PHILANTHROPIC SUPPORT TO POST-SECONDARY TECHNICAL AND OCCUPATIONAL EDUCATION IN OKLAHOMA'S PUBLIC HIGHER EDUCATION INSTITUTIONS

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CHAPTER I

INTRODUCTION

Background of the Problem

Philanthropy has its roots in ancient times. This concept was found in the creation of the Alexandrian University in northern Egypt, which became a library in reality for storing the wisdom, art, and skills of the past (Marts, 1953). Alexander's philanthropy also founded Aristotle's Lyceum, and the contemporary Plato established, in 387 B.C., the Academy at Athens for the systematic study of philosophy (Coon, 1938). There were two major philosophies of philanthropy in ancient times: (1) The Greek and Roman concepts of giving were kindly acts toward people, not toward the poor--philanthropy "had little or no connection with poverty" (Andrews, 1950, p. 31). (2) The Judeao-Christian influences, including Egyptian, were that of giving to God or gods and to the poor.

The American colonies took up England's practice of establishing schools through philanthropic support. This involved a blending of the two philosophical bases for philanthrophy in America. During the period from 1780 to 1890, it was estimated that as many as a thousand colleges were established. The document Voluntarism, Tax Reform, And Higher Education describes the support of these colleges as:

> voluntary giving at the local level that made this boom in new colleges possible. It was philanthropy in its wider dimension

> that determined which institution should be maintained and encouraged to grow (Van Ness and Van Ness, 1973, p. 25.)

Throughout ancient and contemporary history, private sources of financial support have come from various areas and have taken various forms and purposes.

Higher education has been the concern of divergent groups and individuals--corporations, individuals, religious, non-government. Holder (1967) found that these and other forces have been used in financing the education of those people searching for scientific and general exploration, and practical problem solving.

Today, private philanthropy represents approximately $4.5 billion of corporate and foundation grants with $90 billion of private non-profit financial activities (Roser, 1979). According to The Foundation Grants Index, Oklahoma's foundation and philanthropic activities involved $15,627,824 of grants given and $11,583,166 grants received (Noe, 1980). These activities were part of a national overview of $6,363,770 of grants for Vocational and Adult Education; for there was $312,439,005 given to the field of Education (ranked first in amount received) with $210,575,045 given to the Science and Technology fields.

It was noted in the Occupational Outlook Handbook, 1980-81 Edition that the employment of skilled maintenance workers and service technicians was expected to rise at a more rapid rate than the total employment because "of the need to repair the increasing amounts of complex machinery" (U.S. Department of Labor, 1980, p. 525). Technical and craft workers are expected to grow 19 percent and 20 percent, respectively, in the 1980 decade. The post-secondary technical-occupational programs among the public higher education institutions in Oklahoma have been involved with this supply and demand factor. The Oklahoma Higher

Education Report (Blakeman, 1980) has stated that:

> Expenditures on instructional costs per student in constant dollars has remained steady . . . state governments increased their relative share of financing educational and general expenditures . . . , whereas, the federal government reduced its relative share (p. 5).

To what extent had the post-secondary technical-occupational programs in Oklahoma drawn upon private philanthropy for financial support in meeting the employment needs? It has been noted by the Faculty Alumni Newsletter (Bradley, ed., 1980, p. 3) that "key fund-raisers for public colleges and universities . . . believe there are enough potential philanthropists . . . to provide private funds . . ." There has been increased enrollments in the post-secondary technical-occupational programs in recent years; yet, there are questions regarding the financial stability of such technical-occupational programs (Bradley, ed., 1981).

Public acceptance of technical-occupational programs may be tested by the amount of private financial support it received. Bremer and Elkins (1965, p. 16) stated that: "Verbal support of education is popular, but the essential test of conviction is action in the form of financial aid or constructive behavior by individuals and groups." Burns (1976) found, according to his experiences, the more highly specialized the educational training missions were, the stronger the potential for fund-raising.

Statement of the Problem

There has existed a lack of information on the nature and significance of private philanthropy as being a viable source of financial support for post-secondary technical-occupational education in Oklahoma's

public higher education institutions.

Need of the Study

This study gave basic documentation for utilization in the decision-making process relating to the role philanthropy could have in supporting technical-occupational programs. Limited data that was relevant on philanthropy provided a problematic obstacle in an assessment of this form of support.

Purpose of the Study

The purpose of this study was to gather information from teachers and administrators of Oklahoma's public post-secondary technical-occupational programs, along with Oklahoma's manufacturers, as to their perceptions on the nature and significance of private philanthropy as being a viable source of financial support.

Research Questions

To accomplish the purpose of this study, the answers to the following research questions were sought:

1. How do the teachers of technical-occupational programs perceive the nature and significance of private philanthropy?
2. How do the administrators of technical-occupational programs perceive the nature and significance of private philanthropy?
3. How do the manufacturers in Oklahoma perceive the nature and significance of private philanthropy for technical-occupational programs?

4. How do the manufacturers', administrators', and teachers' perceptions relate as to the nature and significance of private philanthropy?

Assumptions

1. The major source of financial support to the post-secondary technical-occupational programs will be from the public sector--local, state, and federal.
2. Because this study's purpose was not to appraise, enumerate, or evaluate gifts acquired and used by the recipient programs and institutions, any response to lists, amount and inventories was regarded as evidence that certain types, sources, and purposes of gifts exist.
3. The data collected by the instrument and used were unbiased. Also, the instrument elicited responses which accurately reflected the perception of post-secondary technical-occupational teachers and administrators, and Oklahoma's manufacturers.
4. Each respondent made an unbiased, voluntary response.

Limitations of the Study

1. The implications of this study were not applicable beyond the subjects of this study.
2. Because of the absence of data from nonrespondents, biased findings are possible.
3. Other variables that were not considered in this study may intervene in affecting philanthropic support to the

post-secondary technical-occupational programs. These included national, state, and local economic factors and regulations, personal preferences of donor and recipient, and a weighted single gift as opposed to a number of smaller gifts.

4. Some philanthropic support may be shared among other programs not directly related to the post-secondary technical-occupational programs.

Definitions

This study used the following terminology as defined:

1. Philanthropy--Donation of gifts with monetary value from private sources. Other synonymous terms used in this study were philanthropic support, private support, donations, and private-fianancial-support.
2. Foundation--A nonprofit, nongovernmental organization established to maintain or aid social, educational, charitable, or other activities serving the common welfare.
3. Post-Secondary Technical-Occupational Teacher--Anyone who had, as their major function, a teaching assignment in one or more skilled or technical-occupational areas/programs in Oklahoma's public higher education institutions.
4. Post-Secondary Technical-Occupational Administrator--Anyone who served in a supervisory capacity, and who oversaw the resources of one or more post-secondary

technical-occupational programs in Oklahoma's public higher education institutions.

5. Unrestricted (Non-restricted or Non-designated) Gift--A gift which has not been designed by its donor for a specific purpose.
6. Restricted Gift--A gift which has been donated for a specific purpose.

Scope of the Study

The scope of this study included:

1. The study dealt with the elements of philanthropic support: type, source, and purpose of gifts.
2. The study dealt with post-secondary technical-occupational program's teachers and administrators who were members of the Oklahoma Technical Society 1980-1981.
3. The study, also, dealt with Oklahoma's manufacturers with 20 or more employees.
4. The time period involved in the study was from August 31, 1981 to September 20, 1981 inclusive.
5. The study made an effort not to impair any harmonious, philanthropic relations among the subjects that might have already existed or that may exist in the future.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study was to gather information from teachers and administrators of Oklahoma's public post-secondary technical-occupational programs, along with Oklahoma's manufacturers, as to their perceptions on the nature and significance of private philanthropy as being a viable source of financial support. To accomplish this purpose, a review of the literature on philanthropy was done. This chapter presents the review according to the major themes found in the literature on philanthropy: (1) a rationale for seeking philanthropy, (2) the nature of contemporary philanthropy to post-secondary education, (3) the type, source, and purpose of gifts, and (4) factors related to philanthropic support.

Rationale for Seeking Philanthropy

Brakeley (1979) expressed concern over the growing dependent nature of higher education on government systems by pointing out, with HEW figures, that a typical large state university will receive 62.2 percent of its operating income from federal, state, and local government. For community colleges, Harper (1976, p. 48) stated that "there is not enough [money] forthcoming from state and local tax sources, and the situation may get worse before it gets better."

The document Voluntarism, Tax Reform, And Higher Education (Van Ness, 1973) suggested that appropriations from government budgets tend to be limited to the most essential functions. McClusky (1972) suggested that there was very little leadership within the federal government concerning educational finances. A conclusion drawn by Havighurst (1979) was that:

> . . . the foundations tend to innovate and take risks that government agencies are not ready to take. Public opinion tends to favor risk-taking innovations by foundations, more so than . . . by the federal government (p. 681).

Philanthropy reduces the regressivity of post-secondary financing. In funding schools without raising taxes, Stucky (1979) suggested that a foundation be set up to solicit private funds. Horowitz (1974, p. 15) stated that "independent foundations . . . can solicit, receive, and manage private gifts with greater flexibility than possibly using ordinary state government and university's procedures."

Van Ness and Van Ness (1978) suggested several reasons why community colleges should seek a range of funding sources:

1. Government funding agencies often require proposal efforts that are bureaucratic in nature--time consuming and costly.
2. Stabilizing enrollments combined with rapid inflation.
3. Protection against fluctuations in public funding.
4. Difficulty of providing adequate financial aid for non-traditional students (part-time students, older students with families, adult learners, etc.).
5. High cost of educational excellence.
6. Foundations and corporations can identify naturally within the sphere of the two-year college.

Philanthropy, as researched by Colafella (1977) in interviewing 14

community college presidents, had the following aspects: (1) money from private sources could offset rising costs and losses of start-up financial support and (2) relief of tax burdens on the college's sponsors at local and state levels. Educating the disadvantaged individual--academically and economically--carried with it various burdens. According to Maeroff (1969), the

> . . . financial pressures and hardening attitudes about the functions of post secondary education are threatening the policies of non-selective admissions and low tuition that are the cornerstones of community colleges (p. 1).

A document Margin For Excellence And Opportunity: The Impact Of Private Investment On Public Colleges And Universities (Maeroff, 1969) revealed that philanthropy provided an impact in the areas of: scholarships and loans to needy students; professorships to honor and retain top-flight faculty members; buildings and equipment; adult education centers; expansion plans; and educational innovations. Van Ness and Van Ness (1978) stated:

> Excellence in any educational institution requires funds for faculty, staff and student development, for planning and implementing innovative projects, for bringing to the campus visiting artists and scholars to enrich the college's regular offering, etc. These and other activities are often costly to be supported by a college's regular budget (p. 2).

Thus, the literature favored the seeking of philanthropy for the achievement of excellence and for the broadening of opportunity in public higher education.

Permissive state and federal legislation fosters philanthropic activites on the part of individuals, businesses, and educational institutions. The rapid growth of educational philanthropy after 1909 coincided with the enactment of the income tax law and the adoption of the contributions deduction (Van Ness and Van Ness, 1973). Seventy

percent of the states, Oklahoma excluded, have a Model Business Corporation Act that enables corporations to make donations for public welfare, charitable, scientific, or educational purposes (Fremont-Smith, 1972). However, Oklahoma Statutes do permit, according to Fremont-Smith, deductible contributions for educational purposes and groups.

The Oklahoma Legislature authorized all state educational institutions to accept and receive any and all gifts, devises, and bequests of money or property, either real or personal. And, the boards of regents are authorized and empowered to hold, use, or sell the tendered gifts consistent with the terms of the gifts as stipulated by the donors (Oklahoma Statutes 70-4306, 1971). Philanthropic gifts and the income from them belong to and are only to be used by the recipient institution. Furthermore, these gifts and income are considered non-existent when the institution budgeted, allocated, and appropriated funds (Oklahoma Statutes 70-3209, 1971).

Federal legislation has provided tax laws that would enable private giving to post-secondary education. The U.S. Internal Revenue Code permits deductions of up to 50 percent of an individual's adjusted gross income (Internal Revenue Service, 1979, p. 88) for contributions to "organizations exclusively for charitable, religious, educational, scientific, or literary purposes . . ."; and if the individuals' contribution is beyond the 50 percent limitation, then the individual may deduct the excess in each of the next five years until it is used up.

A business or corporation may claim a deduction for any cash or property contribution that was made to "funds, foundations, corporations, or trusts, organized and operated exclusively for . . .

scientific, literary, or educational purposes . . ." (Internal Revenue Service, 1978, p. 128). This tax regulation allows deductions of up to 5 percent of taxable income, with any excess contribution over the 5 percent limitation being carried over for the next five years.

Harris and Klepper (1976) showed the philanthropic contributions from 1960 to 1970, inclusive, had a total value of $156,613 million: 73.3 percent of the total was given by individuals and 5.3 percent of the total was given by businesses. During this same time period, recipients of private philanthropy received a total of $150,232 million: 13.7 percent of the total went to higher education (U.S. Bureau of the Census, 1975). Using IRS figures, Harris and Klepper (1976) found that there was an average of 1.06 percent deduction from taxable income by businesses over the 1960 to 1970 time period--the businesses could have used deductions of up to 5 percent of taxable income. This study had a 35 percent return rate on mailed questionnaires which were augmented by personal interviews and "review of other pertinent studies" (p. 2). Further discussion of instumentation development and data analysis was excluded.

Contemporary Philanthropy to Post-Secondary Education

Even though the government regulations are permissive regarding philanthropic giving, and even though higher education has had a philosophical basis for seeking such support, there has been little research done concerning the nature of philanthropy to higher education's colleges and universities. The inception of philanthropic support for post-secondary education, especially the junior colleges, dated back to

1960 as compared with that of the contemporary beginnings of the four-year institutions in the 1890's. Blocker, Elkins, and Bremer (1965) stated that:

> In past years, philanthropy to support junior colleges has not been significant. The first major break through was achieved in 1960 when the Kellogg Foundation extended substantial assistance for a program to prepare junior college administrators at ten universities. Simultaneously, the Foundation made the first of two major grants to the American Association of Junior Colleges. Although the administration program was of no monetary benefit to individual two-year colleges, it undoubtedly triggered philanthropic interest in such colleges throughout the nation (p. 3).

Of the few research studies done on the nature of philanthropy to post-secondary education--more specifically, community junior colleges--Colafella (1977) researched 14 community colleges in Pennsylvania. Because he used a set of questions that elicited qualitative and quantitative responses in an interview-schedule instrument, the findings and conslusions of the study have been given significant credence. The research of Colafella had two main aspects: (1) a description of the philanthropic activites and (2) the attention which the 14 colleges gave to philanthropy.

Type, Source, and Purpose of Gifts

Colafella (1977) investigated the nature of voluntary support according to the type of gifts, source of gifts, and the purpose of the gifts. These were the common themes of investigation with most previous research studies. This research concluded that the type of gifts most often used were cash. Moreover, Colafella noted during the formative days, most institutions received gifts of land, buildings, furniture, and equipment; however, "as the colleges grew and developed new site programs, these kinds of gifts diminished considerably" (p. 57). Hargis

and Blocker (1973) noticed that building ranked second in importance as a type of gift for junior colleges during 1960-1963; and during 1968-1971, building was fourth ranked in importance.

Colafella (1977) had two major categories of purposes of philanthropy: restricted funds, which totaled $453,998 and nonrestricted funds, totaling $462,908. This research found that, overall, specific equipment as well as monies earmarked for the purchase of equipment took 58.1 percent of the restricted funds--$263,670. In the 1975-1976 school year, the fourteen community colleges in Pennsylvania received the largest amount of private financial support from foundations, business, and industry.

MacRoy (1970) researched the nature of philanthropy for community colleges in New York State, and certain characteristics of Colafella's (1977) Study followed that of MacRoy's. MacRoy found a pattern concerning the types of gifts in relation to longevity of operation: After the fourth year of operation, cash gifts displaced object gifts (such as, buildings, land, equipment, etc.). The researcher stated that:

> Philanthropy in the early stages went toward the operation and maintenance of the college. This becomes less true as the college matures and is replaced with gifts that are unrestricted and to aid students financially (MacRoy, 1970, p. 128).

Sixty-three percent of the total gifts from private sources was in the form of cash, 19.7 percent was building, 14.3 percent was land, 2.1 percent was equipment, and .9 percent were other types.

MacRoy noted that non-alumni organizations contributed the most: the sources in rank-order were non-alumni individuals, foundations, and corporations. "Alumni giving, as a viable source of support, did not exist" (MacRoy, 1970, p. 124). The researcher's reasoning was that

junior colleges were young; and therefore, a solid base of alumni support has not been developed.

Even though MacRoy's analysis showed corporations as least evident as a source, he reasoned that the corporate sector is potentially the most viable source of support to community colleges. Colafella's (1977) research data showed that business and industry among the largest contributors to the colleges. College presidents, in Colafella's research, identified business and industry, and foundations (in that order) as potential voluntary support sources. Toll (1966) predicated his research of California's philanthropic activities to public junior colleges on the colleges' responsibility to provide suitable occupationally-oriented training to those who want and need jobs: therefore, these colleges could realize from corporations and foundations the material help needed to fulfill the above predication.

Toll's research findings were based upon an open-type questionnaire in letter form to 68 public junior colleges, of which 51 responded. Basically, the letter inquired as to the nature and policies recipients had concerning philanthropy. Then, open-type questions were asked in interviews with executives and heads of foundations and firms which had donated to junior colleges, particularly in trade-technical areas. Toll implied that hundreds of millions of dollars in gifts were available from industry and other sources to California higher education in general. It was also reported that labor unions as well as trade associations and individual business firms provided generous support to apprenticeship programs, to bank training programs, to electronics' programs, and to other occupational programs.

As Toll was doing his research in California, Bremer (1965) was

doing research on philanthropic giving to 294 or 376 junior colleges listed in a 1961 junior college directory. Bremer used a mailed questionnaire because of the wide geographical dispersion of the public junior colleges. Later, Hargis and Blocker (1973) replicated Bremer's research: using Bremer's methodology, the same instrument in 1972 was used with the 650 of 1096 junior colleges that responded. Both studies found that cash gifts acccounted for the largest proportions of income giving the greatest amount of support. But, buildings, land, and stocks, which ranked second, third and fourth respectively in Bremer's study were ranked fourth, second, and third respectively by Hargis and Blocker.

Bremer reported that foundations were the greatest supporters of public junior colleges, followed by non-alumni individuals, other sources, and business, respectively. In contrast, Hargis and Blocker found that corporation and business were the greatest source of philanthropy--followed by other (e.g. civic and professional organizations), non-alumni individuals, and foundations, respectively. Both studies showed alumni as the fifth ranked source of voluntary support. It was also found by Bremer that the greatest amount of cash to public junior colleges was designated for buildings and equipment: next greatest amounts of gifts were for scholarships, and the third greatest were for unrestricted purposes.

Factors Related to Philanthropic Support

Most research studies that have been done not only dealt with the nature of philanthropy from the standpoint of type, source, and purpose of gifts, but also attempted to identify certain factors that related to

philanthropic activites.

Colafella (1977) found that there had been a general lack of concern of formal commitment to persue philanthropic activites. This was indicated when his research revealed that only four of the 14 colleges in Pennsylvania had a written policy regarding philanthropic support. This pattern was also seen by Bremer when he found that the majority of public junior colleges did not have development programs. Later research stated that the "overall programs leading to the acquisition of private funds if it exists, are primarily informal" (MacRoy, 1970, p. 126). Therefore, Toll (1966) recommended that certain gift policies be adopted to assure that the functions of gift acquisition and administration be given deserved attention. MacRoy's study revealed that the colleges which expended some effort for a planned program for philanthropy benefited to a greater degree than those which did not.

In determining the effectiveness of development activites on the part of junior colleges, Bremer (1965) stated six criteria used to investigate the relation of philanthropy received and development programs:

1. The existence of staff members involved in a development program.
2. The existence of volunteer groups which had the responsibility for securing private support.
3. The existence of alumni organizations.
4. Membership in the American Councils.
5. The existence of alumni funds.
6. Membership in the Alumni College Relations Associations (pp. 220-221).

Bremer compared which colleges did and did not adhere to each of the criteria, and the study showed that those which received greater

support per college followed the criteria. However, the replication study of Bremer by Hargis and Blocker (1973) demonstrated only a positive relationship among the existence of development officers, alumni organizations, and the amount of private financial support. MacRoy (1970, p. 128) stated that "each of the colleges with individuals employed to secure private aid received substantially more than the median support."

MacRoy indicated that junior colleges in non-urban areas (25,000 or less persons) received significantly more support--nearly half of the donations--than did colleges in metropolitan areas (excess of 100,000 population). Futhermore MacRoy's data indicated that three of the major sources of support came from physically near the college. Jarrell (1979) found in her research that 84.3 percent of the foundations gave on a local or regional basis. By using a one-way Chi-square statistical analysis, Jarrell (1979, p. 233) concluded that "geographical orientations of foundations did have an impact on both the dollar amount and total number of grants given." Holder's (1967) research of corporate giving concluded that corporate philanthropic activites that were influenced by geographical proximity of the concern to the institution of higher education. Local concerns tended to give more generously than in-state branches of out-of-state firms (Holder, 1967).

Holder's (1967) research results and conclusions were based on 22 interviews of the 93 replies from an open-type letter-questionnaire sent to 130 companies. The average return rate reported was between 15 to 20 percent. This researcher's report of return rates and non-random selection of subjects was dubious.

MacRoy (1970) indicated that there seemed to be a corollary between

the size of enrollment of the college and the amount of donation received. Although there were no correlational statistics used in the data analysis, the review of researches indicated a pattern of philanthropy received and enrollment size. It was reported by MacRoy that the greatest amount of private aid and largest average amount per institution was received in the middle (1000-3000) enrollment range. This led to MacRoy's (1970, p. 103) conclusion that "it is the smaller college located in a non-metropolitan setting that attracts the greatest amount of private support." Bremer and Elkins (1965) reported that their research finding, which supported those of MacRoy, showed colleges of the middle enrollment range (300-1300) received the largest amount of private support.

Summary

Philanthropy has been an asset to the educational programs in providing financial support indicative of public support. The review of the literature has identified the themes and variables on philanthropic support which patterned the nature of this investigation and study caused by a gap of knowledge on the feasibility of private financial support for technical-occupational programs in Oklahoma's post-secondary education.

CHAPTER III

METHODOLOGY

The purpose of this study was to gather information from teachers and administrators of Oklahoma's public post-secondary technical-occupational programs, along with Oklahoma's manufacturers, as to their perceptions on the nature and significance of private philanthropy as being a viable source of financial support. A descriptive study of the survey type was choosen to accomplish this purpose. Hillway (1965) suggested that:

> the survey need not be purely a fact finding device. It can also provide a means of testing and establishing principles, of comparing the past with the present, of identifying trends, and thus of presenting a sound basis for action (p. 198).

The survey type of study had collected data on existing philanthropic support for describing and employing the data to justify current conditions and practices, and to "make more intelligent plans for improving them" (Van Dalen, 1966, p. 207). Thus, the need of the study has been satisfied as well as the fulfillment of the study's purpose.

Specifically, this study was designed to answer the following research questions:

1. How do the teachers of technical-occupational programs perceive the nature and significance of private philanthropy?
2. How do the administrators of technical-occupational programs perceive the nature and significance of private

philanthropy?

3. How do the manufacturers in Oklahoma perceive the nature and significance of private philanthropy for technical-occupational programs?
4. How do the manufacturers', administrators', and teachers', perceptions relate as to the nature and significance of private philanthropy?

The following list of hypotheses were tested in order to aid the answering of the research questions:

1. There is a degree of agreement among teachers as to ranking the usefulness of the purposes of gifts that would be most useful in supporting post-secondary technical-occupational education.
2. There is a degree of agreement among teachers as to ranking the types of gifts that would be most useful in supporting post-secondary technical-occupational education.
3. There is a degree of agreement among teachers as to ranking the strongest sources of gifts that would support post-secondary technical-occupational education.
4. There is a degree of agreement among teachers as to the ranking of geographical locations of the greatest number of donors that would support post-secondary technical-occupational education.
5. There is a degree of agreement among teachers as to the ranking of geographical locations from where the greatest amount of dollars come to support post-secondary technical-occupational education.

6. There is a degree of agreement among administrators as to ranking the types of gifts that would be most useful in supporting post-secondary technical-occupational education.
7. There is a degree of agreement among administrators as to the ranking usefulness of the purposes of gifts that would support post-secondary technical-occupational education.
8. There is a degree of agreement among administrators as to ranking the strongest source of gifts that would support post-secondary technical-occupational education.
9. There is a degree of agreement among administrators as to ranking of geographical locations of the greatest number of donors that would support post-secondary technical-occupational education.
10. There is a degree of agreement among administrators as to the ranking of geographical locations from where the greatest amount of dollars come to support post-secondary technical-occupational education.
11. There is a degree of agreement among manufacturers as to the ranking of geographical locations to which they prefer to direct donations.
12. There is a degree of agreement among manufacturers as to ranking the purpose of gifts that would be mose useful for supporting post-secondary technical-occupation education.
13. There is a degree of agreement among manufacturers as to ranking the types of gifts they most preferred to give to support post-secondary technical-occupational education.
14. There is a degree of agreement among manufacturers as to

ranking the types of gifts that would be most useful in supporting post-secondary technical-occupational education.

15. Manufacturer responses have a degree of agreement between preferred and useful types of gifts when ranking the types of gifts considered most preferred and most useful in supporting post-secondary technical-occupational education.
16. There is a degree of agreement between teachers and administrators when ranking the strongest sources of gifts perceived as supporting post-secondary technical-occupational education.
17. There is a degree of agreement between teachers and manufacturers when ranking the types of gifts perceived as most useful in supporting post-secondary technical-occupational education.
18. There is a degree of agreement between administrators and manufacturers when ranking the types of gifts perceived as most useful in supporting post-secondary technical-occupational education.
19. There is a degree of agreement among teachers, administrators, and manufacturers when ranking the types of gifts perceived as most useful in supporting post-secondary technical-occoupational education.
20. There is a degree of agreement between teachers and administrators when ranking the purposes of gifts perceived to be most useful in supporting technical-occupational education.
21. There is a degree of agreement between teachers and

manufacturers when ranking the purposes of gifts perceived to be most useful in supporting technical-occupational education.

22. There is a degree of agreement between administrators and manufacturers when ranking the purposes of gifts perceived to be most useful in supporting technical-occupational education.
23. There is a degree of agreement among teacher, administrators, and manufacturers when ranking the purposes of gifts perceived to be most useful in supporting technical-occupational education.
24. There is a degree of agreement between teachers and administrators when ranking geographical locations of donor contributors and donor amount of dollars perceived to support technical-occupational education.
25. There is a relationship between respondents and the perceived existence of a written policy.
26. There is a relationship between educators and their own time spent in seeking donations.
27. There is a relationship between educators and their employer's time spent in seeking donations.

Selection of the Subjects

The subjects under investigation in this study were in three major categories: Post-Secondary Technical-Occupational Teachers, Post-Secondary Technical-Occupational Administrators, and Manufacturers in Oklahoma.

It was decided to survey 146 teachers among post-secondary technical-occupational programs in Oklahoma's public higher education institutions as identified by the Oklahoma State Regents for Higher Education in the document: Technical And Occupational Education In Oklahoma (Oklahoma Technical Society, 1980b), who belong to the Oklahoma Technical Society. These teachers were listed in the society's 1980-1981 membership directory (Oklahoma Technical Society, 1980b).

Also, it was decided to survey 33 administrators of post-secondary technical-occupational programs in Oklahoma's public higher education institutions as identified by the Oklahoma State Regents for Higher Education in the document: Technical And Occupational Education In Oklahoma (Oklahoma Technical Society, 1980b), who belong to the Oklahoma Technical Society as listed in its 1980-1981 membership directory (Oklahoma Technical Society, 1980b).

It was assumed that the teachers and administrators who belong to the Oklahoma Technical Society were practicing professionals who promoted and fostered technical-occupational education, as well as, provide community effort and leadership in the development of quality programs. These assumptions were within the scope of the Oklahoma Technical Society's objectives (Oklahoma Technical Society, 1980b). Further, it was assumed that these members had the experience to perceive the nature and significance of philanthropic activities as being a viable source of support within their programs.

It was decided to survey by stratified, random sampling 1,442 manufacturers in Oklahoma with 20 or more employees who were recognized by the Oklahoma Industrial Development Board. Table I shows how these manufacturers were distributed among the twenty Standard Industrial

Classification (Appendix A) categories of activities according to their most important product manufactured. Also, Table I reveals how these manufacturers were distributed among two cities--Tulsa and Oklahoma City--with each having population sizes from 500,000 to 100,000 and other cities whose population sizes were less than 100,000 (Oklahoma Industrial Development Board, 1980).

Twenty-five and six-tenth percent sample size was drawn that totaled to 369 of the 1,442 subjects. Each manufacturer in Table I was assigned a number. From a random numbers' table (Bartz, 1976), sample subjects were selected to represent each sub-group, which produced a total of 369 subjects or 25.6 percent of the whole.

Development of the Instrument

A closed-form questionnaire, each phase being printed on a separate 8 1/2 x 11 inch yellow paper, with selected open-end questions (Appendixes B and C) was developed to gather information to answer the research questions. Information was needed as to the usefulness of the types and purposes of gifts in supporting technical-occupational programs. Along with geographical area relationships of donors and recipients, data concerning the sources of gifts were sought. Information as to the existence of written policies concerning the seeking and administrating philanthropy was needed.

The questionnaire consisted of two phases with each phase divided into 10 and 8 sections, respectively. One phase with 10 sections elicited information from post-secondary technical-occupational teachers and administrators; while the second phase with 8 sections elicited information from the manufacturers.

TABLE I

OKLAHOMA MANUFACTURERS WITH TWENTY OR MORE EMPLOYEES (CATEGORIZED BY MANUFACTURER'S MOST IMPORTANT PRODUCT)

Standard Industrial Classification Major Group		500,000 to 100,000 Population		Less than 100,000 Population	Total
		Oklahoma City	Tulsa	Other	
Petroleum	(13)	0	0	18	18
Foods	(20)	33	26	108	167
Textiles	(22)	2	0	11	13
Fabrics, Apparels	(23)	5	4	74	83
Lumber	(24)	12	8	31	51
Furniture	(25)	9	7	17	33
Paper	(26)	5	2	15	22
Publishers	(27)	22	26	56	104
Chemicals	(28)	8	9	21	38
Refineries	(29)	5	7	22	34
Rubber, Plastic	(30)	14	17	24	55
Leather	(31)	1	0	12	13
Stone, Glass	(32)	16	21	58	95
Metals	(33)	5	23	33	61
Fabricated Metals	(34)	58	98	82	238
Machinery	(35)	40	74	82	196
Electrical	(36)	13	23	26	62
Transportation	(37)	17	28	54	99
Scientific Instruments	(38)	11	14	13	38
Miscellaneous	(39)	9	3	10	22
Total		285	390	767	1442
(Percent Ratio of Totals)		(19.8%)	(27%)	(53.2%)	(100%)

Both phases of the questionnaire presented common ranking tasks in the section on types, purposes, geographical relationships, and noting the existence of written policies and personnel involvement concerning philanthropy. Based on previous research studies, six types of gifts, five geographical areas, and six purposes of gifts were selected as being most pertinent to technical-occupational programs.

However, both phases of the questionnaire presented ranking tasks' sections that are pertinent to only the technical-occupational teachers and/or administrators (Phase I) and to only the manufacturers (Phase II). In Phase I, six major sources of gifts were selected from previous research studies. The manufacturers were asked to rank the type of gifts that they would prefer to give based on the same six types used in this study. Technical-occupational teachers were asked in Section 9 of Phase I to note their major teaching area which has been indicated by the State Board of Higher Regents (1980). The manufacturers were asked to indicate the level of benefits received from donations in Section One. The selection of benefits were based on previous research studies, and it was placed as the first section to encourage respondents to continue to use the instrument.

Each ranking task section of the questionnaire presented an opportunity for the respondent to make addition elements. General remarks concerning the nature and significance of donations to technical-occupational training programs were asked for in the last section of both phases.

Because of the comprehensiveness of the information and little previous research done on philanthropic support, the questionnaire was pretested among 15 technical-occupational teachers and administrators,

selected business men/women (excluding the subjects of the study), and faculty members of Oklahoma State University that were connected with this research study. The purpose of the pre-testing was to ensure a relevant instrument with sufficient breadth and depth to solicit the information required for this study's purpose. After pre-testing review and selected personal interviews, the instrument was modified in those areas which proved inadequate or where philanthropic activities were present and no data was realized.

Collection of the Data

Questionnaires (Appendix B) were mailed to 33 post-secondary technical-occupational administrators and to 146 post-secondary technical-occupational teachers among 20 Oklahoma colleges and technical institutes as listed in the membership directory of the Oklahoma Technical Society (1980b). Also, the questionnaires (Appendix C) were mailed to 369 manufacturers' managing officers in Oklahoma with 20 or more employees as listed in the Oklahoma Directory of Manufacturers And Products (Oklahoma Industrial Development Board, 1980) who are among twenty industrial classification categories.

Five-hundred, forty-eight questionnaires were distributed to the population of these three groups. These questionnaires were mailed with a cover-transmittal letter and a self-addressed, stamped envelope for the return of the completed questionnaire on August 31, 1981. By using a Listing Program on the Lanier Text Editor 3--a cathode ray tube word processor, each transmittal letter was individualized. A code number-letter was used on the return envelope to identify teacher responses, administrator responses, and managing officer responses of manufacturers.

Analysis of the Data

After the data collection phase of the study had been completed, the data of the respondents were assembled on a master ledger questionnaire for treatment and analysis. This was done by grouping the respondents according to the class of subjects--teacher, administrator, or manufacturer.

For each of the ranking tasks concerning the types, sources, and purposes of gifts, along with the geographical relationships of philanthropic activities, the individual responses were summed for a total sum of ranks to identify the overall rankings from the three classes of subjects. According to Siegel (1956), when Kendall's coefficient of concordance is significant for ranking N entities, the best estimate of the true ranking of N is provided by the order of the various sums of ranks, Rj. Sections that gave data as to policy and personnel activities concerning philanthropy were recorded by frequency of response for each element. Each element in the section concerning the benefits of philanthropy for manufacturers were summed to obtain the mean of responses by normative measures (Kerlinger, 1973).

Where data is comparable between two classes of subjects, Kendall's tau (a nonparametric rank correlative coefficient) has been used to determine the degree of concordance between rank order data. Siegel (1956) suggests that Kendall's tau was suitable for the same sort of data for which Spearman's rho was useful, but Linton and Gallo (1975) suggested that Kendall's tau was conceptually superior to rho. "When used on data to which the Pearson r is properly applicable, . . . [Kendall's tau] has an efficiency of 91 percent" (Siegel, 1956, p. 223).

This suggests that Kendall's tau was as sensitive a test for the existence of association as Pearson r. Kendall's tau was calculated as outlined by Siegel (1956) and Sendecor and Cochran (1967) which has a value that lies between +1 (complete agreement) and -1 (complete disagreement) with zero indicating no agreement. The significance of Kendall's tau was evaluated as outlined by Siegel (1956).

Where data is comparable among three classes of subjects Kendall's coefficient of concordance, W, has been used. Kendall's tau measured the degree of concordance between two variables; however, W expressed the degree of agreement among more than 2, k, variables. "The coefficient of concordance, W expresses the average agreement, on a scale from .00 to 1.00, between the ranks" (Kerlinger, 1973, p. 293). As outlined by Siegel (1956), W was calculated, as well as, the evaluation of the significance of W.

Kendall's tau and coefficient of concordance, W, were the statistical tools used in analyzing degrees of agreement among teachers, administrators, and manufacturers concerning types, sources, and purposes of gifts and geographical relationships of philanthropic activities. Contingency coefficients, Chi-square and percentages were used to analyze relationships among the subjects on policy and personnel activities concerning the administrating and soliciting private financial support.

CHAPTER IV

RESULTS

The purpose of this study was to gather information from teachers and administrators of Oklahoma's public post-secondary technical-occupational programs, along with Oklahoma's manufacturers, as to their perceptions on the nature and significance of private philanthropy as being a viable source of financial support.

The objective of this chapter is to present and analyze the data gathered in the study. The chapter is divided into 6 sections as follows: (1) response rate on questionnaires, (2) analysis of respondents, and (3-6) analysis of the data gathered to answer each of the four research questions.

Response Rate on Questionnaires

As indicated in Chapter III, 548 questionnaires were distributed to subjects in three categories: teachers of public post-secondary technical-occupational programs, administrators of public post-secondary technical-occupational programs in Oklahoma, and selected manufacturers in Oklahoma with 20 or more employees.

One-hundred forty-six questionnaires were mailed to teachers listed in the membership directory of the Oklahoma Technical Society as having teaching responsibilities in public post-secondary technical-occupational education. By September 28, 1981, the cut-off date, 84

questionnaires had been returned for a response rate of 57.5 percent.

Thirty-three questionnaires were mailed to individuals who had administrative duties in public post-secondary technical-occupational programs, as listed in the membership directory of the Oklahoma Technical Society. By the cut-off date, September 28, 1981, 23 responses had been received for a response rate of 69.7 percent.

Three-hundred sixty-nine questionnaires were mailed to manufacturers with 20 or more employees who are listed in the Oklahoma Directory of Manufacturers and Products (Oklahoma Industrial Development Board, 1980). By September 28, 1981, the cut-off date, 93 questionnaires had been returned for a response rate of 25.2 percent.

Of those instruments returned, four were not used by the manufacturers, because they have not been filled out; and one teacher response arrived too late to be included in the study.

A grand total of 548 questionnaires were distributed, and 196 were returned that were usable for an effective return rate of 35.8 percent.

Analysis of Respondents

Teacher respondents in the public post-secondary technical-occupational programs were employed among 11 institutions of higher education. Fifty-four teachers (64.3 percent of total responses) indicated that their major teaching area was in Engineering/Industrial related programs, sixteen indicated that they were in the Business related programs, seven indicated that they were in Health related programs, and three indicated Home Economics related programs. Agriculture and Human Service related programs indicated one respondent, respectively. (Two respondents did not indicate major teaching area.) The administrator

responses were among 10 institutions of higher education.

The manufacturers' responses were among 19 of the 20 major industrial classification groups: there was no response from the major group number 25-Furniture and Fixtures. Four major groups of manufacturers comprised 51.6 percent (48 respondents) of the responses: 16 respondents of major group 34-Fabricated Metal Products, Except Ordnance, Machinery and Transportation Equipment; 16 respondents of major group 35-Machinery, Except Electrical; 10 respondents of major group 20-Food and Kindred Products; and 6 respondents from major group 27-Printing, Publishing, and Allied Industries. Sixteen (17.2 percent) of the responding manufacturers were from Oklahoma City, and twenty-eight (30.1 percent) of the responding manufacturers were from Tulsa, and forty-nine (52.7 percent) of the responding manufacturers were from the others cities of Oklahoma. The total manufacturers' responses were proportional to the whole population group as categorized by the industrial classification groups and by the population strata.

Teachers' Perceptions--Analysis of the Data

The first research question which this study addressed was as follows: How do the teachers of technical-occupational programs perceive the nature and significance of private philanthropy?

Type of Gifts

The subjects in the study were requested to rank-order six types of donations they prefer that would be most useful in supporting their technical-occupational programs. The ranking sequence was from the (1) most preferred through (6) least preferred. All of the responses to

each type of gift were then added in order to rank-order the six types of gifts. Written entries for "other" preferred types of gifts are reported in Appendix D.

Table II presents the rank and scores for the preferential types of gifts, as perceived by technical-occupational teachers, that have the most usefulness of support. Kendall's coefficient of concordance was calculated to be 0.2906, which represents low degree of agreement among teachers as to preferred type of gifts.

The null hypothesis states:

> There is no degree of agreement among teachers as to ranking the types of gifts that would be most useful in supporting post-secondary technical-occupational education.

TABLE II

RANK AND SUM OF RANKS FOR PREFERENTIAL TYPES OF GIFTS CONSIDERED USEFUL AS REPORTED BY TEACHERS

Type of Gift	Rank	Sum of Rank
Cash	1	169.5
Unused Equipment	2	199.0
Used Equipment	3	302.5
Buildings/Shops	4	322.5
Technical Manuals/Books	5	331.0
Furniture/Cabinets	6	381.5

Number of responses = 82

As outlined by Siegel (1956), a Chi-square was calculated to be 119.15 with 5 degrees of freedom. Since this exceeds the tabled value of 20.52 with 5 degrees of freedom at 0.001 significance level, the null hypothesis was rejected. Therefore, according to Siegel (1956), the preceding table is the best estimate of a true ranking for the types of gifts with low, but significant, degree of agreement.

The individual tables showing rank-order associated with this study's research questions are divided into three major columns: named variable, rank (within that major named variable), and sum of ranks (score given that level of the named variable by all respondents).

The variable--type of gift--had six levels. The type of gift rated highest in this category was Cash for donations with a total score of 169.5 The type of gift rated lowest was Furniture/Cabinets, with a total scoore of 381.5. The range for the six levels is 212.

Purposes of Gifts

The individuals surveyed were instructed to rank-order what they considered to be the six most useful purposes of a donation in supporting their technical-occupational programs. The ranking sequence was from (1) most useful to (6) least useful. Written entries for "other" purposes of gifts are reported in Appendix D.

Table III presents the rank and scores for the usefulness of the purposes of gifts as perceived by technical-occupational teachers in supporting their technical-occupational programs. Kendall's coefficient of concordance was determined to be 0.0895, representing low degree of agreement among teachers as to the purposes of gifts.

TABLE III

RANK AND SUM OF RANKS FOR PURPOSES OF GIFTS CONSIDERED USEFUL AS PERCEIVED BY TEACHERS

Purpose of Gift	Rank	Sum of Rank
Student Scholarship	1	217.0
Faculty Development/Up-Date	2	257.5
Instructional Aids/Supplies	3	264.5
Student Loans	4	272.0
Non-Designated Giving	5	291.0
Equipment/Furniture	6	353.0

Number of Responses = 81

The null hypothesis states:

> There is no degree of agreement among teachers as to ranking the usefulness of the purposes of gifts that would support post-secondary technical-occupational education.

Chi-square was determined to be 36.25, with 5 degrees of freedom. Because this exceeds the tabled value of 20.52 with 5 degrees of freedom at the .001 level of significance, the null hypothesis was rejected. This low, but significant agreement, among the teachers determined the best estimate of the true rankings.

Purposes of gift was divided into six levels. The purpose rated the highest in this category was Student Scholarship for purposes of gifts with a total score of 217. The purpose rated lowest was

Equipment/Furniture for purpose of gifts with a score of 353. The range for the six levels of purpose was 136.

Sources of Gifts

The subjects in the study were requested to rank-order what they perceived as the six sources of gifts for their technical-occupational programs. The ranking sequence was from (1) strongest to (6) weakest source of donations.

Table IV shows the rank and scores for the strength of sources of gifts as perceived by technical-occupational teachers. Written entries for "other" sources of gifts are reported in Appendix D. Kendall's coefficient of concordance was determined to be 0.3903, representing a moderate degree of agreement among teachers concerning the sources of gifts.

The null hypothesis states:

> There is no degree of agreement among teachers as to ranking the strongest source of gifts that would support post-secondary technical-occupational education.

The calculated value of Chi-square was 144.4, with 5 degrees of freedom. Since this exceeds the tabled value of 20.52 with 5 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. A moderate and significant degree of agreement among the teachers determined the best estimate of the true rankings.

The sources of gift was divided into six levels. The source rated the highest of this category was Business/Industry/Manufacturers with a total score of 108.5. Non-Alumni Individuals was the source rated the lowest with a score of 337. The range for the six levels of source was 228.5.

TABLE IV

RANK AND SUM OF RANKS FOR STRONGEST SOURCES OF GIFTS AS PERCEIVED BY TEACHERS

Source of Gift	Rank	Sum of Rank
Business/Industry/Manufacturers	1	108.5
Private Foundations	2	215.0
Alumni Groups	3	279.0
Non-Alumni Groups	4	300.5
Alumni Individuals	5	314.0
Non-Alumni Individuals	6	337.0

Number of Respondents = 74

Geographical Locations

The individuals surveyed were instructed to rank-order what they considered to be five geographical locations of the greatest number of donors who make donations to their technical-occupational programs. The ranking sequence was from the (1) greatest number to (5) the least number of donors. Also, the surveyed individuals were instructed to rank-order what they considered to be five donor geographical locations from where the greatest dollar amount comes. The ranking sequence was from (1) greatest dollar amount to (5) least dollar amount.

Table V presents the ranks and scores of the geographical locations, perceived by technical-occupational teachers, for the number of donors. Kendall's coefficient of concordance was calculated to be

0.2226, representing a low degree of agreement among teachers.

TABLE V

RANK AND SUM OF RANKS OF DONOR GEOGRAPHICAL LOCATIONS AS PERCEIVED BY TEACHERS

Geographical Location	Rank	Sum of Rank
State	1	127.5
Regional	2	218.5
City	3	221.0
County	4	237.5
National	5	266.5

Number of Responses = 71

The null hypothesis states:

> There is no degree of agreement among teachers as to the ranking of geographical locations of the greatest number of donors that would support post-secondary technical-occupational education.

The calculated Chi-square was 63.218 with 4 degrees of freedom. Because this exceeds the tabled value of 18.46 with 4 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. A low, but significant, degree of agreement among teachers determined the best estimate of the true rankings.

The geographical location was divided into five levels. The

geographical location rated the highest in this category was State for donor location with a total score of 127.5. The geographical location rate was lowest with a score of 266.5 was National for donor location. The range for the five levels of geographical location was 139.

Table VI shows where the technical-occupational teachers perceive the geographical locations from where the amount of dollars come. Kendall's coefficient of concordance was determined to be 0.2058, representing a low degree of agreement among teachers.

The null hypothesis states:

> There is no degree of agreement among teachers as to the ranking of geographical locations from where the greatest amount of dollars come to support post-secondary technical-occupational education.

TABLE VI

RANKS AND SUM OF RANKS OF LOCATION WHERE DOLLAR AMOUNTS COME AS PERCEIVED BY TEACHERS

Geographical Locations	Rank	Sum of Rank
State	1	125.0
Regional	2	205.5
City	3	208.5
County	4	223.5
National	5	250.5

Number of Responses = 67

The calculated value of Chi-square was 55.149 with 4 degrees of freedom. Since this exceeds the tabled value of 18.46 with 4 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. The low, but significant, degree of agreement among the teachers determined the best estimate of the true rankings.

The geographical location was divided into five levels. The geographical location rated the highest in this category was State for location of dollar amounts with a total score of 125. National was rated the lowest for dollar amount location with a score of 250.5. The range for the five levels of geographical location was 125.5.

Philanthropic Policy and Personnel Activities

The subjects in the study were requested to indicate as to whether their technical-occupational program did or did not have a written policy concerning the solicitation and acceptance of any type of gift. Twenty-eight (64.6 percent) of the respondents gave a yes response, and 51 (64.6 percent) of the respondents gave a no response, as to the existence of written policy.

The subjects in the study were requested to indicate full time, often, seldom, or never as to their own time spent in seeking private donations; and, they were requested to indicate the same time frame--full time, often, seldom, or never as to how much of their time was spent on their employer's time seeking private donations.

On their own time, the respondents gave the following responses: full time 0, often 11, seldom 44, and never 28. Fifty-three percent of the respondents indicated seldom as the time spent seeking donations, while 33.7 percent of the respondents indicated never and 13.3 percent indicated often as the time spent seeking donations.

On the respondents employer's time, the respondents gave the following responses: full time 0, often 4, seldom 39, and never 40. Forty-eight and two-tenths percent of the respondents indicated never as the time spent seeking donations, while 47 percent of the respondents indicated seldom and 4.8 percent indicated often as the time spent seeking donations.

Additional comments that were written in concerning the nature and significance of philanthropy are located in Appendix D.

Administrators' Perceptions--Analysis of the Data

The second research question concerning this study was as follows: How do the administrators of technical-occupational programs perceive the nature and significance of private philanthropy?

Types of Gifts

The subjects in the study were requested to rank-order six types of donations they prefer that would be most useful in supporting their technical-occupational programs. The ranking sequence was from the (1) most preferred through (6) least preferred. All of the responses to each type of gift were then added in order to rank-order the six types of gifts. Written entries for "other" preferred types of gifts are reported in Appendix D.

Table VII presents the rank and scores for the preferential types of gifts, as perceived by the technical-occupational administrators, that have the most usefulness of support. Kendall's coefficient of concordance was determined to be 0.537, representing a strong degree of agreement among administrators.

TABLE VII

RANK AND SUM OF RANKS FOR PREFERENTIAL TYPES OF GIFTS CONSIDERED USEFUL AS REPORTED BY ADMINISTRATORS

Type of Gift	Rank	Sum of Rank
Cash	1	37.0
Unused Equipment	2	56.0
Buildings/Shops	3	72.0
Used Equipment	4	90.0
Technical Manuals/Books	5	108.5
Furniture/Cabinets	6	119.5

Number of Responses = 23

The null hypothesis states:

> There is no degree of agreement among administrators as to ranking the types of gifts that would be most useful in supporting post-secondary technical-occupational education.

The Chi-square was calculated to be 61.768 with 5 degrees of freedom. Because this exceeds the tabled value of 20.52 with 5 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. The strong and significant degree of agreement among the administrators determined the best estimate of the true rankings.

The type of gift was divided into six levels. The type of gift rated the highest in this category was Cash for donations with a total score of 37. The type of gift rated lowest was Furniture/Cabinets with Total score of 119.5. The range for the six levels is 82.5.

Purposes of Gifts

The individuals surveyed were instructed to rank-order what they considered to be the six most useful purposes of a donation in supporting their technical-occupational programs. The ranking sequence was from (1) most useful to (6) least useful. Written entries for "other" purposes of gifts are reported in Appendix D.

Table VIII presents the rank and scores for the usefulness of the purposes of gifts as perceived by administrators of technical-occupational programs in supporting their programs. Kendall's coefficient of concordance was calculated to be 0.1745, representing a low degree of agreement among administrators.

TABLE VIII

RANK AND SUM OF RANKS FOR PURPOSES OF GIFTS CONSIDERED USEFUL AS PERCEIVED BY ADMINISTRATORS

Purpose of Gift	Rank	Sum of Rank
Student Scholarships	1	46
Instructional Aids/Supplies	2	68
Student Loans	3	81
Faculty Development/Up-Date	4	85
Non-Designated Giving	5	88
Equipment/Furniture	6	95

Number of Responses = 23

The null hypothesis states:

> There is no degree of agreement among administrators as to the ranking of usefulness of the purposes of gifts that would support post-secondary technical-occupational education.

Chi-square was determined to be 20.061 with 5 degrees of freedom. Since this exceeds the tabled value of 15.09 with 5 degrees of freedom at the 0.01 level of significance, the null hypothesis was rejected. The low, but significant, degree of agreement among the administrators determined the best estimate of the true rankings.

Purpose of gift was divided into six levels. The purpose rated the highest in this category was Student Scholarship for purposes of gifts with a total score of 46. The purpose rated lowest was Equipment/Furniture for purposes of gifts with a score of 95. The range for the six levels of purpose was 49.

Sources of Gifts

The subjects in the study were requested to rank-order what they perceived as the six sources of gifts for their technical-occupational programs. The ranking sequence was from (1) strongest to (6) weakest source of donations.

Table IX shows the rank and scores for the strength of sources of gifts as perceived by the administrators of technical-occupational programs. Written entries for "other" sources of gifts are reported in Appendix D. Kendall's coefficient of concordance was determined to be 0.4155, which represents a moderate degree of agreement among administrators.

The null hypothesis states:

There is no degree of agreement among administrators as to ranking the strongest sources of gifts that would support post-secondary technical-occupational education.

The calculated value of Chi-square was 41.545 with 5 degrees of freedom. Because this exceeds the tabled value of 20.52 with 5 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. A moderate and significant degree of agreement among administrators determined the best estimate of the true rankings.

The source of gift was divided into six levels. The source rated the highest of this category was Business/Industry/Manufacturers with a total score of 26. Non-Alumni Groups and Alumni Individuals shared the third and fourth rank slots that gave tied ranks of 3.5 each. The lowest rated source of gift was the Alumni Groups with a score of 95. The range for the six levels of source was 69.

TABLE IX

RANK AND SUMS OF RANKS FOR STRONGEST SOURCES OF GIFTS AS PERCEIVED BY ADMINISTRATORS

Source of Gift	Rank	Sum of Rank
Business/Industry/Manufacturers	1	26
Private Foundations	2	67
Non-Alumni Groups	3.5	76
Alumni Individuals	3.5	76
Non-Alumni Individuals	5	80
Alumni Groups	6	95

Number of Responses = 20

Geographical Locations

The individuals surveyed were instructed to rank-order what they considered to be five geographical locations of the greatest number of donors who make donations to their technical-occupational programs. The ranking sequence was from the (1) greatest number to (5) the least number of donors. Also, the surveyed individuals were instructed to rank-order what they considered to be five donor geographical locations from where the greatest dollar amount comes. The ranking sequence was from (1) greatest dollar amount to (5) least dollar amount.

Table X presents the ranks and scores of the geographical locations, perceived by administrators of technical-occupational programs, for the number of donors. Kendall's coefficient of concordance was calculated to be 0.2965, which represents a moderate degree of agreement among administrators.

The null hypothesis states:

> There is no degree of agreement among administrators as to the ranking of geographical locations of the greatest number of donors that would support post-secondary technical-occupational education.

The calculated Chi-square was 24.906 with 4 degrees of freedom. Because this exceeds the tabled value of 18.46 with 4 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. A moderate and significant degree of agreement among the administrators determined the best estimate of the true rankings.

The geographical location was divided into five levels. The geographical location rated the highest in this category was State for donor location with a total score of 44.5. The geographical location rated the lowest with a score of 89 was National for donor location. The range for the five levels of geographical location was 44.5

TABLE X

RANK AND SUM OF RANKS OF DONOR GEOGRAPHICAL LOCATIONS AS PERCEIVED BY ADMINISTRATORS

Geographical Location	Rank	Sum of Rank
State	1	44.5
City	2	52.0
County	3	58.0
Regional	4	71.0
National	5	89.0

Number of Responses = 21

Table XI shows where the administrators of technical-occupational programs perceive the geographical locations from where the amount of dollars come. Kendall's coefficient of concordance was determined to be 0.2704, which represents a low degree of agreement among administrators.

The null hypothesis states:

> There is no degree of agreement among administrators as to the ranking of geographical locations from where the greatest amount of dollars come to support post-secondary technical-occupational education.

Chi-square was calculated to be 21.6304 with 4 degrees of freedom. Since this exceeds the tabled value of 18.46 with 4 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. A low, but significant, degree of agreement among administrators determined the best estimate of the true rankings.

TABLE XI

RANK AND SUM OF RANKS OF LOCATIONS WHERE DOLLAR AMOUNTS COME AS PERCEIVED BY ADMINISTRATORS

Geographical Location	Rank	Sum of Rank
State	1	39.5
City	2	54.0
County	3	58.5
Regional	4	65.5
National	5	82.5

Number of Responses = 20

The geographical location was divided into five levels. The geographical location rated the highest in this category was State for location of dollar amount with a total score of 39.5. National was rated the lowest for dollar amount location with a score of 82.5. The range for the five levels of geographical location was 43.

Philanthropic Policy and Personnel Activites

The subjects in the study were requested to indicate as to whether their technical-occupational program did or did not have a written policy concerning the solicitation and acceptance of any type of gift. Nine (40.9 percent) of the respondents gave a yes response, and 13 (59.1 percent) gave a no response as to the existence of a written policy.

The subjects in the study were requested to indicate full-time, often, seldom, or never as to their own time spent in seeking private was spent on their employees time seeking private donations; and they were requested to indicate by the same time frame--full time, often, seldom, or mever as to how much of their time was spent on their employees time seeking private donations.

On their own time, the respondents gave the following responses: full time 0, often 6, seldom 14, and never 2. Sixty-three and six-tenths percent of the respondents indicated seldom as the time spent seeking donations, while 27.3 percent of the respondents indicated often, and 9.1 percent indicated never as the time spent seeking donations.

On the respondents employer's time, the respondents gave the following responses: full time 0 , often 4, seldom 13, and never 6. Fifty-six and five-tenths percent of the respondents indicated seldom as the time spent seeking donations, while 26.1 percent of the respondents indicated never and 17.4 percent indicated often as the time spent seeking donations.

Additional comments that were written in concerning the nature and significance of philanthropy are reported in Appendix D.

Manufacturers' Perceptions--Analysis of the Data

The third research question concerning this study was as follows: How do the manufacturers in Oklahoma perceive the nature and significance of private philanthropy for technical-occupational programs?

Benefits of Philanthropy

The manufacturers in the study were requested to indicate on a Likert type scale the level of benefit for their firm resulting from donations to technical-occupational programs. Each benefit was summed and divided by the number of responses to yield a mean score. Table XII presents the rank and mean scores for the benefit of donation as perceived by manufacturers. Written entries for "other" benefits of donations are reported in Appendix D.

TABLE XII

RANK AND MEAN SCORE FOR THE BENEFITS OF DONATIONS AS PERCEIVED BY MANUFACTURERS

Benefit of Donation	Rank	Mean Score	Response Number
Fulfillment of Social Responsibilities	1	3.361	83
Up-Grading Present Employees	2	3.083	84
New Source of Employees	3	3.071	84
Tax Deductions	4	2.438	80
Advertisement	5	2.024	82
Product Improvement	6	2.000	79
Potential Source of Customers	7	1.728	81

Benefit of donation was divided into seven levels. Fulfillment of Social Reponsibilities rated the highest in the category for the benefit of donation with a mean score of 3.361. The benefit of Potential Source of Customers rated the lowest with a mean score of 1.728. The arithmetic mean of the tabled mean scores is 2.529.

Geographical Locations

The individuals surveyed were instructed to rank order what the considered to be five geographical locations to which their firm would prefer to direct donations. The ranking sequence was from (1) most preferred to (5) least preferred.

Table XIII shows where the manufacturers prefer to direct their donations. Kendall's coefficient of concordance was calculated to be 0.4593, which represents a moderate degree of agreement among manufacturers.

The null hypothesis states:

> There is no degree of agreement among manufacturers as to the ranking of geographical locations to which they prefer to direct donations.

A value of 157.99 with 4 degrees of freedom was computed for Chi-square. Because this exceeds the tabled value of 18.46 with 4 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. A moderate and significant degree of agreement among manufacturers determined the best estimate of the true rankings.

The geographical location was divided into five levels. The geographical location rated the highest in this category was City for the preferential location of directed donations with a score of 153.5. National was rated the lowest as a preferred geographical location with

TABLE XIII

RANK AND SUM OF RANKS OF PREFERENTIAL GEOGRAPHICAL LOCATION FOR DONATIONS AS PERCEIVED BY MANUFACTURERS

Geographical Location	Rank	Sum of Rank
City	1	153.5
County	2	192.5
State	3	232.0
Regional	4	330.0
National	5	376.0

Number of Responses = 86

a score of 376. The range for the five levels of geographical locations was 222.5.

Purposes of Gifts

The manufacturers surveyed were instructed to rank-order what they considered to be the six most useful purposes of a donation in supporting a technical-occupational program. The ranking sequence was (1) most useful to (6) least useful. Written entries for "other" purposes of gifts are reported in Appendix D.

Table XIV presents the rank and scores for the usefulness of the purposes of gifts as perceived by Oklahoma's manufacturers with 20 or more employees in supporting technical-occupational programs. Kendall's coefficient of concordance was determined to be 0.4581, which represents

a moderate degree of agreement among manufacturers.

The null hypothesis states:

> There is no degree of agreement among manufacturers as to ranking the purpose of gifts that would be most useful for supporting post-secondary technical-occupational education.

A Chi-square of 190.1067 with 5 degrees of freedom was computed. Because this exceeds the tabled value of 20.52 with 5 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. The moderate and significant degree of agreement among manufacturers determined the best estimate of the true rankings.

TABLE XIV

RANK AND SUM OF RANKS FOR PURPOSES OF GIFTS CONSIDERED USEFUL AS PERCEIVED BY MANUFACTURERS

Purpose of Gift	Rank	Sum of Rank
Student Scholarships	1	224.5
Instructional Aids/Supplies	2	245.5
Faculty Development/Up-Date	3	293.5
Equipment/Furniture	4	305.5
Student Loans	5	323.5
Non-Designated Giving	6	351.0

Number of Responses = 83

Purpose of gift was divided into six levels. The purpose rated the highest in this category was Student Scholarships for the purpose of gifts with a total score of 224. The purpose rated lowest was Non-Designated Giving for purpose of gifts with a schore of 351. The range for this six levels of purpose was 127.

Types of Gifts

The manufacturers in the study were requested to rank-order six types of donations that they would prefer to give in support of a technical-occupational program. The ranking sequence was from (1) most preferred to (6) least preferred. Secondly, the manufacturers were requested to rank-order the same six types of gifts as they perceive their usefulness in effectively supporting a technical-occupational program. The ranking sequence was from (1) most useful to (6) least useful. Written entries for "other preferred and useful types of gifts" are reported in Appendix D.

Table XV presents the ranks and scores for the types of gifts manufacturers perceived as a preferential type to give and useful to support technical-occupational programs. For the preferred rankings among manufacturers, Kendall's coefficient of concordance was calculated to be 0.3768, which represents a moderate degree of agreement.

The null hypothesis states:

> There is no degree of agreement among manufacturers as to ranking the types of gifts they most preferred to give to support post-secondary technical-occupational education.

A Chi-square was calculated to be 150.713 with 5 degrees of freedom. Because this exceeds the tabled value of 20.52 with 5 degrees of freedom at the 0.001 level of significance, the null hypothesis was

rejected. A moderate and significant degree of agreement among the manufacturers determined the best estimate of the true rankings.

For the useful ranking type, Kendall's coefficient of concordance was computed at 0.295, which represents a moderate degree of agreement among manufacturers.

The null hypothesis states:

> There is no degree of agreement among manufacturers as to ranking the types of gifts that would be most useful in supporting post-secondary technical-occupational education.

TABLE XV

RANKS AND SUM OF RANKS FOR TYPES OF GIFTS AS PERCEIVED BY MANUFACTURERS

Type of Gift	Preferred Type		Useful Type	
	Rank	Sum of Rank	Rank	Sum of Rank
Cash	1	141.0	1	132.5
Used Equipment	2	224.5	2	263.5
Technical Manuals/Books	3	279.5	4	286.5
Unused Equipment	4	316.5	3	280.5
Furniture/Cabinets	5	333.5	6	351.0
Buildings/Shops	6	383.0	5	321.0

Number of Responses (Preferred) = 80
Number of Responses (Useful) = 78
Kendall's Tau = 0.7333

A Chi-square was determined to be 114.789 with 5 degrees of freedom. Because this exceeds a tabled value of 20.52 with 5 degrees of freedom at the 0.001 level of significance, the null hypothesis was rejected. The moderate and significant degree of agreement among manufacturers mined the best estimate of the true rankings.

The type of gift had six levels. Cash rated the highest type of gift in this category for both preferred type to give and useful type to support with scores of 141 and 132.5, respectively. The type of gift rated lowest as a preferred type to give was Buildings/Shops for types of gifts with a score of 383; however, Furniture/Cabinets were rated lowest for types of gifts perceived as useful with a score of 351. The ranges for the preferred types of gifts and useful types of gifts were 242 and 188.5, respectively. While Technical Manuals/Books and Unused Equipment inverted ranks from 3, 4 as preferred to 4, 3 as useful, Furniture/ Cabinets and Buildings/Shops inverted ranks from 5, 6 as preferred to 6, 5 as useful.

The pair of rankings shown in Table XV were subjected to Kendall's tau rank correlation coefficient to measure the degree of agreement between the ranks assigned to the types of gifts preferred and useful by the manufacturer: Kendall's tau yielded a 0.7333.

The null hypothesis states:

> Manufacturer responses have no degree of agreement between preferred and useful types of gifts when ranking the types of gifts considered most preferred and most useful in supporting post-secondary technical-occupational education.

As outlined by Siegel (1956), the number of pairs of ranks (N) was 6, and a calculated S, actual score summed by a score from each pair of ranks, was 11. Because a tabled probability of 0.028 exists for $S \geq 11$

hypothesis is rejected. Bartz (1976) suggested that a tau of 0.7333 indicates a strong agreement in ranking by manufacturers between preferred and useful types of gifts.

Philanthropic Policy and Personnel Activities

The manufacturers in the study were requested to indicate as to whether their firm did or did not have a written policy concerning donations. Thirty-four (38.2 percent) of the respondents gave a yes response, and 55 (61.8 percent) gave a no response as to the existence of a written policy. For those manufacturers that did have a written policy concerning donations, they were requested to indicate, by yes or no, if they had a written policy concerning donations to technical-occupational programs. With one response leaving the item blank, 15 (45.5 percent) of the respondents gave a yes response, and 18 (54.5 percent) gave a no response as to the existence of a written policy concerning donations to technical-occupational programs.

The manufacturers in the study were requested to indicate yes or no as to the existence of personnel with assigned responsibilities for administrating donations. Fifty-three (60.9 percent) of the respondents gave a yes response, and 34 (39.1 percent) gave a no response as to the existence of personnel assigned with responsibilities for administering donations. For those respondents that did have assigned personnel, they were requested to indicate if the assigned responsibilities were on a part-time or full-time basis. With 5 respondents leaving the item blank, 37 (77.1 percent) of the respondents gave part-time as a response and 11 (22.9 percent) gave a full-time as a response.

Additional comments that were written in concerning the nature and

significance of philanthropy are reported in Appendix D.

Related Categories Among Respondents

The fourth research question with which this study was concerned was as follows: How do the manufacturers', administrators', and teachers', perceptions relate as to the nature and significance of private philanthropy?

Sources of Gifts

Table XVI presents by respondent the rankings of the sources of gifts for technical-occupational programs.

Business/Industry/Manufacturers and Private Foundations ranked one and two, consecutively for both teachers and administrators, while Alumni Groups and Alumni Individuals rank 4 and 5 respectively, by teachers, these sources tied-ranked for 3.5 with the administrators.

The pair of rankings shown in Table XVI were subjected to Kendall's tau to measure the degree of agreement between the ranks assigned to the sources of gifts by the teachers and administrators: Making adjustments for tied ranks (Siegel, 1956), Kendall's tau was calculated to be 0.552. This value, according to Bartz (1976), indicates moderate agreement in the ranking of the sources of gifts by the teachers and administrators.

The null hypothesis states:

> There is no degree of agreement between teachers and administrators when ranking the strongest sources of gifts perceived as supporting post-secondary technical-occupational education.

As outlined by Siegel (1956), N was 6, and calculated S was 8. Because a tabled probability of 0.068 exists for $S \geq 9$ that S may occur under the null hypothesis, the null hypothesis was accepted. Even

though there exists moderate agreement as reflected by a tau of 0.552, it is 0.068 probable that S of 8 for N of 6 may occur under the null hypothesis.

TABLE XVI

RANKED STRONGEST SOURCES OF GIFTS BY RESPONDENTS

Source of Gift	Teachers	Administrators
Business/Industry/Manufacturers	1	1
Private Foundations	2	2
Alumni Groups	3	6
Non-Alumni Groups	4	3.5
Alumni Individuals	5	3.5
Non-Alumni Individuals	6	5

Kendall's tau = 0.552

Types of Gifts

Table XVII presents by respondent the rankings for the preferential types of gifts that are perceived to be the most useful in supporting technical-occupational programs.

Cash as a type of gift held first rank among the teachers, administrators and manufacturers as the most preferred type that would be most useful in supporting technical-occupational programs. Ranked sixth by

teachers, administrators, and manufacturers as to the type of gift being least useful was Furniture/Cabinets.

TABLE XVII

RANKED TYPES OF GIFTS BY RESPONDENTS CONSIDERED USEFUL

Type of Gift	Teachers	Administrators	Manufacturers
Cash	1	1	1
Unused Equipment	2	2	3
Used Equipment	3	4	2
Buildings/Shops	4	3	5
Technical Manuals/Books	5	5	4
Furniture/Cabinets	6	6	6

The sets of rankings shown in Table XVII were subjected to Kendall's tau to measure the degree of agreement between pairs of ranks assigned to the types of gifts by teachers, administrators, or manufacturers; and the rankings concerning the usefulness of the types of gifts as perceived by teachers, administrators, and manufacturers were subjected to Kendall's coefficient of concordance, W, to measure the over-all degree of agreement.

Using Kendall's tau, the degree of agreement between the teachers and administrators on the rankings of the type of gift was calculated to

be 0.8667. Bartz (1976) suggested that this value yields a very high degree of agreement between teachers and administrators.

The null hypothesis states:

> There is no degree of agreement between teachers and administrators when ranking the types of gifts perceived as most useful in supporting post-secondary technical-occupational education.

As outlined by Siegel (1956), N was 6, and computed S was 13. Because a tabled probability of 0.0083 exists for $S \geq 13$ that S may occur under the null hypothesis, the null hypothesis was rejected.

The pair of rankings by teachers and manufacturers yielded a Kendall's tau of 0.7333, a strong degree of agreement (Bartz, 1976).

The null hypothesis states:

> There is no degree of agreement between teachers and manufacturers when ranking the types of gifts perceived as most useful in supporting post-secondary technical-occupational education.

As outlined by Siegel (1956), N was 6, and computed S was 11. Because a tabled probability of 0.028 exists for $S \geq 11$ that S may occur under the null hypothesis, the null hypothesis was rejected.

In ranking the types of gifts by administrators and manufacturers, a Kendall's tau of 0.6000 was calculated. A moderate degree of agreement (Bartz, 1976), between the administrators and manufacturers exists.

The null hypothesis states:

> There is no degree of agreement between administrators and manufacturers when ranking the types of gifts perceived as most useful in supporting post-secondary technical-occupational education.

As outlined by Siegel (1956), N was 6, and S was calculated as 9. Because a tabled probability of 0.068 exists for $S \geq 9$ that S may occur under the null hypothesis, the null hypothesis was accepted.

Considering the overall rankings of the types of gifts produced by teachers, administrators and manufacturers, Kendall's coefficient of concordance, W, was computed (Siegel, 1956) to be 0.8984, giving very high agreement among the classes of respondents.

The null hypothesis states:

> There is no degree of agreement among teachers, administrators, and manufacturers when ranking the types of gifts perceived as most useful in supporting post-secondary technical-occupational education.

As outlined by Siegel (1956), N, number of entities ranked, was 6; and S, sum of the deviations squared of the totals of the 6 ranks from their mean, was computed to be 141.50. Because the calculated S of 141.50 exceeds the tabled value of 122.8 at the 0.01 level of significance, the null hypothesis was rejected.

Purposes of Gifts

Table XVIII presents by respondent the rankings for the perceived usefulness of the purposes of gifts in supporting technical-occupational programs.

Student Scholarship as purposes of gifts held first rank among teachers, administrators, and manufacturers. While Non-Designated Giving was ranked fifth by teachers and administrators, it was ranked sixth by manufacturers. Equipment/Furniture was ranked sixth by teachers and administrators, but it was ranked fourth by manufacturers.

From the rankings in Table XVIII, Kendall's tau and W-Kendall's coefficient of concordance was computed.

The null hypothesis states:

> There is no degree of agreement between teachers and administrators when ranking the purposes of gifts perceived to be most useful in supporting technical-occupational education.

TABLE XVIII

RANKED PURPOSES OF GIFTS BY RESPONDENTS CONSIDERED USEFUL

Purpose of Gifts	Teachers	Administrators	Manufacturers
Student Scholarship	1	1	1
Faculty Development/Up-Date	2	4	3
Instructional Aids/Supplies	3	2	2
Student Loans	4	3	5
Non-Designated Giving	5	5	6
Equipment/Furniture	6	6	4

Kendall's tau was determined to be 0.7333, which represents a strong agreement between teachers and administrators (Bartz, 1976). The S value was computed to be 11. Because a tabled probability of 0.028 exists for $S \geq 11$ and $N = 6$ (Siegel, 1956) that S may occur under the null hypothesis, the null hypothesis was rejected.

The null hypothesis states:

> There is no degree of agreement between teachers and manufacturers when ranking the purposes of gifts perceived to be most useful in supporting technical-occupational education.

Kendall's tau was calculated to 0.6000, which indicates a moderate agreement between teachers and manufacturers (Bartz, 1956). The computed S was 9. Because a tabled probability of 0.068 exists for $S \geq 9$ and N of 6 (Siegel, 1956) that S may occur under the null hypothesis, the null hypothesis was accepted.

The null hypothesis states:

> There is no degree of agreement between administrators and manufacturers when ranking the purposes of gifts perceived to be most useful in supporting technical-occupational education.

Kendall's tau was determined to 0.6000, which represents a moderate agreement between manufacturers and administrators. The computed S was 9. Because a tabled probability of 0.068 exists for S > 9 and N of 6 (Siegel, 1956) that S may occur under the null hypothesis, the null hypothesis was accepted.

The null hypothesis states:

> There is no degree of agreement among teachers, administrators, and manufacturers when ranking the purposes of gifts perceived to be most useful in supporting technical-occupational education.

Kendall's coefficient of concordance was computed to be 0.8720, which represents a very high agreement among the teachers, administrators, and manufacturers. For N of 6, a computed value of S was 137.33. Because of calculated S of 137.33 exceeds the tabled value of 122.8 at the 0.01 level of significance, the null hypothesis was rejected.

Geographical Locations

Table XIX shows the rankings by teachers and administrators of geographical location perceived to be areas where the greatest number of donors are and the greatest amount (in dollars) of donator's come to support technical-occupational programs.

State for the geographical locations of greatest number donors and dollar amount held first rank by both teachers and administrators, while National geographical location held fifth rank for both classes of observers.

TABLE XIX

RANKED GEOGRAPHICAL LOCATIONS BY RESPONDENT FOR NUMBER OF DONORS AND DOLLAR AMOUNTS

Geographical Location	Teachers	Administrators
State	1	1
Regional	2	4
City	3	2
County	4	3
National	5	5

The null hypothesis states:

> There is no degree of agreement between teachers and administrators when ranking geographical locations of donor contributors and donor amount of dollars perceived to support technical-occupational education.

Kendall's tau was determined to be 0.3000, which indicates a low degree of agreement between teachers and administrators (Bartz, 1976). The computed S was 6. Because a tabled probability of 0.117 exist for $S \geq 6$ and N of 5 (Siegel, 1956) that S may occur under the null hypothesis, the null hypothesis was accepted.

Philanthropic Policy and Personnel Activities

Table XX presents by respondent as to the existence of a written policy concerning the solicitation and acceptance of philanthropic gifts.

TABLE XX

WRITTEN POLICY EXISTENCE BY RESPONDENT

	Teachers	Administrators
Yes	28	9
No	51	13

As outlined by Linton and Gallo (1975), a contingency coefficient of 0.0219 was determined, which represents a low (Bartz, 1976) relationship between the respondents and the perceived existence of a written policy.

The null hypothesis states:

> There is no relationship between respondents and the perceived existence of a written policy.

As outlined by Linton and Gallo (1975), Chi-square was computed to be 0.04859. Because a tabled value of Chi-square with one degree of freedom at the 0.05 level of significance was 3.84146, the null hypothesis is accepted.

Table XXI presents by respondent the time spent in seeking philanthropic support--own time and employer's time.

Seldom had the highest response rate as the time spent--own time and employers time--for seeking philanthropic support. Often had the lowest response rate by the teachers for both own time and employer's time categories, but administrators gave Never the lowest response rate on their own time and Often the lowest response rate on their employer's time.

TABLE XXI

TIME SPENT SEEKING PHILANTHROPIC SUPPORT BY RESPONDENT

Time	Own Time		Employer's Time	
	Teacher	Administrator	Teacher	Administrator
Full time	0	0	0	0
Often	11 (13)	6 (4)	4 (6)	4 (2)
Seldom	44 (46)	14 (12)	39 (41)	13 (11)
Never	28 (24)	2 (6)	40 (36)	6 (10)

( ) = Expected Frequencies Rounded-Off

The contingency coefficient between the educators and their own time spent in seeking donations was determined to be 0.2144, which represents a low relationship (Bartz, 1976). Collapsing one row--Full time--into the second row, often was used in the computations of Chi-square and the contingency coefficient.

The null hypothesis states:

> There is no relationship between educators and their own time spent in seeking donations.

As outlined by Linton and Gallo (1975), Chi-square was calculated to be 5.0613 with 2 degrees of freedom. Because the calculated value of 5.0613 does not equal to or exceed the tabled value of 5.99 at the 0.05 level of significance, the null hypothesis was accepted.

The contingency coefficient between educators and their employer's time spent in seeking donations was determined to be 0.2157, representing

a low relationship.

The null hypothesis states:

> There is no relationship between educators and their employer's time spent in seeking donations.

Chi-square was calculated to be 5.172 with 2 degrees of freedom. Because the calculated value of 5.172 does not equal to or exceed the tabled value of 5.99 at the 0.05 level of significance, the null hypothesis was accepted.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem with which this study was concerned was the lack of information on the nature and significance of private philanthropy as being a viable source of financial support for post-secondary technical-occupational education in Oklahoma's public higher education institutions. Specifically, this study was designed to answer the following research questions:

1. How do the teachers of technical-occupational programs perceive the nature and significance of private philanthropy?
2. How do the administrators of technical-occupational programs perceive the nature and significance of private philanthropy?
3. How do the manufacturers in Oklahoma perceive the nature and significance of private philanthropy for technical-occupational programs?
4. How do the manufacturers', administrators', and teachers' perceptions relate as to the nature and significance of private philanthropy?

A questionnaire was developed and distributed to teachers and administrators of Oklahoma's post-secondary technical-occupational education programs, and to Oklahoma manufacturers with 20 or more

employees. Information was sought in the following major categories of philanthropy which appeared in the literature on private-financial-support to higher education: types, purposes, and sources of gifts, geographical locations of philanthropic support, and philanthropic policy and personnel activities.

Five-hundred, forty-eight questionnaires were distributed to three groups of subjects, and 196 were returned in usable form for an effective response rate of 35.8 percent without follow-up: This represented a 57.5 percent response rate from teachers, 69.7 percent response rate from administrators, and 25.2 percent response rate from manufacturers. Sixty-four and three-tenths percent of the teacher responses were in the Engineering/Industrial related programs, and 51.6 percent of the manufacturer responses were from the following major industrial groups: Fabricated Metal Products, Except Ordnance, Machinery and Transportation Equipment; Machinery, Except Electrical; Food and Kindred Products; and Printing, Publishing , and Allied Industries. The total manufacturers' responses were proportional to the whole population group as categorized by the industrial classification groups and by the population strata.

The responses were tabulated and statistical analyses were performed on data from the various sections of the instrument. Sections eliciting information as to the nature and significance of the types, purposes, and sources of gifts, and as to the geographical location of philanthropic activity were rank-ordered as determined by sum of ranks. It was shown that there was some degree of agreemeent among the respondents of their respective groups; therefore, with significant Kendall's coefficient of concordance, the rankings were accepted as the best estimate of the true ordering by the respondents. To statistically examine the degree of

agreement among the rankings, Kendall rank correlation coefficient (tau) and Kendall coefficient of concordance (W) for ordinal data was used in conjunction with tests of significance: these analyses of the ordinal data were reported in Tables II-XXI. The section eliciting information on the benefits for manufacturers to donate were rank-ordered according to the mean score of a Likert-type scale. Sections eliciting information as to the existence of a written policy on philanthropic activity and personnel activity in philanthropy were treated as nominal data. Descriptive analyses and the contingency coefficient (C) were used to relate the responses of the subjects concerning philanthropic policies and personnel activities.

There were positive agreements and relationships among the variables in the study. Data analyses did not reveal any overall disagreements among the respondents as to the nature and significance of philanthropy for technical-occupational education.

Findings and Conclusions

Research Question One

Research question one was as follows: "How do the teachers of technical-occupational programs perceive the nature and significance of private philanthropy?"

Findings. Cash and Unused Equipment were ranked one and two, respectively, with Furniture/Cabinets holding the last rank as the preferred types of gifts. Student Scholarship and Faculty Development/Up-Date held rank one and two, respectively, with Equipment/Furniture and Non-Designated giving being grouped in the last rankings as to the

usefulness of the purposes of gifts. Business/Industry/Manufacturers ranked the highest as the strongest source of support and, Non-Alumni Individuals ranked the lowest. State was ranked the highest as the geographical location for the number of donors and the dollar amount support. Sixty-four and six-tenths percent of the respondents indicated that there was no written policy concerning philanthropic support. Seldom (53 percent) and Never (33.7 percent) were the greatest items of response for own time and for employer's time Seldom (47 percent) and Never (48.2 percent) spent in seeking philanthropic support.

Conclusions. Post-secondary technical-occupational teachers perceived that private donations in the form of Cash was the most useful form of support for their programs. The most useful purpose for the donations was perceived to be Student Scholarships, while Non-Restricted Giving was perceived as the least useful purpose. Sources of support for technical-occupation education are perceived to be Business/-Industry/ Manufacturers being the strongest source and Non-Alumni Individuals being the weakest source of support. Teachers perceived the State as the geographical area from which the most donors are located and the greatest amoung in dollars come: National geographical locations were the least areas from which support comes. There existed a general lack of commitment to pursue private financial support evidenced by a trend of unwritten philanthropic policies and lack of time used in soliciting donations.

Research Question Two

Research question two was as follows: "How do the administrators of technical-occupational programs perceive the nature and significance of

private philanthropy?"

Findings. Cash ranked first and Furniture/Cabinets ranked last as the preferred types of gifts. Student Scholarship ranked first and Equipment/Furniture ranked last as to the usefulness of the purposes of gifts. Ranking first as the strongest source of support was Business/Industry/Manufacturers, and Alumni Groups were ranked last as a source of support. State was ranked the highest as the geographical location for the number of donors and the dollar amount support. The majority of the respondents (59.1 percent) indicated that there was no written policy concerning philanthropic support. Seldom and Often were the greatest items noted spent in seeking private donations--63.6 percent and 27.3 percent, respectively, for their own time; however, on the employer's time, 56.5 percent indicated Seldom and 26.1 percent indicated Never.

Conclusions. Administrators of post-secondary technical-occupational programs perceived that cash was the most useful type of gift in supporting their programs. Student Scholarships tend to be perceived as the most useful purpose for which a donation may be given. The administrators tend to agree on the State as being the geographical area from which most donors are located and the source of the greatest amount in dollars. Administrators tend to view philanthropic support in an informal manner with low formal commitments to soliciting donations.

Research Question Three

Research question three was as follows: "How do the manufacturers in Oklahoma perceive the nature and significance of private philanthropy

for technical-occupational programs?"

Findings. Fulfillment of social responsibilities ranked first, tax deductions ranked fourth, and potential source of customers ranked seventh as benefits received from donations. The manufacturers ranked City, County, and State as first, second, and third, respectively, as the preferred geographical location for donations. National ranked fifth as the geographical area to direct their donations. Manufacturers ranked Student Scholarships as the most useful purpose for donating, while Non-Designated giving ranked sixth. Kendall's significant tau of 0.7333 indicated the degree of agreement by manufacturers in ranking the preferred type of gift to give and the type of gift most useful for support: Cash and Used Equipment ranked first and second, respectively, as the most preferred and useful types of gifts. As to the existence of written policies concerning donations, 61.8 percent indicate non-existent policies. However, of the 38.2 percent indicating a written policy, 45.5 percent indicated that such a written policy concerned itself with donations to technical-occupational programs. The majority of responding manufacturers (60.9 percent) indicated the existence of personnel with assigned responsibilities for administrating donations.

Conclusions. Manufacturers tend to believe that the major level of benefit derived from donations was the fulfillment of social responsibilities. For the geographical location to which manufacturers would tend to direct their donations, the City would be of first consideration. The most useful purpose for donations as perceived by the manufacturers for a supporting role was student scholarships. Manufacturers tended to prefer giving Cash and Used Equipment, and they perceive these two types of gifts as being most useful for supporting the technical-

occupational programs. Donations tended to be considered on an informal basis without formal commitments in administrating donations.

Research Question Four

Research question four was as follows: "How do the manufacturers', administrators', and teachers' perceptions relate as to the nature and significance of private philanthropy?"

Findings. A non-significant Kendall's tau of 0.552 degree of agreement existed between teachers and administrators as to the ranked source of gifts. Both teachers and administrators ranked one and two, respectively, Business/Industry/Manufacturers and Private Foundation as the strongest sources of support. Cash was ranked first among the three groups of respondents for types of gifts; however, a Kendall's tau of 0.6000 being non-significant between manufacturers and administrators concerning the ranking of types of gifts did produce an overall significant degree of agreement among all three goups of respondents with a W of 0.8720. A significant W of 0.8720 provided significant agreement among the three groups of respondents for the purposes of gifts, with student scholarships ranked first by all groups. However, there was no significant degree of agreement between teachers and manufacturers for a Kendall's tau of 0.6000; also, the manufacturers and administrators did not have a significant degree of agreement for a Kendall's tau of 0.6000. Teachers and administrators ranked State and National first and fifth, respectively, for the geographical locations for the greatest number of donors and greatest amount in dollars. However, a non-significant Kendall's tau of 0.3000 degree of agreement by these two groups was computed. A non-significant contingency coefficient of

0.0219 indicated no relationship between teachers and administrator and the indicated existence of written policies. Seldom was the time frame that reported the highest response for time spent on own and employer's time seeking philanthropic support; and, non-significant contingency coefficient provided no relationship between teachers and administrators and the time (own and employers) spent seeking donations.

Conclusions. Cash was the preferred type of gift among the three groups--teachers, administrators, and manufacturers as the most useful type of gift perceived for supporting technical-occupational programs. The strongest source of support tends to come from Business/Industry/-Manufacturers on a state wide basis; however, there is no degree of agreement concerning City, County, and Regional basis of support. Even though there was no degree of agreement between the groups as to the most useful purpose of gifts, an overall significant degree of agreement placed student scholarships as most useful for private support. Both teachers and admnistrators tend to have informal commitments for soliciting and administering philanthropic support.

Conclusions Articulated in Review of Literature

The conclusions drawn in this study from the study's results do articulate with those of previous research studies concerning philanthropy. This study agreed with Colafella (1977) in concluding that Cash was the most often used type of gift. The strongest source of these gifts concluded by this study was Business/Industry/Manufacturer along with Colafella; however, Bremer (1965) reported that foundations were the greatest supporters of public post-secondary education. Bremer also found that Building/Equipment were most identified purpose of giving,

followed by Scholarships of which this study identifies as the most useful purpose of donations. The manufacturers in this study did not view tax deduction as the number one level of benefit derived from donations which follows the conclusion of Harris and Klepper (1976) that businesses averaged 1.06 percent deduction, when they could have used as much as five percent deduction.

This study agreed with Colafella (1977) in which it was found that there has been a general lack of concern of formal commitments to pursue philanthropic activites. MacRoy's (1970) data concluded along with Jarrell (1979) that major sources of support come from close location near the recipient. This supports the responses of manufacturers' preferred geographical locations of giving but disagree with the teachers and administrators response of state wide area of private support.

Recommendations

1. It is recommended that post-secondary technical-occupational programs seek cash as the major type of gift for private financial support.
2. It is recommended that post-secondary technical-occupational programs present student scholarships as the major purpose of which donations would be used.
3. It is recommended that post-secondary technical-occupational programs concentrate their resources for seeking donations toward local and state businesses and industry for private financial support.
4. It is recommended that post-secondary technical-occupational education develop written policies for securing and

administrating philanthropic support.

5. It is recommended that the finding of this study be made available to those administrators in post-secondary technical-occupational education involved with financial planning and the seeking of program support.
6. Suggested follow-up studies might include:
   a. A feasibility study concerning effective philanthropic support for individual programs of study, i.e., electronics, drafting, diesel, to determine if various agreements exist among teacher, administrator, and the interested business and manufacturers.
   b. Additional research needs to be done in public technical-occupational education to determine perceived or real private financial support as compared to technical-occupational education among private and proprietary educational institutions.

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APPENDIXES

APPENDIX A

STANDARD INDUSTRIAL CLASSIFICATION OF OKLAHOMA MANUFACTURERS

STANDARD INDUSTRIAL CLASSIFICATION

Major Group	Categories of Manufacturer
13	Crude Petroleum and Natural Gas
20	Food and Kindred Products
22	Textile Mill Products
23	Apparel and Other Finished Products made from Fabrics and Similar Materials
24	Lumber and Wood Products, Except Furniture
25	Furniture and Fixtures
26	Paper and Allied Products
27	Printing, Publishing, and Allied Industries
28	Chemicals and Allied Products
29	Petroleum Refining and Related Industries
30	Rubber and Miscellaneous Plastics Products
31	Leather and Leather Products
32	Stone, Clay, and Glass Products
33	Primary Metal Industries
34	Fabricated Metal Products, Except Ordnance, Machinery and Transportation Equipment
35	Machinery, Except Electrical
36	Electrical Equipment, Equipment and Supplies
37	Transportation Equipment
38	Professional, Scientific and Controlling Instruments: Photographic and Optical Goods; watches and clocks
39	Miscellaneous Manufacturing Industries

APPENDIX B

QUESTIONNAIRE AND COVER LETTER TO TEACHERS/ADMINISTRATORS

QUESTIONNAIRE

I. Please rank from the most preferred (1) through the least preferred (6) types of donations that would be most useful in supporting your program.

___Donations of Cash
___Donations of Technical Manuals/Books
___Donations of Used Equipment
___Other? (Please specify:_____)
___Donations of Buildings/Shops
___Donations of Furniture/Cabinets
___Donations of Unused Equipment

II. Donations are, at times, given for a specific purpose and to be used in some of the following areas. Please rank the usefulness of these purposes in supporting your program. Rank from the most useful (1) to the least useful (6).

___Student Scholarships
___Instructional Aid/Supplies
___Equipment/Furniture
___Other? (Please Specify:_____)
___Student Loans
___Faculty Development/Up-Date
___Non-Designated Giving

III. Please rank from the strongest (1) to the weakest (6) sources of donations.

___Private Foundations
___Business/Industry/Manufacturers
___Alumni Groups
___Other? (Please Specify:_____)
___Non-Alumni Groups (Civic/Professional)
___Non-Alumni Individuals
___Alumni Individuals

IV. Please rank the locations of the greatest number (1) of donors to the least number (5) of donors who make donations to your program.

___City ___County ___State ___Regional (adjoining states) ___National

V. Please rank the locations from which the greatest (1) to least (5) amount (in dollars) of donations come.

___City ___County ___State ___Regional (adjoining states) ___National

VI. Does your program have its own written policy concerning the solicitation and acceptance of any type of donations? Check One: ___Yes ___No

VII. How much of your own time do you spend in seeking private donations? Check one:

___Full Time ___Often ___Seldom ___Never

VIII. On your employer's time, how much do you spend in seeking private donations? Check One:

___Full Time ___Often ___Seldom ___Never

IX. FOR TEACHER'S ONLY: In what related area do you do your major teaching? Check One:

___Agriculture Related ___Business Related ___Health Related ___Human Service Related
___Engineering/Industrial Related ___Home Economics Related

X. If you have any additional comments concerning the nature and significance of philanthropy in your program, please include them:

(Oklahoma State University Letterhead)

August 21, 1981

Dear

I would like to request that you participate in this study assessing the nature and significance of private donations (philanthropy) in the form of time, money, material, advice, or in some manner to technical-occupational schools.

Past studies have shown that private philanthropy can be a viable source of financial support in many areas of education. What is the nature and significance of private donations in your technical and occupational program?

I value your perceptions concerning this question. The answers or reponses you make on the survey should be what you honestly perceive.

You need not put your name on this survey, because you will not be specifically identified in the results of the study.

It would be most helpful to have your completed survey by September 16, 1981.

Thank you for your attention to this matter.

Sincerely,

David Himes

2 Enclosures

APPENDIX C

QUESTIONNAIRE AND COVER LETTER TO OKLAHOMA MANUFACTURERS

QUESTIONNAIRE

I. Please circle the level of each benefit to your firm resulting from donations (of time, monies, materials, advice, etc) to technical-occupational training programs in Oklahoma's colleges and universities.

Benefits of Donations	Levels of Benefits: No Benefit	Low Benefit		Moderate Benefit		High Benefit
Source of New Employees	1	2	3	4	5	6
Up-Grading Present Employees	1	2	3	4	5	6
Tax Deductions	1	2	3	4	5	6
Potential Source of Customers	1	2	3	4	5	6
Product Improvement	1	2	3	4	5	6
Advertisement	1	2	3	4	5	6
Fulfillment of Social Responsibility	1	2	3	4	5	6
Other (Please Specify:_____)	1	2	3	4	5	6

II. Please rank the geographical areas to which your firm would prefer to direct your donations. (1st choice is your most preferred, 2nd choice next . . .5th choice is your least preferred area).

___City ___County ___State ___Regional (adjoining states) ___National

III. A firm may give donations to be used in some of the following areas. Please rank these areas in the order you perceive to be most useful for supporting a technical-occupational training program. (1) Most useful to (6) Least useful.

___Student Scholarships
___Instructional Aid/Supplies
___Equipment/Furniture
___Other? (Please Specify:_____)
___Student Loans
___Faculty Development/Up-Date
___Non-Designated Giving

IV. Does your firm have a written policy concerning donations? Check One: ___Yes ___No If so, do you have one concerning donations to technical-occupational programs? Check One: ___Yes ___No

V. Does your firm have personnel with assigned responsibilities for administrating donations? Check One: ___Yes ___No If yes, then ___Part-time or ___Full-time.

VI. Please rank from the most preferred (1) through the least preferred (6) type of donations that you would prefer to give to support a technical-occupational program.

___Donations of Cash
___Donations of Technical Manuals/Books
___Donations of Used Equipment
___Other? (Please Specify: _____)
___Donations of Buildings/Shops
___Donations of Furniture/Cabinets
___Donations of Unused Equipment

VII. Please rank from the most preferred (1) through the least preferred (6) type of donations that you feel would be most effective in supporting a technical-occupational program.

___Donations of Cash
___Donations of Technical Manuals/Books
___Donations of Used Equipment
___Other? (Please Specify: _____)
___Donations of Buildings/Shops
___Donations of Furniture/Cabinets
___Donations of Unused Equipment

VIII. If you have any additional remarks concerning the nature and significance of donations to technical-occupational training programs, please include them.

(Oklahoma State University Letterhead)

August 21, 1981

Dear Managing Officer:

You have been selected as one of the Oklahoma companies, recognized by the Oklahoma Industrial Development Board, to participate in a study that will be helpful to education in Oklahoma.

The enclosed survey asks for your perceptions on the nature and significance of donations that industry makes in the form of time, money, material, advice, or in some manner to post-secondary technical-occupational training programs in Oklahoma's public colleges and universities.

The answers or responses should be what you honestly perceive. You need not put your name on the survey, because you will not be specifically identified in the result of the study.

Your answers will help determine more effective uses of donations to technical-occupational training programs which strive for excellence in supplying trained manpower for Oklahoma's industries.

It would be most helpful to have your completed survey by September 16, 1981. Thank you for you attention to this matter.

Sincerely,

David Himes

2 Enclosures

APPENDIX D

WRITTEN COMMENTS OF RESPONDENTS IN REPLY TO "OTHER" ENTRIES

WRITE-IN COMMENTS BY TEACHERS

The following comments were write-in entries in the category of "Other" in Types of Gifts:

Electronic Parts
Technical Assistance
Consumable Items Used in Daily Laboratory Assignments
Automobile Components: Engines, transmissions, etc.
Test Equipment
Special Lab Equipment

The following comments were write-in entries in the category of "Other" in Purposes of Gifts: Clubs

The following comments were write-in entries in the category of "Other" in Sources of Gifts:

Companies that hire students from Tech
Oklahoma Automobile Dealers Association
Employees

The following comments were write-in entries in the category of Additional Comments:

With decreased Federal Support, this must be considered an area of interest.

We could do much better in seeking support from companies, groups, and invididuals.

Teachers could participate in fund drives.

Take donations if there is any educational gain left in them.

Due to the vested interest that industry has in the people that graduate from our area, they have become most tuned-in to our needs.

Donations of cash are preferred due to liquidity. However, there is a tendency for cash to be diverted from its intended purpose. Scholarships are ranked low because their incentive value is debatable.

We have a college foundation through which all donations are channeled. Programs tend to receive a lot of support when introduced and then are abandoned for another area.

Much of the donated equipment needs remodeling to the extent that it isn't worthwhile, while books are usually outdated.

Often times, we inherit other peoples' problems in terms of used equipment.

Our most valued support comes from OADA (cash and technical/ instruction advice) and from General Motors and Ford with new and used equipment, manuals, and instruction on new car products.

WRITE-IN COMMENTS BY ADMINISTRATORS

The following comments were write-in entries in the category of "Other" in Types of Gifts:

Livestock (Horses)
Advertising
Endowments, Faculty Chairs/Stipends

The following comments were write-in entries in the category of "Other" in Purposes of Gifts:

Student Recruitment (Promotional Advertisement)
Renovation

The Following comments were write-in entries in the category of "Other" in Sources of Gifts:

Students
Okmulgee Memorial Hospital
Employees

The following comments were write-in entries in the category of Additional Comments:

Private giving is very important to my programs in 1980-1981 (Over: $85,000 given to start RN programs, $14,000 given to Industrial/Business Institute, $20,000 given to help operate Horse Mgt. Program).

VITA

David Nance Himes

Candidate for the Degree of

Doctor of Education

Thesis: PHILANTHROPIC SUPPORT TO POST-SECONDARY TECHNICAL AND OCCUPATIONAL EDUCATION IN OKLAHOMA'S PUBLIC HIGHER EDUCATION INSTITUTIONS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in McAlester, Oklahoma, November 10, 1946, the son of Mr. and Mrs. Vernon Himes.

Education: Graduated from Okmulgee High School, Okmulgee, Oklahoma, May, 1965; graduated from Northeastern Oklahoma State University in May, 1969; with a Bachelor of Science in Education degree, Mathematics--Major, Physics and Education--Minors; received Master of Education degree in Student Personnel/ Administration in Higher Education from University of Oklahoma in July, 1972, and did post-master's study in 1973; attended Oklahoma State University from 1977 to date; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1981.

Professional Experience: Employed at Central High School, Muskogee, Oklahoma in 1969 as a mathematics instructor; at Putnam City Schools, Oklahoma City, Oklahoma from 1969 to 1970, as a mathematics instructor; at Lexington Public Schools, as a mathematics and science instructor from 1972 to 1973. Employed by Oklahoma State University School of Technical Training, the Okmulgee Branch, from 1973 to present as an applied mathematics and physics instructor. Served in the U.S. Army and Army Reserves from 1969 to 1975.

Professional Organizations: Oklahoma Technical Society, Higher Education Alumni Council of Oklahoma.