AN ANALYSIS OF INTEREST AND PARTICIPATION

IN FAMILY RELATIONS OFFERINGS IN

A CHURCH-RELATED COLLEGE

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CHAPTER I

INTRODUCTION

There is evidence that one of the important goals of most people is to have a strong statisfying family life (Blood, 1978). However, few guidelines have been established as to how one can achieve a successful, satisfying, family life. According to Zimmerman (1972), the family has traditionally been the stabilizing influence in the society as well as in the individual. Zimmerman further notes that when adverse conditions strike societies, those societies with strong family systems tend to recuperate rapidly, while societies with weak family systems have great difficulty recovering. It is therefore important for society, as a whole, to have healthy families which meet the individual needs of family members.

One institution in our society that could, and perhaps should, be addressing the problems and challenges the family are experiencing today is the church-related college. Since so many events and teachings are experienced by people in their churches, it would only seem natural that the church-related college would assume the responsibility for meeting a very challenging area in its members lives, as well as those in the local community (Tullis, 1983).

However, this determination could call for a new appraisal of goals and objectives, and perhaps would require an evaluation of the institution's mission and philosophy. Another aspect of the issue is

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that not only would the church-related college be of service to its constituency and community by offering adult education offerings related to the family, but they would be strengthening their own financial base.

The Carnegie Commission supports the fact that college enrollments for the 18-21 year old are on the decline in four-year college degree programs (cited in Cross, 1980). Many college and universities have already experienced this problem, and many have started initiating other kinds of courses and programs. Today one in every three Americans are enrolled in some type of adult education. The number of colleges and universities offering non-credit courses has more than doubled in recent years (Cross, 1980). The Carnegie Commission (1971) conservatively estimated that 500,000 to 600,000 adult students will enroll in some type of adult education class by 1990 and that one million students will enroll in one or more adult education classes by the year 2000.

The focus on adult education offering of non-conventional types of classes, workshops, seminars, and family enrichment retreats, has used educators to, recognize the worth of their contributions (DuBois, 1972). According to Miller, Corrales and Workman (1975), recognition of family strengths and methods for utilizing them for enrichment has been a new development. Dewey (1916) stated that:

> New receptiveness follows upon new curiosity, and new curiosity upon new information about the successes, problems, impacts, side effects and recommendations relating to selected outreach problems in adult education (p. 255).

A positive step in planning is the end to which this needs analysis is directed. Because of the philosophy of the church-related

college and because of the challenges facing contemporary families,
this study researched the church community of Bethany Nazarene College
to determine if Bethany Nazarene College could serve the church
community better by offering adult education classes on the family.

Significance of Study

This study is significant for the following reasons:

1. Church related colleges are interested in finding better ways
to serve the members of their constituency.

2. The church-related college is concerned with ways to maintain
enrollment.

3. The church community relies heavily upon the church college to
meet many of the educational needs. The Academic Dean of Bethany
Nazarene College addressed the issue this way:

> Members of the church communty and church look to the church-
> related college with confident expectation that the college
> will address their needed areas for personal growth, problem
> solving and educational needs (Beaver, 1983).

Statement of the Problem

There was limited information regarding the need or interest for
offering adult education courses on the family at Bethany Nazarene
College, Bethany, Oklahoma.

Purpose of the Study

The purpose of this study was to determine:

1. If there was a need or interest in taking courses relating to
the family, at Bethany Nazarene College (BNC) Bethany, Oklahoma.

2. What particular topics related to the family would be of most need or interest to the participants.

To accomplish the purpose the following additional questions were researched.

3. Will the participants in this study prefer courses, workshops or seminars related to the family for credit or non-credit?

4. Will there be significant differences between men and women and among the three age groups, 18-29, 30-40, and 41-55, in the eight topics related to the family?

Hypotheses

To test the research questions the following null hypotheses were developed:

1. There is no significant difference in interest in Topic number one, Family Life Cycle, among all age groups.

2. There is no significant difference the interest shown in Topic number two, Family Conflict and Crises, among all age groups.

3. There is no significant difference in the interest shown in Topic number three, Marital Adjustment, among all age groups.

4. There is no significant difference in the interest shown in Topic number four, Parenting, among all age groups.

5. There is no significant difference in the interest shown in Topic number five, Communication, among all age groups.

6. There is no significant difference in the interest shown in Topic number six, Divorce and Separation, among all age groups.

7. There is no significant difference in the interest shown in Topic number seven, Role Exchanges in Marriage, among all age groups.

8.   There is no significant difference in the interest shown in Topic number eight, Money Management, among all age groups.

9.   There is no significant difference in the interest shown in Topic number seven, Role Exchanges in Marriage, between men and women of all age groups.

10. There is no significant difference in the interest shown in Topic number one, Family Life Cycle, betweem men and women in age Group I.

11.   There is no significant difference in the interest shown in Topic number two, Family Conflict and Crises, between men and women in age Group I.

12.   There is no significant difference in the interest shown in Topic number three, Marital Adjustment, between men and women in age Group II.

13.   There is no significant difference in interest shown in Topic number four, Parenting, between men and women of all age groups.

14.   There is no significant difference in the interest shown in Topic number five, Communication, between men and women in all age groups.

15.   There is no significant difference in the interest shown in Topic number six, Divorce and Separation, between men and women in age Group II.

16.   There is no significant difference in the interest shown in Topic number eight, Money Management, between the men and women in all age groups.

17.   There is no significant difference in the interest shown in Topic number seven, Role Exchanges in Marriage, and the six other

topics by both men and women among all age groups.

18. There is no significant difference between Topic number eight, Money Management, and the six other topics by both men and women in all age groups.

Assumptions

The following assumptions were accepted by the researcher:

1. Families today are meeting many difficult challenges.

2. The participants for this study represented members of the church community as they were randomly selected from three Nazarene churches within a 10 mile radius of Bethany Nazarene College.

Limitations of the Study

This study had the following limitations:

1. Those who were asked to participate in answering the questionnaire were confined to three Churches of the Nazarene which were selected out of 38 Nazarene churches in the greater Oklahoma City area.

2. The churches selected were all within a 10 mile radius of Bethany Nazarene College, Bethany, Oklahoma.

3. The study was based on a random selection of participants from selected churches, ranging in age from 18 years to 55 years of age.

4. The study was limited to determine the interest and need, as well as desire to participate, in adult classes related to topics on the family.

4. The study was limited to eight subject matter areas. These were: 1) Family Life Cycle; 2) Family Conflict and Crisis; 3) Marital

Adjustment; 4) Parenting; 5) Communication; 6) Divorce and Separation; 7) Role Exchanges in Marriage; and 8) Money Management.

Definitions

The following definitions are provided to assist in the understanding of particular terms used in this paper.

> Adult - is a person who has come into that stage of life in which he has assumed responsibility for himself and usually for others and who has accepted a functionally productive role in his community (Verner, 1964, p. 29).

Adult Education - Refers to non-traditional offerings with open entrance requirements for all adults. Possible offerings could be workshops, seminars, short-term courses, courses for credit or non-credit.

Church-related College - An insititution that is affiliated with a church denomination, and is committed to meeting the post high school educational needs within its constituency.

Communication - To recognize and acquire the skills that are needed for one to be a good communicator, and to further recognize the importance of good communication in the marriage relationship (Rice, 1983).

Divorce and Separation - To engage in the process of separating one's self from his/her spouse either by the act of separation or by the legal act of terminating the marriage relationship.

Family Conflict, and Crises - To understand and incorporate the principles of getting along with others and to recognize that crises are major turning points.

Family Life Cycle - Refers to the developmental stages of the

family which are essential for the growth and maturing of family members (Duvall, 1977).

Family Relations Offerings - Includes classes, workshops, or seminars which may be offered for credit or non-credit on various topics related to the family.

Groups - Refers to three age groups, Group I (18 to 29 years old), Group II (30 to 40 years old) and Group III (41 to 55 years old).

Interest - The desire to participate or to become a part of, or to become better informed about something in which one has a concern or an interest.

Marital Adjustment - The process of problem solving and acceptance within the marriage relationship. Both husband and wife engage upon this process willingly in order to fulfill one's own desires and expectations as well as those of their mates.

Money Management - To manage one's money by incorporating sound money management principles which many include the establishment of priorities, short and long range goals.

Need - Indicates there is a lack or want for a particular thing. As used in this research, need represents the reflection or desire for an educational activity, idea, values, knowledge, skills and related behaviors.

Offerings Related to the Family - Interdisciplinary offerings especially designed for adults. Probable course offerings may be: ways to adjust to divorce or separation, coping with mid-life crises, single-parent families, child abuse, family violence, marital communication, marital enrichment, variant life styles, changing roles in marriage, family life cycle, money management.

Parenting - To fill the role of being a parent for a child by nuturing, loving and guiding through the growing up years.

Roles and Role Exchange in Marriage - To recognize the importance of fulfilling one's role in marriage, and to further recognize the importance by being willing and able to adequately fulfill exchanged roles.

Organization of the Study

Chapter I introduces the research study, presents the significance of the study, statement of the problem, purpose of the study, hypotheses, assumptions, limitations, definitions, and organization of the study.

Chapter II provides a review of related literature focusing on the areas of present family systems: weakness and strengths, family life cycle, family conflict and crisis, marital adjustment, roles and role exchanges in marriage, parenting, communication, divorce and separation, money mangagement, philosophical background of adult education, motivation and learning, needs and goals of individuals, historical background of the church-related college, the church-related college and adult education, and summary of literature review .

Chapter III provides the methodology used in this study in the following ways: population and sample, development of instrument, data collection, and analysis of data.

Chapter IV provides data and analysis for the following: return rate, demographic characteristics of participants, response to topics, response by age groups, response to topics by men and women, examination of hypotheses, and summary of preferences. Chapter V

presents the summary, conclusions, recommendations for practice and

recommendations further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

The information in this chapter has been organized to include the following units: present family system: weaknesses and strengths, family life cycles, family conflict and crises, marital adjustment, roles and role exchanges , parenting, communication, divorce and separation, money management, philosophical background of adult education, motivation and learning, needs and goals of individuals, historical background of the church-related college, the church-related college, and adult education. These background materials provide a basis for developing the methodology employed in this study.

Present Family System: Weaknesses and Strengths

On the one hand, the American family is called the backbone of the nation. But at the same time it is said that the family is breaking apart and becoming a thing of the past.

> 'In sickness and in health, till death do us part.' This traditional part of the marriage ceremony might well be changed to the following in modern America: 'in happiness and in good health, till divorce do us part'(Cox, 1978, p. 447).

A hundred years ago in this country, 30 out of 1000 marriages ended each year in the death of one of the spouses. Only three marriages in every 1000 were ended by divorce. Today, these figures are nearly reversed. Divorce, separation, and desertion finish more marriages rather than death (Cox, 1978).

What is happening to the American family and home today, and where can one turn for information and assistance? One of the trends in our society is the continued steady increase in divorce. "Since 1867 (the first year national figures are available) divorce has increased 20 times as fast as the population" (Glick, and Norton, 1979, p. 301). Before World War II, there were about two divorces per 1000. By 1946 the rate had increased to 4.3 per 1000, then an all-time high (Glick and Norton, 1979). Throughout the 1950's the divorce rate dropped continually until it reached 2.2 per 1000 in 1960, and then began to climb again. By 1978, it had reached a new high of 5.1 per 1000, and in that year the number of divorces was almost half the number of marriages (2.2 million). "The Census Bureau projects that if these rates continue, that 40 percent of the marriages entered into by the current generation will end in divorce" (Glick and Norton, 1979, p. 167). The frequency of divorce has increased sharply through most of this century, with almost one out of every two marriages ending in divorce (Eshleman, 1981).

According to Lamann and Reidiman (1981), the prevalence of divorce is also apparent by the evidence of single-parent families. Between 1965 and 1975, the number of families headed by a mother increased almost ten times faster than the number of two-parent families. Now only 63 percent of all American children under age 18 reside with both parents in their first marriage. Sine (1981), of Seattle Pacific College, Seattle, Washington, presented some noteworthy statistics regarding what is happening to the American family. The premise of his statements are that the American family is changing, and in many ways, it is experiencing so many changes that it has become very difficult

for people to cope with the many adjustments and pressures upon their

lives. Some of the facts that Sine (1981) presented are:

> variant life styles are part of the American culture,
> couples living together without legal marriage tripled from
> 1970 to 1980. The number of divorces for the same period of
> time doubled, and one child in five lives with one single
> family parent. Child abuse and neglect are continuing to
> rise (n.p.).

The percentage of illegitimate births have tripled in the last

generation, with 600,000 illegitimate children having been born in the

United States in 1981. In addition to these facts, there were 1.2

million abortions during the same period (Sine, 1981).

> Sine further expressed his beliefs:

> that the church, the home, and educational institutions must
> become aware, and assume more responsibility not only for
> the rehabilitation of the family and its members, but more
> importantly, they must become actively involved in the
> prevention of many of the stresses and problems that are
> being acutely experienced by family members of all ages
> (n. p.).

Because of these and other problems experienced by American

families, former President Carter publicly declared the establishment

of the Office for Families in the Department of Health, Education, and

Welfare (Associated Press, October 16, 1979).

Family Life Cycle

Nass and McDonald (1982) present the developmental approach to the

study of the family as it moves through the different stages of the

"family life cycle". The developmental stages of childhood

have been researched and written about for many years by such people as

Gessell (1928), Freud (1938), Piaget (1958), and Erickson (1963), but

until recently little was ever written about the development of adults
(Gould, 1979). The first psychologist to view the life cycle was
Frenkel-Brunswik (Sheehy, 1974). Her philosophy was one of linking
sociology and psychology. "Frenkel-Brunswick's conclusion was that
every person passes throuth five sharply demarcated phases" (Sheehy,
1974, p. 18). Her work foreshadowed the eight stages in the life cycle
which were later researched by Erickson (1963) .

Erickson designed the life chart which showed life unfolding in
observable sequences. Each stage was indicated by a crisis. "Crisis
connoted not a catastrophe, but a turning point, a critical period of
increased vulnerability and heightened potential" (Sheehy, 1974, p.
19).

The life cycle refers to the seasons of a person's life as it
unfolds in sequences and stages. Each period has specific tasks. At
each crises point, one either progresses on, or falls back, there is no
neutral position. Whichever happens, the future is substantially
different. Crises are predictable and growth producing. External
marker events are constantly happening, such as graduation, marriage,
childbirth, divorce, jobs, etc. Changes within those marker events are
what make up a developmental stage. The inner realm of the individual
is where crucial shifts of growth occur. How we feel about the marker
events and how we come to grips with them, or avoid them, will
determine if we move forward or stagnate. For growth to occur,
challenges need to be slightly greater than the individual's present
coping skills, so that he/she can stretch, yet not be overwhelmed and
forced to retreat to safer ground (Sheehy, 1981).

Various researchers indicate that the developmental stages begin

and end at slightly different times. Levinson (1978) depicts the life
cycle ages as follows:

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16 - 22 . . . . . . . Leaving the Family
23 - 28 . . . . . . Reaching Out
29 - 34 . . . . . . Questions, Questions
35 - 43 . . . . . . Mid-life Explosion
44 - 50 . . . . . . Settling Down
After 50 . . . . . The Mellowing (p. 20).
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Sheehy (1981) believes that the willingness to move through each
passage is equivalent to willingness to live abundantly. If there is
no change, there is no growth. If there is no growth, there is no
living.

Sheehy states that growth demands a temporary surrender of
security.

> The courage to take new steps allows us to let go of each
> stage with its satisfactions and to find the fresh responses
> that will release the richness of the next. The power to
> animate all of life's seasons is the power that resides
> within us (1978, p. 514).

> One of the rewards of renewal is coming to approve of
> oneself ethically and morally, quite independent of other
> people's standards and agenda!(1981, p. 215).

> By navigating through various life styles to the point of
> dignity worth defending, one can achieve what Erikson calls
> 'integrity'. By this, he means arrival at the final stage
> of adult development, in which one can give a blessing to
> one's own life (1978, p. 510).

Family Conflict and Crises

A certain amount of conflict and discord may be considered a
normal part of every marriage (Rogers, 1973). Two people will never
agree on everything. But while some conflict may be inevitable, it is
not always desirable or helpful. Conflict can destroy love and a good
marriage. But it can also relieve tensions, and bring people closer
together than ever before. It depends upon the circumstances, and

focus of the conflict, the way it is handled and the ultimate outcome (McGary, 1975).

Different types of adjustments and conflicts arise with the change of the family life cycle. Research has shown that the school age family of two children, or more, produces an increased strain on marital roles so that stress and conflict increase (Nye, Carlson and Garrett, 1970).

Unexpected events such as unemploymnent, change of jobs, war, disaster, illness and unplanned pregnancy, death, or a forced separation may trigger a crisis (Rice, 1983). Couples who are emotionally insecure or unstable usually have more difficulty coping than do other couples (McCubbin et al., 1980). One study showed that couples who have high levels of tension between them, have even more conflict when they are together because of vacations, retirement, illness, or reduced hours of employmnent (Rosenblatt et al., 1979).

Marital Adjustment

Marital adjustment is the degree to which couples fit together and satisfy each other's needs, desires, and expectations; or stated more simply, how well the partners get along with each other (Lewis and Spanier, 1979). Marital adjustment is an interpersonal process that is dependent upon and affected by the partners' individual needs. Most people need to have intimate relationships with other people and privacy for themselves; people need both closeness and independence.

Traditionally, social scientists have regarded marital adjustments in terms of the family life cycle. Gradual changes in marital happiness were explained primarily according to the ages of the

couple's children, disregarding other important factors such as career and other major happenings.

By the 1970's social scientists began to recognize important influences other than children. Rollins and Feldman (1970) in interviewing 799 middle-class families in Syracuse, New York, found that occupational experiences of husbands might influence marital satisfaction more than the presence or developmental level of children.

More recently, sociologist Elder (1977) contends that the life course of families must be studied in terms of interdependent individuals living together and communicating. Families are not simply husbands and wives engaged in performing parent and occupational roles, they are married individuals who have careers and perhaps other outside interests. Family living becomes a situation in which multiple life courses must be coordinated.

Even when families are viewed as groups of interdependent individuals, however, social scientists interested in the family life cycle tend to see adults as unchanging in their values and attitudes. Lamanna and Reidman (1981) contend that this perception of the family life cycle fails to tell the whole story . An alternative is to think in terms of many and varied family life cycles rather than just one. This view takes into account complexity and change as well as stability and predictability. It sees families as made up of searching, choosing, experiencing, changing persons, most of whom prefer responsible roles (Aldous, 1978).

Sheehy (1974) in her book, Passages, popularized the sexual diamond theory. She suggests that men and women are most similar in

their goals at birth and in old age. Between these times, they move in opposite directions, with men mainly seeking self-actualization until mid-life crises, and women being caught up in family values. Somewhere between ages 35 and 45, however, most women and men reverse directions. Realizing they have "missed something" men grew more intent on family togetherness, and women begin the personal search for actualization. At this time the two are furtherest apart, but gradually come together again over the second half of their lives.

Roles and Role Exchanges in Marriage

Throughout much of American history gender roles and behavioral patterns of men and women have been quite rigidly defined. Certain types of work and ways of behaving were assumed to be appropriate. The traditional roles assigned to women have been those of homemaker and mother. The husband's role includes providing economic support and social position for the family (U.S. Department of Commerce, Statistical Abstract of the U. S. 1980). Men were expected to conform to an instrumental role and women to an expressive one (Parsons, 1955).

Traditionally, the idea of a good husband was one who assumed a dominant role as head of the family. He expected his wife and children to be obedient and submissive, and he had the final authority in matters of dispute. The man's role was even given religious sanction. The Bible ordered: "Wives be subject to your own husbands, as to the Lord. For the husband is head of the wife as Christ is head of the Church, he himself being the savior of the body." (Ephesians 5:22-23). The injunction was clear. The male's responsibility and divine right was to exercise his authority over his wife and children.

However in the United States today, there is increasing evidence that attitudes toward roles are changing both in and out of marriage. These changes seem to be occurring more rapidly for women than for men. Sexton (1979), for example, reports that men continue to be more traditional than women in their gender-role expectations.

A long-term study conducted by the University of Michigan's Survey Research Center and Population Studies Center seems to support this view. The study found significant changes over the past two decades in the attitudes of adult American women regarding outside employment, child bearing and family roles. The subjects in the study were a random sample of 969 white Detroit-area women who had just married or given birth to a first, second or fourth child. These women were interviewed by telephone in 1962, 1963, 1977, and 1980. As of 1980, 90 percent of the original participants were still with the study.

Among the questions asked was whether they agreed or disagreed with the statement, "Most of the important decisions in the life of the family should be made by the man of the house." In 1962, 66 percent agreed with the statement; in 1977 only 33 percent, and in 1980 only 23 percent agreed with it.

Another finding of the study was that the original group of women tended to be less traditional than men in regard to gender-role issues and not substantially different in their thinking from their daughters (most of whom were about 18 years old.) The women in the study stated that their change in attitudes was largely due to the changes they had experienced in their own lives. Particularly significant were the experiences in returning to school for more education and combining the roles of wife and mother with jobs outside the home (Nass, and

McDonald, 1982). In this regard, Scanzoni and Fox (1980) observed that the issue of women working is shifting from one of ". . . an all or nothing dilemma between career/job or marriage and children . . ." to one of ". . . the nature of what the occupation and domestic combination will be" (p. 745). They also observed that to facilitate these combinations, growing numbers of young women are planning to marry later and have fewer children.

Another study prepared for the President's Advisory Committee for Women (Yankelovich, 1980) suggests that since the mid 1970's there had been a dramatic shift in American public opinion regarding the role of women. The study also showed that people were realistic about the stresses experienced by women who work outside the home and supportive of the need for programs such as day-care to help working mothers. Other facets of the study showed that Americans believed that husbands and wives should share financial decision making, household and parenting chores. Henze and Hudson (1974) stated "that happness in marriage can only be achieved if the roles expected are the roles played (p. 724)."

Parenting

Scanzoni (1980) states that marriage and parenthood have often seemed synonymous in the past. The beliefs of the past often remain in the present after the original reasons for the belief have disappeared. For thousands of years humans had to reproduce and had to be parents, if the human race was to survive. Historically marriage implied the having and rearing of children. Today becoming a parent may be a personal choice and one that many families are choosing to exercise as

they are opting to have either no children or fewer children than in previous years. The economic and emotional costs of having children are great, yet the majority of married couples continue to want children. Despite the costs, most couples choose parenthood. Polls regularly show 80 percent of couples reporting satisfaction with their decision to become parents (Chilman, 1978).

The transition to parenthood is viewed by some researchers as a crisis for the couple. According to this view the married couple is a part of a system of roles and adding or removing members forces a reorganization of the system. The arrival of the first or subsequent children also brings the disruption of patterns of affection and intimacy (Russell, 1974).

Developmentalists believe that it is more accurate to regard new parenthood as a developmental stage in the family life cycle, with the transition to parenting being the "developmental task", thus parenthood becomes an adjustment task rather than a crisis (Hobbs and Cole, 1976). As significant change in parenting has been the shifts that have occured in the roles of mother and father over the past decades. Early psychological theories depicted the mother as the all-important influence in the child's life. Recent research has challenged this theory and more studies are looking at the contribution to better understand how the child affects the parents.

Regarding the relationship between father and children, Parke and O'Leary (1975) found that in a study of 19 couples, fathers interact with their newborns even more than mother. In a more recent study, fathers who were asked about the ways they viewed the role of father hood emphasized the importance of participating in infant care and

especially relating to the emotional needs of the child (Cordell, Park
and Swain, 1980).

Communication

Rice (1983) states that building and maintaining a marriage that
supplies emotional gratification for each partner, helps each to deal
with crises and to grow in a fulfilling manner; which can only be
achieved by the active processes of talking, listening, negotiating,
and problem solving. This process is called communication, which is
simply conversation with a purpose. "Successful marital communication
is a conversation that leads to pain reduction or pleasure enhancement
for one partner, with due regard to the impact on the other partner"
(Cox, 1981, p. 173). Creative, constructive communication is an act to
be learned (Wampler and Sprenkle, 1980). One of the major dimensions
of any human adjustment problem is the extent and nature of the
communication among the parties involved (Rice, 1983). Powers and
Hutchinson (1979) contend that good communication is the key to family
interaction and the lifeblood of all marital relationships.

Some researchers have found that for wives, good communication is
more related to general satisfaction with marriage than is sexual
satisfaction (Wachoiak and Brogg, 1980). Communication, at its best,
can be one means whereby couples can give and receive emotional
satisfaction, tenderness, understanding, sympathy and love.

Meaningful communication is the corner stone of any relationship.
Such communication must be open, realistic, tactful, caring and valued.
The difficulty of achieving effective couple communication is revealed
in a study by Beck and Jones (1973) of 266 family counseling agencies

which disclosed that almost nine out of every 10 couples with marital problems had difficulty communicating.

Divorce and Separation

The United States of America now has the highest divorce rate of any country in the world (Glick, 1977).

> Numerous and conflicting explanations have been given as to why this is so: the declining influence of the church, the breakdown of morals, more lenient divorce laws, changes in marriage functions and roles, or a decline of interest in traditional family forms. Probably all of these have to be considered as forming a kaleidoscope picture of the reason (Rice, 1983, p. 283).

According to the Bureau of the Census (1980), there were 1.2 million divorces and 2.4 million marriages in 1980. Divorce rates vary according to a number of socioeconomic factors (Hicks and Platt, 1970). In general men with a college education have a greater chance of their marriage surviving the first five years than do men with less education (Glick and Norton, 1971). Persons who grow up in unstable and unhappy homes are less likely to marry and if they do marry, their marriages are more likely to end in divorce than those who grow up in stable and happy homes (Riley and Spreitzer, 1974).

The median number of years of marriage before divorce is 6.6 years (U.S. Department of Health and Human Services, 1980). The probability of divorce is greatest two to four years after marriage for males, and one to four years for females. About 10 percent of U.S. divorces come in the second year, about 8.6 percent the third year, and the rate diminishes after that. Forty percent of all broken marriages last 10 or more years; 13 percent last more than 20 years (Freed and Foster, 1972).

Since half of all divorces occur in the first seven or eight years of marriage, numerous children are usually affected. Nearly two out of three divorces involve couples with children. More than a million children were involved in a divorced home in 1979 alone (U.S Department of Commerce, 1980). It is estimated that 30 percent of all children of school age are from a divorced home (Glick, 1975).

Money Management

Most American families experience a series of financial ups and downs throughout the family life-cycle. The average couple feels relatively comfortable before they have children. As they raise and educate their children, they go through an extended period of contraction. The family economy expands as children become self-supporting, then usually contracts again when the parents retire.

The way people handle their money is a reflection of their basic values. The use of one's money reflects not only their needs, but their priorities. Therefore people differ in their manner of handling money. The way couples manage money can be a revelation of basic character: their degree of maturity, responsibility, unselfishness, and their ability to cooperate (Neisser, 1972).

Philosophical Background of Adult Education

Adult education practices have been influenced by five general education philosophies: 1) Essentialism, 2) Perennialism, 3) Progressivism, 4) Reconstructionism, and 5) Existentialism (Apps, 1973).

The two that have been most influential are Progressivism

and Existentialism. Progressivism (Pierce, James, and Dewey) favors experience as the basis for knowledge. Learning to think and problem solve, is the focus here. Existentialism (Maslow, Roger, May, Fromm, Ruber) proposes that the purpose of education is to encourage individual self-fulfillment and freedom (Price, 1981, p.20).

Adult Education in the United States dates back to the Progressivist philosophy of education which was formulated by Dewey in the 1900's (Houle, 1972). Dewey, a Pragmatist, attacked traditionalism and declared that education should be related to all experience. He made the declaration that experience should be the basis for knowledge and that there should be a clearer understanding regarding newer techniques of learning, and the importance experience plays in the total scheme of lifelong learning (Price, 1981). It was Lindeman (1926) who saw the purpose of adult education as putting meaning into the whole of life. Lindeman's writing depicts his philosophy regarding adult education as a new technique for learning. He saw it as an opportunity for people of all ages, to not only help evaluate their own experiences, but to also be more able to problem solve, thus experience a richer self-fulfillment (Gessner, 1956).

Lindeman (1926), identifies several key assumptions about adult learners, that constitute the foundation stone of modern adult learning theory:

1. Adults are motivated to learn as they experience needs and interests that learning will statisfy; therefore, these are the appropriate starting points for organizing adult learning activities.

2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.

3. Experience is the richest resources for adults' learning; therefore, the core-methodology of adult education is the analysis of experience.

4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it.

5. Individual differences among people increase with age; therefore, adult education must make optimal provisions for differences in style, time, place, and pace of learning (p.31).

Thus the foundation for continuing education and adult education was established. This lifelong learning theory had been given the name of "Andragogy", a term coined in the United States by Knowles (1980). Knowles' philosophy of adult education does not establish two cleavages for education but proposes a continuum, pedagogy, "the art and science of teaching children" (p. 53) on the one end and androgogy, "the art and science of helping adults learn" (p. 43) on the other. It is pedagogy that is more concerned with the transmission of knowledge while andragogy is concerned with the process of self-directed inquiry. Andragogy means more than just helping adults learn (Knowles, 1981).

The theory of andragogy is based on four main principles which are different from pedagogy. These principles can be classified into the following categories:

1. Change in self-concept
2. The role of experience
3. Orientation to learning
4. Readiness to learn (Knowles, 1979).

Andragogy assumes that learning is a continuum throughout one's lifetime. It further assumes that the self-concept moves from one of dependency, to one of increasing self-directedness. Pedagogy assumes dependency and continues to maintain that dependency. Andragogy assumes the role of allowing the individual to "mature" and "grow" thus becoming a self-directed individual (Knowles, 1979).

The second assumption of experience asserts that "one's background of experience and interest should provide a background or base upon which further experiences and learning can be built" (Knowles, 1979, p. 56).

"The third assumption is that the adult's orientation to learning is problem-centered rather than subject-centered." This allows the learner to become a participant in his own learning experience, and requires that methods of instruction become less transmittal (Knowles, 1979, p. 58).

The fourth assumption is the adults' readiness to learn. This principle suggests that there is a teachable moment when one is more ready or motivated to learn (Havighurst, 1961). Further research supports that motivation to learn comes at different times for people. To understand motivation better, one needs both to know how individuals learn as well as what and why and to further recognize that pleasure and self-esteem are essential for motivated learning. A continued understanding of motivation leads one to recognize that there are certain basic needs and goals that must be satisfied for each individual.

Motivation and Learning

The fact that adults can learn leads to further questions such as how, and what motivates them to learn. Tough's (1971) investigation was concerned not only with what and why adults learn, but how they learned.

> Almost everyone undertakes at least one or two major
> learning efforts a year, and some individuals undertake as
> many as 15 to 20 . . . it is common for a man or woman to

> spend 700 hours a year at learning projects . . . About 70%
> of all learning projects are planned by the learner himself,
> who seeks help and subject matter from a variety of
> acquaintances, experts and printed resources (p. 1).

Tough (1971) found that his subjects organized their learning

efforts around:

> projects . . . defined as a series of related episodes,
> adding up to at least seven hours. In each episode, more than
> half of the person's total motivation is to gain and obtain
> a clear knowledge and skill, or to produce some other
> lasting change in himself (p. 6).

Tough was interested in determining what motivated adults to begin

a learning project, and found that overwhelmingly his subjects

anticipated several desired outcomes and benefits. Some of the

benefits are immediate: satisfying a curiosity, enjoying the content

itself, enjoying practicing the skill, enjoying the activtitity of

learning; others are long-run: producing something, imparting

knowledge or skill to others, understanding what will happen in some

future situation. Clearly, pleasure and self-esteem were critical

elements in motivation of Tough's subjects (Knowles, 1979).

Needs and Goals of Individuals

> The primary and immediate mission of every adult educator is
> to help individuals satisfy their needs and achieve their
> goals. If an individual is asked what these are, he or
> she will respond in terms of the acquisition of some
> specific competence, such as 'being able to speak in public'
> or 'knowing mathematics'(Knowles, 1980, p. 27).

Maslow (1970) states:

> that the goal of education, and the goal so far as human
> beings are concerned is ultimately the 'self-actualization
> of a person, the development of the fullest height that the
> human species can stand up to or that the particular
> individual can come to (p. 169).

"Maslow developed the proposition that there are innate sources of

motivation which he calls needs" (Goble, 1970, p. 376). In 1943, Maslow first expounded his theory of need hierarchy. He proposed that human needs arrange themselves in hierarchies of potency. The appearance of one need rests upon the prior satisfaction of another, more prepotent need (Goble, 1970).

Later, Maslow (1970) identified three underlying assumptions necessary for a sound theory of need:

1. The individual is an integrated whole.
2. Most desires and drives in the individual are interrelated.
3. While the methods of need satisfaction vary greatly among races and cutures, the ultimate ends seem to be identical (p. 52).

He further identified five levels of needs: 1) physiological 2) safety and security 3) love and belongingness 4) self-esteem by others, and 5) self-actualization. These levels have become known as a hierarchy of needs. Maslow (1970) arranged these human needs in a hierarchical order as shown in Figure 1. Maslow further clarified that all needs are interrelated. The human being seldom reaches a state of complete satisfaction except for a short time. When one desire is satisfied, another one surfaces to take its place.

Maslow further proposed the following principles of operation for these needs: 1) gratification for the needs on each level, starting with the lowest, frees a person for higher levels of gratification, 2) those persons in whom a need has been satisfied, are best equipped to deal with deprivations of that need in the future, 3) healthy persons are those whose basic needs have been met so that they are principally motivated by their needs to actualize their highest potentialities.

SELF-ACTUALIZATION

Truth
Goodness
Beauty
Aliveness
Individuality
Perfection
Necessity
Completion
Justice
Order
Simplicity
Richness
Playfulness
Effortlessness
Self Sufficiency
Meaningfulness

Self Esteem
Esteem By Others

Love & Belongingness

Safety and Security

Physiological
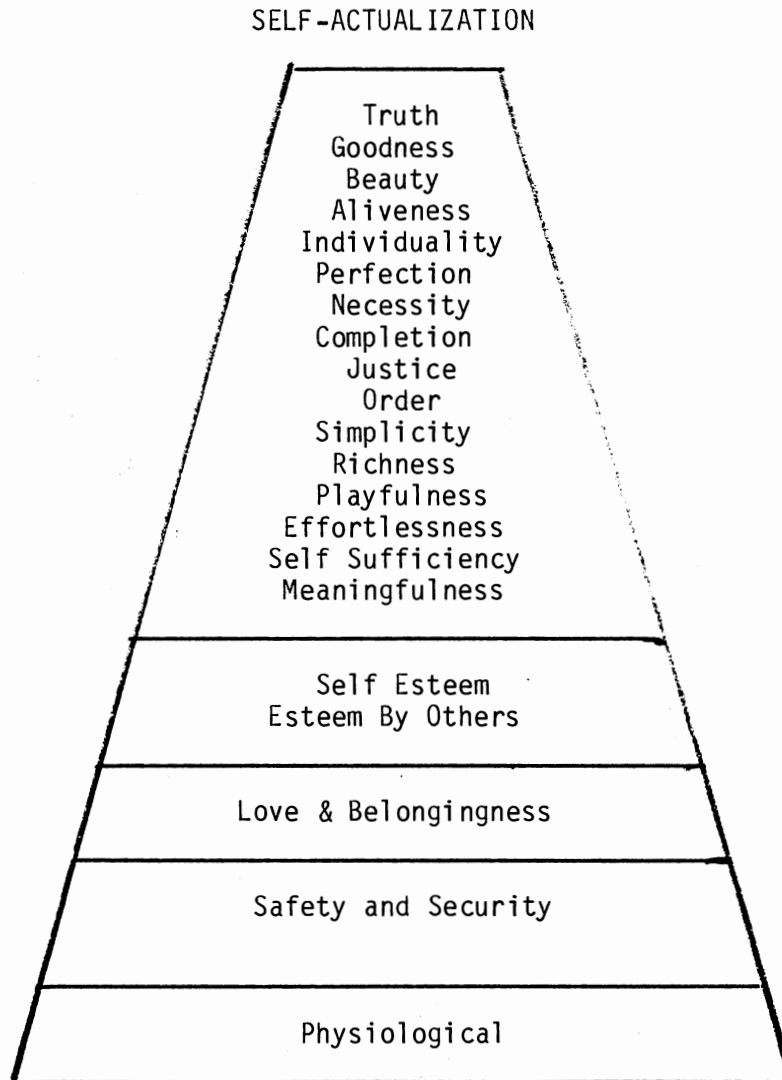
Source: Adapted from Frank Goble, The Third Force: The
Psychology of Abraham Maslow (1970).

Figure 1. Abraham Maslow's Need Theory

This concept implies that the adult educator's mission is to
help individuals learn what is required for gratification of
their needs at whatever level they are struggling. If they
are hungry, we must help them learn what will get them food;
if they are well-fed, safe, loved and esteemed, we must help
them explore underdeveloped capabilities and become their
full selves (Knowles, 1980, p. 29).

In <u>Motivation</u> <u>and</u> <u>Personality</u>, Maslow (1970) qualified and somewhat modified the theory of hierarchy and prepotency. He acknowledged that the order of needs are not fixed for all people, (Figure 2) and that "within the sphere of motivational determinates any behavior tends to be determined by several or all of the basic needs simultaneously, rather than by one of them" (Knowles, 1970, p 55). With this revision, he recognized that there are multiple determinants of behavior, degrees of need satisfaction and relative order of the hierarchy of needs (Knowles, 1970). This hierarchy could then be portrayed as a series of skewed curves, illustrating that a need does not appear quickly, but rather may evolve slowly. It may be present in some form for long periods of time. . . . for the rest of an individuals life (Norlin, 1979).

> Learning is described psychologically as a process of
> need-meeting and goal-striving by learners. This is to say
> that individuals are motivated to engage in learning to the
> extent that they feel a need to learn and perceive a
> personal goal that learning will help to achieve; and they
> will invest their energy in making use of available
> resources to the extent that they perceive them as being
> relevant to their needs and goals (Knowles, 1980, p. 56).

Knowles (1980) sees two kinds of needs having meaning for adult educators in program development: 1) basic or organismic needs and 2) educational needs. He has synthesized from his insights in teaching adults what he believes to be basic to human needs, particularly motivation of behavior.

```
              |                                    Self Actualization
              |
              |
              |                          Esteem
              |
              |
              |        Love and
              |          Belongingness
      LEVELS  |
              |       Safety
        OF    |        and Security
              |
      NEED    |
              |  Physio-
              |    logical
              |
              |
              |_____
                   PROGRESSION OF NEED LEVELS OVER TIME
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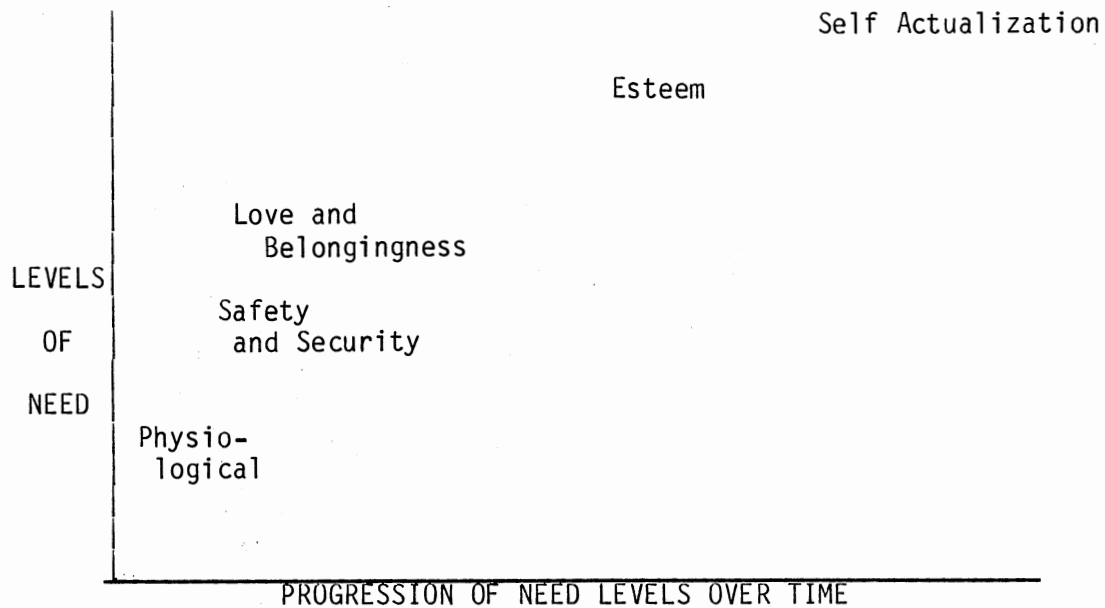
Figure 2.   Need Level and Time

Basic needs have a relevance to education in that they provide the deep motivating springs for learning "Educational needs on the other hand is something people ought to learn for their own good, the good of society, and the good of the organization" (Knowles, 1980, p. 122). Therefore an educational need is the discrepancy between what the individuals (organizations or society) want themselves to be and what they are, or the difference between their present level of competency and the required level of competency (Knowles, 1980).

Educational needs may be referred to as the "felt needs" of the individual or community (Peterson, 1974). The first recognizable meaning of "need" is interest, which is the desire to be associated with an activity or subject either for its own sake or for the social contacts it affords. A second meaning of "needs" is concern which is a

spontaneous, high level, non-instrumental desire to be associated with an activity or subject for its own sake. A third kind of "need" is the desire to participate or learn as a means of achieving a goal.

If "felt needs" were taken seriously in the democracy in which we live, people would be given what they want, the way they want it. Yet there is considerable discussion of both the appropriate content in adult education programs and of the best teaching methods. The question remains whether adult education ought to benefit mainly individual or society as a whole (Peterson, 1974).

The aim of adult education is to help adults learn ". . .some content material worth learning and understand something that will make individual lives richer and more meaningful" (McGhee, 1956, p. 71). Sheets et al. (1957) concludes therefore that an adult education program should be oriented to meet the "felt needs" of the people and that those "felt needs" are not generally met by methods designed to pass on subject-matter information from authorities (textbooks, reading references, instructor) to the student. "Group discussion and individual involvement is the basic method of adult education" (p. 323).

Historical Background of the

Church-Related College

Education probably started taking place the day the
settlers landed in Jamestown in 1607; for in order to
survive, these British colonists had to learn about a new
environment and its peculiar requirements. The methods
they used can be assumed to consist of rather crude
observation, trial and error, and exchange of experience
(Knowles, 1980, p. 13).

Adult education during the Colonial period was primarily

vocational and disorganized (Knowles, 1980). But, ". . .the seeds of certain institutional seeds were planted" (Knowles, 1980, p. 14). And at the same time the "American Dream," the notion that every person can get ahead if he works hard, also had a definite influence upon the growth and development of adult education in this country.

The first permanent institution of education to be established was the church-related college. Harvard College, later named Harvard University, was founded 16 years after the Puritans landed in Massachusetts. The College was named after John Harvard, a minister (World Book Encyclopedia, 1966).

Yale University was founded in 1701 by 10 Connecticut clergymen, and was chartered under the name of Collegiate School. Collegiate School was later moved to New Haven, Connecticut, and was named Yale University in 1716. It was named after a retired merchant in London who contributed money to the University (World Book Encyclopedia, 1966).

Princeton University was founded as a liberal arts school for men in Princeton, New Jersey. Founded in 1746 by the Presbyterian Church to produce ministers for the colonies it was originally called the College of New Jersey (World Book Encyclopedia, 1966).

The single most universal instrument for intellectual development during Colonial times was the church. Although the subjects of the Colonial sermons were mostly theological, the Puritan clergy justified their injecting humanistic learning as being necessary for the development of human reason and revelation, whereas grace was necessary for faith and salvation. The church also became the scene of mid-week lectures for both clergy and laymen (Knowles, 1980).

By the early 1800's various learning circles had outgrown the use
of the church for lectures and forum meetings. Among institutions of
higher learning, Illinois Wesleyan College led the way in correspondence
education. From 1873 to 1910 this Wesleyan College offered degrees,
including doctorate degrees on the basis of home study courses
(Harrington, 1977). Thus the grassroots beginning of church-related
colleges was realized for Catholics and Protestants alike. By 1861 a
total of 182 permanent church-related colleges had been founded
(Tocqueville, 1954).

<div style="text-align:center">The Historical Record: to 1865</div>

In the early 1800's numerous other adult education institutions
were established. Two of these institutions were: the Mechanics'
Apprentices Library in Boston and the New York Mercantile Library in
1820. These insitutions provided libraries, lecture series, scientific
collections, and periodicals (Knowles, 1980).

One of the most significant establishments that reflected the
people's interest for knowledge was the Lyceum. The idea of a network
of Lyceums emerged out of the the experience of Josiah Holbrook of
Derby, Connecticut, who was a lecturer before numerous groups in New
England. In 1826, Holbrook developed a full-scale plan which would
reach every part of the nation and further proved that the plan would
work by moving from town to town. The movement spread and by 1835
there were about 3,000 town lyceums, over 100 county lyceums, and 15
state lyceums (Knowles, 1980).

In 1831, the national American lyceum movement was established and
continued to operate until approximately the Civil War. The lyceum

movement left several permanent marks upon the American culture and, particularly, adult education (Knowles, 1980). It demonstrated the integration of a national system of local groups which were organized primarily for adult education purposes, and which largely contributed to the development of such organizations as women's clubs, service clubs, parent-teacher association and the Great-Books program. The lecture forum was later adopted and extended by such successors as the Chautauqua, university extension and public forum movements (Knowles, 1980).

Another significant movement that became quite visible was the voluntary associations and agencies. The voluntary movement became so visible by 1831 as to draw these often-quoted remarks from the French observer, de Tocqueville (1954):

> Americans of all ages, all conditions, constantly form
> associations of a thousand other kinds, religious, moral,
> serious, futile, general or restricted, enormous or
> diminutive. The Americans make associations to give
> entertainments, to found seminaries, to build inns, to
> construct churches, to diffuse books, to send missionaries
> to the antipodes; in this manner they found hospitals,
> prisons and schools. If it is proposed to inculate some
> truth or to foster some feelings by the encouragement of a
> great example, they form a society. Wherever at the head of
> some new undertaking you see the government in France, or a
> man of rank in England, in the United States you will be
> sure to find an association (p. 114).

About the same time the voluntary educational movement was developing, the protestant churches experienced a rise in adult lay activities; thus the American Sunday School Union was founded in 1824. The earliest forms of adult educational activity operated by Catholics were reading circles, which were often founded in connection with parish libraries (Harrington, 1977).

The period between the American Revolution and the Civil War was a

definite point of development in the history of education, since it was during this time that the basic pattern of our national system of state-supported schools, state-universities and normal schools took place. While there was little opposition to education for everyone in the republic, there was strong opposition to the idea of universal education being supported by taxation. Public interest and support was rallied by running debates, lyceums, and discussion groups. As Cubberly (1948) phrases it "In 1825 common schools were the distant hope of statement and reformers; in 1850 they were becoming an actuality in almost every northern state" (p. 670).

Soon to follow the establishment of tax-supported education was public evening school, which in the next century became one of the principal instruments of adult education. By 1869 evening classes had been established in such cities as New York, Boston, St. Louis, Chicago, Louisville, and Philadelphia (Cubberley, 1948).

The Historical Record: 1865-1915

While the dominating spirit of the adult education movement up to the Civil War had been the diffusion of knowledge, that period between the Civil War and World War I might be characterized as the diffusion of organizations. During this period the opportunity for joining reached its full force (Tocqueville, 1954).

The churches in America had been engaged in adult education from their very beginnings. Much of their goal incentive was the indoctrination of their Bibical stance to their parishioners. One of the brightest lights in the adult educational area was the Chautauqua Institution (Meland, 1939). Chautauqua was founded on the shores of

Chautauqua Lake in New York in the summer of 1874, as a pan-denominational normal school for Sunday-school teachers. But the idea of the summer educational program proved so popular, that Chautauqua began to attract other participants beside Sunday-School teachers to include participants from every aspect of culture (Meland, 1939).

In 1878 the first integrated core program of adult education organized in this country on a national scale came into being --the Chautauqua Literary and Scientific Circle (C.L.S.C.). The C.L.S.C. provided a four-year home study course in history and literature which was carried in conjunction with local reading circles. Chautauqua also initiated a series of summer schools in language, liberal arts, speech, music, library training and other disciplines. The result, was the demand for continuation of these courses during the winter months, thus the development of correspondence courses. Chautauqua also developed an extensive informal program of lecture series, conferences, concerts, plays and special interest clubs.

In churches, the establishment and development of Reading Circles were rapid and widespread (MacLellan, 1935). In 1889 the Reading Circle Union was formally organized. Then in 1892 the Catholic Summer School of America was established: ". . .to enable those who could not attend the university regularly, to benefit from the summer school lecture" (MacLellan, 1935, p. 20). Although the adult educational work of the churches and temples remained traditional in its philosophies, the leadership in many communities pioneered the development of highly intellectual public forums (MacLellan, 1935).

In Protestant Churches this was a period of great creativity (MacLellan, 1935). The Sunday-School, which became established

originally for the schooling of children during the decades following

the Civil War, expanded its classes to include teaching activities for

people of all ages.

> Inter-demoninational conventions of Sunday-school leaders
> had been meeting intermittently since 1832, and at the
> Fifth National Convention in 1872 a plan for International
> Uniform Lessons was adopted which had profound consequences
> in the expansion and the fixation of religious education
> in this country (MacLellan, 1935, p.10).

> Until the Civil War, American higher education centered on
> low enrollment, limited curriculum liberal arts colleges.
> The next half century brought major changes, with rising
> enrollments, new curricula, the elective system, the
> emergence of professional training, the launching of
> university research, and the acceptance of adult education
> as an integral part of the post-secondary effort
> (Harrington, 1977, p. 13).

After the Civil War, older men and women enrolled with younger

students in standard degree programs. Increasingly more of them turned

to summer school, evening classes, correspondence and extension

courses. New forms of higher education were developed to accomodate

the part-time students, most of whom were adults. By World War I these

new forms of higher education were accepted parts of the American

college and university structure.

The Historical Record: Since 1915

President Truman's Commission on Higher Education (Harrington,

1977) declared that:

> . . .colleges and universities should elevate adult
> education to a position of equal importance with any other
> of their functions, and that adult education should become
> the responsibility of every department or college (p. 97).

Some American enthusiasts saw the teaching of adults

becoming a main responsibility in colleges and universities

in the quarter century between the World Wars. In 1945 additional
funding was appropriated for adult education. Thousands of adult
veterans enrolled in American Colleges and universities. These
veterans showed that older students were capable of learning and thus,
adult education emerged as a recognized field of study (Harrington,
1977).

By the middle 1960's there were new excitements. The activities
that developed in the mid and late 60's were due to Kennedy's New
Frontier and Johnson's Great Society. In spite of Vietnam and domestic
turmoil, American educators remained optimistic about the future. The
1970's brought disappointment, disillusion, scandals, inflation and
deep uncertainties about the years ahead. "But despite budget cutbacks
and diverse problems, adult education fared well, actually showing
gains in enrollment" (Harrington, 1977, p. 24).

There were two main reasons for this improvement: first, the
increasingly complex character of modern life. As the United States
moved into the computer age, all professionals faced the endless task
of keeping up with new developments in their fields. The quantity of
informantion in each discipline doubled every decade. New approaches
forced abandonment of traditional methods, thus continuing professional
education came into its own. Courses were offered for trade and
professional associations, by training companies and business firms.
And at the same time, there was plenty of room for higher education to
particpate. Colleges and universities were able to package materials
and courses that people needed and could offer continuing education
courses for college credit.

Secondly, there was a new emphasis on providing greater educational

opportunity for all Americans.

> The philosophy of excellence in education was expanded to
> excellence and opportunity. It was increasingly being
> recognized that all was not well in affluent America.
> Prosperity did not extend to the very old and very young, to
> the rural poor, to the physically and mentally handicapped,
> nor to much of the female population (Harrington, 1977,
> p. 28).

The success of continuing professional education and the decision

to broaden opportunity were the most dramatic changes in post-secondary

adult education since 1965. The student protestors of the 1960's

aroused interest in adults by demanding relevant education and closer

ties to the needs and problems of their adult world (Harrington,

1977).

The years since 1970's have been the best ever for post-secondary

adult education in the United States (Harrington). Technological

advances as well as rising unemployment have made going back to school

more interesting. Financial support has been provided by both the

government and private sector (Harrington).

The 1970's brought into focus the need for people of all ages and

walks of life to continue their education. Colleges and universities

have recognized that many of those seeking continued learning, are

seeking a relevant and sometimes non-traditional learning experience.

Some of the institutions of higher learning that are evaluating their

role and very existence is the church-related college.

<div align="center">

The Church-Related College

and Adult Education

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The status, functions and role of the church-related college are

currently under widespread examination. Never before in the history of

American higher education has this segment of the learning community been challenged so critically and with, what appears to be, justifiable reason from within and without (Dubois, 1972).

At the same time, all of American education is beginning to examine itself, but for different reasons. The shrinking tax base, higher salaries, sophisticated technical facilities and the lessening employment market are only a few of the obstacles which are confronting the contemporary learning community.

On the other hand, the church-related college has all of these same problems facing it in addition to its identity crisis: What am I? Why am I here? What do I do differently from other institutions? Can I survive? Should I survive (Dubois, 1971)?

The accomplishments of the church-related college through the years have been impressive and it is well-known that the original purposes for the establishment of these institutions have broadened considerably. Traditionally the church-related college has determined what courses would be offered and how they would be taught. Adult education as a part of the curriculum in the church-related college would require a more flexible and open philosophy.

Falling enrollments are prompting colleges to push back the horizons in search for additional students.

> 'We just had to face the facts' says Michael Vennetti, administrator of St. Mary's College, San Francisco, California. 'The baby boom is over, and undergraduate enrollments have started to be a problem. We had to do something to stop losing money.' The adoption of an adult education program has helped to carry St. Mary's College financially. 'It's very profitable' says Vennetti (Business Week, 1977, p. 92).

Many colleges in addition to St. Mary's have been discovering the

advantages of an adult education program. They are creating specialized programs, both degree-oriented and generalized. It ranges from adults returning to acquire a new degree, to professionals seeking certification or licensing renewals, to those interested in brushing up on new theories, or learning a new skill or trade.

According to the National Center for Educational Statistics, more than 17 million adults aged 25 and over were registered in continuing education courses in 1975. Yet full-time college enrollment, primarily aged 17 to 23 showed no growth for the first time since 1951, holding steady at 6.8 million. The Center believes that adults over the age of 21 may account for 40 percent of total college enrollment by the early 1980's for those who want to keep up, change careers, or are interested in some area of personal development (Business Week, 1977).

In sheer numbers alone, the trend is extraordinary (Business Week, 1977). At the University of Colorado, attendance at continuing education department courses jumped from approximately 29,000 in 1971 to 41,000 in 1975. California's community college network, which is tuition-free for in-state residents, served 1,265,000 adults which represents one out of every eight adults in the state. This is a 50 percent increase over just five years ago. Nationwide, 5.5 million adults over age 25, (about 50 percent of total college enrollment), took courses for credit (Business Week, 1977).

Most adult scholars are interested in furthering their careers. Says Hubert Gibbs, Dean of Boston University's Adult Metropolitan College: "Our students are essentially upwardly mobile people who are looking for better jobs. Many women, either divorcees forced to support themselves or older women whose children are grown, return to school"

(Business Week, 1977, p. 92).

For some institutions, adult students undoubtedly hold the key to success, or even survival during the 1980's. Educators and administrators must recognize that the adult will be the largest single potential source of college students during the 1980's (Kerr, 1980).

In addition to the economic advantages of increased enrollment, there are other economic advantages in providing services for adults. Many adult programs, for example, can be created without a commitment to a full two-or four-year sequences as well as the commitments of faculty and space. Also, adult students do not need many of the services required by undergraduates who live on campus (kerr, 1980).

On the other hand, treating adults merely as substitutes for traditional undergraduates could be invitation for trouble (Educational Digest, 1980). Experience has taught administrators that it takes anywhere from three to six part-time adult students to bring in the same amount of cash as for full-time undergraduate (Educational Digest, 1980). The college of the 1980's needs both the undergraduate and the adult learner.

Yet another factor in projecting college enrollments is the type of college. Public community colleges are generally in a good position to serve higher education's non-traditional and "new" students. While some will face a significant loss of 18-year-olds, their role in the 1980's will generally be consistent with their founding mission (Cross, 1980).

Similarly, highly selective colleges and universities will probably not be greatly affected by the decline of 18-year-olds in competing successfully for the better students from the less selective

institutions, in order to maintain enrollment. This means that many moderately selective four-year and church-related colleges are caught in the competition between the attractiveness of prestigious institutions, and the convenience of low-cost community colleges. They could find themselves in serious difficulty by 1985 and fighting for survival in 1990 (Cross, 1980).

Higher education in the United States has many rich possibilities ahead (Kerr, 1980). One could take the stance that the future of higher education has never been better, but higher education must be readied for a different student body, containing a higher proportion of minorities, women, part-time students, older student, commuters, and short-term students (Kerr, 1980).

The State of Oklahoma in Oklahoma Higher Education: A State Plan for the 1970's Revision and Supplement gave posititve indicators for the future, the report stated:

> Even though the traditional college-age population (18-24) will decline by about 15 percent during the 1980's, the non-traditional market (25-44) will increase by more than 25 percent for the same period, providing the opportunity for institutions to serve this new and expanding population group (Hobbs, 1976, p. 11).

Cross (1973) of the Educational Testing Service further addresses the situation:

> So adult learners do challenge the heart of higher education . . . the curriculum. But equally important . . .is the challenge of time for traditional education . . . . We need new measures of competency that acknowledge what is learned rather than how it is learned is the true measure of education. And we need new flexibilities that can make lifelong learning a reality (p. 72).

Conley (1983) , President of Gulf Cost Bible College espresses it this way:

6

The church-related college can and must become more flexible
in meeting the educational needs of people of all ages.
They must become up-to-date, creative and innovative in
their educational outreach. The success of the future is for
those who plan wisely.

Summary of Literature Review

The American family is the cornerstone of the nation; however many

express concern regarding the numerous strains and stresses that are

upon the family. Some of the problems that families are experiencing

is the alarming increase in divorce and separation, the need for

families to have a better understanding of the passages, or cycles that

each family moves through; and to acquire ways of coping with the

conflicts and crises that come to their lives. Another need

experienced by families is to recognize the importance of role exchange

in marriage, which has been enhanced by the number of women working

ouside the home. Parenting, communication and money management have

become areas of concern for most families. The literature portrays the

fact that each of these areas are major needs experienced by families

today.

This study is based upon Tough's theory, that people will seek

learning about their needs and interests; and that this theory becomes

the basis for motivation. Background information on adult education

has been offered for examination, to provide the rationale and basis

for the inclusion of adult education in higher education and more

specifically to present the need and compatability of adult education

for the church-related college.

A needs analysis had been supported by Maslow's hierarchy of

needs, and Knowles need theories and motivational concepts. Basic to

learning is satisfying the "felt needs" of the individual. To determine if "felt needs" are being met requires the employ of an evaluation process.

It should be noted that colleges and universities have to play the key role in leadership and outreach. Birenbaum (1969) a former community college president, wrote that "'the sun has set' on the old scholarly life with its traditional notions about academic detachment"; and in the future, the campus and the community will become "indistinguishable" (p. 71).

CHAPTER III

METHODOLOGY

The purpose of this chapter is to explain the procedure used to
determine if a selected group of adults have need or interest in taking
offerings related to the family at Bethany Nazarene College, Bethany,
Oklahoma, and to further identify the topics of most need and interest
to these men and women of various age groups. This chapter will cover
the following areas: population and sample; development of the
instrument; data collection; and analyis of data.

Population and Sample

The participants for this study were composed of adults, ranging
in age from 18 to 55 years old, each of whom attended one of the
Nazarene Churches in the greater Oklahoma City area. Names, addresses
and phone numbers were provided from the Sunday-school ledgers in the
following churches: First Church of the Nazarene of Oklahoma City,
Lakeview Park Church of the Nazarene, both located in Oklahoma City,
Oklahoma, and Western Oaks Church of the Nazarene, of Bethany,
Oklahoma.

The churches selected represent a sample of the 38 churches of the
Nazarene in the greater Oklahoma City area and of the 645 churches in
the educational zone that Bethany Nazarene College serves. The
churches used in this study were chosen since they were larger,

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vigorous, active, growing churches. The membership in each of the three churches ranged from 400 to 600 individuals.

Development of Instrument

The development of the instrument consisted of creating a data collection questionnaire which was field tested and revised several times. The questionnaire used in this study was adapted from two questionnaires, which were developed by Loutham (1981) of Wichita, Kansas and later used by the Friends Church in the state of Kansas. The original questionnaire (see Appendix A) was administered to 15 adults, all of whom were church goers. The researcher interviewed each participant after they had filled out the questionnaire and recorded written and verbal suggestions for improvment. The revised question- naire (see Appendix B) was further field-tested with an additional 32 adults, each of whom were church goers. The participants were asked to make written changes, comments or suggestions for the improvement of the questionnaire. Questionnaire III (see Appendix C) was further evaluated for clarity and validity by four professionals (see Appendix D) who had backgrounds in the area of the family, counseling and/ or higher education. Each of the professionals were interviewed for their suggestions for improvement. See Appendix E for the final question- naire. The final questionnaire, consisted of 50 questions, with 5-6 questions relating to each of the eight sub-topic areas (see Table I) and nine additional questions providing demographic information. The topic headings were not printed in the questionnaire, but were used by the researcher to analyze the data to determine which questions and categories showed the least or most interest by participants.

TABLE I

CODING FOR QUESTIONNAIRE

Topic	Code	Statement
I	Family Life Cycle	3, 5, 7, 12, 14
II	Family Conflict and Crisis	13, 26, 29, 30
III	Marital Adjustment	4, 15, 16, 18, 21
IV	Parenting	6, 8, 9, 10, 20, 31
V	Communication	2, 19, 22, 24, 25, 11
VI	Divorce, Separation	1, 23, 27, 28, 41
VII	Role Exchanges in Marriage	17, 32, 34, 35, 40
VIII	Money Management	33, 36, 37, 38, 39

Data Collection

Permission to mail a questionnaire to members of the three selected churches was received from Burch (1983), the district superintendent of these churches and from Pastors Baker (1983) , Powell (1983) and Snodgrass (1983), ministers of the respective churches. A cover letter (Appendix E) explaining the purpose of the study was sent to 200 men and women who were randomly selected from the list of adults provided by the

churches. Ten days after the questionnaires were mailed the researcher phoned the participants and thanked them for filling out the questionnaire. If they had not filled out the questionnaire, the researcher urged them to do so.

Analysis of Data

Data was coded and recorded by the researcher on computer punch card transcripts. A computer program was developed to compute the descriptive statistics. The code that was used for each topic to facilitate computation is presented in Table I.

Since this research was essentially descriptive in nature, most of the findings are summarized in frequency counts and means. A one-way analysis of variance (ANOVA) was applied to the data where applicable. The Tukey HSD procedure for pair-wise comparison was used on the significant data where applicable to identify and compare the significant differences. An alpha level of .05 was selected to determine statistical significance.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this chapter is to present and discuss the findings. The eight topics and questions relating to the family were analyzed in terms of means which indicated the degree of interest and need in each particular topic as perceived by the adult men and women who received the questionnaire. This chapter is organized to present: the return rate; demographic characteristics of participants; responses to topics; an analysis of the data using a one-way Analysis of Variance (ANOVA) statistical test for each of the hypothesis; Tukey's HSD procedure for pair-wise comparison; an analysis of the data by a determination of the mean values of the hypothesis; and summary of preferences.

Return Rate

Fifty-one percent of the subjects (102 of 200) returned questionnaires; however, ten questionnaires were not usable, leaving a net return of 46% or 92 usable responses.

Demographic Characteristics of Participants

The responses were organized into three age groups. Group I ages were 18 to 29, Group II ages were 30 to 40, and Group III ages were 41 to 55 with a fairly even distribution among those groups. The

responses were further organized into two categories for male and female with a response of approximately one to two. These data are presented in Table II. A total of 63 responses or 68 percent were received from females, while 29 responses or 32 percent were received from males. Age Groups I and II had the same number of total responses with 29 females and 4 males responding in Group I, and 24 females and 9 males responding in Group II, together totaling 33 responses. Group III had 26 responses and was the only age group where the male responses totaling 16 exceeded the 10 responses for females.

TABLE II

DEMOGRAPHIC CHARACTERISTICS OF
PARTICIPANTS

Age Group	Male N	Female N	Total N
Age Group I (18 - 29 yrs.)	4	29	33
Age Group II (30 - 40 yrs.)	9	24	33
Age Group III (41 - 55 yrs.)	16	10	26
Total	29	63	92

Responses to Topics

As previously described, this study consisted of developing a questionnaire of 41 questions for eight topic areas concerning the family. The titles of the topics were not used in the questionnaire in order for the questions to be randomly mixed. To analyze the data, the researcher computed the questions and topics that were of most and least interest for each of the responses. Each topic was ranked by mean from high to low. A Likert scale of 0 to 5 was used, with 0 indicating no interest and 5 indicating a high level of interest. A rank order by means is cited in Table III for the eight topics and three age groups.

Responses by Age Groups

Provided in Table III is a listing of mean scores for each topic and for age groups I (18 to 29), Group II (30 to 40), and Group III (41 to 55). Topic four, Parenting had the highest mean score (3.58) for Group I (18 to 29) and also the lowest mean score (2.34) for Group III (41 to 55). Topic four, Parenting was ranked second (3.47) by Group II (30 to 40). Topic five, Communication had the highest mean of means score (3.49). Age Group I ranked Topic eight, Money Management a three (3.42) and five (2.98) consecutively. Group I ranked Topic one, Family Life Cycle fourth (3.38), and Group II and Group III ranked it third (3.38) and second (3.08). Topic two, Family Conflict, Crises was ranked fifth in interest by Group I (3.24) and second, (3.25) and third (3.02) by Group III. Topic three, Marital Adjustment was ranked sixth (3.13, 2.87, 2.63) by all three age groups. Topic seven was also a tie among all age groups, being ranked seventh (2.98, 2.81 2.53). Topic

TABLE III

RANK ORDER AND MEAN SCORE FOR EACH
TOPIC BY AGE GROUPS

Topic Number	Topic	Age Group Rank			Age Groups Means			Mean of Means
		I	II	III	I $\overline{X}$	II $\overline{X}$	III $\overline{X}$	
1	Family Life Cycle	4	3	2	3.38	3.38	3.08	3.28
2	Family Conflict, Crises	5	5	3	3.24	3.25	3.02	3.17
3	Marital Adjustment	6	6	6	3.13	2.87	2.63	2.87
4	Parenting	1	2	8	3.58	3.47	2.34	3.13
5	Communication	2	1	1	3.52	3.72	3.23	3.49
6	Divorce, Separation	8	6	4	2.91	2.87	2.99	2.92
7	Role Exchanges in Marriage	7	7	7	2.98	2.81	2.53	2.77
8	Money Management	3	4	5	3.42	3.29	2.98	3.23

six, Divorce and Separation was ranked the lowest (2.91), eighth, by Group I and tied with Topic three, Marital Adjustment in sixth position (2.87) for age Group II. While Topic six was of moderate interest to Group III in its rank (2.99) in fourth position. Topic seven, Role Exchanges in Marriage was ranked seventh by all three age groups, the difference of means being slight: Group I (2.98), Group II (2.81), and Group III (2.53).

Responses to Topics by Men and Women

The mean for each of the eight topics was calculated for males and females. As shown it Table IV the topic's means were calculated according to sex. The means ranged from a high of 4.05 for Topic one, Family Life Cycle, and a low of 2.24 for Topic six, Divorce and Separation, both by females. The topic that scored the greatest difference between males and females answers (male 3.54; female, 2.82) was Topic eight, Money Management, while males ranked it second in importance, females ranked it sixth. Communication, Topic five was ranked number one (3.58) by males and second (3.36) by females. Family Conflict and Crises, Topic two was also ranked close in importance with the mean being 3.23 for males and 3.25 for females. The second greatest gap between the mean of sexes was for Parenting, Topic four, with males scoring 2.94 compared to 3.31 for females. The topic of least interest to males was Role Exchanges in Marriage, with the mean of 2.41 compared to the female mean response of 2.97. The topic of least interest for females was Divorce and Separation Topic six, with females ranking it with the mean of 2.24 compared to the male mean response of 3.03. Marital Adjustment, Topic three ranked moderately in importance with

TABLE IV

RANK ORDER AND MEAN SCORE OF TOPICS
ACCORDING TO SEX

Topic Number	Topics	Men		Women		Mean of Means X
		Rank	Mean X	Rank	Mean X	
1	Family Life Cycle	3	3.28	1	4.05	3.66
2	Family Conflict, Crises	4	3.23	3	3.25	3.24
3	Marital Adjustment	5	3.04	7	2.42	2.73
4	Parenting	7	2.94	4	3.31	3.12
5	Communication	1	3.58	2	3.36	3.47
6	Divorce, Separation	6	3.03	8	2.24	2.63
7	Role Exchanges in Marriage	8	2.41	5	2.97	2.69
8	Money Management	2	3.54	6	2.82	3.18

low in importance with males scoring 3.04 compared to 2.42 for females. Family Life Cycle, Topic one ranked moderately high with males scoring 3.28 compared to 4.05 for females.

Examination of Hypotheses

I. There is no significant difference in the interest shown in Topic number one, Family Life Cycle, among all age groups. The one-way Analysis of Variance (ANOVA) was used to analyze the data. Based on the analysis the null hypothesis was not rejected. Therefore, there was not a significant difference. Group III did not have more interest in Topic one, Family Life Cycle, than Groups I and II as presented in Table V.

TABLE V

SUMMARY TABLE OF ONE-WAY ANOVA FOR FAMILY
LIFE CYCLE TOPIC, AMONG ALL AGE GROUPS

Source	DF	SS	MS	F
Age Category	2	1.58	.79	.88
Error	89	80.38	.90	
Total	91	81.96		

P>.05
F Critical = 3.15

II. There is no significant difference in the interest shown in Topic number two, Family Conflict and Crises, among all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was not rejected. Therefore, there was not a significant difference in the amount of interest shown by any of the age groups in Topic two, Conflict and Crises. The data are shown in Table VI.

TABLE VI

SUMMARY TABLE OF ONE-WAY ANOVA FOR FAMILY
CONFLICT AND CRISES TOPIC,
AMONG ALL AGE GROUPS

Source	DF	SS	MS	F
Age Category	2	.99	.79	.88
Error	89	100.45	1.13	
Total	91	101.44		

P>.05
F Critical = 3.15

III. There is no significant difference in the interest shown in Topic number three, Marital Adjustment, among all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was not rejected. Therefore, there was not a significant difference in the amount of interest shown in Topic three,

Marital Adjustment by any of the three age groups. The data are shown in Table VII.

TABLE VII

SUMMARY TABLE OF ONE-WAY ANOVA FOR
MARITAL ADJUSTMENT TOPIC
AMONG ALL AGE GROUPS

Source	DF	SS	MS	F
Age Category	2	3.71	1.86	1.58
Error	89	105.37	1.18	
Total	91	109.08		

$P > .05$
F Critical = 3.15

IV. There is no significant difference in the interest shown in Topic number four, Parenting, among all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis, the null hypothesis was rejected. Therefore, there was a significant difference in the amount of interest shown in Topic four, Parenting. The data are shown in Table VIII. Using the Tukey HSD procedure for comparing group means, it was found that the interest of Group III was significantly different than that of Groups I or II. (See Appendix G for formula and computations of Tukeys HSD procedure, also see Table XXXIII for the summary of age groups comparisons.)

TABLE VIII

SUMMARY TABLE OF ONE-WAY ANOVA FOR PARENTING
TOPIC AMONG ALL AGE GROUPS

Source	DF	SS	MS	F
Age Category	2	26.44	13.22	10.75*
Error	89	109.39	1.23	
Total	91	135.83		

*P<.05
F Critical = 3.15

V. There is no significant difference in the interest shown in Topic number five, Communication, among all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was not rejected. Therefore, there was not a significant difference in the interest shown in Topic five, Communication, between age groups. The data are shown in Table IX.

VI. There is no significant difference in the interest shown in Topic number six, Divorce and Separation, among all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was not rejected. Therefore, there was not a significant difference in the interest shown in Topic six, Divorce and Separation. The data are shown in Table X.

TABLE IX

SUMMARY TABLE OF ONE-WAY ANOVA FOR
COMMUNICATION TOPIC AMONG
ALL AGE GROUPS

Source	DF	SS	MS	F
Age Category	2	3.39	1.70	1.77
Error	89	85.76	.96	
Total	91	89.15		

$P > .05$
F Critical = 3.15

TABLE X

SUMMARY TABLE OF ONE-WAY ANOVA FOR
DIVORCE AND SEPARATION TOPIC
AMONG ALL AGE GROUPS

Source	DF	SS	MS	F
Age Category	2	.45	.23	.24
Error	89	80.51	.98	
Total	91	87.96		

$P > .05$
F Critical = 3.15

VII. There is no significant difference in the interest shown in
Topic number seven, Role Exchanges in Marriage, among all age groups.
The one-way ANOVA was used to analyze the data. Based on the analysis
the null hypothesis was not rejected. Therefore, there was not a
significant difference in the interest shown in Topic seven, Role
Exchanges in Marriage among age groups. Group I showed slightly more
interest than Groups II or III. The data are shown in Table XI.

TABLE XI

SUMMARY TABLE OF ONE-WAY ANOVA FOR
ROLE EXCHANGES IN MARRIAGE TOPIC
AMONG ALL AGE GROUPS

Source	DF	SS	MS	F
Age Category	2	2.98	1.49	1.35
Error	89	98.06	1.10	
Total	91	101.04		

$P > .05$
F Critical = 3.15

VIII. There is no significant difference in the interest shown in
Topic number eight, Money Management, among all age groups. The
one-way ANOVA was used to analyze the data. Based on the analysis the
null hypothesis was not rejected. Therefore, there was not a
significant difference in the interest shown in Topic eight, Money

Management among age groups. The data are shown in Table XII.

TABLE XII

SUMMARY TABLE OF ONE-WAY ANOVA FOR
MONEY MANAGEMENT TOPIC
AMONG ALL AGE GROUPS

Source	DF	SS	MS	F
Age Category	2	2.82	1.41	1.01
Error	89	124.91	1.40	
Total	91	127.73		

P>.05
F Critical = 3.15

IX. There is no significant difference in the interest shown in
Topic number seven, Role Exchanges in Marriage, between men and women
of all age groups. The one-way ANOVA was used to analyze the data.
Based on the analysis the null hypothesis was rejected. Therefore,
there was a significant difference in the interest shown in Topic
seven, Role Exchanges in Marriage, between men and women The data are
shown in Table XIII.

TABLE XIII

SUMMARY TABLE OF ONE-WAY ANOVA FOR ROLE
EXCHANGES IN MARRIAGES TOPIC
FOR ALL AGE GROUPS

Source	DF	SS	MS	F
Sex	1	7.81	7.81	5.87*
Error	31	119.921	1.33	
Total	32	127.73		

*P<.05
F Critical = 4.17

X. There is no significant difference between men and women in the amount of interest shown for Topic number one, Family Life Cycle, in age Group I. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was rejected. Therefore, there was a significant difference in the interest shown between men and women in Group I in Topic one, Family Life Cycle. The data are shown in Table XIV.

XI. There is no significant difference in the interest shown in Topic number two, Family Conflict and Crises, between men and women in Group I. The one-way ANOVA was used to analyze the data. Based on the analysis, the null hypothesis was not rejected. Therefore, there was not a significant difference between men and women in Group I in the amount of interest shown in Topic two, Family Conflict and Crises. The data are shown in Table XV.

TABLE XIV

SUMMARY TABLE OF ONE-WAY ANOVA FOR FAMILY
LIFE CYCLE TOPIC BETWEEN MEN
AND WOMEN IN AGE GROUP I

Source	DF	SS	MS	F
Sex	1	2.07	2.07	2.92
Error	31	22.15	.71	
Total	32	24.22		

P>.05
F Critical = 4.17

TABLE XV

SUMMARY TABLE OF ONE-WAY ANOVA FOR FAMILY
CONFLICT AND CRISES TOPIC BETWEEN
MEN AND WOMEN IN AGE GROUP I

Source	DF	SS	MS	F
Sex	1	.001	.001	.001
Error	31	26.519	.86	
Total	32	26.52		

P>.05
F Critical = 4.17

XII. There is no significant difference in the interest shown in Topic number three, Marital Adjustment, between men and women in age Group II. The one-way ANOVA was used to analyze the data. Based on the analysis, the null hypothesis was not rejected. Therefore, there was not a significant difference in the amount of interest shown in Topic three, Marital Adjustment, between men and women. The data are shown in Table XVI.

TABLE XVI

SUMMARY TABLE OF ONE-WAY ANOVA FOR
MARITAL ADJUSTMENT TOPIC BETWEEN
MEN AND WOMEN IN AGE GROUP II

Source	DF	SS	MS	F
Sex	1	2.51	2.51	2.54
Error	31	30.68	.99	
Total	32	33.19		

$P > .05$
F Critical = 4.17

XIII. There is no significant difference in interest shown in Topic number four, Parenting, between men and women of all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis, the null hypothesis was not rejected. Therefore, there was not a

significant difference in the amount of interest shown in Topic four, Parenting, between men and women of all age groups. The data are shown in Table XVII.

TABLE XVII

SUMMARY TABLE OF ONE-WAY ANOVA FOR
PARENTING TOPIC BETWEEN MEN AND
WOMEN OF ALL AGE GROUPS

Source	DF	SS	MS	F
Sex	1	2.74	2.74	1.85
Error	31	133.09	1.48	
Total	32	135.83		

$P > .05$
F Critical = 4.17

XIV. There is no significant difference in the interest shown in Topic number five, Communication, between men and women of all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was not rejected. Therefore, there was not a significant difference in the amount of interest shown in Topic five, Communication, between men and women of all age groups. The data are shown in Table XVIII.

TABLE XVIII

SUMMARY TABLE OF ONE-WAY ANOVA FOR
COMMUNICATION TOPIC BETWEEN MEN
AND WOMEN OF ALL AGE GROUPS

Source	DF	SS	MS	F
Sex	1	.98	.98	1.00
Error	31	88.17	.98	
Total	32	89.15		

$P > .05$
F Critical = 4.17

XV. There is no significant difference in the interest shown in Topic number six, Divorce and Separation, between men and women in age Group II. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was rejected. Therefore, there was a significant difference in the interest shown in Topic six, Divorce and Separation, between men and women. The data are shown in Table XIX.

XVI. There is no significant difference in the interest shown in Topic number eight, Money Management, between the men and women in all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was rejected. Therefore, there was a significant difference for men in all age groups compared to womens interest in Topic eight, Money Management. The data are shown in Table XX.

TABLE XIX

SUMMARY TABLE OF ONE-WAY ANOVA FOR
DIVORCE AND SEPARATION   TOPIC
BETWEEN MEN AND WOMEN
IN AGE GROUP II

Source	DF	SS	MS	F
Sex	1	4.07	4.07	4.96*
Error	31	25.56	.82	
Total	32	29.63		

*P<.05
F Critical = 4.17

TABLE XX

SUMMARY TABLE OF ONE-WAY ANOVA FOR
MONEY MANAGEMENT TOPIC
FOR ALL AGE GROUPS

Source	DF	SS	MS	F
Sex	1	6.40	6.40	6.09*
Error	31	94.64	1.05	
Total	32	101.04		

*P<.05
F Critical = 4.17

XVII. There is no significant difference in the interest shown for Topic number seven, Role Exchanges in Marriage, and the six other topics by both men and women among all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was rejected. Therefore, there was a significant difference in interest shown by men and women of all age groups in Topic seven, Role Exchange in Marriage, compared to the interest they have in the other seven topics. The data are shown in Table XXI. The Tukey's pairwise comparison illustrates that the interest in Topic seven, Role Exchanges in Marriage, is significantly less than the interest shown in Topic one, Family Life Cycle, and is also significantly different than the interest shown in Topic five, Communication. (See Appendix G for formula and computation of Tukey's HSD procedure, also see Table XIV for a summary of topic mean comparison).

XVIII. There is no significant difference between Topic number eight, Money Management, and the six other topics by both men and women in all age groups. The one-way ANOVA was used to analyze the data. Based on the analysis the null hypothesis was rejected. Therefore, there was a significant difference in the interest shown in Topic eight, Money Management, by all age groups, by both men and women. The data are shown in Table XXII. Tukey's pairwise comparisons did not indicate Topic eight to be significantly different than any other individual topics. (See Appendix G for the formula and computation of Tukey's HSD procedure, also see Table XVIII for a summary of topic mean comparison).

TABLE XXI

SUMMARY TABLE OF ONE-WAY ANOVA FOR ROLE
EXCHANGES IN MARRIAGE TOPIC AND THE
SIX OTHER TOPICS FOR ALL AGE GROUPS

Source	DF	SS	MS	F
TOPICS	6	36.2503	6.04	5.45*
Comparison Between Topic Eight and the Six Other Topics	1	10.61	10.61	9.57
Error	637	706.4616	1.109	
Total	643	742.7119		

*P<.05
F Critical = 2.10

TABLE XXII

SUMMARY TABLE OF ONE-WAY ANOVA FOR MONEY
MANAGEMENT TOPIC AND THE SIX OTHER
TOPICS FOR ALL AGE GROUPS

Source	DF	SS	MS	F
TOPICS	6	26.2431	4.37	3.80*
Comparison Between Topic Eight and the Six Other Topics	1	.604	.604	.53
Error	637	733.1533	1.15	
Total	643	760.0004		

*P<.05
F Critical = 2.10

Summary of Preferences

.The respondents were questioned if two people could attend a workshop, or seminar for the price of one, would it influence their decision to attend. Sixty-nine said it would, and 23 said it would not. The respondents were also asked if they would be interested in acquiring a major or minor in the area of the family. Twenty-three said they would be interested, and 69 said they would not be interested.

The respondents were further questioned if they believed Bethany Nazarene College (BNC) would be of greater service to the church and community if it had a Center for the Family. Ninety respondents answered yes, and 1 answered no.

Comments and suggestions given: respondents wondered what courses are now being offered on the family, for BNC to have a Center for the Family and spend as much money on it as is spent on the sports program. Additional comments by respondents were interest in classes on time management, the single parent, the working mother, and, Planning for those looking forward to retirement. Suggestions were made for short workshops of approximately six weeks in length. Further comments were, a Center for the Family would be of great service to the church and community. Several participants expressed their appreciation in receiving the questionnaire.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter summarizes the study, discusses the conclusions reached, and makes recommendations for practice and further research. This chapter is organized into the following sections:

1. Summary,

2. Conclusions,

3. Recommendations for Practice,

4. Recommendations for Further Research.

Summary

The purpose of this study was to determine if there was need and interest in offering adult education classes relating to the family, and to further determine interest in the establishment of a Center for the Family at Bethany Nazarene College, Bethany, Oklahoma. Additional objectives of the study were to identify:

1. Each age group's area of interest;

2. What type of adult education courses would be most preferred;

3. Whether men or women expressed the most interest in a particular topic;

4. Is credit, or non-credit was preferred;

5. Was there interest in pursuing a major or minor in the area of the family;

6. If two people could attend a workshop, or seminar for the price of one, would it influence their decision to attend?

A questionnaire consisting of 50 questions was mailed to 200 adults, each of whom attended a Nazarene church in the greater Oklahoma City area. One hundred and two questionnaires were returned, of which 92 were usable. The responses were categorized according to age, in Group I (18-29), Group II (30-40) and Group III (41-55); and then further classified according to male or female. Group I and II had the most responses with each group having 33 responses. There were four men and 29 women in Group I and nine men along with 24 women in age Group II. Group III had a total of 26 responses, with the most men responding, totaling 16, and 10 women.

Forty-one of the 50 questions in the questionnaire related to eight topics relating to the family. The topic which ranked the highest mean score for all age groups was Communication, followed closely by Family Life Cycle and Money Management.

Topic seven, Role Exchanges in Marriage was ranked next to the lowest in interest by all age groups, yet in ranking the individual questions in order of interest, "How to equitably share household responsibilities" ranked fifth in interest. The question receiving the highest number of responses was, "I am interested in communication of moral values to children."

The topic of the highest interest to both men and women was Topic five, Communications, with Topic two, Family Conflict and Crises a close second. The topic of least interest to men was Topic seven, Role Exchanges in Marriage, with Topic six, Divorce and Separation being of least interest to women.

Most of the respondents, 85 percent preferred workshops with college credit. Seventy-five percent were not interested in a major or minor in the area of the family, and 98 percent indicated they believed that a Center for the Family would be of service to the church and the community. Seventy-five percent indicated that if two people could attend a class or workshop for the price of one, it would influence their decision to attend. Eighty-one percent indicated they would be interested in taking courses or workshops relating to the family.

Conclusions

The conclusions for this study were:

1. The participants in this study indicated they would attend workshop courses for college credit, at Bethany Nazarene College, on topics relating to the family;

2. The women in this study have less interest in topics concerning Divorce and Separation than men;

3. The men in this study have more interest in topics about Money Management than women in this study;

4. The topic of least interest for both men and women in all age groups was Role Exchanges in Marriage;

5. Groups, I and II had more interest in topics concerning Parenting than did Group III;

6. The topic of most interest for men and women for all age groups was Communication;

7. Overall this study showed that all age groups have an interest in their family and also believe that a Center for the Family at Bethany Nazarene College would be a service to the church and the community.

Recommendations for Practice

Workshops need to be designed and offered either on the campus of Bethany Nazarene College or in the respective churches that were part of this research. Committees need to be appointed for the purpose of organizing the pilot study of the workshop, to arrange for financial allocations, publicity brochures, approval of curriculum content with both Bethany Nazarene College and the respective churches. Invitation should be extended to the Department of Church Outreach and made a part of a community outreach program. The district superintendent and the pastors of the respective churches need to be informed the results of this study and invited to participate in the pilot study committee planning.

Recommendations for Further Research

Additional research should be conducted regarding the potential agreement by the administration at Bethany Nazarene College concerning its interest and support for the establishment of an adult education program and the establishment of a Center for the Family. Research regarding family needs should be extended to the additional 35 Churches of the Nazarene in the greater Oklahoma City area, as well as to the general community. The research should extend into the 645 Churches of the Nazarene in the educational zone in the states of Oklahoma, Kansas, Arkansas, Texas and Louisanna.

Another implication suggested by this study, is to challenge educators in family life education to identify and/or develop teaching methods on communicating effectively with children at the various

stages in their growth; along with learning methods for improving communications with other family members. There is also a need for more research on family strengths and problems. Studies such as these can provide a profile of characteristics in family strengths and problems which could be helpful for family life educators, counselors, social workers, and clergymen. Greater emphasis on family strengths can give more balance in family life education when examining the problems and potentials of the family relationships.

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APPENDIX A

FIRST DRAFT OF QUESTIONNAIRE

QUESTIONNAIRE I

This questionnaire is designed to help Bethany Nazarene College determine the need and interest of offering Adult Education classes, workshops, and seminars relating to the family.

Please do not sign your name. All answers will remain anonymous, and the results will be combined with other individuals responses to determine the topics of highest need and interest.

Circle the number that best expresses your level of interest and need.

1 - Low   4 - Medium High

2 - Medium Low   5 - High

3 - Medium

Level Of Interest and Need

1. Improving communications among family members   1 2 3 4 5

2. Improving ways to use feedback from others   1 2 3 4 5

3. Clarification of dissertion and separation   1 2 3 4 5

4. Improved worship and spiritual experiences with
   children   1 2 3 4 5

5. Understanding ways to explore personal talents   1 2 3 4 5

6. More satisfactory balance of who does what jobs
   around the house   1 2 3 4 5

7. Skills in sensitive awareness to how others are
   feeling   1 2 3 4 5

8. Understanding of the developmental patterns
   of children   1 2 3 4 5

9. Understanding of the place of the family unit
   in today's society   1 2 3 4 5

10. Establishing personal goals and a sense of
    direction   1 2 3 4 5

11.	How to help children and family members cope with peer pressure	1	2	3	4	5
12.	How to save money on clothing purchases, construction and care	1	2	3	4	5
13.	Better understanding of the relation between love and sex	1	2	3	4	5
14.	Better parent-child relationships	1	2	3	4	5
15.	A systematic approach to teaching values	1	2	3	4	5
16.	Changing my view of myself	1	2	3	4	5
17.	Ways to manage my time better	1	2	3	4	5
18.	Agreement on appropriate husband-wife roles	1	2	3	4	5
19.	Better methods of satisfactory problem solving	1	2	3	4	5
20.	Understanding how to handle family crises	1	2	3	4	5
21.	More information on dating and premarital relations	1	2	3	4	5
22.	Dealing with interpersonal conflict	1	2	3	4	5
23.	Ability to communicate moral values to children	1	2	3	4	5
24.	Understanding of Biblical morality	1	2	3	4	5
25.	Understanding how to use the family income better	1	2	3	4	5
26.	Clarifications of what each parent should contribute to the discipline of the children	1	2	3	4	5
27.	How to overcome depression, guilt, or anger	1	2	3	4	5
28.	More knowledge of topics such as birth control, homosexuality, and abortion	1	2	3	4	5
29.	Better ways to handle disagreements and anger	1	2	3	4	5
30.	Better understand biblical roles for myself as opposed to societies expectations	1	2	3	4	5
31.	Better understanding of biblical view of sex	1	2	3	4	5
32.	Ability to disclose deep, personal feelings to another	1	2	3	4	5
33.	Preparation for adjusting and coping with midlife	1	2	3	4	5

34.	How to decorate on a budget	1	2	3	4	5	
35.	Discussion of the biblical view of divorce	1	2	3	4	5	
36.	Clearer discussion of how family finances are handled	1	2	3	4	5	
37.	How to prepare meals for the part-time homemaker	1	2	3	4	5	
38.	Ability to understand the pressures of runaways and child abuse	1	2	3	4	5	
39.	Understand ways to adjust ot the loss of family member	1	2	3	4	5	
40.	Learn ways to listen to family members better	1	2	3	4	5	
41.	Would you be interested in enrolling in an Adult Education class, workship or seminar on a subject of need or interest to you?	1	2	3	4	5	

42. Please check whether you are male or female. Male_____ Female_____

43. Please state the ages of you and your spouse. Husband_____ Wife_____

44. Comments, questions, or suggestions:

APPENDIX B

SECOND DRAFT OF QUESTIONNAIRE

QUESTIONNAIRE II

This questionnaire is designed to help Bethany Nazarene College (BNC) determine the need and interest of offering Adult Education classes, workshops, and seminars relating to the family.

Please do not sign your name. All answers will remain anonymous, and the results will be combined with other individuals responses to determine the topics of highest need and interest.

Circle the number that best expresses your level of interest and need.

0 - No interest   2 - Medium low   4 - Medium high

1 - Low interest   3 - Medium   5 - High

I AM INTERESTED IN . . .
(Read this statement before each of the following statements.)

		Level of Interest
1.	Understanding of biblical morality.	0 1 2 3 4 5
2.	Ability to communicate moral values to children.	0 1 2 3 4 5
3.	Understanding one's own values.	0 1 2 3 4 5
4.	Understanding of the place of the family unit in today's society.	0 1 2 3 4 5
5.	How to help family members cope with peer pressure.	0 1 2 3 4 5
6.	Better parent-child relationships.	0 1 2 3 4 5
7.	Understanding the skill of problem solving and decision making.	0 1 2 3 4 5
8.	Understand methods for disciplining effectively with children.	0 1 2 3 4 5
9.	Understanding the methods of effective parenting and the developmental patterns of children.	0 1 2 3 4 5
10.	Improving skills for meaningful worship and spiritual times with children.	0 1 2 3 4 5
11.	More opportunity to explore personal potential.	0 1 2 3 4 5

12.	Preparation for adjusting and coping with midlife.	0	1	2	3	4	5
13.	How to overcome depression, guilt, or anger.	0	1	2	3	4	5
14.	Establishing personal goals and a sense of direction.	0	1	2	3	4	5
15.	Changing my view of myself.	0	1	2	3	4	5
16.	Clearer understanding of the physical and emotional components of sexuality.	0	1	2	3	4	5
17.	Clearer understanding of what sexual equality means.	0	1	2	3	4	5
18.	Understanding of the Biblical view of sex.	0	1	2	3	4	5
19.	More discussion of topics such as homosexuality, birth control and abortion.	0	1	2	3	4	5
20.	Information on dating and premarital sexual relationships.	0	1	2	3	4	5
21.	Ability to share personal feelings with another person.	0	1	2	3	4	5
22.	Improved communication with family members.	0	1	2	3	4	5
23.	Skills in sensitive awareness to better understand how others are feeling.	0	1	2	3	4	5
24.	Ability to use feedback from others to improve oneself.	0	1	2	3	4	5
25.	Learning to listen more effectively to other people.	0	1	2	3	4	5
26.	Better ways to handle disagreements and anger.	0	1	2	3	4	5
27.	Discussion of one's need for alone time, and reasons for disertion and separation.	0	1	2	3	4	5
28.	Discussion of divorce from a Biblical point of view.	0	1	2	3	4	5
29.	How to deal with interpersonal conflict when it occurs.	0	1	2	3	4	5
30.	Understanding better ways to handle family conflict.	0	1	2	3	4	5
31.	Learn how to adjust the role expectations for myself and other family members for each of the stages in the family life cycle.	0	1	2	3	4	5

32. More satisfactory balance of who does what
jobs around the house.   0   1   2   3   4   5

33. Learn effective ways for handling family
finances.   0   1   2   3   4   5

34. Agreement on each family member's roles,
expectations and responsibilities.   0   1   2   3   4   5

35. Understanding the roles God expects me to
fulfill as opposed to society's expectations.   0   1   2   3   4   5

36. How to prepare meals for the working mother.   0   1   2   3   4   5

37. How to save money on clothing purchases,
construction and care.   0   1   2   3   4   5

38. How to decorate on a budget.   0   1   2   3   4   5

39. Ways to get the most from your family income.   0   1   2   3   4   5

40. Time management.   0   1   2   3   4   5

41. Please circle whether you are male or female.   Male   Female

42. Please state your age.   Age_____

43. Would you be interested in enrolling in an
Adult Education class, workshop, or seminar
on a topic of need or interest to you?
(Please Circle)   Class   Workshop
            Seminar

44. Are you interested in receiving college credit
for your course work, or do you prefer workshop
type classes? (Please circle)   Credit   Workshop

APPENDIX C

THIRD DRAFT OF QUESTIONNAIRE

QUESTIONNAIRE III

This questionnaire is designed to help Bethany Nazarene College (BNC)   determine the need adn interest of offering Adult Education classes, workshops, and seminars relating to the family.

Please do not sign your name. All answers will remain anonymous, and the results will be combined with other individuals responses to determine the topics of highest need and interest.

Circle the number that best expresses your level of interest and need.

0 – No interest   2 – Medium low   4 – Medium high

1 – Low interest   3 – Medium

I AM INTERESTED IN . . .
(Read this statement before each of the following statements.)

	Level of Interest					
1. Clearer understanding of biblical morality.	0	1	2	3	4	5
2. Communication of moral values to children.	0	1	2	3	4	5
3. Clarification of one's own values.	0	1	2	3	4	5
4. Place of the family in today's society.	0	1	2	3	4	5
5. Family members coping with peer pressure.	0	1	2	3	4	5
6. Better parent-child relationships.	0	1	2	3	4	5
7. The skills of problem solving and decision making.	0	1	2	3	4	5
8. Effective discipline with children.	0	1	2	3	4	5
9. Child development and effective parenting.	0	1	2	3	4	5
10. Skills for meaningful worship and spiritual experiences with children.	0	1	2	3	4	5
11. Exploration opportunities for personal talents and interests of family members.	0	1	2	3	4	5

12.	Tools for adjusting and coping with changes in the life cycle.	0	1	2	3	4	5
13.	How to overcome depression, guilt, or anger.	0	1	2	3	4	5
14.	Establishment of personal goals.	0	1	2	3	4	5
15.	A more realistic standard of how to view myself.	0	1	2	3	4	5
16.	Physical and emotional components of sexuality.	0	1	2	3	4	5
17.	A perception of what sexual equality is.	0	1	2	3	4	5
18.	The Biblical view of sex.	0	1	2	3	4	5
19.	Topics such as homosexuality, birth control, abortion and adoption.	0	1	2	3	4	5
20.	Information on dating and premarital sexual relationships.	0	1	2	3	4	5
21.	Ability to share personal feelings with another person.	0	1	2	3	4	5
22.	Improved communication with family members.	0	1	2	3	4	5
23.	Skills in empathizing with others.	0	1	2	3	4	5
24.	Feedback from others used as a vehicle towards improving oneself.	0	1	2	3	4	5
25.	Effective listening to family members and others.	0	1	2	3	4	5
26.	Better ways to handle disagreements and anger.	0	1	2	3	4	5
27.	Understanding causes of divorce and separation.	0	1	2	3	4	5
28.	Divorce from a Biblical point of view.	0	1	2	3	4	5
29.	How to deal with interpersonal conflict and frustration when it occurs.	0	1	2	3	4	5
30.	Ways to handle family crises.	0	1	2	3	4	5
31.	Understanding the pressures of runaways and child abuse.	0	1	2	3	4	5
32.	A satisfactory balance of sharing household responsibilities.	0	1	2	3	4	5
33.	Effective ways for handling family finances.	0	1	2	3	4	5

34. How to adjust the role expectations for myself and other family members for each of the stages in the family life.

0   1   2   3   4   5

35. The roles God expects me to fulfill as opposed to societie's expectations.

0   1   2   3   4   5

36. Meals for the working parents to prepare.

0   1   2   3   4   5

37. How to save money on clothing purchases, construction and care.

0   1   2   3   4   5

38. How to decorate and maintain on a budget.

0   1   2   3   4   5

39. Obtaining the most from your family income.

0   1   2   3   4   5

40. Practical ways to complete household tasks and have leisure time too.

0   1   2   3   4   5

41. Adjustments to the loss of a family member.

0   1   2   3   4   5

42. Please circle whether you are male or female.

Male   Female

43. Please state the age of you and your spouse.

Age_____

44. Would you be interested in enrolling in an Adult Education class, workshop, or seminar? (Please circle)

Class   Workshop   Seminar

45. Indicate your marital status.

Married   Single   Divorced
     Separated   Widowed

46. Are you interested in receiving college credit for your course work, or do you prefer workshop type classes? (Please circle)

Credit   Workshop

47. Comments, questions, or suggestions:

APPENDIX D

PANNEL OF EXPERTS

PANEL OF EXPERTS

The following individuals evaluated the questionnaire for its content validity.

Dr. Irene Clements
Deparment Chairperson
 of Home Economics
University of Science
 and Arts
Chickasaw, Oklahoma

Dr. Virginia Dick
Professor of Home Economics
Southwestern State University
Weatherford, Oklahoma

Dr. Maggie Hays
Professor in Family Relations
University of Oklahoma
Norman, Oklahoma

Dr. Lyle Tullis
Department Chairperson of
 Sociology
Bethany Nazarene College
Bethany, Oklahoma

APPENDIX E

COVER LETTER

𝕳𝕰𝖗 Department of Home Economics

"to improve the quality of life"

November 19, 1982

Dear Participant:

The department of Home Economics at Bethany Nazarene College,
(BNC) Bethany, Oklahoma, is trying to determine if there is interest
in BNC offering Adult Education classes, workshops, or seminars,
relating to the family. Topics such as family communications,
family crises, divorce, separation and midlife crises would be the
kind of topics selected. A tuition offer of two people being able
to take a class for the price of one would also be a possibility.

As a doctoral candidate at Oklahoma State University, I am conducting
a survey and would like to ask for your help in completing the
enclosed questionnaire and returning it in the stamped, self-addressed
envelope by December 1.

Your participation in the survey is greatly appreciated. Thank you
for your time and cooperation.

Sincerely,

Anita Reynolds
Chairman, Home Economics
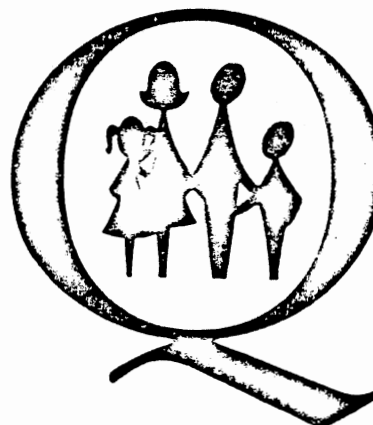Bethany Nazarene College

nle/Enclosures

APPENDIX F

QUESTIONNAIRE SENT TO PARTICIPANTS

PLEASE PROVIDE THE FOLLOWING INFORMATION:

42. Please circle whether you are male or female.　　Male　　　　　　Female

43. How old are you?　　_____

44. What is your marital status? (Please circle)　　Married　　Single　　Divorced

　　　　Separated　　Widowed

45. In the future, would you be interested in enrolling in an Adult Education class, workshop, or seminar in the evenings. Circle your choice.　　Yes　　No

46. Are you interested in receiving college credit for your course work, or do you prefer workshop type classes? (Please circle)　　Credit　　Workshop　　Both

47. If two people could attend a workshop, or seminar for the price of one would it influence your decision to attend. (Please circle)　　Yes　　No

48. Would you be interested in acquiring a major or a minor in the area of the family? (Please circle)　　Yes　　No

49. Do you personally believe BNC would be of greater service to the church and community if it had a Center for the Family? (Please circle)　　Yes　　No

50. Do you have any additional comments, topics, or suggestions?

Thank you for your participation!!

Please return by December 1, 1982. (Enclosed stamped envelope)

Return to: Prof. Anita Reynolds,
　　　　Chairman, Home Economics Dept.
　　　　Bethany Nazarene College
　　　　Bethany, OK 73008

Questionnaire

This questionnaire is designed to help Bethany Nazarene College (BNC) determine the need and interest of offering Adult Education classes, workshops, and seminars relating to the family.

Please do not sign your name. All answers will remain anonymous, and the results will be combined with other individuals' responses to determine the areas of highest need and interest.

Circle the number that best expresses your level of
interest.

0 - No interest   2 - Medium low   4 - Medium high
1 - Low interest   3 - Medium   5 - High

I AM INTERESTED IN . . .

(Read this statement before each of the following
statements.)

LEVEL OF INTEREST

1. a clearer understanding of biblical morality.	0	1	2	3	4	5
2. communication of moral values to children.	0	1	2	3	4	5
3. clarification of my own values.	0	1	2	3	4	5
4. the place of the family in today's society.	0	1	2	3	4	5
5. how family members can cope with peer pressure.	0	1	2	3	4	5
6. better parent-child relationships.	0	1	2	3	4	5
7. the skills of problem solving and decision making.	0	1	2	3	4	5
8. how to effectively discipline children.	0	1	2	3	4	5
9. methods of effective parenting.	0	1	2	3	4	5
10. skills for providing meaningful worship experiences with children.	0	1	2	3	4	5
11. exploration opportunities for personal talents and interests of family members.	0	1	2	3	4	5
12. acquiring skills for adjusting and coping with changes in the life cycle.	0	1	2	3	4	5
13. how to overcome depression, guilt, or anger.	0	1	2	3	4	5
14. establishing personal goals.	0	1	2	3	4	5
15. a more realistic standard of how to view myself.	0	1	2	3	4	5
16. physical and emotional components of sexuality.	0	1	2	3	4	5
17. acquiring a perception of what sexual equality is.	0	1	2	3	4	5
18. the biblical view of sex.	0	1	2	3	4	5
19. controversial topics such as homosexuality, birth control, abortion and adoption.	0	1	2	3	4	5
20. information on dating and premarital sexual relationships.	0	1	2	3	4	5
21. learning how to share personal feelings with another person.	0	1	2	3	4	5
22. improving communications with family members.	0	1	2	3	4	5
23. skills in empathizing with others.	0	1	2	3	4	5
24. how to use feedback from others to improve myself.	0	1	2	3	4	5
25. learning to listen effectively to family members and others.	0	1	2	3	4	5
26. better ways to handle disagreements and separation.	0	1	2	3	4	5
27. understanding the causes of desertion and separation	0	1	2	3	4	5
28. learning the biblical point of view about divorce.	0	1	2	3	4	5
29. learning how to deal with interpersonal conflict and frustration.	0	1	2	3	4	5
30. ways to handle family crises.	0	1	2	3	4	5
31. understanding the pressures of runaways and child abuse.	0	1	2	3	4	5
32. how to equitably share household responsibilities.	0	1	2	3	4	5
33. effective ways for handling family finances.	0	1	2	3	4	5
34. how to adjust the role expectations for myself and other family members for each stage in the family life.	0	1	2	3	4	5
35. the roles God expects me to fulfill as opposed to society's expectations.	0	1	2	3	4	5
36. meals for working parents to prepare.	0	1	2	3	4	5
37. how to save money on clothing purchases, construction and care.	0	1	2	3	4	5
38. how to decorate and maintain a home on a budget.	0	1	2	3	4	5
39. obtaining the most from my family income.	0	1	2	3	4	5
40. practical ways to complete household tasks and have leisure time too.	0	1	2	3	4	5
41. adjusting to the loss of a family member.	0	1	2	3	4	5

APPENDIX G

FORMULA AND PROCEDURES FOR

MEAN COMPARISONS

FORMULA AND COMPUTATION OF TUKEY'S HSD

$$HSD = Q_\alpha \sqrt{\frac{MS\ error}{n}}$$

Source:(Hays, 1981, pp. 432-438)

Figure 3. Tukey's HSD Formula

TABLE XXIII

SUMMARY OF AGE GROUPS COMPARISONS
FOR HYPOTHESIS IV.

	AGE GROUP I	II	III	
Group Means	3.58	3.47	2.34	
3.58	0	.11	1.34	HSD = .695
3.47		0	1.13	
2.34			0	

TABLE XXIV

SUMMARY OF TOPIC MEAN COMPARISON
FOR HYPOTHESIS XVII

Topic	7	3	6	4	2	1	5
Topic Means	2.77	2.87	2.92	3.13	3.17	3.28	3.49
2.77	0	.10	.15	.36	.40	.51	.72
2.87		0	.05	.26	.30	.41	.62
2.92			0	.21	.25	.36	.57
3.13				0	.04	.15	.36
3.17	HSD = .46				0	.11	.32
3.28						0	.21
3.49							0

TABLE XXV

SUMMARY OF TOPIC MEAN COMPARISON
FOR HYPOTHESIS XVIII

Topic	3	6	4	2	8	1	5
Topic Means	2.87	2.92	3.13	3.17	3.23	3.28	3.49
2.87	0	.05	.26	.30	.36	.41	.62
2.92		0	.21	.25	.31	.36	.57
3.13			0	.04	.10	.15	.36
3.17				0	.06	.11	.32
3.23	HSD = .47				0	.05	.26
3.28						0	.21
3.49							0

VITA

Anita F. Reynolds

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF NEED, INTEREST AND PARTICIPATION IN FAMILY
RELATIONS OFFERINGS IN A CHURCH-RELATED COLLEGE

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Liberal, Kansas, June 2, 1936, the
daughter of Rev. James M. Burns and Emeline Briles Burns.
United in marriage to Melvin H. Reynolds, September 1, 1956.
Two children were born to this union, Mark Herbert Reynolds
and Nancy Loree' Edison.

Education: Graduated from Liberal High School, Liberal, Kansas
1954; received Bachelor of Science in Education degree from
Ball State University in 1959; received Master of Science
degree in Education from Oklahoma State University in 1970;
completed requirements for the Doctor of Education degree at
Oklahoma State University in July, 1983.

Professional Experience: Taught Vocational Home Economics,
Anderson, Indiana, September 1959 to June 1961; taught Home
Economics and Physical Science in Oklahoma City Public
Schools, August 1962 to May 1967; Department Chairman of Home
Economics, Bethany Nazarene College, Bethany, Oklahoma 1967
to 1963.

Professional Organizations: American Home Economics Association,
Oklahoma Home Economics Association, American Association for
Adult and Continuing Education, Alpha Psi Omega, Phi Delta
Kappa, Delta Kappa Gamma, Beta Sigma Phi.