The Delphi Technique was used to identify the competencies and categorize them into four groups: Scope and Goal of Adult Education, Curriculum, Adult Basic Education Learner, and Instructional Process. The knowledge and skill competencies under each of these major headings were further subdivided into competencies for adult education administrators.

Branter (1979) conducted a similar study in which he established a competency profile of vocational administrators in Pennsylvania and identified the opinions of vocational directors concerning the methods of preparation of future administrators (Branter and Burrell, 1979). He conducted interviews with employed vocational administrators to identify the most important competencies. He concluded that 67 percent of vocational administrators' time was spent in management activities; 33 percent in planning. Fifty-six different competencies were rated. In-service preparation for preparing future administrators in management and planning was the method suggested by employed aministrators.

If a relationship exists between the competencies needed for adult education administrators and secondary administrators, the study conducted by the Texas Education Agency in 1975 in which specific tasks were identified by secondary vocational-technical directors and the amount of time spent in performance of these tasks may be relevant to this study (Texas Education Agency, 1975). The conclusions drawn from the study indicated that the five tasks in terms of rank by percentage of respondents performing the tasks were in the areas of planning, organizing, and administering programs. To further compound the problem the nine tasks ranked toward the top of the scale of importance constituted only 16 percent of the tasks actually performed, but demanded at least 25 percent of the directors' time. The outcome of the study was the recognition of the importance of correlating curriculum development with occupational analysis procedures based upon tasks performed by practicing vocational administrators if the curriculum was to be directly related to job performance upon completion.

In a certification alternative project conducted by Dethy in 1974, specific competencies relating to the supervisory roles performed by administrators were categorized into four general roles: instructional leader, personnel leader, community leader, and school manager (Dethy, 1974). A similar study conducted in 1970 had considered similar data in terms of essential variables necessary for the performance of the roles of principal, teacher, and county administrator (Ward, 1970). Among the variables identified as essential for principals and county administrators were: planning and organization, decision making, and scholastic ability. These findings were then compared with competencies needed by vocational education administrators for all the common com-

petencies. A list of 93 competencies needed by vocational administrators and supervisors were rated by 109 Kentucky vocational administrators (Fick, 1975). Twenty competencies in the four areas listed above were consistently rated as very important or important.

A continued emphasis has been and is being placed on the importance of developing administrative leadership to maximize vocational education. Strong (1974) recognized a need for more expertise in planning, staffing, facilities, and community involvement in the form of advisory committees.

To add clarity to this need, Pyle (1976) examined identification of competencies required by vocational education administrators and methods of translating these competencies into learning experiences. His conclusions are itemized below:

1. By virtue of the consensus of the vocational education administrators who responded, it would seem, that a single preparation program could serve vocational education administrators at all levels.

2. Important competencies of vocational education administrators can be identified by a sample of vocational administrators in the field.

3. Specific methods of translating each competency statement into one or more learning experiences can be suggested by vocational education personnel.

4. Competencies of vocational education administrators can be listed according to major areas of responsibility.

5. The levels of vocational education administration have a direct bearing on how and to what extent particular competencies are performed.

6. The methods of internship, course work, and on-the-job learning were most often judged as the best methods of translating 95 competencies into learning experiences (p.25).

Requirements Necessary for Effectively Administering Adult Education Programs

The identification of the number of adult education administrators in public junior colleges and the responsibilities and previous experience of these individuals were the objectives of a study in 1964 (Sapienza, 1964). Data of a job situation and a personal data collection were secured from 126 adult administrators. The typical adult education administrator was likely to have been a teacher immediately prior to his current position, had had at least a master's degree, and was appointed to his current position from within the school or from a public school. Although almost half of the respondents' degrees were in education and administration, junior colleges and adult education were not common fields of study. Graduate programs in junior college administration and adult education were then in their infancy, yet the findings of this study raise questions about the adequacy of current educational training for similar positions and the relationship which exists between the administrator's background and the quantity and quality of the program he administers.

Identification of graduate programs most relevant for adult educators and the necessity for preparation in adult education was examined by Douglah (1969). He duplicated previous sources cited in terms of the importance of competencies, but he added a new dimension by stressing the importance of a total preparation program rather than single in-service classes to meet emerging needs. Further delineation of competencies linked with job performance and preparation in program format was evidenced by Ericksen's (1975) study in his identification of roles,

competencies, and suggestions for training. He detailed the competencies necessary for administrators as: public relations, administrative and supervisory skills, research activities, community interaction skills, curriculum development and instructional technology, and professional activities as the areas in which related courses should be systematically offered.

Part-time Adult Vocational Education in Oklahoma

Several studies have been conducted on factors which directly relate to vocational education in Oklahoma. For example, a study of the competencies needed by vocational and technical education teachers was conducted in 1974 (DeVaughan, 1974). A comparative analysis of administrative tasks between superintendents of independent school districts and superintendents of area vocational-technical schools was conducted in 1976 (Allen, 1976). This study revealed that the only major difference that exists between the tasks performed by superintendents of independent school districts and superintendents of area vocational-technical schools is in the area related to industry training. Few studies have been conducted on part-time adult vocational education and the majority of the studies that have been conducted, concentrate upon the adult student or instructor. One of these studies was compiled using the students enrolled in part-time adult classes during the fiscal year 1972-73 in twelve of Oklahoma's vocational-technical schools. Characteristics of the student population, reasons for enrolling and the degree of personal goal achievement were the factors examined (Hulsey, 1977).

Little interest has been shown in the administrative needs of part-time adult education. The lack of interest in this area has not been an oversight, but a result of the maturing process of vocational education in Oklahoma. The Oklahoma Area Vocational-Technical School System was begun in 1965 as a delivery system for secondary students.

Part-time adult vocational education originally centered around adult programs provided by secondary vocational agricultural and home economics instructors through the local high school programs. Only within the past six years has the emphasis of part-time adult vocational education become a major area of concern in the area vocational-technical schools. The total enrollment in part-time adult educational programs has expanded continually. The increased enrollment has resulted in more students now being served by part-time adult vocational education than by the secondary or full-time adult programs. Documentation of this growth is evidenced in Table II.

To meet the expanding needs of part-time adult education, the State Department has incorporated the needs of the part-time adult student in the Oklahoma Five Year State Plan (Oklahoma State Department, 1977). In addition, in 1978 the Adult Education Division was established. This division is concerned with providing quality programs to meet through the area vocational-technical schools. This division assists part-time adult administrators by monitoring and dispersing adult education funds, establishing a data base, assisting in preparation of materials and instructors, and industrial relations (Oklahoma State Department, 1979).

The first data obtained were the number of part-time adult education administrators in the area vocational-technical schools and the types of responsibilities being administered.

TABLE II

OKLAHOMA'S VOCATIONAL EDUCATION ENROLLMENT (1975-79)

School Year	Secondary Enrollment	AVTS FTA Enrollment	AVTS STA Enrollment	High School SIA Enrollment	Total
1975-76	15,563	3,353	24,335	8,170	
1976-77	16,178	4,186	27,670	5,807	
1977-78	17,522	4,835	61,859	6,130	
1978-79	17,166	4,682	*41,817	5,381	

*Reporting requirements account for the decrease in figures. In actuality, number of students served was maintained at the 1977-78 level.

Source: Information Services Unit, (1980).

This was achieved by distribution of a questionnaire in August 1979 to each of the twenty-one area vocational-technical schools in Oklahoma. The results are listed in Table III.

TABLE III

NUMBER OF ADULT COORDINATORS AT EACH AREA SCHOOL DISTRICT

Mid-Del--1	Central--2
Pioneer--1	Indian Meridian--2
Great Plains--1	Indian Capital--1
Red River--1	Caddo-Kiowa--1
Tri-County--2	Mid-America--2
Southern--1	Western Oklahoma--1
Gordon Cooper--2	Northeast--2
Tulsa County--4	Canadian Valley--1
Foster Estes--1	Enid--1
Northwest--1	Moore-Norman--4
Kiamichi--8	

Total: 40

Source: Oklahoma State Department of Vocational Technical Education, (1979).

One assumption of the Adult Education Division was that part-time adult education administrators are often saddled with unrelated responsibilities. This assumption was substantiated. Only 17.5% of all part-time administrators performed only duties related to part-time adult education. The remainder performed diversified types of duties pertaining to secondary activities, plant operations, and full-time adult services. Forty percent performed two to three diversified job functions

related to both adult education and secondary education. No valid conclusions were drawn as to percentage of time spent administering part-time adult programs (Oklahoma State Department, 1979). After completion of the above survey, "Responsibilities of Part-time Adult Coordinators at Twenty-One Area Vo-Tech Schools", it became quite evident that additional exploration into past performance and population statistics needs to be compiled before any concrete conclusions could be drawn.

Utilizing the data obtained about the types of responsibilities performed by adult education coordinators as the basis for preliminary analysis, additional information was accumulated and correlated to present an overview of the part-time adult vocational education effort (limited only to area vocational-technical school districts).

This analysis was completed by determining the population base for each area school districts by utilization of the U.S. 1970 Census Data. A compilation of each community in each school district was formulated and summed (Oklahoma State Department, 1979). The population base included all persons recorded in each community. Because part-time adult vocational education serves only the individuals sixteen years of age or older, a direct correlation between number of students served and the population base is not valid. Yet, the population bases served as a point of distinction for comparative analysis for schools in similar population areas. After determination of the population bases, the definitions for Urban, Metro, and Rural were defined:

Metro: Oklahoma City and Tulsa

Urban: Population base of more than 35,000 persons, excluding Oklahoma City and Tulsa

Rural: Population base of less than 35,000 persons

Area vocational-technical school districts included only communities which provide a tax base for operation of the area school. Communities in the service area who do not provide financial support were excluded.

Table IV is divided into the three population bases with each area school listed under the respective population classification and the population statistic. On the right is the location of the school or the location of the main campus in the area vocational-technical school district (Oklahoma State Department, 1979).

The tabulation in Table V is a list of schools in each population case classification (Oklahoma State Department, 1979).

The survey which was mailed to each area school requested the names of persons responsible for conducting adult education classes and the types of responsibilities performed. The data received was divided into base classifications as shown in Table VI (Oklahoma State Department, 1979).

The population classifications of each area school and similarities in number of persons performing responsibilities in each speciality area was interpreted according to population base classification. This is illustrated in Table VII (Oklahoma State Department, 1979).

An accurate assessment of the administrative commitment to part-time adult education in terms of staffing could not be completed without identification of the number of schools in each speciality area and the number of persons employed by each school in each speciality area as shown in Table VIII.

In Table IX is a list of each speciality area and the number of schools which fall in each category. For each school listed, the number of persons involved in the responsibility area is determined by des-

TABLE IV

POPULATION BASE FOR EACH AREA VOCATIONAL-TECHNICAL SCHOOL DISTRICT

School and Population	Location of School or Location of Main Campus
Metro	
Foster Estes: 366,481	Oklahoma City
Tulsa County: 372,237	Tulsa
Urban	
Central: 44,663	Drumright
Canadian Valley: 65,759	El Reno
Gordon Cooper: 56,948	Shawnee
Great Plains: 77,437	Lawton
Indian Capital: 62,746	Muskogee
Indian Meridian: 44,438	Stillwater
Moore-Norman: 70,878	Norman
Northeast: 56,441	Afton
O. T. Autry: 51,345	Enid
Pioneer: 42,936	Ponca City
Tri-County: 42,253	Bartlesville
Mid-Del: 75,247	Mid-west City
Kiamichi: 75,545	Wilburton
Rural	
Caddo-Kiowa: 16,727	Ft. Cobb
Mid-America: 26,708	Wayne
Western: 33,666	Burns Flat
Northwest: 22,447	Alva
Red River: 28,648	Duncan
Southern: 28,274	Ardmore

Source: Oklahoma State Department of Vocational Technical Education, (1979).

TABLE V

AREA VOCATIONAL-TECHNICAL SCHOOLS CLASSIFIED BY POPULATION BASE OF COMMUNITIES IN AREA SCHOOL DISTRICT (1970 CENSUS DATA)

Classification Definitions

a. Metro--Oklahoma City and Tulsa
b. Urban--Population base of more than 35,000 persons, excluding Oklahoma City and Tulsa
c. Rural--Population base of less than 35,000 persons

Listing of Schools According to Classification Definition

Rural:	Caddo-Kiowa
	Mid-America
	Western Oklahoma
	Northwest
	Red River
	Southern
Urban:	Central
	Canadian Valley
	Gordon Cooper
	Great Plains
	Indian Capital
	Indian Meridian
	Moore-Norman
	Northeast
	O. T. Autry
	Pioneer
	Tri-County
	Mid-Del
	Kiamichi
Metro:	Foster Estes
	Tulsa County

Source: Oklahoma State Department of Vocational Technical Education, (1979).

TABLE VI

CLASSIFICATION OF PART-TIME ADULT EDUCATION COORDINATORS

Population Classifications	The Number of Schools Which Have Administrators in Each Area			
	PTA* Only	PTA and FTA*	PTA and S*	PTA and FTA and S*
METRO	1	1	0	0
URBAN	2	3	3	5
RURAL	0	0	5	1

* a. Part-time--Responsibilities performed relate only to part-time adult education programs (PTA)
b. Full-time--Responsibilities performed relate only to full-time adult education programs (FTA)
c. Secondary--Responsiblities performed relate only to secondary programs (S)
d. Combinations of these categories have been designated to show division of responsibilities in one or more areas.

Source: Oklahoma State Department of Vocational Technical Education, (1979).

TABLE VII

COMPARISON OF METRO, URBAN,
AND RURAL SCHOOLS

Population Classifications	Percentage with PTA only	Percentage with PTA and FTA	Percentage with PTA and S	Percentage with PTA and FTA and S
METRO (2 schools)	50%	50%	0%	0%
URBAN (13 schools)	17%	25%	25%	42%
RURAL (6 schools)	0%	0%	83%	17%

Conclusions:

A. As the population base decreases, the administrative commitment to part-time adult education in terms of staffing appears to decrease.

B. Metro and Urban schools are the only schools which have a person assigned to adult education (exclusion of secondary)--includes part-time adult education and full-time adult education.

C. The trend in american education toward providing learning experineces for the adult and not only concentrating on services for the secondary student is more prevalent in Metro and Urban schools than in Rural schools.

Source: Oklahoma State Department of Vocational Technical Education, (1979).

TABLE VIII

CLASSIFICATION OF PART-TIME ADULT EDUCATION COORDINATORS AND THE NUMBER OF ADULT COORDINATORS AT EACH AREA VOCATIONAL-TECHNICAL SCHOOL DISTRICT

POPULATION CLASSFICATIONS	Number of Schools Which Have Administrators in Each of the Areas Listed Below and the Number of Persons Who Have These Responsibilities At Each Site			
	PTA only	PTA and FTA	PTA and S	PTA and FTA and S
METRO	1 School 1 Person	1 School 4 Persons	--------	----------
URBAN	2 Schools a. 4 Persons b. 2 Persons	3 Schools a. 1 Person b. 1 Person c. 1 Person	3 Schools a. 2 Persons b. 1 Person c. 1 Person	5 Schools a. 2 Persons b. 2 Persons c. 2 Persons d. 2 Persons e. 8 Persons
RURAL	----------	----------	5 Schools Each School Had 1 Person	1 School 1 Person

Explanation of Terminology

Part-time Adult Education Coordinator--Implies that a person has the responsibility for promoting, recruiting, implementing, evaluating, and processing part-time adult education programs. No distinction has been made for supervisory capacities or special assignments. Various titles existed in the population sample. If the above duties were performed in diversified subject areas, the person was classified as an Audlt coordinator.

Abbreviations

PTA--part-time adult FTA--full-time adult S--secondary

Source: Oklahoma State Department of Vocational Technical Education, (1979).

ignation of a small alphabetic letter.

TABLE IX

COMPARATIVE ANALYSIS OF CLASSIFICATION OF RESPONSIBILITIES OF PART-TIME ADULT EDUCATION COORDINATORS

A. Total Sample: Twenty-One Area Vocational-Technical School Districts
B. Percentage of Schools with one or more persons assigned to each of the following classifications:

   (1) Part-time Adult Education: 14%
   (2) Part-time Adult Education and Full-Time Adult Education: 19%
   (3) Part-time Adult Education and Secondary Education: 38%
   (4) Part-time Adult Education and Full-time Adult Education and Secondary Education: 29%

C. Total number of persons assigned to each of the following categories statewide:

   (1) Part-time Adult Education: 7
   (2) Part-time Adult Education and Full-time Adult Education: 7
   (3) Part-time Adult Education and Secondary Education: 9
   (4) Part-time Adult Education and Full-time Adult Education and Secondary Education: 17

D. Total number of persons in population (Adult Coordinators): 40

Source: Oklahoma State Department of Vocational Technical Education, (1979).

The State Department of Vocational-Technical Education, Adult Division, funds part-time classes on the basis of contact hours generated and the vocational quotient exhibited in each class. This system was initiated in July, 1979 (Oklahoma State Department, 1979). Prior to implementation of the system, a survey conducted through the efforts of the Adult Division and each area vo-tech school in the spring of 1979, determined the reason for enrollments in the area school system in part-time adult classes. Questionnaires requesting the reason for enrollment were personally distributed to students enrolled in each vocational part-time adult evening class at each area school, excluding day seminars, by the Adult Education Division and the part-time adult vocational education administrators at each school. After the surveys were completed (January - March 1979) the reasons for enrolling were analyzed and tabulated. The reasons and types of classes were divided into vocational reasons and avocational reasons. The number of students enrolled in each area school for vocational reasons equals the vocational quotient listed on Table X.

The Method used for Determining the Vocational Quotient:

Two types of Classes: Related to Consumer and Homemaking Classes (known as Home Economics courses)

Any other type of class was classified as Traditional Vocational

Categories For Classification of Adult

Vocational Education Courses

The following distinction was made to accomodate funding sources as outlined in the Federal Register for funding of vocational adult education classes:

TABLE X

NUMBER OF STUDENTS ENROLLED IN AREA SCHOOLS (VOCATIONAL REASON)

	PTA only			PTA and FTA			PTA and S			PTA and FTA and S		
	No. (a)	C H (b)	V Q (c)	No. (a)	C H (b)	V Q (c)	No. (a)	C H (b)	V Q (c)	No. (a)	C H (b)	V Q (c)
METRO	1	95,013	89.2%	4	184,526	98.6%	---	---	----	---	----	----
URBAN	4	166,417	67.8%	1	64,260	76.7%	2	46,926	71.8%	2	14,850	89.6%
	2	97,898	71.5%	1	48,354	90.1%	1	54,600	78.5%	2	42,058	49.4%
				1	43,680	77.6%	1	19,005	45.0%	2	47,925	76.8%
										2	102,438	79.4%
										8	16,275	69.4%
RURAL	---	----	----	--	-----	---	1	29,952	45.4%	1	47,052	78.1%
							1	58,800	57.3%			
							1	25,435	72.9%			
							1	8,370	46.6%			
							1	38,340	76.2%			

Elements of Comparison

a. Number of persons with responsibilities in each area:
PTA--part time adult FTA--full-time adult S--secondary Combinations

b. Contact Hours recorded for area schools for part-time adult education classes during the fiscal year 1978-79 (July 1, 1978 - June 30, 1979)

c. Vocational Quotient as determined by State Department of Vo-Tech Education in Spring of 1979

Consumer and Homemaking Course: Enrollment for self-improvement for present job, earn extra money on part-time basis, to prepare for a new or different job, and save on home and family expenses.

Traditional Vocational Course: Enrollment for self-improvement for present job, earn extra money on part-time basis, or to prepare for a new or different job.

Contact Hours recorded were the total number of contact hours generated at each area vo-tech school during the fiscal year 1978-79, July 1 - June 30. Contact Hours are the number of hours each student is enrolled in each class. Deviations are recognized for varying lengths of classes (Oklahoma State Department, 1979).

A comparison of each area school district's population base and number of part-time adult students served during the fiscal year 1978-79, July 1 - June 30, is shown in Table XI.

Summary

The literature review emphasized that adult education is the fastest growth area in vocational education today. In addition to recognizing this growth, the review predicts a continual growth in adult education for several years to come. The literature review also recognized that vocational education administrators need formal training to effectively perform the competencies required in the job functions they perform. Due to the growth of part-time adult vocational education in Oklahoma and the need for effective part-time adult education administrators, the need for specific training of part-time area vocational education administrators is a valued area of enrollment.

As of yet no assessment of the job duties of the part-time adult vocational education administrator has been performed and formal training for the part-time adult vocational education administrator has not been

TABLE XI

NUMBER OF PART-TIME ADULT STUDENTS SERVED BY EACH AREA SCHOOL DISTRICT DURING THE FISCAL YEAR 1978-79

Area School District	Number of PTA* Served	Population Base**
(METRO)		
Foster Estes	1,252	366,481
Tulsa	2,832	372,237
(URBAN)		
Central	508	44,663
Canadian Valley	497	65,759
Gordon Cooper	1,234	56,948
Great Plains	1,046	77,437
Indian Capital	595	62,746
Indian Meridian	1,562	44,438
Moore-Norman	3,625	70,878
Northeast	599	56,441
O. T. Autry	492	51,345
Pioneer	856	42,936
Tri-County	1,604	42,253
Mid-Del	381	75,247
Kiamichi	389	74,545
(RURAL)		
Caddo-Kiowa	555	16,727
Mid-America	987	26,703
Western Oklahoma	613	33,666
Northwest	254	22,447
Red River	949	28,648
Southern	846	28,274

* PTA--Part-time Adult Students Served

**The Population Base includes all persons from age 0 - up. Part-time Adult Students are individuals of sixteen years of age and above. All students who attended part-time adult classes below the age of 16 are not included in the number of students served. Also excluded are classes conducted at each area school which are not funded through vocational part-time adult education funds, such as GED and ABE classes conducted through the State Department of Education or CETA programs and/or students who are funded or totally with federal funds, and any other program which receives reimbursement for operation/students who receive aid from other sources.

Source: Oklahoma State Department of Vocational Technical Education, (1979).

formulated.

To aid in this process, the following study will provide an initial data base for consideration of the administrative needs of part-time adult vocational education administrators and as a preliminary information search for development of an educational base of administrators of part-time adult vocational education programs.

CHAPTER III

METHOD OF INVESTIGATION

Introduction

The purposes of this study were (1) to determine the tasks performed by part-time adult education administrators in the vocational-technical schools; (2) determine the approximate percentage of time each administrator spends in performance of the tasks; (3) identify the types of preparation the administrators felt would be most beneficial for future part-time adult education administrators and (4) to assess the variance in responses received from part-time adult education administrators in each population base.

The accumulation of these statistics combined with additional research to determine specific types of training and appropriate learning method for each skill determined as necessary for adequate preparation of future part-time adult education administrators.

The purpose of this chapter is to describe the methods used in conducting this study. The procedure involved in the completion of this study include:

1. Determine the research questions.
2. Determine the population for the study.
3. Develop the instrument for data collection.
4. Develop the procedure for data collection.
5. Select the method of data analysis.

Population

This study was confined to part-time adult vocational education administrators in the twenty-one area vocational-technical schools in Oklahoma. Excluded for ease in interpretation were the vocational directors in local high schools who conduct part-time adult classes as only a minor part of their total responsibilities to the supervision of the vocational studies which are integrated into the comprehensive high school program.

This study includes part-time adult vocational education administrators who have performed this job for less than one year and persons who have been employed as part-time adult vocational education administrators for as many as six years.

The population included twenty-five part-time adult vocational education administrators in the twenty-one area vocational-technical schools in Oklahoma. The population was determined using the information supplied by the Adult Education Divsion of the State Department of Vocational-Technical Education. This division had conducted a survey during the summer of 1979 to determine the actual number of vocational adult administrators designated as having the responsibility of administering part-time adult education programs. The number determined at that time was forty part-time adult education administrators. Using this information, each of these persons was contacted for a response to substantiate the preparation of this study. After investigation it was determined that several of these persons had been assigned to other types of activities and specialized responsibilities in portions of adult education. According to the definition of part-time adult education administrator persons dealing exclusively with public relations,

instruction, or counseling with no administrative responsibilities were not included in the population for this study.

Development of the Instrument

The questionnaire was constructed in such a way as to assure the respondent that his/her response would be valuable in the completion of this study. The questionnaire was constructed so as to make it easy for the respondent to indicate response. Care was also taken to arrange the items and alternatives included in the questionnaire so that each item was clearly defined, not open to misinterpretation, structured so as to deal with only one concept, and to have each item as concise as possible.

The completed questionnaire was then critically reviewed by representatives of the Adult Education Division of the State Department of Vocational-Technical Education. Minor revisions were then made prior to preparation of the final copy.

Final analysis of the questionnaire was made to determine the difficulty that would be encountered in tabulation of the responses obtained when the questionnaire was returned.

The reasons for the study were presented to the part-time adult education administrators at the Mid-Winter Conference in January, 1980, by the researcher. Additional input from these administrators was requested. At this time Section Three was added to the questionnaire because of consensus that this data was needed.

The questionnaires were then mailed with a cover letter on February 11, 1980. A stamped, self-addressed envelope for convenience in return was enclosed. The cover letter and questionnaire are included in the Appendix. The cover letter stated that all questionnaires needed to be

returned by February 20, 1980.

As each questionnaire was returned, the return was indicated on a tabulation of returned responses by name of adult administrator. All administrators who had not returned the questionnaire by February 20 were contacted by phone and urged to respond as quickly as possible. The telephone call did increase the number of returns by three.

Procedures for the Study

The questionnaire utilized in this study consisted of three sections. Each section was designed to obtain different information. For these reasons, each section was treated individually.

Column A requested information about time allocations necessary for performing distinct job tasks. A comparison of these relative times was tabulated by population base (urban, rural, and metro) as well as statewide distribution of responses. Due to the structure of Column A in which time estimations were requested rather than exact time figures, percentages obtained could result in an excess of one hundred percent.

Column B gave a choice of three alternate learning methods for each of the twenty-eight tasks. The percentage of variance was determined by frequency of response and by percentage of response by population base as well as examining the statewide distribution.

Data obtained from the responses in Secion Three were averaged and the percentage of variance denoted by these determinations.

CHAPTER IV

ANALYSIS OF THE DATA

The analysis of these data is presented in three separate sections. Section One interprets and analyzes the responses to Column A--designations of the percentage of time utilized in completion of twenty-eight separate tasks. Section Two interprets the results of the data obtained by analysis of the responses obtained from Column B--determination of the most appropriate learning method by which to acquire the skill(s) or knowledge(s) necessary to perform each of the twenty-eight tasks listed. Section Three states amount of time each respondent devotes to adult education.

The data base for all three sections of data analysis is the information obtained from the twenty-five responses to the questionnaire. The responses received are distributed by population bases as shown in Table XII.

Utilizing the data obtained from the Adult Education Division of the State Department of Vocational-Technical Education, it was originally assumed that a possible of forty responses would be the total population. After beginning this study, investigation revealed that due to changing job roles necessitated by a continual redefinement of job responsibilities, a total of thirty-five was the maximum number of responses to be obtained from part-time adult education administrators in the area vocational-technical schools.

TABLE XII

RESPONSE PATTERN OF STUDY

Population Base	Possible Number of Responses	Number of Responses Received
Metro	4	1
Urban	25	20
Rural	6	4
Total	35	25

Assuming that thirty-five is the maximum number of responses to be anticipated, the percentage of return by population base is shown in Table XIII.

TABLE XIII

PERCENTAGE OF RESPONSE BY POPULATION BASE

Population Base	Percentage of Return
Metro	35
Urban	80
Rural	66.667
Statewide Total	71.429

A comparison of the anticipated number of responses from each population bases and each area vocational-technical school is presented in Table XIV.

TABLE XIV

QUESTIONNAIRE RESPONSES

	School	Anticipated Number of Responses	Actual Number of Responses
METRO			
	Foster Estes AVTS	1	1
	Tulsa County AVTS	3	0
	Total	4	1
URBAN			
	Indian Capital AVTS	1	0
	Gordon Cooper AVTS	2	2
	Tri-County AVTS	2	2
	O. T. Autry AVTS	1	1
	Central AVTS	2	2
	Canadian Valley AVTS	2	1
	Northeast AVTS	2	2
	Mid-Del AVTS	1	2
	Indian Meridian AVTS	2	2
	Pioneer AVTS	1	1
	Moore-Norman AVTS	3	2
	Kiamichi AVTS	5	3
	Great Plains AVTS	1	1
	Total	25	20
RURAL			
	Red River AVTS	1	0
	Caddo-Kiowa AVTS	1	0
	Southern AVTS	1	1
	Western AVTS	1	1
	Oklahoma Northwest AVTS	1	1
	Mid-America AVTS	1	1
	Total	6	4

Only four schools are not represented by the data obtained: Tulsa County AVTS, Indian Capital AVTS, Caddo-Kiowa AVTS, and Red River AVTS. Overall, the number of returns appears satisfactory. The only critical factor pertaining to the rate of return and the analysis is the fact that one metro school did not respond. In Oklahoma there are only two metro-based schools: Tulsa County AVTS and Foster Estes. When only one of the two schools responded, it caused the data for the metro-based part-time adult education administrator to be very biased because the sample in representative of only one person's opinion.

Section One

The first portion of the instrument was designed to determine the types of tasks performed by part-time adult education administrators and to give an indication of the approximate amount of time spent in performance of the twenty-eight separate tasks. The assumption of each administrator's time. As a result of these two assumptions, the response alternatives listed were as follows.

Column A

(% of time spent performing activity)

100-90% 89-80% 79-70% 69-60% 59-10%

Each respondent was asked to designate one of these approximate time utilizations for each task listed. If the task was not performed, the respondent was asked to mark through the item.

In an effort to determine whether or not administrators of part-time adult education in metro-based, urban-based, and rural-based schools perform the same types of tasks and whether or not the same percentage of

time is spent in performing each of these tasks, data were first separated by population base and analyzed accordingly. The statewide response was then examined and analyzed.

The first population base considered was the rural-based part-time adult education administrators. The responses of the rural-based part-time adult education administrators is tabulated below. The table is arranged in the following manner:

a) The number of each of the twenty-eight tasks is listed on the left-side of the table.

b) At the top of the table the alternatives in percentage of time utilized to complete each task are listed.

c) Beneath each of the percentage of time alternatives the frequency of responses is listed. This is designated by "N".

d) Beside the frequency of responses the percentage of responses is listed. The percentage of responses was determined by the number of responses indicated for each time utilization alternative divided by the total possible number of responses. In this case the possible number of responses is four. Thus, on Item One, one response is indicated under the time utilization alternative of 69-60%. The frequency is one. The percentage of response is 25 percent (1 ÷ 4).

Utilizing the data obtained in Table XV, the mean average of time utilization by:

a) Noting number of frequencies per time utilization alternative.

b) Assigning arbitrary reference points to each time utilization alternative.

c) Multiplying the number of frequencies by the arbitrary reference points for each item.

d) Dividing the product by the number of responses (4). The result being the mean average of time utilized for each task.

The tasks listed in the questionnaire are: Task Statements

1. Analyze community, industrial, and business needs.
2. Develop guidelines needed to establish and maintain a working relationship with the local industrial, business, and community representatives.
3. Determine appropriate promotional methods (written, personal contact, radio, T.V., etc.).
4. Develop written promotional materials (brochures, flyers, etc.).
5. Prepare radio and T.V. spots.
6. Arrange for adequate facilities (classroom and lab).
7. Arrange for instructors or resource persons.
8. Develop resource persons.
9. Accumulate resource material.
10. Obtain necessary instructional materials and supplies.
11. Determine admission policies.
12. Assist or supervise enrollment.
13. Prepare a student handbook.
14. Prepare instructor handbook.
15. Secure tuition or follow-up on unpaid tuition.
16. Provide inservice training for instructors.
17. Plan programs for specific groups, such as specific industries, business organizations, community groups, etc.
18. Evaluate instructional process or class.
19. Distribute student certificates.
20. Make personal contacts in community.
21. Prepare budget.
22. Prepare and submit necessary reporting forms for reimbursement

from SDVTE.

23. Identify potential increased costs and the consequences in determining whether to offer specific classes.

24. Establish advisory committees and utilize these committees in determining course offerings, etc.

25. Reading professional or trade journals or publications to determine new training methods or curriculum developements.

26. Acquire specialized curriculum.

27. Develop curriculum or course outlines.

28. Supervise part-time classes.

e) The arbitrary reference points assigned to each time utilization alternative are:

100-90% -- 95

89-80% -- 85

79-70% -- 75

69-60% -- 65

59-10% -- 25

Does Not Apply - 0

f) Formula: $\bar{X} = \frac{M' + \Sigma fx'}{N}(i)$

Illustrated in Table XVI are the twenty-eight items ranked in order of importance based on the average percentage of time utilized for performance of each task.

Urban

The second population base considered was the urban-based part-time adult education administrators. The responses of the urban-based part-time adult administrators is tabulated in Table XVII. The table is arranged by items (1-28), frequency of response (N), and percentage of response (%).

TABLE XV

RESPONSES OF RURAL-BASED PART-TIME ADULT ADMINISTRATORS AS TO RELATIVE TIMES REQUIRED TO PERFORM SELECTED TASKS

Item	Distribtution of Responses by Time Categories										Does Not Apply	
	100-90%		89-80%		79-70%		69-60%		59-10%			
	N	%	N	%	N	%	N	%	N	%	N	%
1	0	0	0	0	0	0	1	25	3	75	0	0
2	0	0	0	0	0	0	1	5	2	50	1	25
3	0	0	0	0	1	25	0	0	3	75	0	0
4	0	0	0	0	1	25	0	0	3	75	0	0
5	0	0	0	0	1	25	0	0	3	75	0	0
6	0	0	0	0	0	0	1	25	3	75	0	0
7	0	0	1	25	0	0	1	25	2	50	0	0
8	0	0	0	0	1	25	1	25	1	25	1	25
9	0	0	0	0	1	25	0	0	3	75	0	0
10	0	0	0	0	1	25	0	0	3	75	0	0
11	0	0	0	0	1	25	0	0	3	75	0	0
12	0	0	1	25	1	25	0	0	2	50	0	0
13	0	0	0	0	1	25	2	50	0	0	2	50
14	0	0	0	0	0	0	0	0	2	50	2	50
15	0	0	0	0	0	0	0	0	4	100	0	0
16	0	0	0	0	0	0	1	25	2	50	1	25
17	0	0	0	0	0	0	1	25	3	75	0	0
18	0	0	0	0	0	0	1	25	3	75	0	0
19	0	0	0	0	0	0	0	0	3	75	1	25
20	0	0	0	0	0	0	1	25	3	75	0	0

TABLE XV (continued)

Item	Distribution of Responses by Time Categories										Does Not Apply	
	100-90%		89-80%		79-70%		69-60%		59-10%			
	N	%	N	%	N	%	N	%	N	%	N	%
21	0	0	0	0	0	0	0	0	3	75	1	25
22	0	0	1	25	0	0	0	0	3	75	0	0
23	0	0	0	0	0	0	1	25	3	75	0	0
24	0	0	0	0	0	0	2	50	2	50	0	0
25	0	0	1	25	0	0	0	0	3	75	0	0
26	0	0	0	0	0	0	1	25	3	75	0	0
27	0	0	0	0	0	0	0	0	3	75	1	25
28	0	0	1	25	0	0	1	25	2	50	0	0

TABLE XVI

RANK ORDER OF TASKS BY RURAL-BASED ADMINISTRATORS ON BASIS OF RELATIVE TIME ESTIMATES

Item	Rank	
12	1	(52.50)
13	2	(51.25)
28	3	(50.00)
7	3	(50.00)
24	5	(45.00)
25	6	(43.75)
22	6	(43.75)
8	8	(41.25)
9	9	(37.50)
10	9	(37.50)
11	9	(37.50)
5	9	(37.50)
4	9	(37.50)
3	9	(37.50)
26	15	(35.00)
23	15	(35.00)
20	15	(35.00)
18	15	(35.00)
6	15	(35.00)
1	15	(35.00)
17	21	(28.75)
2	21	(28.75)
16	23	(25.00)
15	23	(25.00)
19	25	(18.75)
21	25	(18.75)
27	25	(18.75)
14	28	(12.50)

TABLE XVII

RESPONSE OF URBAN-BASED PART-TIME ADULT ADMINISTRATORS AS TO RELATIVE TIME REQUIRED TO PERFORM SELECTED TASKS

ITEM	Distribution of Responses by Time Categories										Does Not Apply	
	100-90%		89-80%		79-70%		69-60%		59-10%			
	N	%	N	%	N	%	N	%	N	%	N	%
1	1	5	0	0	3	15	5	25	10	50	1	5
2	1	5	1	5	1	5	2	10	14	70	1	5
3	1	5	0	0	1	5	5	25	13	65	0	0
4	1	5	1	5	1	5	4	20	13	65	0	0
5	1	5	0	0	1	5	1	5	16	80	1	5
6	2	10	0	0	3	15	2	10	13	65	0	0
7	2	10	0	0	3	15	3	15	12	60	0	0
8	1	5	0	0	2	10	3	15	12	60	2	10
9	0	0	0	0	2	10	2	10	16	80	0	0
10	0	0	0	0	4	20	1	5	15	75	0	0
11	0	0	0	0	2	10	2	10	14	70	0	0
12	1	5	2	10	2	10	4	20	10	50	1	5
13	1	5	0	0	1	5	0	0	12	60	6	30
14	1	5	0	0	1	5	0	0	14	70	4	20
15	1	5	1	5	2	10	1	5	14	70	1	5
16	0	0	1	5	1	5	1	5	15	75	2	10
17	1	5	3	15	0	0	3	15	12	60	1	5
18	1	5	3	15	1	5	0	0	13	65	2	10
19	1	5	0	0	1	5	1	5	15	75	2	10
20	1	5	3	15	1	5	1	5	15	75	2	10
21	0	0	0	0	0	0	3	15	13	65	4	20
22	1	5	0	0	2	10	0	0	16	80	1	5
23	1	5	2	10	0	0	1	5	14	70	2	10
24	1	5	2	10	0	0	1	5	13	65	3	15
25	1	5	0	0	0	0	2	10	14	70	3	15
26	1	5	0	0	0	0	1	5	15	75	3	15

TABLE XVII (continued)

Item	Distribution of Responses by Time Categories										Does Not apply	
	100-90%		89-80%		79-70%		69-60%		59-10%			
	N	%	N	%	N	%	N	%	N	%	N	%
27	0	0	0	0	2	10	0	0	16	80	2	10
28	2	10	1	5	1	5	1	5	14	70	1	4

TABLE XVIII

RANK ORDER OF TASKS BY URBAN BASED ADMINISTRATORS ON BASIS OF RELATIVE TIME ESTIMATES

Item	Rank
11	1 (61.50)
12	2 (46.25)
20	3 (45.75)
1	4 (45.75)
6	5 (43.50)
15	6 (42.25)
17	7 (42.25)
3	8 (41.00)
7	9 (40.75)
28	10 (38.25)
18	11 (37.50)
8	12 (37.00)
10	13 (37.00)
2	14 (36.75)
23	15 (35.00)
9	16 (34.00)
24	17 (32.75)
22	18 (32.75)
5	19 (31.75)
19	20 (30.50)
16	21 (30.00)
26	22 (28.75)
25	23 (28.75)
21	24 (28.75)
27	25 (27.50)
14	26 (26.00)
13	27 (23.50)
4	28 (17.20)

TABLE XIX

RESPONSE OF URBAN-BASED PART-TIME ADULT ADMINISTRATORS AS TO RELATIVE TIME REQUIRED TO PERFORM SELECTED TASKS

ITEM	Distribution of Response By Time Categories										Does Not Apply	
	100-90%		89-80%		79-70%		69-60%		59-10%			
	N	%	N	%	N	%	N	%	N	%	N	%
1	0	0	0	0	0	0	0	0	1	100	0	0
2	0	0	0	0	0	0	0	0	1	100	0	0
3	0	0	0	0	0	0	0	0	1	100	0	0
4	0	0	0	0	0	0	1	100	0	0	0	0
5	0	0	0	0	0	0	0	0	1	100	0	0
6	0	0	0	0	0	0	1	100	0	0	0	0
7	0	0	0	0	0	0	0	0	1	100	0	0
8	0	0	0	0	0	0	0	0	0	0	1	100
9	0	0	0	0	0	0	0	0	1	100	0	0
10	0	0	0	0	0	0	1	100	0	0	0	0
11	0	0	0	0	0	0	0	0	1	100	0	0
12	0	0	0	0	0	0	0	0	1	100	0	0
13	0	0	0	0	0	0	0	0	1	100	0	0
14	0	0	0	0	0	0	0	0	1	100	0	0
15	0	0	0	0	0	0	0	0	1	100	0	0
16	0	0	0	0	0	0	0	0	1	100	0	0
17	0	0	0	0	0	0	0	0	1	100	0	0
18	0	0	0	0	0	0	0	0	1	100	0	0
19	0	0	0	0	0	0	0	0	1	100	0	0
20	0	0	0	0	0	0	1	100	0	0	0	0
21	0	0	0	0	0	0	0	0	1	100	0	0
22	0	0	0	0	0	0	1	100	0	0	0	0
23	0	0	0	0	0	0	0	0	1	100	0	0
24	0	0	0	0	0	0	0	0	1	100	0	0
25	0	0	0	0	0	0	0	0	1	100	0	0

TABLE XIX (continued)

Item	Distribution of Response By Time Categories										Does Not Apply	
	100-90%		89-80%		79-70%		69-60%		59-10%			
	N	%	N	%	N	%	N	%	N	%	N	%
26	0	0	0	0	0	0	0	0	1	100	0	0
27	0	0	0	0	0	0	0	0	1	100	0	0
28	0	0	0	0	0	0	0	0	1	100	0	0

Illustrated in Table XX are the twenty-eight items ranked in order of importance based on the average percentage of time utilized for performance of each task.

Table XXI is a comparison of the average time utilization for each task. The average deviation resulted in less than five percent points so further computations were not necessary, since determination of the standard deviation will lower the variance by additional consideration of the number of variables. Several individual items showed a significant variance from the mean, yet the accumulation of variances for all items resulted in no significant variance.

Table XXII is an accumulation of the frequency of responses from all three population bases. The designations used are:

N_1 -- Number of response for Metro

N_2 -- Number of response for Urban

N_3 -- Number of response for Rural

CN -- cumulative Number statewide

$(N_1 + N_2 + N_3 = CN)$

The total number of responses tabulated includes twenty-five.

Utilizing the cumulative frequency for each time utilization alternative determined in Table XXII for statewide distribution, the average percentage of time devoted to each task, irregardless of population base was the result of computations of Table XXIII.

The arbitrary reference points remained the same as previously stated:

100-90% - 95

89-80% - 85

79-70% - 75

TABLE XX

RANK ORDER OF TASKS BY METRO-BASED ADMINISTRATORS ON BASIS OF RELATIVE TIME ESTIMATES

Item	Rank
4	1 (65.00)
6	2 (65.00)
10	3 (65.00)
20	4 (65.00)
22	5 (65.00)
1	6 (25.00)
2	7 (25.00)
3	8 (25.00)
5	9 (25.00)
7	10 (25.00)
9	11 (25.00)
11	12 (25.00)
12	13 (25.00)
13	14 (25.00)
14	15 (25.00)
15	16 (25.00)
16	17 (25.00)
17	18 (25.00)
18	19 (25.00)
19	20 (25.00)
21	21 (25.00)
23	22 (25.00)
24	23 (25.00)
25	24 (25.00)
26	25 (25.00)
27	26 (25.00)
28	27 (25.00)
8	28 (00.00)

TABLE XXI

ANALYSIS OF VARIANCE OF AVERAGE TIME UTILIZATIONS FOR EACH TASK BY POPULATION BASE AND BY ITEM (SOURCE, COLUMN A: RESULT, NO SIGNIFICANT VARIANCE)

Item	Time Utilization Averages						
	Rural	Urban	Metro	$\bar{X}$	xRural	xUrban	xMetro
1	35.00	44.75	25.00	34.917	.08	9.83	-9.92
2	28.75	36.75	25.00	30.167	-1.417	6.583	-5.167
3	37.50	41.00	25.00	34.500	3.000	6.500	-9.500
4	37.50	17.25	65.00	39.917	-2.417	-22.667	25.083
5	37.50	31.75	25.00	31.417	6.083	.333	-6.417
6	35.00	43.50	65.00	47.833	-12.833	-4.333	17.167
7	50.00	40.75	25.00	38.543	11.417	2.167	-13.583
8	41.25	37.00	0.00	26.083	15.167	10.917	-26.083
9	37.50	34.00	25.00	32.167	5.333	1.833	-7.167
10	37.50	37.00	65.00	46.500	-9.000	-9.500	18.500
11	37.50	61.50	25.00	41.333	-3.833	20.167	-16.333
12	52.50	46.25	25.00	41.250	11.250	5.000	-16.250
13	51.25	23.50	25.00	33.250	18.000	-9.750	-8.250
14	12.50	26.00	25.00	21.167	-8.667	4.833	3.833
15	25.00	42.25	25.00	30.750	-5.750	11.400	-5.750
16	28.75	30.00	25.00	27.917	.833	2.083	-2.917
17	35.00	42.25	25.00	34.083	.917	8.167	-9.083
18	35.00	37.50	25.00	32.500	2.500	5.000	-7.500
19	18.75	30.50	25.00	24.750	-6.000	5.750	.250
20	35.00	45.75	65.00	48.583	-13.583	-2.833	16.417
21	18.75	28.75	25.00	24.167	-5.417	4.583	.833

TABLE XXI (continued)

Item	Time Utilization Averages						
	Rural	Urban	Metro	$\bar{X}$	xRural	xUrban	xMetro
22	43.75	32.75	65.00	47.167	-3.417	-14.417	17.833
23	35.00	35.00	25.00	31.667	3.333	3.333	-6.667
24	45.00	32.75	25.00	34.250	10.750	-1.500	-9.250
25	43.75	28.75	25.00	32.500	11.250	-3.750	-7.500
26	35.00	26.75	25.00	28.917	6.083	-2.167	-3.917
27	18.75	27.50	25.00	23.750	-5.000	3.750	1.250
28	50.00	38.25	25.00	36.760	13.240	1.490	-11.760

$\bar{X}x$ Rural: 1.497
$\bar{X}x$ Urban: 1.532
$\bar{X}x$ Metro: 2.923

TABLE XXII

STATEWIDE RESPONSE OF PART-TIME ADULT ADMINISTRATORS AS TO RELATIVE TIME REQUIRED TO PERFORM SELECTED TASKS

Item	100-90%				89-80%				79-70%				69-60%				59-10%				Does Not Apply			
	N_1	N_2	N_3	CN	N_1	N_2	N_3	CN	N_1	N_2	N_3	CN	N_1	N_2	N_3	CN	N_1	N_2	N_3	CN	N_1	N_2	N_3	CN
1	0	1	0	1	0	0	0	0	0	3	0	3	0	5	1	6	1	10	3	14	0	1	0	1
2	0	1	0	1	0	1	0	1	0	1	0	1	0	2	1	3	1	14	2	17	0	1	1	2
3	0	1	0	1	0	0	0	0	0	1	1	2	0	5	0	5	1	13	3	17	0	0	0	0
4	0	1	0	1	0	1	0	1	0	1	1	2	1	4	0	4	0	13	3	16	0	0	0	0
5	0	1	0	1	0	0	0	0	0	1	0	1	0	1	1	2	1	16	3	20	0	1	0	1
6	0	2	0	2	0	0	0	0	0	3	0	3	1	2	1	4	0	13	3	16	0	0	0	0
7	0	2	0	2	0	0	1	1	0	3	0	3	0	3	1	4	1	12	2	15	0	0	0	0
8	0	1	0	1	0	0	0	0	0	2	1	3	0	3	1	4	0	12	1	13	1	2	1	4
9	0	0	0	0	0	0	0	0	0	2	1	3	0	2	0	2	1	16	3	20	0	0	0	0
10	0	0	0	0	0	0	0	0	0	4	1	5	1	1	0	2	0	15	3	18	0	0	0	0
11	0	0	0	0	0	0	0	0	0	2	0	2	0	2	0	2	1	14	3	18	0	2	0	2
12	0	1	0	1	0	2	1	3	0	2	1	3	0	4	0	4	1	10	2	13	0	1	0	1
13	0	1	0	1	0	0	0	0	0	1	0	1	0	0	2	2	1	12	0	13	0	6	2	8
14	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	14	2	17	0	4	2	6
15	0	1	0	1	0	1	0	1	0	2	0	2	0	1	0	1	1	14	4	19	0	1	0	1
16	0	0	0	0	0	1	0	1	0	1	0	1	0	1	1	2	1	15	2	18	0	2	1	3

TABLE XXII (continued)

Item	100-90% N_1	N_2	N_3	CN	89-80% N_1	N_2	N_3	CN	79-70% N_1	N_2	N_3	CN	69-60% N_1	N_2	N_3	CN	59-10% N_1	N_2	N_3	CN	Does Not Apply N_1	N_2	N_3	CN
17	0	1	0	1	0	3	0	3	0	0	0	0	0	3	1	4	1	12	3	16	0	1	1	2
18	0	1	0	1	0	3	0	3	0	1	0	1	0	0	1	1	1	13	3	17	0	2	0	2
19	0	1	0	1	0	0	0	0	0	1	0	1	0	1	0	1	1	14	3	19	0	2	1	3
20	0	1	0	1	0	3	0	3	0	1	0	1	1	3	1	5	0	12	3	15	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	1	13	3	17	0	4	1	5
22	0	1	0	1	0	0	1	1	0	2	0	2	1	0	0	1	0	16	3	19	0	1	0	1
23	0	1	0	1	0	2	0	2	0	0	0	0	0	1	1	2	1	14	3	18	0	2	0	2
24	0	1	0	1	0	2	0	2	0	0	0	0	0	1	2	3	1	13	2	16	0	3	0	3
25	0	1	0	1	0	0	1	1	0	0	0	0	0	2	0	2	1	14	3	18	0	3	0	3
26	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	2	1	15	3	19	0	3	0	3
27	0	0	0	1	0	0	0	0	0	2	0	2	0	0	0	0	1	16	3	20	0	2	1	3
28	0	2	0	2	0	1	1	2	0	1	0	1	0	1	1	2	1	14	2	17	0	1	0	1

TABLE XXIII

STATEWIDE DISTRIBUTION TIME UTILIZATION
(SOURCE, COLUMN A) AVERAGE BY FREQUENCY

Item	(f Mean) Time Utilization Average
1	42.40
2	35.00
3	39.80
4	39.60
5	32.00
6	43.00
7	45.40
8	36.20
9	34.50
10	38.20
11	29.20
12	46.40
13	25.00
14	23.80
15	37.40
16	29.60
17	40.40
18	36.60
19	28.40
20	45.00
21	24.80
22	34.80
23	33.80
24	34.40
25	30.40
26	28.00
27	29.80
28	39.60

69-60% - 65

59-10% - 25

Not Apply - 0

Table XXII Designations include:

CN = total of N_1, N_2, and N_3

N_1 = Number of response for Metro

N_2 = Number of response for Urban

N_3 = Number of response for Rural

(Data from Table XXI)

f_{mean} - represents the mean average of time utilization alternatives

Formula: $\bar{X} = \frac{M' + \Sigma fx'}{N}(2)$

Utilizing the cumulative frequency for each time utilization alternative determined for statewide distribution, the percentage of response for each task was determined as shown in Table XXIV.

Table XXV illustrates the rank order of tasks by population base utilizing the average time utilizations obtained for each response group (rural, urban, and metro). The tabulation is structural so that the task item number is listed first, then the time utilization average for that task, and then the rank order of each task.

Table XXV serves as documentation of accuracy in ranking of the twenty-eight items by population base.

Table XXVI illustrates the various time utilization estimates for each task item by population base (urban, rural, metro and statewide) and task statement ranking based on an accumulative average derived by summing each population rank to determine statewide ranking.

TABLE XXIV

STATEWIDE DISTRIBUTION BY FREQUENCY OF
(SOURCE, COLUMN A) RESPONSE

Item	100-90%		89-80%		79-70%		69-60%		59-10%		Does Not Apply	
	CN	%	CN	%	CN	%	CN	%	CN	%	CN	%
1	1	4	0	0	3	12	6	24	14	56	1	4
2	1	4	1	4	1	4	3	12	17	68	2	8
3	1	4	0	0	2	8	5	15	17	68	0	0
4	1	4	1	4	2	8	4	16	16	64	0	0
5	1	4	0	0	1	4	2	8	20	80	1	4
6	2	8	0	0	3	12	4	16	16	64	0	0
7	2	8	1	4	3	12	4	16	15	60	0	0
8	1	4	0	0	3	12	4	16	13	52	4	16
9	0	0	0	0	3	12	2	8	20	80	0	0
10	0	0	0	0	5	20	2	8	18	72	0	0
11	0	0	0	0	2	8	2	8	18	72	2	8
12	1	4	3	12	3	12	4	16	13	52	1	4
13	1	4	0	0	1	4	2	8	13	52	8	32
14	1	4	0	0	1	4	0	0	17	68	6	24
15	1	4	1	4	2	8	1	4	19	76	1	4
16	0	0	1	4	1	4	2	8	18	72	3	12
17	1	4	3	12	0	0	4	16	16	64	2	8
18	1	4	3	12	1	4	1	4	17	68	2	8
19	1	4	0	0	1	4	1	4	19	76	3	12
20	1	4	3	12	1	4	5	20	15	60	9	0
21	0	0	0	0	0	0	3	12	17	68	5	20
22	1	4	1	4	2	8	1	4	19	76	1	4

TABLE XXIV (continued)

Item	100-90%		89-80%		79-70%		69-60%		59-10%		Does Not Apply	
	CN	%	CN	%	CN	%	CN	%	CN	%	CN	%
23	1	4	2	8	0	0	2	8	18	72	2	8
24	1	4	2	8	0	0	3	12	16	64	3	12
25	1	4	1	4	0	0	2	8	18	72	3	12
26	1	4	0	0	0	0	2	8	19	76	3	12
27	1	4	0	0	2	8	0	0	20	80	3	12
28	2	8	2	8	1	4	2	8	17	68	1	4

CN cumulative frequency

% percent of response

TABLE XXV

COMPARISON OF RANK ORDER OF TASKS BY RESPONSE GROUP ON BASIS OF TIME ESTIMATES

Item	Rural Time	Rank	Item	Urban Time	Rank	Item	Metro Time	Rank
12	(52.50)	1	11	(61.50)	1	4	(65.00)	1
13	(51.25)	2	12	(46.25)	2	6	(65.00)	1
28	(50.00)	3	20	(45.75)	3	10	(65.00)	1
7	(50.00)	3	1	(44.75)	4	20	(65.00)	1
24	(45.00)	5	6	(43.50)	5	22	(65.00)	1
25	(43.75)	6	15	(42.25)	6	1	(25.00)	6
22	(43.75)	6	17	(42.25)	6	2	(25.00)	7
8	(41.25)	8	3	(41.00)	8	3	(25.00)	7
9	(37.50)	9	7	(40.75)	9	5	(25.00)	7
10	(37.50)	9	28	(38.25)	10	7	(25.00)	7
11	(37.50)	9	18	(37.50)	11	9	(25.00)	7
5	(37.50)	9	8	(37.00)	12	11	(25.00)	7
4	(37.50	9	10	(37.00)	12	12	(25.00)	7
3	(37.50)	9	2	(36.50)	14	13	(25.00)	7
26	(35.00)	15	23	(35.00)	15	14	(25.00)	7
23	(35.00)	15	9	(34.00)	16	15	(25.00)	7
20	(35.00)	15	24	(32.75)	17	16	(25.00)	7
18	(35.00)	15	22	(32.75)	17	17	(25.00)	7
6	(35.00)	15	5	(31.75)	19	18	(25.00)	7
1	(35.00)	15	19	(30.50)	20	19	(25.00)	7
17	(28.75)	21	16	(30.00)	21	21	(25.00)	7
2	(28.75)	21	26	(28.75)	22	23	(25.00)	7
16	(25.00)	23	24	(28.75)	22	24	(25.00)	7
15	(25.00)	23	21	(28.75)	22	25	(25.00)	7
19	(18.75)	25	27	(27.50)	25	26	(25.00)	7
21	(18.75)	25	14	(26.00)	26	27	(25.00)	7
27	(18.75)	25	13	(23.50)	27	28	(25.00)	7
14	(12.50)	28	4	(17.20)	28	8	(00.00)	28

TABLE XXVI

COMPARISON OF TASK ITEMS BY RESPONSE GROUP ON BASIS OF TIME ESTIMATES WITH STATEWIDE AVERAGE

ITEM	Time Estimate by Group				Statewide Rank
	Rural	Urban	Metro	Statewide	
1. Analyze Community, ..., needs.	35.00	44.75	25.00	34.92	10
2. Develop guidelines	28.75	36.75	25.00	30.17	21
3. Determine appropriate pro methods	37.50	41.00	25.00	34.50	11
4. Develop promo methods	37.50	17.25	65.00	39.92	7
5. Prepare radio and T.V. spots	37.50	31.75	25.00	31.42	19
6. Arrange for adequate facilities	35.00	43.50	65.00	47.83	2
7. Arrange for instructors	50.00	40.75	25.00	38.54	8
8. Develop resource persons	41.25	37.00	00.00	26.08	24
9. Accumulate resource material	37.50	34.00	25.00	32.17	17
10. Obtain necessary supplies	37.50	37.00	65.00	46.50	4
11. Determine admission policies	37.50	61.50	25.00	41.33	5
12. Assist enrollment	52.50	46.25	25.00	41.25	6
13. Prepare student handbook	51.25	23.50	25.00	33.25	14
14. Prepare instructor handbook	12.50	26.00	25.00	21.17	28
15. Secure tuition	25.00	42.25	25.00	30.75	20
16. Provide training for instructors	28.75	30.00	25.00	27.92	23
17. Plan programs for special groups	35.00	42.25	25.00	34.08	13
18. Evaluate instructional class	35.00	37.50	25.00	32.50	15
19. Distribute student certificates	18.75	30.50	25.00	24.75	25
20. Make contacts in community	35.00	45.75	65.00	48.58	1
21. Prepare budget	18.75	28.75	25.00	24.17	26
22. Prepare reporting forms	43.75	32.75	65.00	47.17	3
23. Identify increased costs	35.00	35.00	25.00	31.67	18
24. Establish advisory committees	45.00	32.75	25.00	34.25	12
25. Reading professional journals	43.75	28.75	25.00	32.50	15
26. Acquire specilized curriculum	25.00	26.75	25.00	28.92	22
27. Develop curriculum outlines	18.75	27.50	25.00	23.75	27
28. Supervise part-time classes	50.00	38.25	25.00	36.76	9

The ten most important tasks statewide, based on average time utilization as denoted are in Table XXVI noted in Table XXVII.

TABLE XXVII

TEN MOST IMPORTANT TASKS STATEWIDE BASED ON AVERAGE TIME UTILIZATION

Item	Statements
20	Make contacts in community
6	Arrange for adequate facilities
22	Prepare reporting forms
10	Obtain necessary supplies
11	Determine admission policies
12	Assist enrollment
4	Develop promo methods
7	Arrange for instructors
28	Supervise part-time classes
1	Analyze Community,..., needs

The ten least important tasks, statewide, as denoted in Table XXVI based on average time utilization are noted in Table XXVIII.

TABLE XXVIII

TEN LEAST IMPORTANT TASKS STATEWIDE BASED ON AVERAGE TIME UTILIZATION

Item	Statements
5	Prepare radio and T.V. spots
15	Secure tuition
2	Develop guidelines
26	Acquire specilized curriculum
16	Provide training for instructors
8	Develop resource persons
19	Distribute student certificates
21	Prepare budget
27	Develop curriculum outlines
14	Prepare instructor handbook

Section Two

Aternative Sources for Acquiring Skills to Perform Tasks

For each item listed (1-28) each respondent was asked to designate the most appropriate learning method for obtaining he knowledge(s) or skill(s) required to complete the task listed. Three alternatives were given: College, Internship, and Inservice.

Table XXIX illustrates the response from the single metro-based part-time adult education administrator which responded. Table XXIX designates frequency of response for each category with the symbol "N" and "%" for the percentage of response. With only one response under consideration, the percentages are extremes with no variations between zero and one hundred. One item was not completed - Item eight.

The responses from the twenty urban-based part-time adult education administrators are listed on Table XXX. The structure of Table XXX is exactly like the preceding tables with designations for frequency of response and percentage of response.

Table XXXI is structured in the same format as Table XXX. The only information variable is the population under consideration - the rural-based part-time adult education administrators. Four responses are tabulated according to frequency of response and percentage of response.

The comparison of the responses tabulated on the three tables are examined in more detail on the next three tables.

Table XXXII is one of these comparisons which involves a comparison of the responses by population base in terms of frequency of response

TABLE XXIX

RESPONSE FROM METRO-BASED PART-TIME ADULT EDUCATION ADMINISTRATOR AS TO SOURCES OF ACQUIRING SKILLS TO PERFORM TASKS (DISTRIBUTION BY SOURCE)

Item	College		Internship		Inservice		No Response	
	N	%	N	%	N	%	N	%
1	0	0	0	0	1	100	0	0
2	0	0	0	0	1	100	0	0
3	0	0	0	0	1	100	0	0
4	1	100	0	0	0	0	0	0
5	0	0	0	0	1	100	0	0
6	0	0	0	0	1	100	0	0
7	0	0	0	0	1	100	0	0
8	0	0	0	0	0	0	1	100
9	0	0	0	0	1	100	0	0
10	0	0	0	0	1	100	0	0
11	0	0	0	0	1	100	0	0
12	0	0	0	0	1	100	0	0
13	0	0	0	0	1	100	0	0
14	0	0	0	0	1	100	0	0
15	0	0	0	0	1	100	0	0
16	0	0	0	0	1	100	0	0
17	0	0	0	0	1	100	0	0
18	0	0	0	0	1	100	0	0
19	0	0	0	0	1	100	0	0
20	0	0	0	0	1	100	0	0
21	0	0	0	0	1	100	0	0
22	0	0	0	0	1	100	0	0
23	0	0	0	0	1	100	0	0
24	0	0	0	0	1	100	0	0

TABLE XXIX (continued)

Item	College		Internship		Inservice		No Response	
	N	%	N	%	N	%	N	%
25	0	0	0	0	1	100	0	0
26	0	0	0	0	1	100	0	0
27	0	0	0	0	1	100	0	0
28	0	0	0	0	1	100	0	0

TABLE XXX

RESPONSES FROM URBAN-BASED PART-TIME ADULT EDUCATION ADMINISTRATORS AS TO SOURCES OF ACQUIRING SKILLS TO PERFORM TASKS

Item	College		Internship		Inservice		No Response	
	N	%	N	%	N	%	N	%
1	4	20	8	40	8	40	0	0
2	3	15	7	35	10	50	0	0
3	7	35	7	35	6	30	0	0
4	7	35	7	35	6	30	0	0
5	7	35	7	35	6	30	0	0
6	4	20	6	30	8	40	2	10
7	3	15	9	45	8	40	0	0
8	2	10	7	35	11	55	0	0
9	5	25	6	30	9	45	0	0
10	4	20	5	25	11	55	0	0
11	3	15	7	35	8	40	2	10
12	2	10	8	40	10	50	0	0
13	2	10	7	35	5	25	6	30
14	3	15	5	25	8	40	4	20
15	1	5	7	35	12	60	0	0
16	4	20	3	15	12	60	1	5
17	2	10	7	35	10	50	1	5
18	8	40	3	15	7	35	2	10
19	1	5	5	25	12	60	2	10
20	0	0	11	55	9	45	0	0
21	6	30	1	5	8	40	5	25
22	1	5	6	30	13	65	0	0
23	3	15	9	45	7	35	1	5
24	3	15	8	40	8	40	1	5

TABLE XXX (continued)

Item	College		Internship		Inservice		No Response	
	N	%	N	%	N	%	N	%
25	6	30	4	20	9	45	1	5
26	4	20	8	40	6	30	2	10
27	7	35	3	15	8	40	2	10
28	2	10	9	45	9	45	0	0

TABLE XXXI

RESPONSES FROM RURAL-BASED PART-TIME ADULT EDUCATION ADMINISTRATORS AS TO SOURCES OF ACQUIRING SKILLS TO PERFORM SKILLS

Item	College		Internship		Inservice		No Response	
	N	%	N	%	N	%	N	%
1	1	25	2	50	1	25	0	0
2	1	25	2	50	0	0	0	0
3	1	25	1	25	2	50	0	0
4	1	25	1	25	2	50	0	0
5	1	25	1	25	2	50	0	0
6	0	0	2	50	2	50	0	0
7	0	0	1	25	3	75	0	0
8	1	25	1	25	1	25	1	25
9	2	50	1	25	1	25	0	0
10	1	25	1	25	2	50	0	0
11	0	0	1	25	3	75	0	0
12	0	0	1	25	3	75	0	0
13	1	25	1	25	0	0	2	50
14	1	25	1	25	0	0	2	50
15	0	0	1	25	2	50	1	25
16	0	0	1	25	2	50	1	25
17	0	0	1	25	3	75	0	0
18	1	25	1	25	2	50	0	0
19	0	0	1	25	2	50	1	25
20	0	0	1	25	3	75	0	0
21	0	0	2	50	1	25	1	25
22	0	0	2	50	2	50	0	0
23	0	0	2	50	2	50	0	0
24	1	25	1	25	2	50	0	0

TABLE XXXI (continued)

Item	College		Internship		Inservice		No Response	
	N	%	N	%	N	%	N	%
25	1	25	1	25	2	50	0	0
26	1	25	2	50	1	25	0	0
27	1	25	2	50	1	25	0	0
28	0	0	2	50	2	50	0	0

for the first alternative under the learning methods - College. Beside each of the twenty-eight items the frequency of response are listed by using the following designations:

NR - Frequency of response for Rural

NU - Frequency of response for Urban

NM - frequency of response for Metro

xR - difference from mean for Rural

xU - difference from mean for Urban

xM - difference from mean for Metro

The Average Deviation for each population base was then converted to the standard deviation format with a result of no significant variability (above five percent points) for rural - or metro-based administrators. A significant variance for responses obtained from urban-based personnel was evidenced even after the standard deviation was corrected for bias. Data obtained from urban-based part-time adult education administrators continued to indicate a high variance in responses in comparison with the responses obtained from the other two population bases. An analysis of specific items indicates a significant difference of opinion on Items 3, 4, 5, 18, 21, 25 and 27 (above five percent points).

Table XXXIII is structured in the same format as Table XXXII. The only difference is the learning method alternative under consideration. Table XXXIII examines "Inservice". The results obtained from the computations revealed a significant variance in only the urban category. The significant variance was evidenced by all items under urban-based respondents with the exclusion of Item 13.

TABLE XXXII

STATEWIDE ACCUMULATION OF RESPONSES AS TO SOURCES OF ACQUIRING SKILLS TO PERFORM SKILLS

Item	College NR	NU	NM	Σ	$\bar{X}$	xR	xU	xM
1	1	4	0	5	.20	.80	3.80	-.20
2	1	3	0	4	.16	.84	2.84	-.16
3	1	7	0	8	.32	.68	6.68	-.32
4	1	7	1	9	.36	.64	6.64	.64
5	1	7	0	8	.32	.68	6.68	-.32
6	0	4	0	4	.16	-.16	3.84	-.16
7	0	3	0	3	.12	-.12	2.88	-.12
8	1	2	0	3	.12	.88	1.88	-.12
9	2	5	0	7	.28	1.72	4.72	-.28
10	1	4	0	5	.20	.80	3.80	-.20
11	0	3	0	3	.12	-.12	2.88	-.12
12	0	2	0	2	.08	-.08	1.92	-.08
13	1	2	0	3	.12	.88	1.88	-.12
14	1	3	0	4	.16	.84	2.84	-.16
15	0	1	0	1	.04	-.04	.96	-.04
16	0	4	0	4	.16	-.16	3.84	-.16
17	0	2	0	2	.08	-.08	1.92	-.08
18	1	8	0	9	.36	.64	7.64	-.36
19	0	1	0	1	.04	-.04	.96	-.04
20	0	0	0	0	0	0	0	0
21	0	6	0	6	.24	-.24	5.76	-.24

TABLE XXXII(continued)

Item	College NR	NU	NM	Σ	$\bar{X}$	xR	xU	xM
22	0	1	0	1	.04	-.04	.96	-.04
23	0	3	0	3	.12	-.12	2.88	-.12
24	1	3	0	4	.16	.84	2.84	-.16
25	1	6	0	7	.28	-.72	5.72	-.28
26	1	4	0	5	.20	-.80	3.80	-.20
27	1	7	0	8	.32	.68	6.68	-.32
28	0	2	0	2	.08	-.08	1.92	-.08
					Σx	11.160	99.160	-3.840
					AD Xx	.399	3.541	-.137
					SD	4.6128	364.17	.5461
					$S\bar{X}$	.9047	71.4207	.1071

TABLE XXXIII

STATEWIDE ACCUMULATION OF RESPONSES AS TO SOURCES OF ACQUIRING SKILLS TO PERFORM TASKS

Item	Inservice NR	NU	NM	Σ	$\bar{X}$	xR	xU	xM
1	1	8	1	10	.40	.60	7.60	.60
2	o	10	1	11	.44	-.44	9.56	.56
3	2	6	1	9	.36	1.64	5.64	.64
4	2	6	0	8	.32	1.68	5.68	.32
5	2	6	1	9	.36	1.64	5.64	.64
6	2	8	1	11	.44	1.66	7.66	.66
7	3	8	1	12	.48	2.52	7.52	.52
8	1	11	0	12	.48	.52	10.52	-.48
9	1	9	1	11	.44	.56	8.56	.56
10	2	11	1	14	.56	1.44	10.56	.44
11	3	8	1	12	.48	2.52	7.52	.52
12	3	10	1	14	.56	2.44	9.44	.55
13	0	5	1	6	.24	-.24	4.76	.76
14	0	8	1	9	.36	-.36	7.64	.64
15	2	12	1	15	.60	1.40	11.40	.40
16	2	12	1	15	.60	1.40	11.40	.40
17	3	10	1	14	.56	2.44	9.44	.44
18	2	7	1	10	.40	1.60	6.60	.60
19	2	12	1	15	.60	1.40	11.40	.40
20	3	9	1	13	.52	2.48	8.48	.48
21	1	8	1	10	.40	.60	7.60	.60

TABLE XXXIII (continued)

Item	Inservice NR	NU	NM	Σ	$\bar{X}$	xR	xU	xM
22	2	13	1	16	.64	1.36	12.36	.36
23	2	7	1	10	.40	1.60	6.60	.60
24	2	8	1	11	.44	1.56	7.56	.56
25	2	9	1	12	.48	1.52	8.52	.52
26	1	6	1	8	.32	.68	5.68	.68
27	1	8	1	10	.40	.60	7.50	.60
28	2	9	1	12	.48	1.52	8.52	.52
					Σx	36.340	231.460	13.340
					AD $\bar{X}$x	1.298	8.266	.476
					SD	.0624001	1984.212	6.5910
					S$\bar{X}$	.0122377	389.1375	1.2926

Table XXXIV analyzes the frequency of responses for the learning method alternative, "Internship". Again the variance evidenced for urban was the only classification showing a large variance. Rural and Metro statistics revealed only a slight increase above the five percent point, yet less than one percent.

To determine whether or not the variance evidenced to continue under "Urban" was caused by the size of the "Urban" population in comparison with the size of the response population under "Metro" and "Rural" (the urban population is twenty times the size of the metro population and five times the size of the rural population). Additional computations based on percentage were calculated to determine validity of the data previously obtained.

Table XXXV is a listing of the percentage of responses by population bases in terms of percentage of response per population base by individual items. The percentage represents the total possible number of responses per population base. The designation does not apply was not listed by population base.

Tables XXXVI, XXXVII, XXXVIII are extensions necessary to determine the variance as indicated by percentage of response. By excluding population size of population bases and determing all data from the same mathematical base (100%) should determine if the previously ascertained data is accurate.

Table XXXVI (College) still exhibits a significant degree of variance (more than five percentage points) on urban and metro responses. The variance in urban in only 1.429 points above five, which is on the borderline of significance. The variance in metro response is slightly above three percentage points (3.571). The variance is evidenced on metro by

TABLE XXXIV

STATEWIDE ACCUMULATION OF RESPONSES AS TO SOURCES OF ACQUIRING SKILL TO PERFORM TASKS

Item	Internship							
	NR	NU	NM	Σ	$\bar{X}$	xR	xU	xM
1	2	8	0	10	.40	1.60	7.60	-.40
2	2	7	0	9	.36	1.64	6.64	-.36
3	1	7	0	8	.32	.68	6.68	-.32
4	1	7	0	8	.32	.68	6.68	-.32
5	1	7	0	8	.32	.68	6.68	-.32
6	2	6	0	8	.32	1.68	5.68	-.32
7	1	9	0	10	.40	.60	8.60	-.40
8	1	7	0	8	.32	.68	6.68	-.32
9	1	6	0	7	.28	.72	5.72	-.28
10	1	5	0	6	.24	.76	4.76	-.24
11	1	7	0	8	.32	.68	6.68	-.32
12	1	8	0	9	.36	.64	7.64	-.36
13	1	7	0	8	.32	.68	6.68	-.32
14	1	5	0	6	.24	.76	4.76	-.24
15	1	7	0	8	.32	.68	6.68	-.32
16	1	3	0	4	.16	.84	2.84	-.16
17	1	7	0	8	.32	.68	6.68	-.32
18	1	3	0	4	.16	.84	2.84	-.16
19	1	5	0	6	.24	.76	4.76	-.24
20	1	11	0	12	.48	.52	10.52	-.48
21	2	1	0	3	.12	1.88	.88	-.12

TABLE XXXIV (continued)

Item	Internship NR	NU	NM	Σ	$\bar{X}$	xR	xU	xM
22	2	6	0	8	.32	1.68	5.68	-.32
23	2	9	0	11	.44	1.56	8.56	-.44
24	1	8	0	9	.36	.64	7.64	-.36
25	1	4	0	5	.20	.80	3.80	-.20
26	2	8	0	10	.40	1.60	7.60	-.40
27	2	3	0	5	.20	1.80	2.80	-.20
28	2	9	0	11	.44	1.56	8.56	-.44
					Σx	28.320	171.320	-8.680
					AD $\bar{X}$x	1.011	6.119	-.310
					SD	29.704	1085.864	2.7905
					S$\bar{X}$	5.8255	212.9563	5.4726

TABLE XXXV

COMPARISON OF RESPONSES AS TO BEST SOURCE OF SKILLS
STATEWIDE BY POPULATION
(TO RESPONSE BY ACQUIRING SKILL AND DEVELOP)

Item	College			Internship			Inservice		
	%R	%U	%M	%R	%U	%M	%R	%U	%M
1	25	20	0	50	40	0	25	40	100
2	25	15	0	50	35	0	0	50	100
3	25	35	0	25	35	0	50	30	100
4	25	35	100	25	35	0	50	30	0
5	25	35	0	25	35	0	50	30	100
6	0	20	0	50	30	0	50	40	100
7	0	15	0	25	45	0	75	40	100
8	25	10	0	25	35	0	25	55	0
9	50	25	0	25	30	0	25	45	100
10	25	20	0	25	25	0	50	55	100
11	0	15	0	25	35	0	75	40	100
12	0	10	0	25	40	0	75	50	100
13	25	10	0	25	35	0	0	25	100
14	25	15	0	25	25	0	0	40	100
15	0	5	0	25	35	0	50	60	100
16	0	20	0	25	15	0	50	60	100
17	0	10	0	25	35	0	75	50	100
18	25	40	0	25	15	0	50	35	100
19	0	5	0	25	25	0	50	60	100
20	0	0	0	25	55	0	75	45	100
21	0	30	0	50	5	0	25	40	100

TABLE XXXV (continued)

Item	College			Internship			Inservice		
	%R	%U	%M	%R	%U	%M	%R	%U	%M
22	0	5	0	50	30	0	50	65	100
23	0	15	0	50	45	0	50	35	100
24	25	15	0	25	40	0	50	40	100
25	25	30	0	25	20	0	50	45	100
26	25	20	0	50	40	0	25	30	100
27	25	35	0	50	15	0	25	40	100
28	0	10	0	50	45	0	50	45	100

R - Rural

U - Urban

M - Metro

TABLE XXXVI

STATEWIDE ACCUMULATION OF RESPONSES AS TO SOURCES OF ACQUIRING SKILLS TO PERFORM TASKS

Item	College %R	%U	%M	Σ	$\bar{X}$	xR	xU	xM
1	25	20	0	45	15.000	10.000	5.000	-15.000
2	25	15	0	40	13.333	11.667	1.667	-13.333
3	25	35	0	60	20.000	5.000	15.000	-20.000
4	25	35	100	160	53.333	-28.333	-18.333	46.667
5	25	35	0	60	20.000	5.000	15.000	-20.000
6	0	20	0	20	6.667	-6.667	13.333	-6.667
7	0	15	0	15	5.000	-5.000	10.000	-5.000
8	25	10	0	35	11.667	13.333	-1.667	-11.667
9	50	25	0	75	25.000	25.000	0	-25.000
10	25	20	0	45	15.000	10.000	5.000	-15.000
11	0	15	0	15	5.000	-5.000	10.000	-5.000
12	0	10	0	10	3.333	-3.333	6.667	-3.333
13	25	10	0	35	11.667	13.333	-1.667	-11.667
14	25	15	0	40	13.333	11.667	1.667	-13.333
15	0	5	0	5	1.667	-1.667	3.333	-1.667
16	0	20	0	20	6.667	-6.667	13.333	-6.667
17	0	10	0	10	3.333	-3.333	6.667	-3.333
18	25	40	0	65	21.667	3.333	18.333	-21.667
19	0	5	0	5	1.667	-1.667	3.333	-1.667
20	0	0	0	0	0	0	0	0
21	0	30	0	30	10.000	-10.000	20.000	-10.000

TABLE XXXVI (continued)

Item	College %R	%U	%M	Σ	$\bar{X}$	xR	xU	xM
22	0	5	0	5	1.667	-1.667	3.333	-1.667
23	0	15	0	15	5.000	-5.000	10.000	-5.000
24	25	15	0	40	13.333	11.667	1.667	-13.333
25	25	30	0	55	18.333	6.667	11.667	-18.333
26	25	20	0	45	15.000	10.000	5.000	-15.000
27	25	35	0	60	20.000	5.000	15.000	-20.000
28	0	10	0	10	3.333	-3.333	6.667	-3.333
					Σx	60.000	180.000	-240.000
					AD $\bar{X}$x	2.143	6.429	8.571

TABLE XXVII

STATEWIDE ACCUMULATION OF RESPONSES AS TO SOURCES OF ACQUIRING SKILLS TO PERFORM TASKS

Item	Internship %R	%U	%M	Σ	$\bar{X}$	xR	xU	xM
1	50	40	0	90	30.000	20.000	10.000	-30.000
2	50	35	0	85	28.333	21.667	6.667	-28.333
3	25	35	0	60	20.000	5.000	15.000	-20.000
4	25	35	0	60	20.000	5.000	15.000	-20.000
5	25	35	0	60	20.000	5.000	15.000	-20.000
6	50	30	0	80	26.667	23.333	3.333	-26.667
7	25	45	0	70	23.333	1.667	21.667	-23.333
8	25	35	0	60	20.000	5.000	15.000	-20.000
9	25	30	0	55	18.333	6.667	11.667	-18.333
10	25	25	0	50	16.667	8.333	8.333	-16.667
11	25	35	0	60	20.000	5.000	15.000	-20.000
12	25	40	0	65	21.667	3.333	18.333	-21.667
13	25	35	0	60	20.000	5.000	15.000	-20.000
14	25	25	0	50	16.667	8.333	8.333	-16.667
15	25	35	0	60	20.000	5.000	15.000	-20.000
16	25	15	0	40	13.333	11.667	1.667	-13.333
17	25	35	0	60	20.000	5.000	15.000	-20.000
18	25	15	0	40	13.333	11.667	1.667	-13.333
19	25	25	0	50	16.667	8.333	8.333	-16.667
20	25	55	0	80	26.667	-1.667	28.333	-26.667
21	50	5	0	55	28.333	6.667	-13.333	-18.333

TABLE XXXVII (continued)

Item	Internship %R	%U	%M	Σ	$\bar{X}$	xR	xU	xM
22	50	30	0	80	26.667	23.333	3.333	-26.667
23	50	45	0	95	31.667	18.333	13.333	-31.667
24	25	40	0	65	21.667	3.333	18.333	-21.667
25	25	20	0	45	15.000	10.000	5.000	-15.000
26	50	40	0	90	30.000	20.000	10.000	-30.000
27	50	15	0	65	21.667	28.333	-6.667	-21.667
28	50	45	0	95	31.667	18.333	13.333	-31.667
					Σx	291.665	291.665	-608.335
					AD $\bar{X}$x	10.417	10.417	21.726

TABLE XXXVIII

STATEWIDE ACCUMULATION OF RESPONSES AS TO SOURCES OF ACQUIRING SKILLS TO PERFORMING TASKS

Item	Inservice %R	%U	%M	Σ	$\bar{X}$	xR	xU	xM
1	25	40	100	165	55.000	-30.000	-15.000	45.000
2	0	50	100	150	50.000	-50.000	0	50.000
3	50	30	100	180	60.000	-10.000	-30.000	40.000
4	50	30	0	80	26.667	-23.333	-3.333	-26.667
5	50	30	100	180	60.000	-10.000	-30.000	40.000
6	50	40	100	190	63.333	-13.333	-23.333	36.667
7	75	40	100	215	71.667	-3.333	-31.667	28.333
8	25	55	0	80	26.667	-1.667	28.333	-26.667
9	25	45	100	170	56.667	-31.667	-11.667	43.333
10	50	55	100	205	68.333	-18.333	-13.333	31.667
11	75	40	100	215	71.667	-3.333	-31.667	28.333
12	75	50	100	225	75.000	0	-25.000	25.000
13	0	25	100	125	41.667	-41.667	-16.667	58.333
14	0	40	100	140	46.667	-46.667	-6.667	53.333
15	50	60	100	210	70.000	-20.000	-10.000	30.000
16	50	60	100	210	70.000	-20.000	-10.000	30.000
17	75	50	100	225	75.000	0	-25.000	25.000
18	50	35	100	185	61.667	-11.667	-26.667	38.333
19	50	60	100	210	70.000	-20.000	-10.000	30.000
20	75	45	100	220	73.333	-1.667	-28.333	26.667
21	25	40	100	165	55.000	-30.000	-15.000	45.000

TABLE XXXVIII (continued)

Item	Inservice %R	%U	%M	Σ	$\bar{X}$	xR	xU	xM
22	50	65	100	215	71.667	-21.667	-6.667	28.333
23	50	35	100	185	61.667	-11.667	-26.667	38.333
24	50	40	100	190	63.333	-13.333	-23.333	36.667
25	50	45	100	195	65.000	-15.000	-20.000	35.000
26	25	30	100	155	51.667	-26.667	-21.667	48.333
27	25	40	100	165	55.000	-30.000	-15.000	45.000
28	50	45	100	195	65.000	-15.000	-20.000	35.000
					Σx	-520.001	-468.335	918.331
					AD $\bar{X}$x	18.571	16.726	32.798

no variance in response percentage varying between zero and one hundred.

Table XXXVII examines internship as the appropriate learning method. The variance in Rural and Urban is pictorially significant. Yet when the factor that the metro response was zero consistently, thus reducing the mean and increasing the variance, the variance in rural and urban does not appear significant.

Table XXXVIII examines inservice as the appropriate learning method. In consistently following the data obtained in the two previous tables a large percentage is evidenced. Logical examination and conclusion is easily ascertained when it is discovered that the metro respondent indicated 100% except for one item.

Section Three

Percentage of Time Spent in Administering Various Educational Activities

Each respondent was asked to complete the following chart:

Percentage of time spent administering:

_____Part-time Adult Programs

_____Full-time Adult Programs

_____Secondary-related Activities

_____Operational Activities (building maintenance, etc.)

This information was requested in an effort to document the actual percentage of time spent in part-time adult education versus other activities. Table XXXIX lists the responses obtained from the metro, rural, and urban-based schools by each of these population designations.

The abbreviation "PTA" is used to represent part-time adult. The abbreviation "FTA" is used to represent full-time adult.

TABLE XXXIX

PERCENTAGE OF TIME DEVOTED TO ADMINISTERING VARIOUS EDUCATIONAL ACTIVITIES

	PTA	FTA	Secondary	Operational
Metro				
a)	95	2	3	----
Urban				
a)	40	40	----	20
b)	40	----	----	60
c)	100	----	----	----
d)	80	20	----	----
e)	80	10	10	----
f)	80	10	10	----
g)	80	----	20	----
h)	50	25	----	25
i)	100	----	----	----
j)	70	5	20	5
k)	100	----	----	----
l)	60	5	5	30
m)	98	2	----	----
n)	100	----	----	----
o)	5	5	2	5
p)	10	88	----	2
q)	50	10	30	10
r)	25	50	25	25
s)	95	----	----	5
Rural				
a)	85	----	15	----
b)	30	5	60	5
c)	95	----	5	----
d)	50	20	----	30

As indicated in the previous table only one response was obtained from a metro-based school, nineteen responses were received from urban-based schools, and four responses were received from rural-based schools. (Note: The difference in the number of urban responses in Section Three versus Sections One and Two is a result of one respondent overlooking Section Three on the questionnaire.)

The average percentage of time utilized in performing each of the types of tasks indicated in Table XL.

TABLE XL

RESPONDENTS' ESTIMATES OF TIME SPENT BY TYPE OF PROGRAM OR RESPONSIBILITY (% OF TIME BY AREA)

	PTA	FTA	Secondary	Operational
Metro	95	2	3	0
Urban	66.47	14.47	6.42	9.84
Rural	65.00	6.25	20.00	8.75

A comparison of the percentage of time devoted to administering part-time adult education programs exhibits a large variance between population bases if contrasting metro data to either one of the other two population bases. Yet, very little variance exists between urban and rural responses.

The difference in the overall averages of each population base are listed in the following table.

TABLE XLI

COMPARISON OF PERCENTAGE OF TIME DEVOTED TO ADMINISTERING PART-TIME ADULT EDUCATION PROGRAMS

	Part-time Adult Programs	
	$\overline{X}$	x
Metro	95.00	19.51
Urban	66.47	9.02
Rural	65.00	10.49

$\overline{X} = 75.49$
$\overline{xx} = 13.01$

The degree of variance existing within the urban population, as shown in Table XLII reflects of larger difference in percentage of time devoted to administering part-time adult programs than even the comparison of population bases examines.

The data for the rural-based schools continued to show a large difference, as shown in Table XLIII.

The conclusion can easily be drawn that no consistency in percentage of time utilized for administration of part-time adult programs

exists within the three population bases or throughout the statewide distribution when all responses are examined totally.

TABLE XLII

DEGREE OF VARIANCE OF PERCENTAGE OF TIME DEVOTED TO ADMINISTERING PART-TIME ADULT PROGRAMS (POPULATION BASE, URBAN)

Urban	N	x
a)	40	26.47
b)	40	26.47
c)	100	33.53
d)	80	13.53
e)	80	13.53
f)	80	13.53
g)	80	13.53
h)	50	16.47
i)	100	33.53
j)	70	3.53
k)	100	33.53
l)	60	6.47
m)	98	31.53
n)	100	33.53
0)	5	61.47
p)	10	56.47
q)	50	16.47
r)	25	41.47
s)	95	28.53

$\bar{X} = 66.47$
$\Sigma x = 477.12$
$\bar{X}x = 25.11$

TABLE XLIII

DEGREE OF VARIANCE OF PERCENTAGE OF TIME DEVOTED TO ADMINISTERING PART-TIME ADULT PROGRAMS (POPULATION BASE, RURAL)

Rural	N	x
a)	85	20
b)	30	35
c)	95	30
c)	50	15
	$\overline{X}$ =	65
	Σx =	100
	$\overline{X}x$ =	25

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

This study was determined necessary to serve as a source document for further research of adult education in Oklahoma. The research questions were stated in such a way as to meet the documentation needs identified through practical experience identified needs of current part-time adult education administrators.

In the past few years, part-time adult education has expanded and become more diversified. As the enrollments grow and the services become more diversified, a great deal of concern is being expressed as to adequate preparation of currently employed part-time adult education and paramount concern is being expressed for the need to supply training for future part-time adult education administrators, yet before appropriate preparation content and methods for learning the skills identified as necessary must be documented. One of the best and most logical way to determine job skills is to do a task analysis of the job with several different performers in various types of settings.

One setting or variation in job performance that was assumed indicative of variance between types of tasks and percentage of time spent performing each of these tasks was the population base of the service area served by designated schools and/or part-time adult edu-

cation programs. These population bases designations were derived from data obtained from the State Department of Vocational-Technical Education based on the 1970 U.S. Census. The number of part-time adult education administrators in each school was then determined through information retrevial and investigation.

The respondents to this study were each divided into one of the population base designations. All data obtained was compared by frequency of response and percentage of response to determine if any significant variance exists between the population bases.

The research questions to be answered were:

1. What types of duties are performed by part-time adult vocational education administrators?

   Answer: All twenty-eight items are performed by part-time adult education administrators. By examining Table XXVI (Chapter IV) the least amount of time utilization designated to any one of the twenty-eight items based on statewide distribution was 21.17 percent of time with the highest being 48.5 percent.

   Item Requiring the Least Amount of Time (21.17 percent) - 14.

   Item Requiring the Greatest Amount of Time (48.58 percent) - 20.

2. What approximate percentage of time is spent performing each of these duties?

   Answer: Variances in the Percentage of Time alloted to completing each task did exist between rural, urban, and metro, yet a strong correlation between time utilization and the importance of each of the tasks was determined in Table XXIX.

   Sources:

   Tables XV, XVII, XIX, XXVI (Chapter IV) - Illustrate Percentage of

Time Utilization by Population Base per Item.

3. What is the best method(s) as perceived by current part-time adult vocational education administrators for training future part-time adult vocational education administrators? The alternatives given were: College before Employment, Internship, and Inservice.

   Answer: No definite data was determined for this question. A variance was determined by frequency of response and percentage of response, but the results did not appear to be reliable and valid after examining the responses to each item and the population base determinations.

   The discrepancy resulted in a disapportionate number of responses from the metro population base. This caused the calculations to be biases with no means for correcting the mean or variances computed.

4. Do the duties performed and percentage of time spent in performing each of these differ in rural, urban, or metro vocational-technical school districts?

   Answer: Table XXI (Chapter IV) illustrates the variance of time utilization averages obtained for each population base. The accumulation of deviations from the mean resulted in less than five percentage points indicating no significant variance between population bases.

5. Does each of the part-time adult vocational education administrators spend 100 percent of his/her time performing activities related to part-time adult education? If not, what other types of activities does this type of administrator participate in? What percentage of time is devoted to other activities? Is there a definite variance in response to this question evidenced by population base?

Answer: Not all part-time adult education administrators spend 100 percent of his/her time performing duties related to part-time adult education. As illustrated on Table XL (Chapter IV), only four administrators devote 100 percent of their time to part-time adult administrative activities. All four of the administrators that do are located in urban-based schools. The other types of activities which part-time adult education administrators participate in are also itemized by percentage of time utilized in Table XXXIX (Chapter IV).

The percentage of time devoted to part-time adult education activities was examined in Table XLI, (Chapter IV). Little variance is indicated between urban and rural, yet a significant variance exists between metro and the remaining two population base categories.

Conclusions Status and Recommendations For Further Research

The conclusions reached for the most part were satisfactory. The only disappointment was the inability to determine with valid and reliable data the most appropriate means for acquiring the needed skills. This disappointment was unavoidable because of the inability to obtain additional responses. The discrepancy in determining the appropriate learning method was a result of only one response in a population base consisting of only two schools. With only one school represented, the lack of variability in percentage of response and frequency of response caused an uncorrectable distortion in the mean, thus negatively effecting the variance obtained. Additional input as to methods for acquiring these skills be obtained and a detailed analysis completed.

This study may serve as a documentation source of task analysis. Additional desegration of interrelated skills necessary for completion of each task listed needs to be completed to determine an exact list of competencies necessary for performing the job of the part-time adult vocational education administrator.

As adult education continues to grow due to societal changes, a redetermination of activities need to be completed. As the field of adult education expands and redefinement of the administrative role is necessitated, tasks will change in terms of time utilization, importance in terms of ranking for job success, and the competencies required to complete the tasks will be modified. Thus, resulting in a need for total or partial revision.

With the field of adult part-time vocational educational expanding at such a rapid rate, research will need to be conducted continually in all aspects of adult education in order to provide accurate, up-to-date data analyses.

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APPENDIX

QUESTIONNAIRE

TO:

FROM: Kent Metcalf

DATE: February 11, 1980

The following questionnaire is designed to determine the most common duties performed by Part-time Vocational Education Adult Administrators in Oklahoma and to determine the best possible means of preparing future Part-time Vocational Education Adult Administrators. I would appreciate your completing each question and returning this questionnaire to me in the enclosed, self-addressed envelope by February 20, 1980.

The information which you furnish will be used as the basis for my Master's Thesis. The results of this study will be shared with the Adult Division of the Oklahoma State Department of Vocational-Technical Education.

Directions: Please indicate by marking (x) under:

1. Column A--the approximate percentage of time actually spent in perfroming the described activity.

2. Column B--your opinion as to the appropriate professional activity in which future administrators should acquire the needed skills or knowledge to accomplish the described activity.

3. In the section marked "Comments," please add any additional duties performed and complete Columns A and B.

4. If an activity does not apply to your current position, draw a line through the entire activity.

QUESTIONNAIRE

	COLUMN A (% of time spent performing activity)					ACTIVITIES	COLUMN B (most appropriate way to acquire skills)		
	100-90%	89-80%	79-70%	69-60%	59-10%		College Before Employment	Internship	In-Service
1.	( )	( )	( )	( )	( )	Analyze community, industrial, and business needs.	( )	( )	( )
2.	( )	( )	( )	( )	( )	Develop guidelines needed to establish and maintain a working relationship with the local industrial, business, and community representatives.	( )	( )	( )
3.	( )	( )	( )	( )	( )	Determine appropriate promotional methods (written, personal contact, radio, T.V., etc.)	( )	( )	( )
4.	( )	( )	( )	( )	( )	Develop written promotional materials (brochures, flyers, etc.)	( )	( )	( )
5.	( )	( )	( )	( )	( )	Prepare radio and T.V. spots	( )	( )	( )
6.	( )	( )	( )	( )	( )	Arrange for adequate facilities (classroom and lab)	( )	( )	( )
7.	( )	( )	( )	( )	( )	Arrange for instructors or resource persons	( )	( )	( )
8.	( )	( )	( )	( )	( )	Develop resource persons	( )	( )	( )

	COLUMN A (% of time spent performing activity)					ACTIVITIES	COLUMN B (most appropriate way to acquire skills)		
	100-90%	89-80%	79-70%	69-60%	59-10%		College Before Employment	Internship	In-Service
9.	( )	( )	( )	( )	( )	Accumulate resource material	( )	( )	( )
10.	( )	( )	( )	( )	( )	Obtain necessary instructional materials and supplies	( )	( )	( )
11.	( )	( )	( )	( )	( )	Determine admission policies	( )	( )	( )
12.	( )	( )	( )	( )	( )	Assist or supervise enrollment	( )	( )	( )
13.	( )	( )	( )	( )	( )	Prepare a student handbook	( )	( )	( )
14.	( )	( )	( )	( )	( )	Prepare instructor handbook	( )	( )	( )
15.	( )	( )	( )	( )	( )	Secure tuition or follow-up on unpaid tuition	( )	( )	( )
16.	( )	( )	( )	( )	( )	Provide inservice training for instructors	( )	( )	( )
17.	( )	( )	( )	( )	( )	Plan programs for specific groups, such as specific industries, business organizations, community groups, etc.	( )	( )	( )
18.	( )	( )	( )	( )	( )	Evaluate instructional process or class	( )	( )	( )
19.	( )	( )	( )	( )	( )	Distribute student certificates	( )	( )	( )
20.	( )	( )	( )	( )	( )	Make personal contacts in community	( )	( )	( )
21.	( )	( )	( )	( )	( )	Prepare budget	( )	( )	( )

	COLUMN A (% of time spent performing activity)					ACTIVITIES	COLUMN B (most appropriate way to acquire skills)		
	100-90%	89-80%	79-70%	69-60%	59-10%		College Before Employment	Internship	In-Service
22.	( )	( )	( )	( )	( )	Prepare and submit necessary reporting forms for reimbursement from SDVTE	( )	( )	( )
23.	( )	( )	( )	( )	( )	Identify potential increased costs and the consequences in determining whether to offer specific classes	( )	( )	( )
24.	( )	( )	( )	( )	( )	Establish advisory committees and utilize these committees in determining course offerings, etc.	( )	( )	( )
25.	( )	( )	( )	( )	( )	Reading professional or trade journals or publications to determine new training methods or curriculum developments	( )	( )	( )
26.	( )	( )	( )	( )	( )	Acquire specialized curriculum	( )	( )	( )
27.	( )	( )	( )	( )	( )	Develop curriculum or course outlines	( )	( )	( )
28.	( )	( )	( )	( )	( )	Supervise part-time classes	( )	( )	( )
COMMENTS:									
29.	( )	( )	( )	( )	( )	_____	( )	( )	( )
30.	( )	( )	( )	( )	( )	_____	( )	( )	( )
31.	( )	( )	( )	( )	( )	_____	( )	( )	( )

	COLUMN A (% of time spent performing activity)					ACTIVITIES	COLUMN B (most appropriate way to acquire skills)		
	100-90%	89-80%	79-70%	69-60%	59-10%		College Before Employment	Internship	In-Service
32.	( )	( )	( )	( )	( )	_____	( )	( )	( )
33.	( )	( )	( )	( )	( )	_____	( )	( )	( )
34.	( )	( )	( )	( )	( )	_____	( )	( )	( )
35.	( )	( )	( )	( )	( )	_____	( )	( )	( )

NAME:_____ SCHOOL:_____

Percentage of time spent administering:

_____ Part-time adult programs

_____ Full-time adult programs

_____ Secondary-related activities

_____ Operational activities (building maintainence, etc.)

VITA 2

Wayne Kent Metcalf

Candidate for the Degree of

Master of Science

Thesis: COMPARISON OF CURRENT AND PROJECTED ADMINISTRATIVE PERSONNEL PREPARATION, NEEDS, AND PRACTICES FOR ADULT VOCATIONAL EDUCATION PROGRAMS WITHIN OKLAHOMA'S AREA VOCATIONAL-TECHNICAL SCHOOL SYSTEM

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