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AN ANALYSIS OF TEACHING IN THE EXTENSION CENTERS
OF THE SOUTHERN BAPTIST SEMINARIES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Larry A. Standridge, B.A., M.R.E.

* * * * *

The Ohio State University
1971

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PLEASE NOTE:

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ACKNOWLEDGEMENTS

My interest in the teaching of Seminary Extension Centers was first sparked when I taught a class in the Columbus Seminary Extension Center. The association with a group of thirty-five zealous adult learners was truly a rewarding experience.

Many people have rendered valuable assistance during the two years in which this inquiry was developed, administered and reported. Dr. William Dowling, as major adviser, has been a patient and kind guide and counselor during an entire program of graduate studies at The Ohio State University. He has personified many desirable qualities of an Adult Educator.

Dr. Raymond Rigdon, Director of the Seminary Extension Department in Nashville, Tennessee, gave much vital information and assistance. Additionally, he gave encouragement when the difficulties of research in an imprecise science were encountered. Numerous suggestions in the development and administration of the research questionnaire were graciously given.
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No person is called upon to fulfill a higher responsibility than the men and women who teach in the Seminary Extension Centers. This manuscript is prepared with a deep desire that each person involved in teaching fulfill that responsibility in the best possible manner.
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CHAPTER I

STATEMENT OF PROBLEM

Teaching is at the heart of the activities in the Extension Centers of the Southern Baptist Seminaries. This study is an analysis of the teaching in Extension Centers located in twenty states.

I. Central Question

The central question focuses upon the level of teaching competency in the Seminary Extension Centers of the Southern Baptist Seminaries. To be more explicit, to what degree is the teaching based upon an adequate understanding of the adult learner and the role of the adult teacher? Is there an adequate appreciation for the adult learning group and an optimal understanding of the learning environment? Are there variables which seem to significantly influence teaching competency? For instance, does geographic location, occupational endeavor,
educational background or teaching methods have signifi­­cant bearing upon a person's effectiveness in teaching?

II. Definitions

Several terms used in reporting this analysis of teaching are defined below.

A. Adult Education will mean organized learning activities carried on by mature persons on a part-time basis.

B. Andragogy will mean the systematized learning or instruction concerning principles and methods of teaching and guiding adults.

C. Evaluation is a consideration of evidence in the light of value standards and in terms of the particular situation and the goals which the group, individual or institution is striving to attain.

D. The initial encounter with Christ will refer to the three dimensioned religious experience in which a person feels increasing anxiety and tension; experiences a crisis climax in which there is commitment or dedication of self to the person of Christ; and finally enjoys a feeling of calm and relaxation.
E. Learning is a change in response or behavior caused partly or wholly by organized experiences.

F. Learning Environment refers to the sum total of all the physical, social, emotional and mental factors that contribute to the total teaching-learning situation.

G. Pedagogy will mean the systematized learning or instruction concerning principles and methods of teaching, guiding and controlling children.

H. A teacher is a person employed in an official capacity for the purpose of guiding and directing the formal learning experience of students.

I. Teaching is the act of providing activities, materials and guidance that facilitate learning in formal situations.

J. Teaching Competency refers to the ability to apply to practical situations the essential principles and techniques of teaching.

K. Teaching-Learning process is the interaction between the teacher, learner, learning group, learning environment and subject matter which facilitates teaching and subsequent learning.
L. An Associational Leader is a person holding a position in an association or conference of churches in a city, a county or multi-county area.

M. Area Directors are the five men who function as assistants to the Director of the Seminary Extension Department. Each has a well defined area over which to give assistance to the Centers.

III. Conceptual Framework

The conceptual framework is developed from ideas gleaned from psychology of education, theories of learning and technology in adult education.

A. Psychology of Education

The time-tested ideas of Dr. Ernest Ligon provide what, to this author, seems to be a most valid approach to the teaching-learning process in religious education. He suggests five steps that define both the goal of teaching and the steps in reaching the goal. These steps are:

(1) Exposure - A person must be exposed to a truth before he can learn it.
(2) Repetition - Public schools, parents and other educators have long recognized the necessity for repetition in effective learning. (3) Understanding - Understanding involves the awareness of a fact or truth in terms of the learners life.
(4) Conviction - One must believe the teaching to the point where he is willing to follow the teaching regardless of the difficulty involved. (5) Application - Putting the truth into action. (Ligon, 1948)

Formal religious teaching-learning includes the above elements in a variety of time sequences depending upon the student and his background.

B. Learning Theories

Competent teaching is structured in observance of the principles of learning. The foundation of learning, and in part, teaching, is a feasible theory of learning. A theory or theories of learning are developed from the rich background of ideas provided by educational psychologists.

Kingsley and Garry (1957) state that theories of learning are usually broadly divided into two groups - the association theories and the field theories. Thorndike, Locke, Hobbes and Mills are classified as connectionists among the association theorists. Also prominent among the association theorists are Guthrie and Hull. "The structure of learning which they visualize is like a brick wall, put together brick by brick until the total structure is complete...the response of the organism becoming associated with the stimuli in
the environment...until the entire complex structure in human learning is erected." (Kingsley and Garry, 1957)

Among the field theorists are Kohler and the Gestaltists, Lewin and Tolman. They view the "characteristics form of learning as one involving sudden solutions of problems—insight, as it is called...learning is a process of discovering and understanding relationships, and of organizing and finding significance in the sensory experience aroused by the external situation...The whole is more than simply the sum of its parts: it is a unique organization in itself." (Kingsley and Garry, 1957)

Kidd (1959) expresses a feasible approach to learning theories when he states, "There is not a theory of learning, there are several theories of learning... Until we can reach more agreement about what constitutes learning we ought to expect that there will be more than one theory to explain all that is meant by the term... most of the theories...tend also to be supplementary and complementary rather than antagonistic."

The liberal view of Kidd toward learning theories as stated above will be a part of the framework for this study. No one theory will be totally utilized; an eclectic approach will be followed.
C. Adult Education Technology

Another aspect of the adult teaching-learning enterprise which has influence in Adult Education is technology. Johnson (1970), in his essay "Technology in Adult Education," says:

A rising tide of change in the methods employed in the continuing education of adults was apparent as the seventies opened. While the tide was swollen by many tributaries, three seemed of particular significance: 1) growing confidence in the unique features of adults as opposed to childhood or adolescent education and a consequent increase in sophistication in the use of methods peculiarly appropriate to adults; 2) the technological equipment and materials; and 3) the vigorous movement of the federal government into the field..."

However, in this apparent excitement about the "new technology," Johnson fails to distinguish technology in adult teaching from the teaching employed in pedagogy.

Knowles (1970) discusses the new technology and concludes, "...in my estimation, the main reason why adult education has not achieved the impact on our civilization of which it is capable is that most teachers of adults only know how to teach adults as if they were children." With this statement, he provides limited evidence and rationale for this difference to which he
alludes. In the latter part of the same chapter where he attempts to define the difference between andragogy and pedagogy, Knowles concludes that, "If youth education is to produce adults who are capable of engaging in a lifelong process of continuing self-development,... a whole new set of assumptions about the purpose of youth education and a new technology to carry out that purpose...(will be required)." This seems to say that the difference in present technological approaches to teaching children and to teaching adults is more a weakness in teaching children than a difference between andragogy and pedagogy.

This problem will be approached from the view that competent teaching in adult education is different from competent teaching of children only in implementation and not in basic principles and philosophy. As the approach in teaching in kindergarten differs from teaching high school seniors, so teaching adults is different in technique from teaching teenagers. But, the broad principles are the same.

IV. Background

Since Dr. Raymond M. Rigdon became Director in May, 1969, considerable energy has been invested in evaluating and enlarging the program of the Seminary
Extension Department. The curriculum is undergoing extensive revision and enlargement.

A. Teaching Evaluation

There has been very limited formal evaluation of the teaching in the Seminary Extension Centers. Part of this paucity results from the newness of the agency and part results from the detached manner in which the agency is related to the Extension Centers.

This study will be a descriptive, benchmark evaluation of the teaching in the Centers. The practices in teaching will be measured against theories advanced by writers in the field of Adult Education.

B. Teacher Orientation

An analysis of teaching in the Extension Centers will provide a more accurate base upon which to develop a program of orientation for the teachers in the Centers. This study will give some index of the educational background, occupational pursuit, and teaching experience of the teachers. The teaching techniques employed and the learning environment established in the Centers will be analyzed. Most significantly, the degree of implementation of adult educational principles will be outlined for description and evaluation.
C. Academic Credit

A major incentive for studying and upgrading the quality of teaching in the Extension Centers is the goal of gaining a stronger academic credit position. Presently, a small number of colleges and universities will accept the Seminary Extension course work toward college credit. Five of the six sponsoring seminaries offer a diploma (non-degree) program and give credit for Seminary Extension courses.

The ultimate goal is the full acceptance of Seminary Extension credit by all institutions of high education. This analysis will provide a part of the foundation for moving in that direction.

V. Agency

The population for this study is composed of the teachers of the Seminary Extension Centers of the Southern Baptist Seminaries which were reported to the Seminary Extension Department Office between September 1, 1970, and February 1, 1971. Each teacher whose response is utilized has at least a Master's Degree from an accredited university or seminary and has taught at least one course during the academic year of 1970-71.
A. Seminary Extension Department

The following excerpt from the Encyclopedia of Southern Baptists describes the organization and work of the Seminary Extension Department:

The Seminary Extension is a channel through which the six Southern Baptist Seminaries conduct cooperatively a major portion of their off campus training. On July 1, 1963, the home office of the Department was moved from Jackson, Mississippi, to Nashville, Tennessee.

The work of the Department is financed by allocations from the six seminaries supplemented by income from nominal tuition fees. The annual allocation from the six seminaries is $90,000, which is subscribed equally by the six seminaries.

The curriculum includes more than forty courses in the biblical, theological, historical and practical areas. Three basic certificates each requiring sixteen courses are offered. The courses of study leading to these certificates are in Pastoral Training, Religious Education, and Christian Life Development. An Advanced Certificate may be earned by taking twelve additional courses, with two courses from each of the four areas. All Seminary Extension courses are on a college level. Several colleges grant degree credit for Seminary Extension courses taken. Five of the six seminaries accept credit for Seminary Extension courses in their diploma programs for students who do not have college degrees. (Recently, the curriculum has been enlarged but the study is based upon the above described curriculum.) Seminary Extension courses are offered both in extension centers and by correspondence. During the Fall and Spring sessions of 1968-69, 218 centers operated with 4,149 individual students enrolled in 5,517 courses.
A grand total of 5,456 students enrolled for 7,376 Seminary Extension courses. These students represent 44 states and 8 foreign countries. Fifty-two certificates were granted. Although the Department was established originally to serve ministers unable to secure seminary training, the student body has expanded to include many seminary alumni doing refresher work and laymen and women. In 1968-69, 74.37 percent of the students were laymen and women.

Lee Gallman, first Director of the Department, served from May 1, 1951, until November 1, 1960. Ralph A. Herring served from August 1, 1961, through December 31, 1968. Raymond M. Rigdon became Director of the Department on May 1, 1969.

The Department publishes a monthly bulletin entitled Extension News, which carries information on Seminary Extension work and other matters of interest in adult education. (Wooley, 1970)

B. Seminary Extension Centers

In the Plan Book published by the Seminary Extension Department, the distinctive characteristics of an Extension Center are stated:

...1) one or more courses in the Seminary Extension curriculum are offered students enrolled for group study under the leadership of a qualified teacher; 2) the educational standards required for Seminary Extension work are maintained; and 3) the teachers meet Seminary Extension requirements and are duly certified by the Seminary Extension Department. (n. d.)
1. Sponsor

The Extension Centers using the Seminary Extension program may be sponsored either by an association (conference of churches in a locale), a pastor's conference, a church or other responsible group. Usually, the association or one of its committees is the sponsoring agency. It is this sponsoring agency which elects or appoints an advisory committee of from three to nine members to establish and oversee the Extension Center. More specifically, the advisory committee enlists a Director, recruits a Registrar-Treasurer, selects teachers, plans courses to be offered, selects a meeting place and time, structures a budget and plans publicity and enlistment.

2. Finances

The major source of finances for an Extension Center is the $10 per course tuition fee. Six dollars is retained for use in local operations. The remaining $4 is forwarded to the Seminary Extension Department in Nashville, Tennessee, for materials and services.
C. Educational Standards

Four basic standards are set forth by the Seminary Extension Department for a fully certified Seminary Extension Center. First, the teacher must have a Master's Degree or its equivalent. Seminary degrees are recognized as an acceptable equivalent Master's Degree.

Secondly, the course must involve a minimum of eighteen hours of class work supplemented by a reasonable amount of individual study by the students. Two of the hours of course time are to be devoted to testing.

Thirdly, the textbooks used for the courses must be the one(s) approved by the Seminary Extension Curriculum Committee which is composed of a representative from each of the sponsoring seminaries. The Seminary Extension Department provides a student's guide and a teacher's guide to supplement the textbook for each course.

Finally, each student who receives credit for the course must attend a minimum of twelve hours of class work and achieve a passing grade for the course.
D. Special Assistance

The Seminary Extension Department provides a number of services to an Extension Center.

Academic records are kept for each student and certificates are awarded upon the completion of a course of study.

Textbooks, study guides, record forms and interpretative materials are available from the Nashville office.

Five area directors provide counsel and assistance. *Extension News* is mailed monthly to each student and teacher in the Extension Centers.

VI. Hypotheses

Eighteen hypotheses will be tested in analyzing the teaching in the Seminary Extension Centers.

The first four hypotheses deal with a comparison between the mean raw scores of the population and the jury on the Teaching Competency Questionnaire. The research hypotheses are structured in anticipation of a significant difference in the mean raw score between the two groups.
The next eleven research hypotheses are developed in anticipation of no significant differences on the Teaching Competency Questionnaire when the population is grouped according to categories used in the demographic questionnaire.

The final three hypotheses relate to teaching experience and approaches. There is anticipation that experience will facilitate competency and that variety in teaching approaches will signal competency as measured by the Teaching Competency Questionnaire.

A. Learning Environment

1. Research Hypothesis \( (H_1) \)

Teaching in Seminary Extension Centers is done with a knowledge of the adult learning environment that is inadequate.

2. Statistical Hypothesis \( (H_0) \)

There is no significant difference at the .05 level between the jury response on the questionnaire and the population response concerning the adult learning environment.
B. Adult Teacher

1. Research Hypothesis \( (H_2) \)

Teaching in Seminary Extension Centers is done with a concept of the adult teacher that is inadequate.

2. Statistical Hypothesis \( (H_0) \)

There is no significant difference at the .05 level between the concept of the teacher in the response of the jury and the concept of the teacher as viewed by the population.

C. Adult Learner

1. Research Hypothesis \( (H_3) \)

Teaching in Extension Centers is done with a knowledge of the adult learner that is inadequate.

2. Statistical Hypothesis \( (H_0) \)

There is no significant difference at the .05 level between the concepts of the adult learner as viewed by the jury and the concept of the adult learner as viewed by the population.
D. Learning Group

1. Research Hypothesis \( (H_4) \)

Teaching in the Seminary Extension Centers is based on a concept of the adult learning group that is inadequate.

2. Statistical Hypothesis \( (H_0) \)

There is no significant difference at the .05 level between the concept of the adult learning group as seen by the jury and the view expressed on the questionnaire by the population.

E. Geographical Location

1. Research Hypothesis \( (H_5) \)

The geographic area in which the teacher resides will have no significant influence on the level of teaching competency.

2. Statistical Hypothesis \( (H_0) \)

There is no significant difference at the .05 level in the mean raw score on the Teaching Competency Questionnaire among the teachers in the Extension Centers in the four geographic areas of the United States - East, Midwest, South and West.
F. Religious Data

1. Research Hypotheses

a) \(H_{6a}\). - The mean raw score on the Teaching Competency Questionnaire will not vary significantly when categorized according to the length of time since the teachers had an initial encounter with Christ.

b) \(H_{6b}\). - The mean raw score on the Teaching Competency Questionnaire will not vary significantly when categorized according to the size of congregation with which the teacher is a member.

c) \(H_{6c}\). - The mean raw score on the Teaching Competency Questionnaire will be similar when categorized according to the position of leadership which the teacher holds in a church.

2. Statistical Hypotheses

a) \(H_0\). - There is no significant difference in the mean of the raw score of the population on the twenty-six item Teaching Competency Questionnaire at the .05 level when the population is categorized according to the length of time (0-5 years; 5-10 years; 10-20 years; and 20 or more years) since a teacher had an initial personal encounter with Christ.
b) \( (H_0) \). - There is no significant difference among the mean of the raw scores of the population on the twenty-six item questionnaire at the .05 level when the population is categorized according to the size of the congregation with which the Extension Center teacher is affiliated.

c) \( (H_0) \). - There is no significant difference in the mean raw score of the population on the twenty-six item questionnaire at the .05 level when the population is categorized according to the position of leadership which the Extension Center teacher holds in a church.

G. Education Background

1. Research Hypotheses

a) \( (H_{7a}) \). - The teacher's area of study as an undergraduate (humanities, science, technology) will have no significant influence in teaching competency.

b) \( (H_{7b}) \). - The teacher's area of study in graduate school (Theology, Religious Education, Church Music, Education, combination of two or more of above, other) will have no significant influence in teaching competency.
c) \(H_{7c}\). - The highest academic degree earned by the teacher will have no significant influence on the level of teaching competency.

d) \(H_{7d}\). - The sponsoring agency of the college or university in which the teacher did undergraduate study will have no significant influence in teaching competency.

e) \(H_{7e}\). - The seminary from which the teacher graduated will have no significant influence in the raw score on the Teaching Competency Questionnaire.

f) \(H_{7f}\). - The length of time since the teacher earned his last academic degree will have no significant influence in the raw score on the Teaching Competency Questionnaire.

g) \(H_{7g}\). - The length of time since enrolling in a program of formal education will have no significant influence in teaching competency.

2. Statistical Hypotheses

a) \(H_0\). - There is no significant difference in the mean raw score on the Teaching Competency Questionnaire at the .05 level among those whose undergraduate study is in humanities, science or technology.
b) \( (H_0) \). - There is no significant difference at the .05 level in the mean raw score on the Teaching Competency Questionnaire among those whose graduate studies are in Theology, Religious Education, Church Music, Education, combination of the above or other fields.

c) \( (H_0) \). - There is no significant difference at the .05 level among the mean raw score of the teachers when categorized according to the highest academic degree earned.

d) \( (H_0) \). - There is no significant difference at the .05 level in the mean raw score between those graduating from a church related college or university and those graduating from a public supported school.

e) \( (H_0) \). - There is no significant difference at the .05 level among the mean raw scores of the teachers when categorized by the Seminary from which they graduated.

f) \( (H_0) \). - There is no significant difference at the .05 level among the mean raw score of groups of teachers earning their last degree in different time categories (0-5 years, 6-10 years, 11-15 years, 16-20 years, 21 years or more).
g) \( (H_0) \). - There is no significant difference at the .05 level in the mean raw scores among those who last enrolled in a program of formal education 0-3 years, 4-6 years, 7-10 years, 11-15 years, and 15 years or longer.

H. Teaching Experience

1. Research Hypothesis \( (H_g) \)

The length of experience in teaching in a Seminary Extension Center will have no significant influence on teaching competency.

2. Statistical Hypothesis \( (H_0) \)

There is no significant difference at the .05 level in the mean of the raw score on the Teaching Competency Questionnaire among teachers with experience in teaching 1, 2, 3-5, 6-9 and 10 or more courses.

I. Teaching Approaches

1. Research Hypotheses

a) \( (H_{9a}) \). - The equipment used in the teaching enterprise will be an index of teaching competency. Those using tables, chairs, chalkboards and audio-visual aids are more competent than those not using such equipment.
b) \( (H_{gb}) \). - The number of techniques used in the teaching enterprise will be an index of teaching competency. Those using eleven or more approaches such as discussion, group projects, demonstrations, role playing, films, debates, etc. will be more competent than those using ten or less techniques.

2. Statistical Hypotheses

a) \( (H_o) \). - There is no significant difference at the .05 level in the mean of the raw scores on the Teaching Competency Questionnaire between teachers using tables, chairs, chalkboards and audio-visual aids and those not using such equipment.

b) \( (H_o) \). - There is no significant difference at the .05 level in the mean of the raw score on the Teaching Competency Questionnaire between teachers who use a variety of techniques (eleven or more) and those who use ten or less techniques.

VII. Summary

The focal problem in this paper is the level of teaching competency in the Seminary Extension Centers of the Southern Baptist Seminaries.

The conceptual framework is developed around the steps in teaching-learning suggested by Ligon (1948);
with a consideration of, but no adherence to, any one learning theory and upon the premise that technology in teaching adults grows out of the same philosophy and principles as teaching children or youth.

Three primary considerations provide the foundation for the study - the need of a descriptive, benchmark evaluation of teaching in the centers; a desire to develop a teacher orientation program for Extension Center teachers and the goal of acquiring a stronger academic credit position for Extension courses.

The population of the study are teachers whose names were reported to the Seminary Extension Department between September 1, 1970, and February 1, 1971. Each teacher has at least a Master's Degree and has taught at least one course during 1970-71.

Seminary Extension Centers are usually sponsored by a group of churches and are financed by those enrolled.

Eighteen hypotheses will be tested in analyzing teaching in the Centers.
CHAPTER II

RESEARCH OF LITERATURE

The research of literature will be summarized in three categories - evaluation, teaching-learning process and teaching.

I. Evaluation

A. Definitive Study of Teacher Evaluation

A. S. Barr et al. (1961) restudied and presented a critical overview of seventy-five doctoral studies dealing with teacher effectiveness which have been accomplished at the University of Wisconsin. Most of the teacher evaluations are descriptive in design with little effort to generalize beyond the studied populations.

1. Criteria

The criteria for evaluations of teacher effectiveness include:
a) Rating of teachers by other teachers, by pupils, by teacher training personnel and by supervisors.

b) Pupil gain scores on tests thought to measure pupil learning.

c) Composite of scores on tests of qualities thought to be associated with teacher effectiveness.

d) Systematic studies of classroom behavior of teachers and pupils.

e) Grades in practice teaching.

f) Grade point averages in all subjects, professional courses, major and minors taken as part of the teacher education programs.

2. Devices

Data gathering devices for measuring teacher effectiveness include:

a) Checklists to register the presence or absence of certain behaviors and characteristics of situations.
b) Records of time spent on or frequency of certain activities.

c) Attached values to observed behaviors as in a rating scale.

d) Reporting devices such as questionnaires and inventories.

e) Ranking devices using stated or inferred criteria.

f) Test devices.

g) Records such as diaries or observers notes.

3. Summary

The following summary is made by Dr. Barr:

Effectiveness does not reside in the teacher per se but in the inter-relationship among a number of vital aspects of a learning-teaching situation and a teacher ... (there are) apparently critical factors and contributing factors in teacher effectiveness ... one is impressed by the lack of agreement among investigators in their approaches to teacher evaluation and in the vocabulary used to describe it ..." (Barr, 1961)
B. General Ideas About Evaluation

Under the heading "Continuous Program Evaluation," Alan B. Knox (1969) presents the following idea:

The function of systematic and continuous program evaluation procedures should be to provide more adequate evidence and to improve the soundness of the judgement... one major function of evaluation should be continuing internal feedback to enable adjustments in the ongoing program... Those who are affected by evaluation... should participate in the evaluation process... The outside evaluation specialist can help to increase the objectivity and validity of evaluation procedures... The evaluation specialist should assist those who plan the educational program in making more clear and explicit their intents and objectives as the major basis for judging effectiveness. The evaluation specialist should assist in identifying appropriate standards of comparison; both the relative performance of similar programs and absolute standards of excellence.

Evaluation is presented by Boyle and Jahns (1970) as the fourth component of the curriculum or program development. The four components of program development are: need, objective, learning experience and evaluation.

The fact is that very few of the things teachers do in classrooms today are done because they have been demonstrated scientifically to be effective ways of
behaving...Domas and Tiedeman have listed over a thousand investigations related to teacher competence; although many of them do not attempt to relate behavior and effectiveness, there are a number of studies which do. Why have these studies contributed so little to the science of effective behavior? (Medley and Metzel, 1963)

C. Purposes of Evaluation

The Committee on Evaluation of the Adult Education Association and Wilson Thiede each state the purpose of evaluation as it relates to adult education.

The Committee states, "The primary purpose of evaluation in education is to find out how much growth and change have taken place as a result of educational experience. One evaluates a total program or major parts of it to find out how much progress has been made toward program objectives." (Committee on Evaluation of the Adult Education Association, 1952)

Thiede (1964) summarized under four headings the purposes of evaluation: (1) guiding individual growth and development; (2) improving programs; (3) defending programs; and (4) facilitating and encouraging staff growth and development.
D. Steps in Evaluation

"The evaluation process consists of several apparently simple steps: (1) formulating the questions you want answered; (2) collecting the data that will enable you to answer those questions; (3) analyzing the data and interpreting what they mean as answers to the questions raised; and (4) modifying your plans, operation and program in the light of your findings." (Knowles, 1970)

E. Criteria for Evaluation

Research attempting to develop criteria for evaluation of teaching competency can be divided into two major areas. First is the search for the criteria by which to measure effectiveness. The second area is analysis of criteria for the purpose of isolating certain criterion as definers of competency.

1. Criteria

Peterson (1958) points to seven areas which are studied to determine criteria for evaluation and competency. He lists:
1) Preparation and planning.
2) Recognition of and provision for individual differences.
3) Motivation.
4) Exhibition of command of subject matter.
5) Teaching techniques.
6) Classroom control.
7) Classroom atmosphere.

Pearce (1968) suggests seven desirable qualities for an effective teacher of adults. He states, "The attributes needed by the effective teacher are derived from a single goal - the ability to help the student to develop and maintain self-confidence. The essential attributes to reach this goal...were: understanding, flexibility, patience, practicality, humor, creativity and preparation..."

Schmid (1961) provides an overall summary of elements in effectiveness: "The elements of the teaching-effectiveness complex arbitrarily may be divided into three groups: personal characteristics of the teacher, external activities in the classroom induced by the teacher, and behavioral changes in the student attributable to the teacher."

Evans (1959) finds, "...that there is no one pattern of a successful teacher...An adequate level of health, intelligence and knowledge, the desire to teach, a liking for children and the ability and will to
use and apply knowledge in their education are major factors contributing to success in teaching."

2. Definers

Schmid (1961) used a factor analysis in studying a number of criteria of teacher effectiveness. He concluded that pupil change and the rating of teachers by superiors are the significant factors in determining teacher effectiveness.

Evans (1959) states that teaching efficiency can best be assessed in two ways: testing achievement of students and getting the opinion of competent observers.

Pupil change was singled out by Orleans et al. (1952) as the sole index for judging teacher effectiveness.

Gage and Orleans (1952) state that, "Teacher effectiveness is ultimately to be defined in terms of the effects a teacher produces - particularly in (a) pupils, (b) school operations, and (c) school-community relations. Such effects are the goals of the teacher's work. They, therefore, serve as the essential criteria for his effectiveness."
A California study designed to determine criteria for teaching competency concludes that, "...bringing about specified changes in pupil behavior represents the sole criterion of teacher effectiveness. (Bradley et al., 1964)

A somewhat different conclusion was reached by Calabria (1960) based on a study in New York. He says, "...effectiveness in teaching may be directly related to mastery of subject matter...(and) a long apprenticeship of teaching in one's academic field.

Anderson (1954) lists a summary of criteria or methods used to measure teacher effectiveness and makes a comment about the degree to which each method is an accurate predictor of the others:

1) Principal rating of teacher.
2) Pupil rating of teacher.
3) Teacher self rating.
4) Colleague rating of teacher.
5) Specially trained evaluator rated teacher.
6) Pupil achievement tests.

There is no correlation between the findings of the above approaches. Each seems to be distinct in findings and fails to be a predictor of any other variable in a significant manner.
F. Summary

The above stated summaries about evaluation of teaching or teacher competency indicates that evaluation is a difficult and complex undertaking. Anderson's (1954) summary of six criteria for measuring teacher effectiveness is a succinct and apropos digest to this author.

The difficulty in establishing a universal language and acceptable, definitive criteria for measuring competency in teaching does not obliterate the fact that there are critical factors in effective teaching. By accepting broad principles of competency in teaching and by accepting the variability of people, there are those elements which are of greater significance in teaching. This is to say that not one, but a variety of elements within an overall umbrella of valid principles are acceptable in effective teaching.

II. Teaching-Learning Process

A. Learning Theory

Various approaches in learning theory are made by educational psychologists.
Welford (1956) describes six stages in the learning process which are, in part, similar to the ideas set forth by Ligon.

(1) Perception and comprehension of the material to be learned; (2) Some form of short term storage of the material for long enough to enable longer term retention process to take place; (3) Retention by means of some more or less enduring biochemical or structural change; (4) Recognition of a further situation demanding the re-use of the particular material learned rather than any other item of knowledge; (5) The recall of the material retained; (6) Its use, with adoption if necessary, in a new situation.

In the book, An Overview of Research in Adult Education, Edmund de S. Brunner reports on an extensive review of research findings with respect to adult learning applicable to later maturity. Some of the main conclusions have important practical implications for adult education programs.

(1) Principles of good pedagogy apply to adults as well as to school children; (2) Learning is more rapid and efficient when the learner is a participant rather than simply a spectator; (3) When a visible and tangible product appears as a result of a learner's activity, interest is greater and the learning will be longer continued. There is a high interest value in knowledge of the results of learning; (4) Group learning is better...(5) The greater the number of sensory channels used in the learning process, the greater is the actual amount of learning; (6) Learning must be used to be retained.
In his book, *Teaching and Learning in Adult Education*, Muller (1964) sets forth six conditions for learning:

1. The student must be adequately motivated to change behavior.
2. The student must be aware of the inadequacy of his present behavior.
3. The student must have a clear picture of the behavior which he is required to adopt.
4. The student must have opportunities to practice the appropriate behavior.
5. The student must get reinforcement of the correct behavior.
6. The student must have available a sequence of appropriate materials.

In an unpublished paper, G. E. Akers of Florida State University discusses some first principles of learning based on research generated by theory. He then makes an application to adult learning:

Principles of Learning Based on Research Generated by Theory: (1) In deciding who should learn what, the capacities of the learner are very important. (2) A motivated learner learns more readily than one who is not as highly motivated. (3) Motivation that is too intense may be accompanied by distracting emotional states so that excessive motivation may be less effective than moderate motivation. (4) Learning under the control of reward is usually preferable to learning under control of punishment. (5) Learning under intrinsic motivation is preferable to learning under extrinsic motivation. (6) Tolerance for failure is best taught through providing a backlog of success that compensates for experienced failure. (7) Individuals need practice in setting realistic goals for
themselves. (8) The personal history and experiences of the individual may hinder or enhance his ability to learn. (9) Active participation by a learner is preferable to passive reception. (10) Meaningful materials and meaningful tasks are learned more readily than nonsense materials or other non-meaningful tasks. (11) There is no substitute for repetitive practice in the overlearning of motor skills. (12) Information about the nature of a good performance, feedback about mistakes and knowledge of success aids learning. (13) Transfer to new tasks will be facilitated if the learner can discover relationships for himself, and if he has experience during learning in applying the principles to a variety of tasks. (14) Spaced or distributed practice is advantageous in fixing material that is to be retained.

Implications to Adult Education: (1) Learning should be problem-centered... (2) Learning should be experience-centered... (3) Experience should be meaningful to the learner... (4) The learner must be free to look at the experience. The climate is an important factor in effective learning. This climate is described as pleasurable, permissive, supportive, accepting, free, spontaneous, reality-centered or person-centered... For learning to proceed creatively and optimally the learner must be adjusted emotionally to the learning situation, the teacher, the fellow students and to the classroom climate. (5) The goals must be set and the search organized by the learner... (6) The learner must have feedback about progress toward goals...

Malcolm S. Knowles (1953) suggests three basic elements which explain how adults learn: "First, there must be a desire to learn; secondly, there must be exerted effort by the learner; and finally, satisfaction is important."
B. Learning Motivation

Irving Lorge (1955) developed some significant motivational factors for adult learning:

People want to gain: health; time; money; popularity; improved appearance; security in old age; praise from others; comfort; leisure; pride of accomplishment; advancement - business, social; increased enjoyment; self-confidence; personal prestige.

They want to be: good parents; sociable, hospitable; up to date; creative; proud of their possessions; influential over others; gregarious; efficient; "first" in things; recognized as authorities.

They want to be able to: express their personalities; resist domination by others; satisfy their curiosity; emulate the admirable; appreciate beauty; acquire or collect things; win others' affection; improve themselves generally.

They want to save: time, money, work, discomfort, worry, doubts, risks, personal embarrassment.

Involvement is a key factor in motivating adults. In the book, Adult Education: Outlines of an Emerging Field of University Study, the following statement appears: "...adult education has developed a basic method of teaching-learning which involves the learners actively in assessing his needs, formulating educational objectives, designing and conducting learning activities, and evaluating outcomes."
In order to motivate the learner, Dobbs (1970) suggests, "...the student should experience the joy of being successful."

C. Teaching-Learning Theory

Learning and teaching cannot be separated in practice. There is an interaction and a dependence between those involved in the transaction. For purposes of discussion, Kidd (1959) breaks the transaction into five main elements:

(1) The learner; (2) the teacher; (3) the group (usually); (4) the setting or situation; (5) the subject matter. But the main protagonists in the transaction are the learner and the teacher...It is self-evident that learning is something that happens to a person, it is an individual thing...it is often through the creation of the right group atmosphere that individuality can best be released...We need to think of the learner as a whole, as a person. We don't want to fall into such a trap as to consider body or mind or emotions as separate entities...Most of the significant problems faced by an adult do not have a 'correct' answer in the sense that the answer can be verified to the point that doubt or uncertainty is removed...There are many problems of adult learning in which the greatest achievement might come from no activity so much as from hard thinking. It may not have the vogue enjoyed by certain techniques devised by the social scientists, but there is, of course, nothing at all unscientific about persistent, vigorous, and critical thought...Adult students can be enlisted in many inquiries. They may be just as able and just as resourceful in pursuing the inquiry as the teacher...
Past experience may block, modify, or enhance - it affects perception, as well as how we solve problems and make decisions...
There are many possible actions in regard to teaching, such as the following: presenting information or demonstrating processes; raising relevant questions; clarifying difficulties or obscurities; drawing parallels or finding relationships; reflecting feelings; expressing agreement and support...the most profound thing that can be said of the teacher is...searching for and revealing truth, assisting in the way that others grow - these are the means by which he comes to grips with and expresses the life that is in him...But most great teachers seem to have been men who have had more, not less, experience of living than anyone around them.

Lypoldt (1967) states eight principles of learning and resulting implications for the teacher and the learner which are particularly significant in working with adults:

(1) The teaching-learning process is dynamic, interactive, and cooperative...
(2) Persons are more important than the information to be learned or the technique used...(3) Each person participating in a teaching-learning situation has a responsibility for its success or failure...
(4) The procedures to follow must be determined by the goals set by the learners...
(5) Significant learning takes place when goals have cognitive, affective and motoric aspects...(6) Interpersonal relationships between the learner and the teacher must progress from the supportive climate to the direct challenge...(7) Evaluation should be a constant process in the teaching-learning situation...(8) Significant learning takes place in an appropriate climate of interpersonal relationships between learners...
Knowles (1970) observes that there are certain conditions of learning and certain principles of teaching that facilitate learning:

Conditions of Learning: (1) The learners feel a need to learn. (2) The learning environment is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences. (3) The learners perceive the goals of a learning experience to be their goals. (4) The learners accept a share of the responsibility for planning and operating a learning experience, and therefore have a feeling of commitment toward it. (5) The learners participate actively in the learning process. (6) The learning process is related to and makes use of the experience of the learners. (7) The learners have a sense of progress toward their goals.

Principles of Teaching: (1) The teacher exposes students to new possibilities for self-fulfillment. (2) The teacher helps each student clarify his own aspirations for improved behavior. (3) The teacher helps each student diagnose the gap between his aspiration and his present level of performance. (4) The teacher helps the students identify the life problems they experience because of the gaps in their personal equipment. (5) The teacher provides physical conditions that are comfortable (as to seating, smoking, temperature, ventilation, lighting, decoration) and conducive to interaction (preferable, no person sitting behind another person). (6) The teacher accepts each student as a person of worth and respects his feelings and ideas. (7) The teacher seeks to build relationships of mutual trust and helpfulness among the students by encouraging cooperative activities and refraining from inducing competitiveness and judgementalness.
(8) The teacher exposes his own feelings and contributes his resources as a co-learner in the spirit of mutual inquiry. (9) The teacher involves the students in a mutual process of formulating learning objectives in which the needs of the students, of the institution, of the teacher, of the subject matter, and of the society are taken into account. (10) The teacher shares his thinking about options available in the designing of learning experiences and the selection of materials and methods and involves the students in deciding among these options jointly. (11) The teacher helps the students to organize themselves (project groups, learning-teaching teams, independent study, etc.) to share responsibility in the process of mutual inquiry. (12) The teacher helps the students exploit their own experiences as resources for learning through the use of such techniques as discussion, role playing, case methods, etc. (13) The teacher gears the presentation of his own resources to the levels of experience of his particular students. (14) The teacher helps the students to apply new learnings to their experience, and thus to make the learnings more meaningful and integrated. (15) The teacher involves the students in developing mutually acceptable criteria and methods for measuring progress toward the learning objectives. (16) The teacher helps the students develop and apply procedures for self-evaluation according to these criteria.

In another publication, Knowles (1969) makes the following observation about the relationship of the teacher and learner in Adult Education:

...mature people learn best in educational situations where the students and teacher have a relationship of mutual responsibility for diagnosing learning needs, formulating objectives, and planning, conducting, and evaluating learning experiences...there is a marked shift in adult
education away from the transmittal techniques of lecture and assigned reading toward the action-learning techniques of community projects, case methods, critical incident process, discussion, simulation exercises, and the like...

Pine and Horne, as a result of a New England project which involved teaching adults, list nine principles of adult learning and twelve conditions which seem to facilitate learning:

Principles of Learning: (1) Learning is an experience which occurs inside the learner and is activated by the learner. (2) Learning is the discovery of the personal meaning and relevance of ideas. (3) Learning (behavioral change) is a consequence of experience. (4) Learning is a cooperative and collaborative process. (5) Learning is an evolutionary process. (6) Learning is sometimes a painful process. (7) One of the richest resources for learning is the learner himself. (8) The process of learning is emotional as well as intellectual. (9) The processes of problem solving and learning are highly unique and individual.

Conditions Which Facilitate Learning: (1) Learning is facilitated in an atmosphere which encourages people to be active. (2) Learning is facilitated in an atmosphere which promotes and facilitates the individual's discovery of the personal meaning of ideas. (3) Learning is facilitated in an atmosphere which emphasizes the uniquely personal and subjective nature of learning. (4) Learning is facilitated in an atmosphere in which difference is good and desirable. (5) Learning is facilitated in an atmosphere which consistently recognizes people's right to make mistakes. (6) Learning is facilitated in
an atmosphere which tolerates ambiguity. (7) Learning is facilitated in an atmosphere in which evaluation is a cooperative process with emphasis on self-evaluation. (8) Learning is facilitated in an atmosphere which encourages openness of self rather than concealment of self. (9) Learning is facilitated in an atmosphere in which people are encouraged to trust in themselves as well as in external sources. (10) Learning is facilitated in an atmosphere in which people feel they are respected. (11) Learning is facilitated in an atmosphere in which people feel they are accepted. (12) Learning is facilitated in an atmosphere which permits confrontation.

The learning-teaching process is compared to the communication process by Futchey:

The learning-teaching process...like the communications process...is an interaction between two or more individuals... In its simplest form, there is a sender and a receiver...This is an oversimplification of the learning process, but it helps to place teacher and learner in a more realistic perspective.

D. The Adult Learner

Verner (1964) reviews some of the background in adult education research as applied to the characteristics of adults in learning:

There are sharp differences of opinion with respect to the nature and extent of the changes in learning ability that occur with age. There is a general agreement that the peak of learning
ability is reached somewhere between twenty and twenty-five years of age...
In a restudy and extension of Thorndike's earlier work, Lorge concluded that adults were penalized by time as age advanced and that although the amount of time required for learning increased with age, the power to learn did not decline significantly from its peak.

Jane C. Zahn's (1967) article "Differences Between Adults and Youth Affecting Learning" is a summary of significant research concerning the adult's learning ability. Since much of the initial work in learning theory research is with young people, this article contrasts the adult with the teenager or child. The research findings include the following projections:
(1) Speed of performance and speed of reaction time tend to decline with age. With older adults, the most accurate person is also the fastest. (2) As a person grows older, his speed but not his ability in learning decreases. Failure to continue to learn may affect learning more than ability to learn. (3) Tests involving vocabulary show improvement with age while those measuring perception and dexterity show a decline. An older person's ability to perform well on an intelligence test depends on the type of test it is, his health and his former education, not on his age. (4) An adult relearns most easily that which he learned earlier and
not too long ago. If an adult learns how to learn when young and continues learning as an adult, learning new material will be easier than for children. Adults are more expressive, more expansive and more outgoing than younger people. Adults have less emotionality and mental stress, less moods with an increased psychological adjustment with age. (6) As a person grows older, he tends to have less interest in physical activities and more interest in sedentary activities. An adult can learn new activities. If an adult has a negative feeling about school, he will usually feel insecurity, frustration and fear. (9) It is easy to teach adults concepts, ideas or tasks he has learned before but partly forgotten and new material relevant to past experience. It is most difficult for an adult to learn a familiar task in an unfamiliar way or to view a deeply valued concept in a new light. A teacher of adults must use rewards more often than punishment and must minimize, although not ignore error.

E. Learning Group

The group has a very significant place in the learning transaction. The following is a summary discussion about the formation and nature of the group:
Whenever persons are brought together in a group some kind of social system will develop...From the beginning two processes characterize the active development of a social system: (1) attempts by learners to meet individual needs, and (2) attempts by the educational agent and the learners to establish appropriate group standards and relationships for reaching the educational goals of the group...

Group standards influence participants in many ways: dictating acceptable ways of expressing criticism, giving feedback and many other behaviors. It follows, then, that the development of appropriate group standards is significant to the effectiveness of the group as an educational setting. And the role of the agent as an initiator of appropriate group standards (optimal for learning) is important from the outset. The kind of power patterns and group standards which develop depends largely upon the manner in which the agent exercises his authority in the educational activity.

Research seems to have confirmed that hypotheses about the effect of social power operating through group pressure and how it influences individual judgment: (1) Social influence upon individual judgment will be greater among individuals forming a group than among an aggregation of individuals who do not compose a group. (2) Social influence upon individual judgment will be greater among individuals forming a group than among an aggregation of individuals who do not compose a group. (3) Social influence upon individual judgments will be reduced when the individuals perceive no pressure to conform directed at him from others. (4) Social influence to conform to one's own judgment will reduce the impact of social influence to conform to the judgment of others. (5) Social influence to conform to one's own judgment from another as well as from oneself will be stronger than social influence from oneself (conforming to one's self-expectations). (6) The more uncertain the individual is about the correctness of his judgment, the
more likely he is to be susceptible to social influence in making his judgment. (7) The more uncertain the individual is about the correctness of the judgment of others, the less likely he is to be susceptible to social influence in making his judgment...In the 'internalized ambivalence' approach, the learner is seen as having two basic conflicting needs: dependence (need for approval) and independence (need to express his unique self). He submits to others' standards to gain approval, but thus represses his unique difference until hostility causes him to express his independence...Since the human will directs change toward a given end, man's negative will is an expression of resistance; it can be overcome for a period of time by imposition of authority...Since true change is dictated from within through an act of the learner's positive will, the agent's main task is to enlist this positive will...Major responsibilities of the participants in the group are those of accepting each other, reducing threat and assisting each other to resolve their ambivalences. (Bergevin, McKinley and Smith, 1964)

The Summer edition of The GAPSAE Communicator (1970) also sets forth some characteristics of adult learners as compared with children:

(1) Adults are older...(2) Adults have had more experience...(3) Adults have needs which are more concrete and immediate than those of children...(4) Adults do not comprise a captive audience...(5) Adults are used to being treated as mature persons and resent having teachers talk down to them...(6) Adults enjoy having their talents and information made use of in a teaching situation...(7) Adult groups are likely to be more heterogeneous than
youth groups... (8) Adults through the 50's and sometimes well beyond can learn as well as youth... (9) Adults attend classes often with a mixed set of motives. (10) Adults are sometimes fatigued when they attend classes...

F. Summary

The teaching-learning transaction is an exciting and many faceted human encounter. Welford's (1956) six steps are an excellent explanation of the steps or dimensions of teaching-learning. There appears to be no attempt made by Welford or other authors in this area to differentiate between the teaching-learning process for children and for adults. This is no doubt as it ought to be.

Motivation is a major factor in facilitating the dialogical encounter between learner and teacher. Two interrelated aspects which may be latent or overlooked in motivation are the learning environment and group dynamics. Learning environment would include such things as the physical setting of the teaching-learning transaction, attitude of the teacher toward learners and vice versa and the interrelationship of the learners. Group dynamics refers to the interaction of the members of the learning group with each other and with the
Each member of the group has something to offer in a learning situation. The offering may be nothing more or less than a perceptive inquiry, a casual comment or an expressed disagreement. The teacher guides the teaching-learning transaction but each learner has a great potential of contribution.

Four of Kidd's five elements in teaching-learning (teacher, learner, group and setting or environment) provide the structural framework for this study.

This format has been chosen because the elements are adequate enough to cover the subject, mutually exclusive and brief enough to permit in depth discussion.

III. Teaching

A. Teaching Philosophy

The attitude and conduct of a teacher in approaching an adult learning group is of paramount importance. Knowles (1970) provides some foundational direction that can be invaluable:
The behavior of the teacher probably influences the character of the learning climate more than any other single factor. Andragogy assumes that a teacher can't really 'teach' in the sense of 'makes a person learn,' but that one person can only help another person learn. The art of teaching is essentially the management of these two key variables in the learning process—environment and interaction—which together define the substance of the basic unit of learning, a 'learning experience.' The critical function of the teacher, therefore, is to create a rich environment from which students can extract learning and then to guide their interaction with it so as to maximize their learning from it. A democratic philosophy is characterized by a concern for the development of persons, a deep conviction as to the worth of every individual, and faith that people will make the right decisions for themselves if given the necessary information and support.

B. Teacher Qualities

In a book entitled The Ideal Teacher, George Herbert Palmer (1910) gives four fundamental qualities of a good teacher. He includes:

(1) An aptitude for vicariousness...
(2) An already accumulated wealth of wisdom...(3) An ability to invigorate life through knowledge...A readiness to be forgotten...

Arthur Combs (1965) differentiates between the better teacher and the poorer teacher as follows:
(1) Good teachers perceive their purpose in teaching as being one of freeing, rather than controlling, students. (2) Good teachers tend to be more concerned with larger rather than smaller issues. (3) Good teachers are more likely to be self-revealing than self-concealing. (4) Good teachers tend to be personally involved rather than alienated. (5) Good teachers are concerned with furthering processes rather than achieving goals. (6) Helping rather than dominating. (7) Understanding, rather than condemning. (8) Accepting rather than rejecting. (9) Valuing integrity rather than violating integrity. (10) Being positive rather than negative. (11) Being open rather than closed to experience. (12) Being tolerant of ambiguity rather than intolerant.

C. Teaching Principles

In the *Journal of Education*, James Baker (1965) discusses "Higher Education for Adults: Today and Tomorrow" and gives some principles for teaching adults in a higher education setting:

(1) Knowledge has increased and will continue to increase at such a rate that higher education must emphasize the development of the ability to search for knowledge and to evaluate information rather than to place emphasis upon the possession of information. (2) Ideas, conditions, and events of the past and present are influenced by a matrix of factors seldom understood effectively by analysis through a single academic discipline. Interdisciplinary rather than disciplinary study, at least in the area of general or basic education, may provide an effective basis for adult decision making. (3) Higher adult education must be responsive to cultural
(4) Variation in adult life patterns requires flexibility and variation in educational programming in relation to individual needs.

(5) The University - its library and its faculty - is the only one learning resource. The community - local and world - and the adult himself are learning resources.

(6) Scientific advances in communication media and techniques hold some of the keys to teaching efficiency and influence.

(7) Learning is an individual process (though often effectively achieved in a group setting) the results of which must be possessed and exhibited by the individual himself.

"A Decalogue of Teaching Principles in Adult Education" is excerpts from an address given by Andrew Hendrickson (1960) on the principles of good teaching. The ten principles are:

(1) Good teaching takes into account past negative school experiences, remoteness of past schooling and the self doubts of adults, and provides at the earliest possible time in the class for encouragement and for an experience of success. (2) Good teaching takes into account the relation between a pleasant social atmosphere and a satisfying educational experience. (3) Good teaching takes into account not only the need for an early experience of success, but the need for frequently recurring experiences of success. (4) Good teaching takes into account the loss of speed in performance in academic activity during the mature years. (5) Good teaching recognizes the validity of the principle of involvement. (6) Good teaching recognizes the adults themselves as a prime teaching resource. (7) Good teaching recognizes the concreteness and immediacy of most adult goals. (8) Good teaching takes into account the key place which motivation holds in the
learning process. (9) Good teaching recognizes physical and mental fatigue as a deterring factor in adult learning. (10) Good teaching recognizes each teaching experience as an opportunity for professional growth.

The somewhat detailed principles of adult teaching outlined by Knowles (1953) still have contemporary meaning:

(1) The students should understand and subscribe to the purposes of the course. (2) The students should want to learn. (3) There should be a friendly and informal climate in the learning situation. (4) Physical conditions should be favorable. (5) The students should participate and should accept some responsibility for the learning process. (6) Learning should be related to and should make use of the student's experience. (7) The teacher should know his subject matter. (8) The teacher should be enthusiastic about his subject and about teaching it. (9) Students should be able to learn at their own pace. (10) The student should be aware of his own progress and should have a sense of accomplishment. (11) The methods of instruction should be varied. (12) The teacher should have a sense of growth. (13) The teacher should have a flexible plan for the course.

D. Practical Guides

In an analytical context, Smith (1963) sets forth twelve logical operations in teaching behavior. They are:
...defining, describing, designating, stating, reporting, comparing and contrasting, substituting, classifying, opening, valuing, conditional inferring and explaining. (...logical operations are capable of correction by rules. If the teacher is aware of logical operations and knows the rules by which they are performed, he will be able to monitor his behavior...and to assess and correct these behaviors by reference to the rules of their governance.)

Certain processes are outlined by Bergevin, McKinley and Smith (1964) to give understanding to teaching:

The agent (or teacher) uses operational procedures to guide certain kinds of essential processes in adult learning activities: (a) Diagnostic Processes - ...an effort to identify difficulties or problems...by direct observation, interview, paper and pencil tests, sociometric devices and surveys. (b) Planning Process - includes identifying needs and interests, developing topics, setting goals, selecting appropriate resources, selecting appropriate techniques and outlining each activity and the responsibility to be carried out. (c) Communication Process - ...the conscious sharing of ideas, thoughts, and feelings between persons to the end that the intended messages are mutually understood. (d) Feedback and Appraisal Processes - yields information the agent can use to adjust the program to the needs of the participants and keeping participants aware of their progress. (e) Practice-Guidance Processes - ...learning to test ideas and explore and assess their relationship and significance requires some actual practice in verbalizing them. (f) Supportive Processes - ...to initiate and maintain positive social acceptance relations both between himself and learners and among learners.
Kidd (1959) states that there are many possible actions in regard to teaching, such as the following:

(1) Presenting information or demonstrating processes. (2) Raising relevant questions. (3) Clarifying difficulties or obscurities. (4) Drawing parallels or finding relationships. (5) Reflecting feelings. (6) Expressing agreement and support.

In an effort to help teachers improve the quality of their teaching, Dobbs gives seven "Handles for Holding Power in Adult Teaching:"

(1) Goal fulfillment...When a teacher can find out why each student is in class, and what he hopes to get out of the learning situation...the teacher can increase his holding power by helping the student move toward his goal. (2) Subgoals...It is up to the teacher to help the student analyze and consciously think about the relationship of his activities to his long-range objectives. Subgoals can be utilized for this purpose...Lawrence F. Shaffer, a former professor at Columbia University once indicated that the seeking of a long-delayed reward is made possible only by the establishment of subgoals, each of which can be achieved with a much shorter delay. (3) Participation. Researchers are holding more to the premise that the more a student can become involved in the learning process - as opposed to merely sitting and listening to others - the more likely he is to become and remain interested. Also, as he participates he may find his goals expanding. (4) Personalization. Personal involvement - through individual projects, small groups and other self-revealing devices - appeals strongly to the most lethargic student...
(5) Variety. When the adult student realizes that different interesting things happen in every class session - he is more likely to stay with the group. (6) Ego-boosting. When adult students feel that they are just one of the mob; when they receive little or no individual attention - they may withdraw from the class either physically or mentally - unless their reason for attending is a powerful one. (7) Success. In order to become deeply interested in learning a skill or new facts, the student should experience the joy of being successful.

E. Summary

The above stated excerpts from various writings about teaching have a certain redundancy with a variety of priorities and emphases. It would seem safe to say that there is no set blueprint which will insure success in teaching adults or young people. There are rather many approaches to teaching which can lead to success.

Each teacher has a responsibility to discover those approaches which are most suitable to his personality and to share in the use of those common principles which are important for all adult teachers. The teaching competency model and questionnaire (see Appendix B) deal with some of the principles for teaching adults generally accepted by adult educators and adult educational writers.
A most sobering aspect to teaching is the realization that a teacher cannot, in the final analysis, teach anything to anybody. He can be a guide in the dialogical encounter between teacher and learner which leads to learning.
CHAPTER III
DESIGN FOR RESEARCH

The research design subsequently described was developed to analyze the teaching in the Seminary Extension Centers of the Southern Baptist Seminaries. A standard or criteria against which to measure or test the teaching is detailed. Hypotheses are then tested in relation to the criteria.

I. Assumptions

Several assumptions are made in evolving the research design for this study.

A. Agency

A major assumption is that the Seminary Extension Centers are adult education enterprises. The participants in the programs are mature individuals who pursue full time employment.

B. Evaluation

Another major assumption is the belief that
teaching in the Centers can be evaluated by means of a multiple choice questionnaire.

C. Adequacy

It will also be assumed that the jury is adequate to establish a benchmark against which the population can be measured.

D. Questionnaire

In the construction of items for the Teaching Competency Questionnaire, it was assumed that the conduct of the teacher could be measured with enough accuracy for evaluation in at least three ways. First, the teachers are asked directly what they do in the classroom; secondly, they are asked their opinions about aspects of the teaching-learning enterprise; and finally, they respond to items specifically designed to measure basic knowledge and distinctive characteristics of adults and adult educators.

II. Variables

A. Independent Variable

The independent variable in this study is the response of the population on a four-part, twenty-six
item, multiple choice questionnaire (See Appendix A). The development of the questionnaire included the construction of a model (See Appendix B, Part II), the writing of seventy-two items (See Appendix B, Part I) and several steps in refinement of the questions into the twenty-six item questionnaire.

1. Model

A review of principles in teaching adults was the first step in the development of a model comprised of thirty-five concepts (See Appendix B, Part II). Kidd (1959) suggests the components of the teaching-learning process as adult learner, adult teacher, adult learning environment, adult learning group and curriculum. Since the Seminary Extension Department has just completed an in depth, extensive evaluation and enlargement of its curriculum, that element is not included in the study.

The first step in refining the model was an evaluation given by Ohio State University graduate students in Education 934, Organization and Administration of Adult Education Program, during the Fall quarter, 1970. The instrument of evaluation included instructions, concepts of the model, multiple choice questions, a discriminatory rating of the questions and a place for comments (see Appendix C). The thirty-four class members were
divided into three groups. Each group examined approximately one-third of the concepts of the model and the resulting questions. A place for comments was provided. Numerous suggestions and comments were offered by the graduate students.

A second step in refining the model was an evaluation by a panel of four: Dr. William Dowling, Director of the Center for Adult Education at The Ohio State University; Dr. Raymond Rigdon, Director of the Seminary Extension Department of the Southern Baptist Seminaries; Mr. Douglas Smith, Program Director in Continuing Education at The Ohio State University; and Coleen Stillman, Teaching Assistant in Adult Education at The Ohio State University. The format of the evaluation instrument was the same as that used by the Education 934 class (see Appendix C). Many changes were made as a result of comments and suggestions by this group and the Education 934 class.

Finally, a jury of thirteen knowledgable adult educators (see Appendix D) was asked to rate each concept on a scale as to their opinion of its acceptability by adult educators (see Appendix B, Part II). The five point rating scale asked the question, "Do adult educators agree?," which could be answered by "most," "many," "some," "few" and "almost none." The jury
included six teachers of adult education, four religious educators and three practitioners of adult education.

One concept in the model was rejected as a result of the jury evaluation. Concept number six (see Appendix B, Part II) was rejected. The concept states, "An important part of teaching adults is the responsibility to lead them to internalize the responsibility for guiding their own learning process. If an adult fails to learn, it is his own fault." The jury gave the concept a rating of thirty out of a possible fifty, which was considerably lower than the rating of other concepts.

2. Questionnaire

a) Development

From the thirty-five concepts developed in the model, seventy-two questions were prepared (see Appendix B). In an effort to measure or describe actual conduct in the classroom, a multiple choice format was chosen. Each item was designed to contain some truth, or at least seem plausible, with one response being stronger according to the model, literature and jury response.
Many of the questions asked directly what the teacher does in the classroom, others were designed to solicit the opinion of the teacher about the nature of the learning environment, and others were designed to measure basic knowledge about the distinctive characteristics of adults and adult education.

The questions were grouped under the same four categories as the concepts in the model: the adult learner, the adult teacher, the learning environment and the learning group. The categories and the items within each category are placed at random. This was accomplished as follows: each position in the questionnaire and each item was given a number. A position number and an item number were drawn simultaneously and matched. The categories were also placed randomly in the same manner - both positions and categories were drawn and matched.

b) Refinement

The Education 934 class enrolled during the Fall Quarter, 1970, at The Ohio State University, and the panel of four responded to the questionnaire in a more detailed manner than that described for the model (see Appendix C for the Evaluation Instrument). They marked a response to the multiple choice items. Based upon the
concept and the subsequent multiple choice item, each question was rated for its effectiveness in discrimination. The five category rating possibilities include "effectively," "strongly," "moderately," "some" and "poorly." A place for comment was also included. This evaluation by the graduate students and panel of four provided a response, a discrimination index for the multiple choice items and helpful comments for clarification and restructuring. Revisions were made when the response of the panel and students warranted.

The jury of thirteen which responded and rated the model also responded to the questionnaire (see Appendix A for the instrument). On the basis of the response of the graduate students, the panel of four, and the jury, the questionnaire was restructured and reduced to thirty-four items— one question for each concept in the model. The response of the panel and the Education 934 class to the discriminatory power of the item was the basis for the reduction of the questionnaire from seventy-two to thirty-four items.

Finally, the jury response to the thirty-four item questionnaire was subjected to an item analysis (see Appendix E)— each question was analyzed according to relative difficulty, phi coefficient, point biserial
correlation coefficient and discrimination index. For
the overall test, summary statistics were likewise
provided as a part of the item analysis. These include
mean test scores, median, mode, standard deviation,
skewedness, kurtosis, range, reliability estimates,
mean item difficulty and mean item discrimination.

With these indexes, the questionnaire
was refined to twenty-six items. Included are four
questions about the learning environment, seven about
the adult teacher, eleven about the adult learner and
four about the learning group.

The response of the jury to the twenty-
six item questionnaire is the independent variable
against which other variables within the population are
measured.

B. Dependent Variables

The dependent variables of this study are
variances in the place of residence, religious involve-
ments, occupational pursuits, educational backgrounds,
experience in Seminary Extension teaching, equipment
used in teaching and approaches made in teaching.
Those teaching in the Extension Centers have met certain educational standards in order to be certified by the Seminary Extension Department. Beyond the basic qualification of a Master's Degree, there are many possible variables in the life backgrounds of the teachers.

A demographic questionnaire (see Appendix F) was prepared and used to record variables that may be significant in teaching competency among Seminary Extension teachers.

1. Geographic information was requested. This included street address, city, state and zip code. From this, each respondent was placed in one of four geographic areas corresponding roughly to the areas served by the associate directors of the Seminary Extension Departments. These four areas of the United States may be summarized as East, Midwest, South and West.

2. Religious data were requested. This included an inquiry about the length of time since the first encounter with Christ and the size of the congregation of which the teacher was a member.
3. Information concerning present employment was requested based upon the assumption that most of the teachers were in some type of religious work. They were asked directly if they were a church staff member. Then they were asked to check which of the following applied: pastor, associate (pastor), music, youth, educational director and other. For the choice marked "other," they were given opportunity to write in their vocational pursuit.

4. Information about educational background was solicited. Included in this was the degrees earned, the names and locations of graduate and undergraduate schools attended, major areas of study, length of time since receiving the last degree and the length of time since last enrolling in a formal educational course.

5. The teacher was asked the number of Seminary Extension courses taught.

6. The teacher was asked to indicate the equipment used and techniques employed in teaching. Included in equipment was pews, tackboard, lecturn, audio-visual, chalkboard and tables and chairs. Also, twenty-four different approaches to teaching were stated with a request that a check mark be placed beside those used.
III. Administration

A. Population

The questionnaire (see Appendices A and F) and a cover letter from Dr. Raymond Rigdon, Director of the Seminary Extension Department (see Appendix G), were mailed to all who were reported to the Seminary Extension Department between September 1, 1970, and February 1, 1971, as teachers for the academic year of 1970-71. Questionnaires were mailed to 125 persons in twenty-one states. These teachers were enlisted or appointed by the sponsoring institution, such as a local church or an association of churches. To be certified by the Seminary Extension Department, the teacher must have at least a Master's Degree which may be from a Seminary.

B. Cover Letter

Dr. Raymond M. Rigdon, Director of Seminary Extension Department, provided a cover letter (see Appendix G) that accompanied the demographic and research questionnaire. Dr. Rigdon's cooperation in this was desired as he is known to most teachers and could have much influence in getting the necessary return of the research instruments.
C. Return Expectancy

An 80 percent return level was established as a goal before the first mailing. Dr. Rigdon and his associates agreed to assist where possible in getting the desired return. In the event the first mailing was inadequate, several follow-up approaches were available. This author, as the project director, would make the first follow-up; Dr. Rigdon could make the second; his associates the third. Only the first follow-up was needed.

D. First Mailing

The cover letter, the research questionnaire, the demographic inquiry and a postage-paid, self-addressed envelope were mailed first class from Columbus, Ohio, on March 15, 1971.

E. Follow-Up

By May 1, 1971, a return of approximately sixty percent was received. At that time, a brief, typewritten letter and a second demographic and research questionnaire were mailed to those from whom no response had been received. The expected level of response was achieved and further follow-up terminated.
F. Non-Participants

Of the twenty teachers in the population who did not return the research instrument, the names of eleven appear in the 1971 Southern Baptist Convention Annual as ministers of Southern Baptist churches. (Allen, 1971)

Educationally, vocationally and religiously, they are similar to the tested population. No significant variation is anticipated from non-respondents in the population.

IV. Data Analysis

Data were tabulated by computer and will be presented descriptively and analyzed statistically.

A. Descriptive

The demographic data are used to summarize the characteristics of the teaching personnel in the Seminary Extension Centers.

B. Statistical

All hypotheses were tested by means of a modified t test (see Appendix H). This included testing for
A modified t test is used because of the unequal population variances.

\[
t = \frac{-(x_1 - x_2) + (\text{mean}_1 - \text{mean}_2)}{\sqrt{\frac{s_1^2}{n_1 - 1} + \frac{s_2^2}{n_2 - 1}}}
\]

Degrees of freedom = \[
\frac{(n_1 - 1)(n_2 - 1)}{(n_1 - 1)s_1^2 + (n_2 - 1)(1 - 0)^2} + (n_2 - 1)s_2^2 / (n_2 - 1)
\]

where \(0 = \frac{s_2^2 / (n_2 - 1)}{s_1^2 / (n_1 - 1) + s_2^2 / (n_2 - 1)}\)
CHAPTER IV

RECORD OF RESULTS

I. Instrument Return

Between September 1, 1970, and February 1, 1971, one hundred twenty five (125) teachers were reported to the Seminary Extension Department for the academic year of 1970-71. Teacher competency and demographic questionnaires were mailed to these teachers, as they composed the population for the study. After one follow-up letter, one hundred and five (105) questionnaires were returned. As this exceeded the desired return level of eighty percent, no further follow up was made.

Of the one hundred and five instruments received, twenty (20) were not used because the teachers did not have a Master's Degree, had moved outside the Continental United States or were enlisted but not yet active as a teacher.

The population which responded were from twenty states which have been roughly divided into areas corresponding to the areas served by the area directors.
of the Seminary Extension Department. Table 1 provides the states represented in the study, the number of teachers from each state, the areas and the number in each area.

**TABLE 1**

**GEOGRAPHIC LOCATION OF TEACHERS**

\[ N = 85 \]

<table>
<thead>
<tr>
<th>Area</th>
<th>State</th>
<th>State</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>Maryland</td>
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<td>13</td>
</tr>
<tr>
<td></td>
<td>North Carolina</td>
<td>7</td>
<td></td>
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<td></td>
<td>South Carolina</td>
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<td></td>
<td>Virginia</td>
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<td></td>
<td>Oklahoma</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Texas</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
II. Population Description

A. Religious

The teachers are described in Table 2 in terms of time since their personal encounter with Christ, the size of church with which they are affiliated and their position (if any) on a church staff.

<p>| TABLE 2 |</p>
<table>
<thead>
<tr>
<th>RELIGIOUS DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 85</td>
</tr>
</tbody>
</table>

**Years Since Teacher's First Encounter with Christ:**

- 6-10 years ago: 1
- 11-20 years ago: 22
- 21 or more years ago: 61
- No response: 1

**Size of Church to Which Teacher Belongs:**

- 0-100 members: 7
- 101-250 members: 17
- 251-500 members: 24
- 501-1,000 members: 20
- 1,001 or more members: 16
- No response: 1

**Church Leadership Position of Teacher:**

- Pastor: 60
- Associate/Assistant Pastor: 2
- Church Music Director: 2
- Youth/Music Director: 1
- Church Educational Director: 5
- Associational Leader: 6
- Denominational Leader: 1
- Secularly Employed: 4
- No response: 4
B. Educational

Included in the educational background of the teachers is a listing in Table 3 of the highest degrees received by the teachers.

TABLE 3
EDUCATIONAL DEGREES OF TEACHERS

\[ N = 85 \]

<table>
<thead>
<tr>
<th>Highest Degree Earned</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts or Science</td>
<td>2</td>
</tr>
<tr>
<td>Master of Religious Education</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor or Master of Divinity</td>
<td>46</td>
</tr>
<tr>
<td>Master of Theology</td>
<td>15</td>
</tr>
<tr>
<td>Master of Music or Church Music</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor of Divinity and Master of Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Theology or Philosophy</td>
<td>7</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Almost three-fourths of the teachers attended a denominationally related college for undergraduate study. Table 4 gives the number of teachers in relationship to the proprietorship of the college or university in which undergraduate study was accomplished.

TABLE 4
COLLEGE OR UNIVERSITY GRANTING DEGREE

\[ N = 85 \]

<table>
<thead>
<tr>
<th>College/University Granting Degree</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private (Denominationally Owned)</td>
<td>63</td>
</tr>
<tr>
<td>Secular (Other Than Church Related)</td>
<td>20</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
</tr>
</tbody>
</table>
Almost ninety percent of the Extension Center teachers are graduates of Southern Baptist Seminaries. Table 5 is a report of the number of teachers graduating from each of the six Southern Baptist Seminaries.

**TABLE 5**

**SEMINARY FROM WHICH TEACHERS GRADUATED**

<table>
<thead>
<tr>
<th>Seminary</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Gate Baptist Theological Seminary</td>
<td>5</td>
</tr>
<tr>
<td>Midwestern Baptist Theological Seminary</td>
<td>4</td>
</tr>
<tr>
<td>New Orleans Baptist Theological Seminary</td>
<td>14</td>
</tr>
<tr>
<td>Southeastern Baptist Theological Seminary</td>
<td>3</td>
</tr>
<tr>
<td>Southwestern Baptist Theological Seminary</td>
<td>29</td>
</tr>
<tr>
<td>The Southern Baptist Theological Seminary</td>
<td>19</td>
</tr>
</tbody>
</table>

Undergraduate studies are categorized into three areas - Humanities, Science and Technology. Graduate studies mostly in Humanities are grouped in more detail - Theology, Music, Religious Education, Theology and Religious Education and Education. Table 6 gives the major field of undergraduate and graduate studies as reported in the demographic questionnaire by the teachers.
### TABLE 6

**TEACHER'S MAJOR FIELDS OF ACADEMIC STUDY**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Theology</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Religious Education</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Theology &amp; Religious Ed.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

In Adult or Continuing Education, the example of the teacher in pursuit of further education may be significant. Table 7 gives the length of time since the last degree was earned and Table 8 gives the time since the teacher was last enrolled in a formal education course.

### TABLE 7

**YEARS SINCE LAST DEGREE**

<table>
<thead>
<tr>
<th>Years</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5</td>
<td>27</td>
</tr>
<tr>
<td>6 - 10</td>
<td>18</td>
</tr>
<tr>
<td>11 - 15</td>
<td>15</td>
</tr>
<tr>
<td>16 - 20</td>
<td>11</td>
</tr>
<tr>
<td>21 - More</td>
<td>11</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE 8
YEARS SINCE LAST ENROLLED IN FORMAL EDUCATION

N = 85

<table>
<thead>
<tr>
<th>Years</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 3</td>
<td>29</td>
</tr>
<tr>
<td>4 - 6</td>
<td>29</td>
</tr>
<tr>
<td>7 - 10</td>
<td>0</td>
</tr>
<tr>
<td>11 - 15</td>
<td>13</td>
</tr>
<tr>
<td>16 - more</td>
<td>13</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
</tr>
</tbody>
</table>

C. Teaching

The experience of the teachers is measured in terms of the number of courses taught in the Seminary Extension Centers (see Table 9).

TABLE 9
EXPERIENCE IN TEACHING IN SEMINARY EXTENSION CENTERS

N = 85

<table>
<thead>
<tr>
<th>Courses Taught (Including Present)</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>3 - 5</td>
<td>25</td>
</tr>
<tr>
<td>6 - 10</td>
<td>8</td>
</tr>
<tr>
<td>11 - Up</td>
<td>4</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
</tr>
</tbody>
</table>
The environment of the learning enterprise is described in terms of the equipment used. Table 10 lists the number of teachers using each of six basic pieces of equipment.

TABLE 10
EQUIPMENT USED BY TEACHERS

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pews</td>
<td>10</td>
</tr>
<tr>
<td>Tables and Chairs</td>
<td>77</td>
</tr>
<tr>
<td>Lecturn</td>
<td>47</td>
</tr>
<tr>
<td>Audio-Visual</td>
<td>47</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>75</td>
</tr>
<tr>
<td>Tackboard</td>
<td>15</td>
</tr>
</tbody>
</table>

D. Summary

By using the highest frequency in each demographic category, a teacher in a Seminary Extension Center may be described as a resident of Ohio who first encountered Christ over twenty-one years ago and is the pastor of a church with a membership of 251-500. He has a Bachelor of Divinity degree from Southwestern Seminary in Fort Worth and did undergraduate work in the Humanities in a denomination college or university. He earned his last degree within the past three years. In teaching his first course in the Seminary Extension Center in the academic year 1970-71, he uses tables, chairs, audio-visual aids and a chalkboard.
III. Data Analysis

A modified t test (see Appendix H) was used to test for significant difference between the response of the jury and the population and to test for significant difference among categories within the population.

Unscored questionnaires were subjected to a modified t test. Score tables, item scores, total scores for individuals; mean and standard deviation for each variable and t values and degrees of freedom for each variable were calculated.

A. Learning Environment

1. Research Hypothesis ($H_1$)

Teaching in Seminary Extension Centers is done with a knowledge of the adult learning environment that is inadequate.

2. Statistical Hypothesis ($H_0$)

There is no significant difference at the .05 level between the jury response on the questionnaire and the population response concerning the adult learning environment.
3. Hypotheses Test Results

The hypothesis was tested by comparing the mean raw score of the jury on the Adult Learning Environment Items (1-4) of the Teaching Competency Questionnaire with the mean raw score of the population. Table 11 is a comparison of mean raw score of the jury and population and the significance of this comparison. The jury scored significantly higher on the questionnaire. The null hypothesis is not accepted.

TABLE 11
LEARNING ENVIRONMENT ANALYSIS

Mean, standard deviation, t ratio and significance of the jury and population responses to the Learning Environment Items (1-4) in the Teaching Competency Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>.05</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jury</td>
<td>13</td>
<td>2.6932</td>
<td>1.0659</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td>85</td>
<td>1.7412</td>
<td>.9223</td>
<td>2.9389</td>
<td>14</td>
<td>2.145</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

B. Adult Teacher

1. Research Hypothesis (H₂)

Teaching in Seminary Extension Centers is done with a concept of the adult teacher that is inadequate.
2. Statistical Hypothesis ($H_0$)

There is no significant difference at the .05 level between the concept of the teacher in the response of the jury and the concept of the teacher as viewed by the population.

3. Hypotheses Test Results

The jury is again compared with the population in Table 12 to test this hypothesis. The mean raw scores on the seven items of this section of the questionnaire are significantly different. The null hypothesis is not accepted.

TABLE 12
ADULT TEACHER ANALYSIS

Mean, standard deviation, t ratio and significance of the jury and population responses to the Adult Teacher Items (5-8, 10-11, 13) in the Teaching Competency Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jury</td>
<td>13</td>
<td>5.4615</td>
<td>2.0982</td>
<td>2.9188</td>
<td>14</td>
<td>2.145</td>
<td>Yes</td>
</tr>
<tr>
<td>Population</td>
<td>85</td>
<td>3.6235</td>
<td>1.5791</td>
<td>2.9188</td>
<td>14</td>
<td>2.145</td>
<td>Yes</td>
</tr>
</tbody>
</table>

C. Adult Learner

1. Research Hypothesis ($H_3$)

Teaching in Extension Centers is done with a knowledge of the adult learner that is inadequate.
2. Statistical Hypothesis (H₀)

There is no significant difference at the .05 level between the concepts of the adult learner as viewed by the jury and the concept of the adult learner as viewed by the population.

3. Hypotheses Test Results

In this comparison of the jury with the population in response to eleven Adult Learner Items (15-16, 18, 20-23, 25-27, 29) in the Teaching Competency Questionnaire, there is no significant difference between the mean of the raw scores at the .05 level. The null hypothesis is not accepted.

| TABLE 13 |
| ADULT LEARNER ANALYSIS |

Mean, standard deviation, t ratio and significance of the jury and population responses to the Adult Learner Items in the Teaching Competency Questionnaire

<table>
<thead>
<tr>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jury</td>
<td>13</td>
<td>7.3846</td>
<td>2.6758</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td>85</td>
<td>4.8941</td>
<td>2.0581</td>
<td>3.0961</td>
<td>14</td>
<td>2.145 Yes</td>
</tr>
</tbody>
</table>
D. Learning Group

1. Research Hypothesis ($H_4$)

Teaching in the Seminary Extension Centers is based on a concept of the adult learning group that is inadequate.

2. Statistical Hypothesis ($H_0$)

There is no significant difference at the .05 level between the concept of the adult learning group as seen by the jury and the view expressed on the questionnaire by the population.

3. Hypotheses Test Results

There is no significant difference between the mean raw score of the jury and the population on the Learning Group Items (31-34) on the questionnaire at the .05 level. The null hypothesis is approved. The anticipated outcome expressed in the research hypothesis is not supported. The concept of the adult learning group is comparable between the jury and the population.
TABLE 14
LEARNING GROUP ANALYSIS

Mean, standard deviation, t ratio and significance of the jury and population responses to the Learning Group Items in the Teaching Competency Questionnaire.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jury</td>
<td>13</td>
<td>2.7592</td>
<td>1.3674</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td>85</td>
<td>2.4588</td>
<td>1.3421</td>
<td>.7373</td>
<td>15</td>
<td>2.131</td>
<td>No</td>
</tr>
</tbody>
</table>

E. Geographic Location

1. Research Hypothesis ($H_5$)

The geographic area in which the teacher resides will have no significant influence on the level of teaching competency.

2. Statistical Hypothesis ($H_0$)

There is no significant difference at the .05 level in the mean raw score among the teachers in the Extension Centers in the four geographic areas of the United States - East, Midwest, South and West.

3. Hypotheses Test Results

The mean raw scores of the four geographic areas are tested for significant difference against each of the other mean raw scores. As Table 15 indicates,
there is no significant difference among the mean raw scores. The null hypothesis is accepted.

TABLE 15
GEOGRAPHIC AREA ANALYSIS

Mean, standard deviation, t ratio and significance of the scores on the Teaching Competency Questionnaire categorized by geographic area.

N = 85

<table>
<thead>
<tr>
<th>Areas</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midwest</td>
<td>38</td>
<td>12.9474</td>
<td>5.5722</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East</td>
<td>13</td>
<td>13.3077</td>
<td>4.1581</td>
<td>.2386</td>
<td>27</td>
<td>2.052</td>
<td>No</td>
</tr>
<tr>
<td>West</td>
<td>17</td>
<td>13.2941</td>
<td>3.8312</td>
<td>.2616</td>
<td>43</td>
<td>2.018</td>
<td>No</td>
</tr>
<tr>
<td>South</td>
<td>17</td>
<td>11.5294</td>
<td>3.6318</td>
<td>1.0994</td>
<td>44</td>
<td>2.016</td>
<td>No</td>
</tr>
<tr>
<td>West</td>
<td>17</td>
<td>13.2941</td>
<td>3.8312</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East</td>
<td>13</td>
<td>13.3077</td>
<td>4.1581</td>
<td>.0088</td>
<td>24</td>
<td>2.064</td>
<td>No</td>
</tr>
<tr>
<td>South</td>
<td>17</td>
<td>11.5294</td>
<td>3.6318</td>
<td>1.3371</td>
<td>31</td>
<td>2.040</td>
<td>No</td>
</tr>
<tr>
<td>South</td>
<td>17</td>
<td>11.5294</td>
<td>3.6318</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East</td>
<td>13</td>
<td>13.3077</td>
<td>4.1581</td>
<td>1.1815</td>
<td>23</td>
<td>2.069</td>
<td>No</td>
</tr>
</tbody>
</table>

F. Religious Data

1. Personal Encounter

a) Research Hypothesis (H6a)

The mean raw score on the Teaching Competency Questionnaire will not vary significantly when categorized according to the length of time since the teachers had an initial encounter with Christ.
b) Statistical Hypothesis ($H_0$)

There is no significant difference in the mean of the raw score of the population on the twenty-six item questionnaire at the .05 level when mean scores are categorized according to the length of time (0-5 years; 6-10 years; 11-20 years; and 21 or more years) since a teacher had an initial personal encounter with Christ.

c) Hypotheses Test Results

Only one person indicated having a personal encounter with Christ 6-10 years ago. The next category "11-20 years" was enlarged to "6-20 years" and tested against the "21 years and more." No significant difference in the mean raw score is evident in Table 16. The null hypothesis is accepted.

TABLE 16
PERSONAL ENCOUNTER ANALYSIS

Mean, standard deviation, t ratio and significance of the scores on the Teaching Competency Questionnaire categorized by length of time since a personal encounter with Christ.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-20</td>
<td>23</td>
<td>13.8261</td>
<td>5.2969</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-More</td>
<td>61</td>
<td>12.2787</td>
<td>4.3912</td>
<td>1.2246</td>
<td>33</td>
<td>2.035</td>
<td>No</td>
</tr>
</tbody>
</table>
2. Congregation Size

a) Research Hypothesis ($H_{0b}$)

The size of congregation with which the teacher is affiliated will have no significant influence in teaching competency.

b) Statistical Hypothesis ($H_0$)

There is no significant difference among the mean of the raw scores of the population on the twenty-six item questionnaire at the .05 level when the population is categorized according to the size of the congregation with which the Extension Center teacher is affiliated.

c) Hypotheses Test Results

The highest mean raw score on the questionnaire is registered by teachers who are affiliated with a congregation with a membership of 101-250; the lowest mean score is for those who are members of congregations of more than 1,000 members. Between these two groups, there is a significant difference in the mean raw score. The null hypothesis is rejected. Table 17 records the mean scores of each category in the church membership size and the significance of the scores.
### TABLE 17

CONGREGATION SIZE ANALYSIS

Mean, Standard Deviation, t ratio and significance of the scores on the Teaching Competency Questionnaire categorized by the size of congregation with which the teacher is affiliated.

<table>
<thead>
<tr>
<th>Church Size</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05 Sig.</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 100</td>
<td>7</td>
<td>12.4286</td>
<td>2.9692</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>101 - 250</td>
<td>17</td>
<td>14.4706</td>
<td>5.6059</td>
<td>1.1020</td>
<td>19</td>
<td>2.093</td>
<td>No</td>
</tr>
<tr>
<td>251 - 500</td>
<td>24</td>
<td>12.6250</td>
<td>5.1301</td>
<td>1.1020</td>
<td>16</td>
<td>2.120</td>
<td>No</td>
</tr>
<tr>
<td>501 - 1,000</td>
<td>20</td>
<td>12.9500</td>
<td>4.1289</td>
<td>0.3389</td>
<td>13</td>
<td>2.160</td>
<td>No</td>
</tr>
<tr>
<td>1,001 Up</td>
<td>16</td>
<td>10.9375</td>
<td>3.7328</td>
<td>0.9628</td>
<td>13</td>
<td>2.160</td>
<td>No</td>
</tr>
<tr>
<td>101 - 250</td>
<td>17</td>
<td>14.4706</td>
<td>5.6059</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>251 - 500</td>
<td>24</td>
<td>12.6250</td>
<td>5.1301</td>
<td>1.0468</td>
<td>32</td>
<td>2.034</td>
<td>No</td>
</tr>
<tr>
<td>501 - 1,000</td>
<td>20</td>
<td>12.9500</td>
<td>4.1289</td>
<td>0.8989</td>
<td>28</td>
<td>2.048</td>
<td>No</td>
</tr>
<tr>
<td>1,001 Up</td>
<td>16</td>
<td>10.9375</td>
<td>3.7328</td>
<td>2.0772</td>
<td>28</td>
<td>2.048</td>
<td>Yes</td>
</tr>
<tr>
<td>251 - 500</td>
<td>24</td>
<td>12.6250</td>
<td>5.1301</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>501 - 1,000</td>
<td>20</td>
<td>12.9500</td>
<td>4.1289</td>
<td>0.2275</td>
<td>41</td>
<td>2.020</td>
<td>No</td>
</tr>
<tr>
<td>1,001 Up</td>
<td>16</td>
<td>10.9375</td>
<td>3.7328</td>
<td>1.1720</td>
<td>37</td>
<td>2.025</td>
<td>No</td>
</tr>
<tr>
<td>501 - 1,000</td>
<td>20</td>
<td>12.9500</td>
<td>4.1289</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,001 Up</td>
<td>16</td>
<td>10.9375</td>
<td>3.7328</td>
<td>1.4893</td>
<td>33</td>
<td>2.035</td>
<td>No</td>
</tr>
</tbody>
</table>

3. Leadership Position

a) Research Hypothesis (H₆c)

The mean raw scores on the twenty-six item questionnaire will be similar if categorized according to the position of leadership which the teacher holds in a church.
b) Statistical Hypothesis ($H_0$)

There is no significant difference in the mean of the raw score of the population on the twenty-six item questionnaire at the .05 level when scores are categorized according to the position of leadership which the Extension Center teacher holds in a church.

c) Hypotheses Test Results

Table 18 indicates that there is no significant difference between the mean raw scores of those who serve as pastors, those who serve as other church staff personnel and those who do not serve in any staff position in the church. The null hypothesis is supported.

**TABLE 18**

**CHURCH STAFF POSITION ANALYSIS**

Mean, standard deviation, t ratio and significance on the Teaching Competency Questionnaire categorized by church staff position.

<table>
<thead>
<tr>
<th>Position</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastor</td>
<td>60</td>
<td>12.6167</td>
<td>4.5574</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church Staff</td>
<td>10</td>
<td>13.1000</td>
<td>5.2621</td>
<td>.2610</td>
<td>11</td>
<td>2.201</td>
<td>No</td>
</tr>
<tr>
<td>Secular</td>
<td>11</td>
<td>12.8182</td>
<td>5.7811</td>
<td>.1048</td>
<td>12</td>
<td>2.179</td>
<td>No</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church Staff</td>
<td>10</td>
<td>13.1000</td>
<td>5.2621</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secular</td>
<td>11</td>
<td>12.8182</td>
<td>5.7811</td>
<td>.1112</td>
<td>18</td>
<td>2.101</td>
<td>No</td>
</tr>
</tbody>
</table>
G. Educational Background

1. Undergraduate Study

a) Research Hypothesis ($H_{1a}$)

The teacher's area of study as an undergraduate (humanities, science, technology) will have no significant influence in teaching competency.

b) Statistical Hypothesis ($H_0$)

There is no significant difference in the mean of the raw score on the Teaching Competency Questionnaire at the .05 level among those whose undergraduate study is in humanities, science or technology.

c) Hypotheses Test Results

According to Table 18, there is no significant difference among the mean scores of the teachers when categorized according to the field of undergraduate study. The null hypothesis is supported.
TABLE 19
UNDERGRADUATE STUDY ANALYSIS

Mean, standard deviation, t ratio and significance of the mean score on the Teaching Competency Questionnaire categorized by area of undergraduate study.

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>78</td>
<td>12.8462</td>
<td>4.8041</td>
<td>.2096</td>
<td>1</td>
<td>12.706</td>
<td>No</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>12.0000</td>
<td>4.0000</td>
<td>.5473</td>
<td>3</td>
<td>3.182</td>
<td>No</td>
</tr>
<tr>
<td>Technology</td>
<td>4</td>
<td>11.5000</td>
<td>4.1533</td>
<td>.1072</td>
<td>1</td>
<td>12.706</td>
<td>No</td>
</tr>
</tbody>
</table>

2. Graduate Study

a) Research Hypothesis (H7b)

The teacher's area of study in graduate school (Theology, Religious Education, Church Music, Education, combination of two or more of above, other) will have no significant influence in teaching competency.

b) Statistical Hypothesis (H0)

There is no significant difference at the .05 level in the mean raw score on the Teaching Competency Questionnaire among those whose graduate studies are in Theology, Religious Education, Church Music, Education, combination of the above or other fields.
c) Hypotheses Test Results

Table 19 reflects that there is no significant difference in the mean raw score of the teachers when grouped according to the area of graduate study. The null hypothesis is accepted.

**TABLE 20**

**GRADUATE STUDY ANALYSIS**

Mean, standard deviation, t ratio and significance of the scores on the Teaching Competency Questionnaire categorized by the field of graduate study.

<table>
<thead>
<tr>
<th>Field</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology</td>
<td>65</td>
<td>12.2615</td>
<td>4.4697</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>15.5000</td>
<td>1.5000</td>
<td>2.0232</td>
<td>1</td>
<td>12.706</td>
<td>No</td>
</tr>
<tr>
<td>Religious Ed.</td>
<td>9</td>
<td>13.8889</td>
<td>5.5065</td>
<td>.8039</td>
<td>9</td>
<td>2.262</td>
<td>No</td>
</tr>
<tr>
<td>Theol./Rel.Ed.</td>
<td>3</td>
<td>15.0000</td>
<td>1.4142</td>
<td>2.3906</td>
<td>3</td>
<td>3.182</td>
<td>No</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>14.8000</td>
<td>7.0541</td>
<td>.7109</td>
<td>4</td>
<td>2.776</td>
<td>No</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>2</td>
<td>15.5000</td>
<td>4.4697</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Ed.</td>
<td>9</td>
<td>13.8889</td>
<td>5.5065</td>
<td>.6555</td>
<td>5</td>
<td>2.571</td>
<td>No</td>
</tr>
<tr>
<td>Theol./Rel.Ed.</td>
<td>3</td>
<td>15.0000</td>
<td>1.4142</td>
<td>.2774</td>
<td>1</td>
<td>12.706</td>
<td>No</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>14.8000</td>
<td>7.0541</td>
<td>.1826</td>
<td>4</td>
<td>2.776</td>
<td>No</td>
</tr>
<tr>
<td>Religious Ed.</td>
<td>9</td>
<td>13.8889</td>
<td>5.5065</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theol./Rel.Ed.</td>
<td>3</td>
<td>15.0000</td>
<td>1.4142</td>
<td>.5077</td>
<td>9</td>
<td>2.262</td>
<td>No</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>14.8000</td>
<td>7.0541</td>
<td>.2262</td>
<td>6</td>
<td>2.447</td>
<td>No</td>
</tr>
<tr>
<td>Theol./Rel.Ed.</td>
<td>3</td>
<td>15.0000</td>
<td>1.4142</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>14.8000</td>
<td>7.0541</td>
<td>.0546</td>
<td>4</td>
<td>2.776</td>
<td>No</td>
</tr>
</tbody>
</table>
3. Highest Degree Earned

a) Research Hypothesis \((H_7c)\)

The highest academic degree earned will have no significant influence on the level of teaching competency.

b) Statistical Hypothesis \((H_0)\)

There is no significant difference at the .05 level among the mean raw scores of the teachers when categorized according to the highest academic degree earned.

c) Hypotheses Test Results

A paucity in some of the degree categories gives reason to question the findings for this hypothesis. The two teachers with Master of Arts or Science degrees have a mean raw score of 22.5000. This is significantly different from the other degree categories. The null hypothesis is rejected at the .05 level according to Table 20. The anticipated findings as stated in the research hypothesis is absent.
TABLE 21

HIGHEST DEGREE ANALYSIS

Mean, standard deviation, t ratio and significance of the scores on the Teaching Competency Questionnaire categorized according to highest degree earned.

N = 85

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA/MS</td>
<td>2</td>
<td>22.5000</td>
<td>0.5000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRE (+BD)</td>
<td>10</td>
<td>13.5000</td>
<td>4.9649</td>
<td>5.2058</td>
<td>9</td>
<td>2.262</td>
<td>Yes</td>
</tr>
<tr>
<td>BD/MDiv.</td>
<td>46</td>
<td>12.6739</td>
<td>4.8725</td>
<td>11.1431</td>
<td>8</td>
<td>2.306</td>
<td>Yes</td>
</tr>
<tr>
<td>ThM</td>
<td>15</td>
<td>12.4667</td>
<td>3.9305</td>
<td>8.6242</td>
<td>12</td>
<td>2.179</td>
<td>Yes</td>
</tr>
<tr>
<td>PhD/ThD/EdD</td>
<td>8</td>
<td>11.1250</td>
<td>2.9342</td>
<td>9.3505</td>
<td>7</td>
<td>2.365</td>
<td>Yes</td>
</tr>
<tr>
<td>MC/MM</td>
<td>4</td>
<td>12.0000</td>
<td>3.6742</td>
<td>4.8177</td>
<td>3</td>
<td>3.182</td>
<td>Yes</td>
</tr>
</tbody>
</table>

| MRE (+BD)     | 10 | 13.5000 | 4.9649 |     |     |     |      |
| BD/MDiv       | 46 | 12.6739 | 4.8725 | .4571 | 12 | 2.179 | No   |
| ThM           | 15 | 12.4667 | 3.9305 | .5272 | 16 | 2.120 | No   |
| PhD/ThD/EdD   | 8  | 11.1250 | 2.9342 | 1.1922 | 15 | 2.131 | No   |
| MC/MM         | 4  | 12.0000 | 3.6742 | .5575 | 6  | 2.447 | No   |

| BD/MDiv       | 46 | 12.6739 | 4.8725 |     |     |     |      |
| ThM           | 15 | 12.4667 | 3.9305 | .1623 | 28 | 2.048 | No   |
| PhD/ThD/EdD   | 8  | 11.1250 | 2.9342 | 1.1684 | 13 | 2.160 | No   |
| MC/MM         | 4  | 12.0000 | 3.6742 | .3006 | 3  | 3.182 | No   |

| ThM           | 15 | 12.4667 | 3.9305 |     |     |     |      |
| PhD/ThD/EdD   | 8  | 11.1250 | 2.9342 | .8783 | 17 | 2.110 | No   |
| MC/MM         | 4  | 12.0000 | 3.6742 | .1971 | 4  | 2.776 | No   |

| PhD/ThD/EdD   | 8  | 11.1250 | 2.9342 | .3655 | 4  | 2.776 | No   |
| MC/MM         | 4  | 12.0000 | 3.6742 |     |     |     |      |
4. College or University Proprietorship

a) Research Hypothesis ($H_{7d}$)

The sponsoring agency of the college or university in which the teacher did undergraduate study will have no significant influence in teaching competency.

b) Statistical Hypothesis ($H_0$)

There is no significant difference in the mean raw score on the Teaching Competency Questionnaire at the .05 level between those graduating from a church related college or university and those graduating from a public supported school.

c) Hypotheses Test Results

The mean raw score on the Teaching Competency Questionnaire for those attending a church related institution of higher education for undergraduate study and those attending a public institution is not significantly different. Table 21 indicates that the null hypothesis is supported.
TABLE 22
COLLEGE PROPRIETORSHIP ANALYSIS

Mean, standard deviation, t ratio and significance of the scores on the Teaching Competency Questionnaire categorized by ownership or sponsorship of the college or university attended.

N = 85

<table>
<thead>
<tr>
<th>College Sponsorship</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secular</td>
<td>20</td>
<td>12.750</td>
<td>5.4025</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>63</td>
<td>12.6984</td>
<td>4.5553</td>
<td>.0377</td>
<td>27</td>
<td>2.049</td>
<td>No</td>
</tr>
</tbody>
</table>

5. Seminary

a) Research Hypothesis ($H_{7e}$)

The seminary from which the teacher graduated will have no significant influence in the mean raw score on the Teaching Competency Questionnaire.

b) Statistical Hypothesis ($H_0$)

There is no significant difference at the .05 level among the mean raw scores of the teachers when categorized by the seminary from which they graduated.

c) Hypotheses Test Results

Three of the seminaries were represented in the population by a very small number. South-
eastern was represented by three, Midwestern by four and Golden Gate by five. The small number of these three may corrupt the value of the data for this hypothesis. As Table 22 shows, there is a significant difference between the mean raw score of the graduates of Southeastern Seminary and New Orleans Seminary. All of the other mean scores are homogeneous. Therefore, the null hypothesis is not approved.

6. Last Degree

a) Research Hypothesis (H_r)

The length of time since the teacher earned his last academic degree will have no significant influence in the raw score on the Teaching Competency Questionnaire.

b) Statistical Hypothesis (H_o)

There is no significant difference at the .05 level among the mean raw scores of groups of teachers earning their last degree in different time categories (0-5 years, 6-10 years, 11-15 years, 16-20 years, 21 or more years).
c) Hypotheses Test Results

Table 23 indicates that the time since the last degree was earned is not a significant variable in the raw score on the questionnaire. The null hypothesis is accepted.

7. Formal Education Involvement

a) Research Hypothesis (H7g)

The length of time since last enrolling in a program of formal education will have no significant influence in teaching competency.

b) Statistical Hypothesis (H₀)

There is no significant difference at the .05 level in the mean raw score among those who last enrolled in a program of formal education 0-3 years, 4-6 years, 7-10 years, 11-15 years and 16 years or more.

c) Hypotheses Test Results

The mean raw score is not significantly different when the teachers are categorized according to the time since they were last involved in formal education. According to Table 24, the null hypothesis is accepted.
TABLE 23

SEMINARY TRAINING ANALYSIS

Mean, standard deviation, t ratio and significance of the scores on the Teaching Competency Questionnaire categorized by the seminary (if any) from which the teacher graduated.

N = 35

<table>
<thead>
<tr>
<th>Seminary</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Sig.</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern</td>
<td>19</td>
<td>13.8947</td>
<td>4.9619</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southeastern</td>
<td>3</td>
<td>17.0000</td>
<td>2.1602</td>
<td>1.6141</td>
<td>4</td>
<td>2.776</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Southwestern</td>
<td>29</td>
<td>11.6897</td>
<td>4.4806</td>
<td>1.5272</td>
<td>35</td>
<td>2.030</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Midwestern</td>
<td>4</td>
<td>13.2500</td>
<td>3.8971</td>
<td>.2543</td>
<td>4</td>
<td>2.776</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td>14</td>
<td>11.5000</td>
<td>4.2215</td>
<td>1.4471</td>
<td>30</td>
<td>2.042</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Golden Gate</td>
<td>5</td>
<td>14.8000</td>
<td>2.1354</td>
<td>.5716</td>
<td>14</td>
<td>2.145</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Southeastern</td>
<td>3</td>
<td>17.0000</td>
<td>2.1602</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southwestern</td>
<td>29</td>
<td>11.6897</td>
<td>4.4806</td>
<td>3.0406</td>
<td>3</td>
<td>3.182</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Midwestern</td>
<td>4</td>
<td>13.2500</td>
<td>3.8971</td>
<td>1.3789</td>
<td>4</td>
<td>2.776</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td>14</td>
<td>11.5000</td>
<td>4.2215</td>
<td>2.8577</td>
<td>4</td>
<td>2.776</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Golden Gate</td>
<td>5</td>
<td>14.8000</td>
<td>2.1354</td>
<td>1.1805</td>
<td>3</td>
<td>3.182</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Southwestern</td>
<td>29</td>
<td>11.6897</td>
<td>4.4806</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midwestern</td>
<td>4</td>
<td>13.2500</td>
<td>3.8971</td>
<td>.6490</td>
<td>3</td>
<td>3.182</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td>14</td>
<td>11.5000</td>
<td>4.2215</td>
<td>.1313</td>
<td>26</td>
<td>2.056</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Golden Gate</td>
<td>5</td>
<td>14.8000</td>
<td>2.1354</td>
<td>2.2825</td>
<td>10</td>
<td>2.228</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Midwestern</td>
<td>4</td>
<td>13.2500</td>
<td>3.8971</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td>14</td>
<td>11.5000</td>
<td>4.2215</td>
<td>.6900</td>
<td>4</td>
<td>2.776</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Golden Gate</td>
<td>5</td>
<td>14.8000</td>
<td>2.1354</td>
<td>.6224</td>
<td>4</td>
<td>2.776</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td>14</td>
<td>11.5000</td>
<td>4.2215</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golden Gate</td>
<td>5</td>
<td>14.8000</td>
<td>2.1354</td>
<td>2.0826</td>
<td>13</td>
<td>2.160</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 24

**TIME SINCE LAST DEGREE ANALYSIS**

Mean, standard deviation, t ratio and significance of the scores on the Teaching Competency Questionnaire categorized by the years since last earning a degree.

<table>
<thead>
<tr>
<th>Years</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Sig. Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5</td>
<td>27</td>
<td>13.1481</td>
<td>5.5691</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 - 10</td>
<td>18</td>
<td>12.2778</td>
<td>3.9973</td>
<td>.5960</td>
<td>42</td>
<td>2.016</td>
<td>No</td>
</tr>
<tr>
<td>11 - 15</td>
<td>15</td>
<td>11.2667</td>
<td>4.9189</td>
<td>1.1008</td>
<td>31</td>
<td>2.041</td>
<td>No</td>
</tr>
<tr>
<td>16 - 20</td>
<td>11</td>
<td>14.1818</td>
<td>3.0397</td>
<td>.7105</td>
<td>31</td>
<td>2.041</td>
<td>No</td>
</tr>
<tr>
<td>21 - Up</td>
<td>11</td>
<td>12.4545</td>
<td>4.4795</td>
<td>.3878</td>
<td>22</td>
<td>2.074</td>
<td>No</td>
</tr>
<tr>
<td>6 - 10</td>
<td>18</td>
<td>12.2778</td>
<td>3.9973</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - 15</td>
<td>15</td>
<td>11.2667</td>
<td>4.9189</td>
<td>.6190</td>
<td>26</td>
<td>2.056</td>
<td>No</td>
</tr>
<tr>
<td>16 - 20</td>
<td>11</td>
<td>14.1818</td>
<td>3.0397</td>
<td>1.3947</td>
<td>25</td>
<td>2.060</td>
<td>No</td>
</tr>
<tr>
<td>21 - Up</td>
<td>11</td>
<td>12.4545</td>
<td>4.4795</td>
<td>.1030</td>
<td>19</td>
<td>2.093</td>
<td>No</td>
</tr>
<tr>
<td>11 - 15</td>
<td>15</td>
<td>11.2667</td>
<td>4.9189</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 - 20</td>
<td>11</td>
<td>14.1818</td>
<td>3.0397</td>
<td>1.7900</td>
<td>23</td>
<td>2.069</td>
<td>No</td>
</tr>
<tr>
<td>21 - Up</td>
<td>11</td>
<td>12.4545</td>
<td>4.4795</td>
<td>.6147</td>
<td>22</td>
<td>2.074</td>
<td>No</td>
</tr>
<tr>
<td>16 - 20</td>
<td>11</td>
<td>14.1818</td>
<td>3.0397</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 - Up</td>
<td>11</td>
<td>12.4545</td>
<td>4.4795</td>
<td>1.0090</td>
<td>17</td>
<td>2.110</td>
<td>No</td>
</tr>
</tbody>
</table>
TABLE 25

ANALYSIS OF TIME SINCE INVOLVED IN FORMAL EDUCATION

Mean, standard deviation, t ratio and significance of the scores on the Teaching Competency Questionnaire categorized by years since enrolled last in a formal education course.

N = 85

<table>
<thead>
<tr>
<th>Years</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Sig.</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>29</td>
<td>13.8621</td>
<td>5.1376</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-6</td>
<td>29</td>
<td>12.9310</td>
<td>4.4407</td>
<td>.7255</td>
<td>54</td>
<td>2.004</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>7-10</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>13</td>
<td>11.6154</td>
<td>4.5156</td>
<td>1.3822</td>
<td>25</td>
<td>2.060</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>16-Up</td>
<td>13</td>
<td>10.7692</td>
<td>3.5982</td>
<td>2.1753</td>
<td>31</td>
<td>2.041</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4-6</td>
<td>29</td>
<td>12.9310</td>
<td>4.4407</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>13</td>
<td>11.6154</td>
<td>4.5156</td>
<td>.8486</td>
<td>22</td>
<td>2.074</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>16-Up</td>
<td>13</td>
<td>10.7692</td>
<td>3.5982</td>
<td>1.6189</td>
<td>27</td>
<td>2.049</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>13</td>
<td>11.6154</td>
<td>4.5156</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-Up</td>
<td>13</td>
<td>10.7692</td>
<td>3.5982</td>
<td>.5077</td>
<td>22</td>
<td>2.074</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
H. Teaching Experience

1. Research Hypothesis ($H_0$)

The length of experience in teaching in a Seminary Extension Center will have significant influence in teaching competency.

2. Statistical Hypothesis ($H_0$)

There is no significant difference at the .05 level in the mean of the raw score on the Teaching Competency Questionnaire among teachers with experience in teaching 1, 2, 3-5, 6-9 or 10 or more courses.

3. Hypotheses Test Results

Those who have taught three, four or five courses in the Seminary Extension Centers had a mean raw score of 14.8400 on the questionnaire. According to Table 25, the twenty-five teachers with this mean raw score have a significantly different mean than the thirty-one teachers who have taught only one course. The null hypothesis is rejected.
TABLE 26
ANALYSIS OF TEACHING EXPERIENCE

Mean, standard deviation, t ratio and significance for scores on the Teaching Competency Questionnaire categorized by the number of Seminary Extension courses taught.

N = 85

<table>
<thead>
<tr>
<th>Courses</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05</th>
<th>Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31</td>
<td>11.9677</td>
<td>3.9389</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>13.400</td>
<td>4.9773</td>
<td>.9471</td>
<td>22</td>
<td>2.074</td>
<td>No</td>
</tr>
<tr>
<td>3 - 5</td>
<td>25</td>
<td>14.8400</td>
<td>4.4693</td>
<td>2.4726</td>
<td>48</td>
<td>2.010</td>
<td>Yes</td>
</tr>
<tr>
<td>6 - 10</td>
<td>8</td>
<td>12.0000</td>
<td>2.8723</td>
<td>.0248</td>
<td>13</td>
<td>2.160</td>
<td>No</td>
</tr>
<tr>
<td>11 - Up</td>
<td>4</td>
<td>12.0000</td>
<td>2.7386</td>
<td>.0186</td>
<td>4</td>
<td>2.776</td>
<td>No</td>
</tr>
</tbody>
</table>

| 2       | 15 | 13.400  | 4.9773 |       |    |     |      |
| 3 - 5   | 25 | 14.8400 | 4.4693 | .8927 | 26 | 2.056| No   |
| 6 - 10  | 8  | 12.0000 | 2.8723 | .8154 | 20 | 2.086| No   |
| 11 - Up | 4  | 12.0000 | 2.7386 | .6775 | 7  | 2.365| No   |

| 3 - 5   | 25 | 14.8400 | 4.4693 |       |    |     |      |
| 6 - 10  | 8  | 12.0000 | 2.8723 | 2.0028| 17 | 2.110| No   |
| 11 - Up | 4  | 12.0000 | 2.7386 | 1.5558| 5  | 2.571| No   |

I. Teaching Approaches

1. Equipment

a) Research Hypothesis (H₉ₐ)

The equipment used in the teaching enterprise will be an index of teaching competency. Those using tables, chairs, chalkboards and audio-visual aids are more competent than those not using such equipment.
b) Statistical Hypothesis ($H_0$)

There is no significant difference at the .05 level in the mean raw scores on the Teaching Competency Questionnaire between teachers using tables, chairs, chalkboards and audio-visual aids and those not using such equipment.

c) Hypotheses Test Results

The teachers using tables, chairs, audio-visual aids and a chalkboard scored higher on the Teaching Competency Questionnaire but not significantly higher than those using pews and lecturns. Table 26 details the difference. The null hypothesis is accepted.

TABLE 27

EQUIPMENT ANALYSIS

Mean, standard deviation, t ratio and significance of scores on the Teaching Competency Questionnaire categorized by the use of certain equipment.

<table>
<thead>
<tr>
<th>N = 85</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05 Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Tables, Chairs, Audio-Visuals, Chalkboard</td>
<td>41</td>
<td>13.6585</td>
<td>5.3173</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using pews and/or lecturn</td>
<td>44</td>
<td>11.9773</td>
<td>3.9743</td>
<td>1.6222</td>
<td>73</td>
<td>1.993 No</td>
</tr>
</tbody>
</table>
2. Techniques

a) Research Hypothesis ($H_{9b}$)

The number of techniques used in the teaching enterprise will be an index of teaching competency. Those using eleven or more approaches such as discussion, group projects, demonstrations, role playing, films and debates will have a higher mean raw score than those using ten or less techniques.

b) Statistical Hypothesis ($H_0$)

There is no significant difference at the .05 level in the mean of the raw score on the Teaching Competency Questionnaire between teachers who use a variety of techniques (eleven or more) and those who use ten or less techniques.

c) Hypotheses Test Results

Teachers using between eleven and twenty-four techniques in teaching were tested against those who used ten or less techniques. Those using eleven or more techniques registered a mean raw score of 15.7083 which is significantly different from the 11.6393 registered by those using ten or less approaches. The null hypothesis is not accepted. The results anticipated in research hypothesis is sustained.
TABLE 28
TEACHING TECHNIQUE ANALYSIS

Mean, standard deviation, t ratio and significance of scores on the Teaching Competency Questionnaire categorized by the number of approaches used in teaching.

<table>
<thead>
<tr>
<th>Approaches Used (#)</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>.05 Sig. Dif.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 10</td>
<td>61</td>
<td>11.6393</td>
<td>4.1805</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - 24</td>
<td>24</td>
<td>15.7083</td>
<td>4.8432</td>
<td>3.5536</td>
<td>36</td>
<td>2.028 Yes</td>
</tr>
</tbody>
</table>

IV. Interpretation

Of the eighty-five teachers in the population of this study, sixty are pastors of Baptist churches. The degrees earned and the field of graduate and undergraduate study reflect this dominance of pastors. Seventy-one have degrees in Theology; seventy-eight majored in one of the humanities at the undergraduate level.

Fourteen of the teachers graduated from New Orleans Baptist Theological Seminary; twenty-nine from Southwestern Seminary in Ft. Worth and nineteen from The Southern Baptist Theological Seminary in Louisville. The other three seminaries were represented by less than six each.
The members of the population live in twenty different states; the New England states is the only area of the United States not represented. When categorized according to the size of congregation of which they are a member (or staff personnel), there is an even distribution among the five membership groups.

Fifty-eight of the teachers have been enrolled in formal education within the past six years; one-half of this group have been involved in course work during the past three years.

The population mean raw score in categories of the Teaching Competency Questionnaire was measured against the mean raw score of the jury for significance. The jury was significantly higher in three of the four categories. The category in which there was minimal difference was the Adult Learning Group; significant differences were evident on the mean score of the Adult Learner Items, the Adult Teacher Items and the Adult Learning Environment.

Among the religious variables - time since an initial encounter with Christ, size of congregation and leadership position in the church, only one item of significant difference is indicated. Between the teachers who are members of congregations of 101-250
members and those who are members of congregations of more than 1,000 members, there is a significant difference in the mean raw score. The first group - 101-250 members, had a mean raw score of 14.4706; teachers who were members of congregations with more than 1,000 members had a mean raw score of 10.9375 out of a possible of 26.

Sixty of the eighty-five teachers are pastors; ten of the teachers are church staff members and eleven indicate secular employment. Among these groups, there is no real difference in the mean raw scores.

Seven variables in the educational background of the teachers were tested. An analysis of undergraduate study, graduate study, undergraduate college or university proprietorship, years since last degree and the time since enrollment in formal education revealed no significant difference.

In an analysis of the highest degree earned, the mean raw score of two teachers who earned a Master of Art of Science degree was 22.5000 - a significant difference from the other degrees. When the teachers were categorized according to the Seminary from which they graduated, the three graduates of Southeastern
with a mean raw score of 17.000 are significantly higher than the fourteen graduates of New Orleans Seminary with a mean raw score of 11.500.

In testing for the possible influence of experience on the Teaching Competency Questionnaire scores, teachers who were teaching their third, fourth or fifth courses had a mean raw score of 14.8400. Those teaching their first course scored 11.9677 which is significantly lower than the teachers with more experience. However, those who taught six or more courses failed to measure significantly different mean scores from those who were teaching their first through fifth course.

Since the physical arrangement for the learning experience may be less than desirable, a test of the possible influence of the room arrangement was made. Those using tables, chairs, audio-visuals and chalkboards were measured against those using pews and lecturns. The mean raw score was higher for those using tables, chairs, audio-visuals and a chalkboard but not significantly different.

Each teacher was asked to indicate by a check mark (√) the different approaches used in teaching. Twenty-four different approaches were listed. When the
population was grouped according to those using 0-10 approaches and those using 11-24 approaches, a marked difference was measured. Those using 0-10 approaches scored significantly lower on the Teaching Competency Questionnaire than those who used 11-25 approaches.
CHAPTER V

IMPLICATIONS AND RECOMMENDATIONS OF THE STUDY

I. Implications and Research

Implications and further research possibilities will be categorized according to ideas applicable to the field of Adult Education, to the Seminary Extension Department and to the Extension Centers.

A. Adult Education

Three areas of this study have distinct application to the field of adult or continuing education.

1. Evaluation

There is a paucity of publications on the theory of evaluating an adult teaching enterprise. The research of literature cited in Chapter II is almost exclusively concerned with teaching in primary and secondary schools.
Is there a criterion or several possible criteria that set apart a competent teacher of adults? Are there approaches whereby a more effective teacher can be distinguished from the less effective? Six possible means of evaluation of a teacher have been set forth by Anderson (1954) - evaluation by superiors and peers, by pupil gain, by observation, by outside (professional) evaluators and by self. These categories seem to adequately cover possible approaches to evaluation. Are all equally effective in evaluating adult teaching? Is there any correlation of results among different approaches? Are any of the approaches in evaluation a definer of competency? The entire problem of teacher or teaching evaluation in adult education holds rich potential for further research.

2. Teaching-Learning

A second area that has application for adult education is an understanding of the adult learner and the adult teaching-learning enterprise.

The difference between the mean raw score of the population and jury on the Teaching Competency Questionnaire points to the possibility of inadequate understanding of the adult learner, the role of the teacher and an atmosphere for optimal learning on the
part of the population studied. Graduate school teachers in Adult Education can provide vital assistance to the adult teaching enterprise by continuing to share the nature of the adult learner and the condition under which adults learn best.

3. Teaching Variety

Another area that has implications for the larger field of Adult Education is the use of variety in teaching approaches. Teachers using a greater variety of techniques appear in this study to have a better understanding of teaching adults than those who use fewer approaches. It would be interesting to know whether the increased understanding about the adult does, in fact, provide the enlarged understanding of teaching approaches or does the use of variety bring about the deeper understanding of teaching.

Another dimension in teaching adults that might be explored is the relation among teaching variety, the deeper understanding of adults and the degree of learning in the life of the student. If learning is measured by changes in the attitude and life style of the individual, what approaches or combination of approaches bring about the desired changes in the briefest period of time?
Much has been published about the use of different approaches in teaching, such as lecture or discussion. Is it possible that a rich combination of approaches holds more potential than the use of a limited number of techniques? This could be a topic for further research.

B. Seminary Extension Department

One major implication for the Seminary Extension Department in relation to teaching in the Extension Centers is evident - a more effective teacher orientation program needs to be developed. The significant difference between the jury and population on the Teaching Competency Questionnaire points to an inadequate understanding of adults as learners, of the learning environment and the role of the teacher of adults. The use of a limited number of approaches in teaching by many and the use of less than desirable equipment in the Extension Centers further underscore the need for teacher orientation.

Since the teachers in the Seminary Extension Centers are in all areas of the United States and several other countries, the type of orientation that can be developed to provide needed assistance for the teachers is limited. The Seminary Extension Department has no
direct control over the Extension Centers or their teachers; therefore, development and implementation of a teacher orientation program would require much study and careful planning.

Some possibilities for study and consideration are: orientation as a part of Summer Leadership Training Conferences sponsored by the agencies of the Southern Baptist Convention; short training courses offered by the seminaries for Extension Teachers; some type of correspondence study and/or a combination of the above ideas.

C. Extension Centers

The major function of the Director and Advisory Committee of the Seminary Extension Center in relation to teaching is the selection of the teacher and provision for a place for the class meeting.

The geographical, religious, educational and vocational pursuit variables in the demographic data tested in this study seem to have little significant influence upon teaching competency. One exception to this is the influence of experience upon competency as measured by the Teaching Competency Questionnaire.
Teachers who have taught three, four or five courses were measured as more competent than those who had taught one or two courses. Further investigation into the relation of experience and competency is warranted.

Ten teachers indicate the use of pews in teaching; forty-seven teachers use lecturns. This type of physical arrangement leaves much to be desired. The Director and Advisory Committee can give valuable assistance in providing the best possible physical arrangement for learning.

II. Summary

A. Problem

The level of teaching competency in the Extension Centers of the Southern Baptist Seminaries is the focal problem of this analysis. To what extent do the teachers understand and implement commonly accepted principles of Adult Education.

B. Components

Kidd (1959) set forth five components in the teaching-learning transaction of adults - teacher, learner, learning atmosphere or environment, learning group and curriculum. Four of the five components are examined in
this study. Curriculum is not included because of an extensive study already made by the Extension Department.

C. Population

The population for this study are the teachers whose names were reported to the Seminary Extension Department between September 1, 1970, and February 1, 1971, as teachers in the Extension Centers for the academic year of 1970-71.

D. Model

A model was constructed from a research of literature in the field of Adult Education to establish a criteria by which to assess the level of teaching competency. The evaluation of graduate students, a panel of four and a jury of thirteen were used to restructure and validate the model.

E. Questionnaire

Utilizing the thirty-five concepts or statements in the model, seventy-two multiple choice questions were drafted. These questions were refined into a twenty-six item questionnaire. The graduate students, panel of four and the jury of thirteen also evaluated the questions.
Finally, an item analysis was made to test the discrimination index, point biserial correlation coefficient and relative difficulty of each item.

The validity of the questionnaire was established through an evaluation by knowledgeable adult educators. A reliability estimate of .915 was calculated in the item analysis.

F. Administration

A demographic questionnaire, cover letter and self-addressed, stamped envelope were included with the twenty-six item questionnaire in a mailing to the members of the population. Included in the demographic questionnaire were questions about religious background, educational attainments, vocational endeavor, teaching experience, teaching equipment and approaches. One follow-up letter increased the return response to the desired level of eighty percent.

One hundred twenty five questionnaires were mailed. A total of one hundred five questionnaires were returned, of which eighty-five teachers met the criteria for the study. Those not returning questionnaires were determined to be homogeneous with the group which did return questionnaires.
G. Hypotheses

Eighteen hypotheses were tested in analyzing the teaching competency in the Seminary Extension Centers.

1. Learning Environment

a) Research Hypothesis

Teaching in Seminary Extension Centers is done with a knowledge of the adult learning environment that is inadequate.

b) Statistical Hypothesis

There is no significant difference at the .05 level between the jury response on the questionnaire and the population response concerning the adult learning environment.

c) Results

The null hypothesis is not sustained.

2. Adult Teacher

a) Research Hypothesis

Teaching in Seminary Extension Centers
is done with a concept of the adult teacher that is inadequate.

b) Statistical Hypothesis

There is no significant differences at the .05 level between the concept of the teacher in the response of the jury and the concept of the teacher as viewed by the population.

c) Results

The null hypothesis is not accepted.

3. Adult Learner

a) Research Hypothesis

Teaching in Extension Centers is done with a knowledge of the adult learner that is inadequate.

b) Statistical Hypothesis

There is no significant difference at the .05 level between the concepts of the adult learner as viewed by the jury and the concept of the adult learner as viewed by the population.
c) Results

The null hypothesis is not approved.

4. Learning Group

a) Research Hypothesis

Teaching in the Seminary Extension Centers is based on a concept of the adult learning group that is inadequate.

b) Statistical Hypothesis

There is no significant difference at the .05 level between the concept of the adult learning group as seen by the jury and the view expressed on the questionnaire by the population.

c) Results

The null hypothesis is accepted.

5. Geographic Location

a) Research Hypothesis

The geographic area in which the teachers reside will have no significant influence on the level of teaching competency.
b) Statistical Hypothesis

There is no significant difference at the .05 level in the mean raw score among the teachers in the Extension Centers in the four geographic areas of the United States - East, Midwest, South and West.

c) Results

The null hypothesis is supported.

6. Religious Data

a) Personal Encounter

(1) Research Hypothesis

The mean raw score on the Teaching Competency Questionnaire will not vary significantly when categorized according to the length of time since the teachers had an initial encounter with Christ.

(2) Statistical Hypothesis

There is no significant difference in the mean of the raw score of the population on the twenty-six item questionnaire at the .05 level when mean scores are categorized according to the length of time (0-5 years; 6-10 years; 11-20 years; and 21 or more years)
since a teacher had an initial personal encounter with Christ.

(3) Results

The null hypothesis is supported.

b) Size of Congregation

(1) Research Hypothesis

The size of congregation with which the teacher is affiliated will have no significant influence in teaching competency.

(2) Statistical Hypothesis

There is no significant difference among the mean raw scores of the population on the twenty-six item questionnaire at the .05 level when the population is categorized according to the size of the congregation with which the Extension Center teacher is affiliated.

(3) Results

The null hypothesis is rejected as is the research hypothesis.
c) Leadership Position

(1) Research Hypothesis

The mean raw scores on the twenty-six item questionnaire will be similar if categorized according to the position of leadership which the teacher holds in a church.

(2) Statistical Hypothesis

There is no significant difference in the population on the twenty-six item questionnaire at the .05 level when scores are categorized according to the position of leadership which the Extension Center teacher holds in a church.

(3) Results

The null hypothesis is supported.

7. Educational Background

a) Undergraduate Study

(1) Research Hypothesis

The teacher's area of study as an undergraduate (humanities, science, technology) will have no significant influence in teaching competency.
(2) Statistical Hypothesis

There is no significant difference in the mean raw score on the Teaching Competency Questionnaire at the .05 level among those whose undergraduate study is in humanities, science or technology.

(3) Results

The null hypothesis is supported.

b) Graduate Study

(1) Research Hypothesis

The teacher's area of study in graduate school (Theology, Religious Education, Church Music, Education, combination of two or more of above, other) will have no significant influence in teaching competency.

(2) Statistical Hypothesis

There is no significant difference at the .05 level in the mean raw score on the Teaching Competency Questionnaire among those whose graduate studies are in Theology, Religious Education, Church Music, Education, combination of the above or other fields.
(3) Results

The null hypothesis is supported.

c) Highest Degree Earned

(1) Research Hypothesis

The highest academic degree earned will have no significant influence on the level of teaching competency.

(2) Statistical Hypothesis

There is no significant difference at the .05 level among the mean raw score of the teachers when categorized according to the highest academic degree earned.

(3) Results

The null hypothesis is not supported.

d) College or University Proprietorship

(1) Research Hypothesis

The sponsoring agency of the college or university in which the teacher did undergraduate study will have no significant influence in teaching competency.
(2) Statistical Hypothesis

There is no significant difference in the mean raw score on the Teaching Competency Questionnaire at the .05 level between those graduating from a church related college or university and those graduating from a public supported school.

(3) Results

The null hypothesis is accepted.

e) Seminary

(1) Research Hypothesis

The seminary from which the teacher graduated will have no significant influence in the mean raw score on the Teaching Competency Questionnaire.

(2) Statistical Hypothesis

There is no significant difference at the .05 level among the mean raw scores of the teachers when categorized by the seminary from which they graduated.
(3) Results

The null hypothesis is not accepted.

f) Last Degree

(1) Research Hypothesis

The length of time since the teacher earned his last academic degree will have no significant influence in the raw score on the Teaching Competency Questionnaire.

(2) Statistical Hypothesis

There is no significant difference at the .05 level among the mean raw scores of groups of teachers earning their last degree in different time categories (0-5 years, 6-10 years, 11-15 years, 16-20 years, 21 or more years).

(3) Results

The null hypothesis is accepted.

g) Formal Education Involvement

(1) Research Hypothesis

The length of time since last
enrolling in a program of formal education will have no significant influence in teaching competency.

(2) Statistical Hypothesis

There is no significant difference at the .05 level in the mean raw score among those who last enrolled in a program of formal education 0-3 years, 4-6 years, 7-10 years, 11-15 years, and 15 years or longer.

(3) Results

The null hypothesis is accepted.

8. Teaching Experience

a) Research Hypothesis

The length of experience in teaching in a Seminary Extension Center will have significant influence in teaching competency.

b) Statistical Hypothesis

There is no significant difference at the .05 level in the mean of the raw score on the Teaching Competency Questionnaire among teachers with experience in teaching 1, 2, 3-5, 6-9 or 10 or more courses.
c) Results.

The null hypothesis is not accepted.

9. Teaching Approaches

a) Equipment

(1) Research Hypothesis

The equipment used in the teaching enterprise will be an index of teaching competency. Those using tables, chairs, chalkboards and audio-visual aids are more competent than those not using such equipment.

(2) Statistical Hypothesis

There is no significant difference at the .05 level in the mean of the raw scores on the Teaching Competency Questionnaire between teachers using tables, chairs, chalkboards and audio-visual aids and those not using such equipment.

(3) Results

The null hypothesis is accepted.
b) Techniques

(1) Research Hypothesis

The number of techniques used in the teaching enterprise will be an index of teaching competency. Those using eleven or more approaches such as discussion, group projects, demonstrations, role playing, films and debate will have a higher mean raw score than those using ten or less techniques.

(2) Statistical Hypothesis

There is no significant difference at the .05 level in the mean of the raw score on the Teaching Competency Questionnaire between teachers who use a variety of techniques (eleven or more) and those who use ten or less techniques.

(3) Results

The null hypothesis is not accepted.

H. Implications and Research

1. Evaluation theory for adult teaching is an area for further research and study. Basic criteria for evaluation of teaching have not yet been established.
2. An understanding of the nature of the adult learner and the adult teaching-learning process is inadequate according to the findings of this study.

3. Teachers who use a variety of approaches in teaching appear to be more competent in teaching than those who use a limited number of approaches. This could be the most significant finding in this study.

4. Since the level of teaching competency is not as high as that registered by the jury, there is a reason for the development of a teacher orientation program by the Seminary Extension Department for the Extension Center teachers.

5. Teachers in the Extension Centers who have taught three, four or five courses scored significantly higher on the Competency Questionnaire than those who have taught or are teaching their first course. Since a small group of the population who had taught six or more courses did not score significantly higher than those teaching one course, this part of the study needs to be explored further.

6. Religious background, educational attainment, geographical location and educational pursuit appear in this study not to be significant factors in the measurement of teaching competency level.
Some of the variables - the seminary from which the teacher graduated, the size of the church with which the pastor is affiliated and the highest degree earned need to be researched further. When these variables were grouped into categories and mean raw scores were compared, two of the groups in each of the categories showed a significant difference. The smallness of the population and the lack of consistency of different categories leaves unanswered questions.

Among those teaching in the Centers, demographic variables appear to have little significant influence in teaching competency. There is, however, a challenge to attain a deeper understanding of the adult learner, the role of the teacher and the characteristics of a desirable learning environment.
RESEARCH INQUIRIES

DIRECTIONS: According to our records, you are presently or have recently been a teacher in a Seminary Extension Center. Will you respond as much as possible from your experience (the way in which your class was actually conducted). Please check the answer which seems to be the best. If two or more seem right, check the strongest of the alternatives. Please check only one response on each inquiry. Please answer ALL inquiries.

I. LEARNING ENVIRONMENT:

1. In your class, which of the following best describes the class atmosphere or climate:
   __a. Varies with learning activity
   __b. Open and pleasurable
   __c. Highly disciplined
   __d. Orderly and well structured

2. In what type of room arrangement does your class meet:
   __a. Tables and chairs arranged in a circle or square
   __b. Tables and chairs in rows with lecturn
   __c. Pews with a lecturn
   __d. Chairs in rows, with lecturn and chalkboard

3. Have your class members been involved in individual projects, small group activities or buzz groups during the present course of study:
   __a. No opportunity
   __b. Occasionally
   __c. Frequently
   __d. Very rarely

II. THE ADULT TEACHER:

4. The teacher holds a unique place in the teaching-learning process. What role do you feel your students want you to fill first and foremost? That of:
   __a. One who knows and can communicate effectively the course material
   __b. An interesting speaker adept in securing and holding the attention of the group
   __c. One who asks questions and effectively provokes thought
   __d. Primarily a task of sharing information with those who are interested
5. Teaching adults is:
   ___a. A unique challenge because it requires mastery of the course material
   ___b. An opportunity to learn and develop along with the class members
   ___c. Easier than teaching children because they show greater interest
   ___d. Primarily a task of sharing information with those who are interested

6. Adults usually have goals and objectives. How are the learning goals and objectives for your course determined:
   ___a. Goals and objectives are developed by the Seminary Extension Department
   ___b. Each member is responsible for his own goals
   ___c. Goals are determined by the class members interacting with the teacher
   ___d. Goals and objectives are a major responsibility for the teacher

7. Someone has to make decisions about class activities, exams, course requirements, etc. In your approach to teaching, which of the following is most descriptive:
   ___a. Decisions are made by the class members
   ___b. As much as possible, the teacher's guide is followed
   ___c. Major direction for the class results from an interaction between teacher and class members
   ___d. Decisions are made by the teacher

8. Your adult learners may express some strong differences of opinions during class periods. This situation:
   ___a. Should be minimized as much as possible
   ___b. Destroys the atmosphere for learning
   ___c. Usually side-tracks the class
   ___d. May be a real avenue to learning

9. As a teacher, do you:
   ___a. Structure the course according to guidelines provided by the textbook
   ___b. Use a free discussion approach to teaching
   ___c. Develop your own teaching plans
   ___d. Consider first the problems and desires of the students
10. In your approach to teaching, which of the following methods has been used predominantly:
   a. Other than the below
   b. Projects, discussions and student presentations
   c. Written assignments, lectures and exams
   d. Lectures with some discussions

11. During the course of study, do you feel your class members want to know you (the teacher) in a person-to-person relationship:
   a. Few do
   b. Most of the class members do
   c. Some do
   d. Opportunities for such are limited

III. THE ADULT LEARNER:

12. Adult learners vary widely in chronological age. Among your class members, do the younger adults, when compared to older adults:
   a. Usually tend to change attitudes and behaviors more quickly
   b. Usually tend to change attitudes and behavior more slowly
   c. Usually tend to change attitudes more quickly but behavior at the same rate
   d. Usually tend to change behavior more quickly but attitudes at the same time

13. When actually teaching adults do you:
   a. Review course materials frequently
   b. Feel that repeating is not a wise use of time
   c. Review prior to examinations
   d. Review course material occasionally

14. What will attract and hold adults in a course of study. Most adult teachers seek an answer to this question. Which of the following do you feel provides the strongest motive for participation among adult learners:
   a. Personal growth and fulfillment of individual goals
   b. Motives for participation vary widely
   c. Keen interest in the course materials
   d. Attraction of the group (teacher and participants)
15. The differences among adults are:
   ___a. Of little consequence in teaching-learning
   ___b. A rich resource in learning
   ___c. More a disadvantage than an advantage
   ___d. A difficult obstacle to overcome

16. As a teacher of adults, do you:
   ___a. Grade on the basis of attitude and participation
   ___b. Grade the learner on a variety of activities
   ___c. Grade primarily on tests
   ___d. Give little attention to grading

17. If two adult students, age 25 and age 60, take a test which measures vocabulary and perception, the 25 year old will:
   ___a. Rank higher on vocabulary and lower on perception than the 60 year old
   ___b. Rank lower in vocabulary and perception than will the 60 year old
   ___c. Rank lower on vocabulary and higher on perception than the 60 year old
   ___d. Rank higher in vocabulary and perception than will the 60 year old

18. Adult learners usually have other major responsibilities in addition to the formal learning class. This situation:
   ___a. Is a deterring factor that can be offset
   ___b. Lends itself to greater interest from the adult learner
   ___c. Cannot be effectively offset
   ___d. Is no real deterring factor in adult learning

19. For students who attend your class regularly, will they find opportunity for recitation, exams, projects, presentations, written assignments or other forms of potential evaluation:
   ___a. Depends on the learners
   ___b. Seldom
   ___c. Reasonably often
   ___d. Weekly
20. Do you as teacher feel adults want to participate in sharing ideas, asking questions and taking responsibility during the class sessions:

___ a. No - they are reluctant to become involved
___ b. Respond well if asked
___ c. Class members tend to take too much of the time
___ d. Yes - there is a strong desire

21. In formal adult learning situations, which of the following provides the greatest stimulation or motivation for your class members:

___ a. Activities in which the learner feels a sense of success occasionally
___ b. Activities which are geared so that most of the evaluations are well below the 100 percent mark
___ c. Activities that tap fully and sometimes exceed the abilities of the learners
___ d. Activities that almost always make the learner feel successful

22. Every adult has some reason for enrolling in a formal class. What is the primary reason adults are enrolled in your class:

___ a. Because they are interested in the course content
___ b. Because they want to meet a felt need in their life
___ c. Because they are desirous of an outside activity
___ d. Because they are influenced by a friend

IV. LEARNING GROUP:

23. Adult learners are influenced by many factors. Which of the following is most helpful in learning for your class members:

___ a. Depends on the individual
___ b. Group interaction
___ c. Written assignments
___ d. Class lectures
24. Adults may or may not become well acquainted with each other and/or with you the teacher during the semester. How many of your class members have become well acquainted with each other and with you:
   ___ a. More than one-half
   ___ b. Not too many
   ___ c. Most
   ___ d. Less than one-half

25. The learners in your class come from a wide variety of backgrounds and experiences. In the week-to-week activities do they:
   ___ a. Contribute if called upon
   ___ b. Contribute very little to class activities
   ___ c. Contribute a great deal during class sessions
   ___ d. Contribute to the class more than is desirable

26. Which of the following is most helpful in achieving individual learning for your group members:
   ___ a. Doing written assignments
   ___ b. Interacting with the group
   ___ c. Reading course materials
   ___ d. Listening to the teacher
PART I:

DIRECTIONS

In the first section, you will find a series of questions dealing with the teaching-learning enterprise of adults.

1. Will you read each question and place a check before the letter of what you feel is the most desirable answer. If more than one answer seems correct, check the most desirable of the possible answers.

2. Please mark all questions. Some of the questions will appear more than once in a slightly different form.

3. Please do not read the second section until you have marked the inquiry portion of the brochure.
BROCHURE DESCRIPTION

In November, 1970, you received a request from Dr. William Dowling of the Center for Adult Education of The Ohio State University to assist in research of teaching evaluation in the more than two hundred Southern Baptist Seminary Extension Centers. Thank you for your willingness to assist us in this important research project.

Major Divisions:

The brochure is divided into two major sections:

1. Research Inquiries - A series of questions are listed which deal with the characteristics of the adult learner and which are concerned with the teaching-learning experience.

2. Concepts - A group of statements designed to provide a skeletal theory of the nature of adults and some of the foundational principles in teaching adults are set forth. These concepts are loosely grouped under four categories: (1) the adult learner; (2) the adult teacher; (3) the learning group; and (4) the learning setting.

PLEASE ANSWER THE QUESTIONS BEFORE READING THE CONCEPTS.

Purpose:

In this research, some of the commonly accepted foundational principles about the characteristics of adults and about the nature of the adult teaching-learning enterprise are assembled for evaluation. The inquiries are based upon concepts and are designed to measure a teacher's understanding of adults and a teacher's effectiveness in teaching adults.
1. When adults in your class learn (behavioral change learning), the experience will be characterized as:

___a. Painful and difficult  
___b. Pleasurable and enjoyable  
___c. Comforting and fulfilling  
___d. Exciting and stimulating

2. The adults in your class may or may not get well acquainted with the other participants in the learning experience. Which of the following describes your students:

___a. Time for socializing is limited  
___b. Some members of the class mix with each other  
___c. Most are well acquainted with each other  
___d. Cannot speak with knowledge about class relationships

3. Have you as a teacher discussed with your class members the basics of how to study during the present course:

___a. No - they already know the basics  
___b. By following assignments they are directed in study  
___c. Yes - they needed guidelines  
___d. There is no expressed desire for help

4. Do you as teacher feel adults want to participate in sharing ideas, asking questions and taking responsibility during the class sessions:

___a. No - they are reluctant to become involved  
___b. Respond well if asked  
___c. Class members tend to take too much of the time  
___d. Yes - there is a strong desire
5. Which of the following best describes your approach to teaching:

__ a. Frequently require or give opportunity for tests
__ b. Try to make an evaluation for students a minimal part of the course
__ c. Require no tests, recitations, personal interviews or exhibits
__ d. Adults are old enough to evaluate themselves

6. Adult learners, when compared with youth, are:

__ a. Quicker to change attitudes and behavior
__ b. Quicker to change attitudes but slower to change behavior
__ c. Slower to change attitudes but quicker to change behavior
__ d. Slower to change attitudes and behavior

7. In your class, which of the following best describes the class atmosphere or climate:

__ a. Varies with learning activity
__ b. Open and pleasurable
__ c. Highly disciplined
__ d. Orderly and well structured

8. What is your ultimate goal for your class members as a result of the teaching-learning experience:

__ a. To master course material
__ b. To alter their attitudes
__ c. To change their conduct
__ d. To communicate the learned material to others

9. When actually teaching adults do you:

__ a. Review course materials frequently
__ b. Feel that repeating is not a wise use of time
__ c. Review prior to examinations
__ d. Review course material occasionally
10. Adults in their twenties, when compared with older adults, will usually:

   __a. Score lower on an intelligence scale than older adults
   __b. Measure about the same on an intelligence scale when there is a time limit
   __c. Be more intelligent than those in their sixties
   __d. Measure about the same on an intelligence scale when there is no time limit

11. Among your class members, which of the following has the greatest educative influence in the course of study:

   __a. Varies with teachers
   __b. Interaction between teacher and class
   __c. Class members
   __d. Course material

12. The adults participating in your teaching enterprise:

   __a. Learn more slowly than a young person even though they have learned how to learn and continue to learn
   __b. Learn more rapidly than a young person if they have learned how to learn and continue to learn
   __c. Sometimes do not know how to learn new material but can usually become good learners by themselves
   __d. Usually know how to learn new material and are ready to learn

13. In some adult classes, there are people with rich backgrounds and wide experiences. Would you describe adult class members as:

   __a. Overanxious to contribute during class time
   __b. Willing to contribute if called upon
   __c. Usually able to contribute much to the class sessions
   __d. Usually limited in their abilities to contribute
14. The learners in your class come from a wide variety of backgrounds and experiences. In the week-to-week activities do they:

___a. Contribute if called upon
___b. Contribute very little to class activities
___c. Contribute a great deal during class sessions
___d. Contribute to the class more than is desirable

15. For students who attend your class regularly, will they find opportunity for recitation, exams, projects, presentations, written assignments or other forms of potential evaluation:

___a. Depends on the learners
___b. Seldom
___c. Reasonably often
___d. Weekly

16. What is the make-up of a group of adult learners? Do they tend to be:

___a. More alike than different
___b. More different than alike
___c. Unimportant for this course of study
___d. Difficult to say

17. Among adult students, when comparing those in their twenties to those in their fifties:

___a. Younger adults usually learn more rapidly than older adults
___b. Younger adults usually have more interests that interfere with learning
___c. Older adults are usually less interested
___d. Those in their fifties are usually more diligent students

18. In our complex world, people face many demands and conflicts. In your class, which of the following best describes those things to which your students give attention to in class:

___a. Occasional departures from course centered problems
___b. Mostly problems related to the course material
c. Total needs of students - physical, emotional, spiritual
d. Only those things in which the adults express concern

19. Have your class members been involved in individual projects, small group activities or buzz groups during the present course of study:

a. No opportunity
b. Occasionally
c. Frequently
d. Very rarely

20. Among adult learners, which of the following usually has the greatest influence for change in the educative process:

a. Class members interaction
b. Teacher
c. Course material
d. Interaction between teacher and class

21. Some adults want constant assurance and depend a great deal upon the teacher. Which of the following best describes your approach to teaching:

a. Teacher provides help as requested to each participant
b. There is an inter-dependence among class members
c. Class takes as much responsibility for learning activities as possible
d. Detailed care and oversight is given to all the class members

22. When you are teaching a class in which several people are above fifty, it may be necessary to:

a. Allow more time for learning
b. Provide more time for lecture
c. Plan the class time more in detail
d. Make the course material more easily understood
23. When adults in your class relearn any material:

   a. It is easier than learning new material
   b. It is easier if the material was learned in early childhood
   c. Some individuals relearn easier and some persons learn new material more easily
   d. It is equally or more difficult than learning new material

24. Adults may or may not become well acquainted with each other and/or with you the teacher during the semester. How many of your class members have become well acquainted with each other and with you:

   a. More than one-half
   b. Not too many
   c. Most
   d. Less than one-half

25. Adults enroll in formal class for various reasons. Based upon your experience in teaching adults, what would you say is the primary reason adults enroll in formal classes:

   a. Because they are influenced by friends
   b. Because they have a felt need
   c. Because the course content is interesting
   d. Because they feel required to come

26. If two adult students, age 25 and age 60, take a test which measures vocabulary and perception, the 25 year old will:

   a. Rank higher on vocabulary and lower on perception than the 60 year old
   b. Rank lower in vocabulary and perception than will the 60 year old
   c. Rank lower on vocabulary and higher on perception than the 60 year old
   d. Rank higher in vocabulary and perception than will the 60 year old

27. In your approach to teaching, do the members of your class respond:

   a. Sometimes
   b. Not too much
   c. Often
   d. Occasionally
28. In formal adult learning situations, which of the following provides the greatest stimulation or motivation for your class members:

  _a_. Activities in which the learner feels a sense of success occasionally
  _b_. Activities which are geared so that most of the evaluations are well below the 100 percent mark
  _c_. Activities that tap fully and sometimes exceed the abilities of the learners
  _d_. Activities that almost always make the learner feel successful

29. When adults learn, do they change their behavior:

  _a_. Varies
  _b_. Sometimes
  _c_. Often
  _d_. Always

30. Every adult has some reason for enrolling in a formal class. What is the primary reason adults are enrolled in your class:

  _a_. Because they are interested in the course content
  _b_. Because they want to meet a felt need in their life
  _c_. Because they are desirous of an outside activity
  _d_. Because they are influenced by a friend

31. When teaching adults, which of the following best describes your part as teacher in the teaching-learning process:

  _a_. Give careful and detailed oversight to the adult participants
  _b_. Foster an inter-dependence among class members
  _c_. Group discussion and individual projects which may or may not always relate to the course material
  _d_. Individual differences prohibit generalizations
32. Based upon your experience with adults, which of the following best describes them:

___a. They usually need to learn how to study
___b. It is difficult to know their study habits
___c. They know enough about the basics of study to get by
___d. They usually know how to study

33. To which of the following do your students best respond in their quest for learning:

___a. Group discussion and individual projects which may or may not always relate to the course material
___b. An informative and stimulating lecture
___c. Group discussion and individual projects which may or may not always relate to the course material
___d. Individual differences prohibit generalizations

34. In your approach to teaching, which of the following methods has been used predominantly:

___a. Other than the below
___b. Projects, discussions and student presentations
___c. Written assignments, lectures and exams
___d. Lectures with some discussions

35. Do your students respond positively to buzz groups, individual learning projects or small group activities:

___a. When used - little positive response
___b. Used very rarely
___c. Very enthusiastic response from adult learners
___d. No opportunity to use such activities

36. In what type of room arrangement does your class meet:

___a. Tables and chairs arranged in a circle or square
___b. Tables and chairs in rows with lecturn
___c. Pews with a lecturn
___d. Chairs in rows, with lecturn and chalkboard
37. Based on your experience, are adults challenged more by:
   ____ a. Successful experience more than experiences of failure
   ____ b. Individual praise from the teacher
   ____ c. Experiences of failure more than successful experiences
   ____ d. A mixture of successful and unsuccessful experiences

38. Some adults have need of encouragement during the early part of the course. Which of the following best encourages the adult:
   ____ a. A brief, simple exam
   ____ b. Reading assignments
   ____ c. A full outline of the course
   ____ c. None of the above

39. How do you think your adult students see you as a teacher? As one who:
   ____ a. Has mastered the course material
   ____ b. Enjoys sharing information with students
   ____ c. Teaches and learns
   ____ d. May have some weak areas in course material

40. Which of the following best evaluates adult learning:
   ____ a. Behavioral changes are not a good index of learning
   ____ b. Behavioral changes are a good index of learning
   ____ c. Behavioral changes have little connection with this course of study
   ____ d. Behavioral changes may or may not take place in learning

41. Adults face a variety of problems in a complex society. Among your students, most of their problems:
   ____ a. Can be answered
   ____ b. Are outside the immediate concern of course content
   ____ c. Require critical group thinking
   ____ d. Ought not be discussed during class time
42. When evaluating adult students, do you find them responding best to:

___a. Use of no evaluation
___b. Strict grading standards
___c. Easy grading standards
___d. Use of frequent evaluations

43. Do you feel your students want you, as the teacher, to:

___a. Direct discussions on course material
___b. Deal with life problems raised by or related to the adults
___c. Ask questions designed to enlist the interest of the adult learners
___d. Give information in keeping with the class objectives

44. Adult learners usually have other major responsibilities in addition to the formal learning class. This situation:

___a. Is a deterring factor that can be offset.
___b. Lends itself to greater interest from the adult learner
___c. Cannot be effectively offset
___d. Is no real deterring factor in adult learning

45. Does the course of study which you teach lend itself to a relationship between class members and teacher:

___a. For most of the class members
___b. For few of the class members
___c. Student-teacher relationships are not too important in this course
___d. For some of the class members

46. Teaching adults is:

___a. A unique challenge because it requires mastery of the course material
___b. An opportunity to learn and develop along with the class members
___c. Easier than teaching children because they show greater interest
___d. Primarily a task of sharing information with those who are interested
47. As a teacher of adults, do you:

___a. Grade on the basis of attitude and participation
___b. Grade the learner on a variety of activities
___c. Grade primarily on tests
___d. Give little attention to grading

48. Why did the adults enroll in your course of study and why do they continue to come:

___a. Because of a desire to grow and the opportunity to fulfill personal goals
___b. Because of the nature of the course content
___c. Because of the dynamics of group and teacher interaction
___d. Motives vary widely - difficult to generalize

49. Many life concerns can be discussed in an adult class. Which do you feel best represents the topics discussed in your class:

___a. Those things that are within the framework of total needs of adults
___b. Those things for which the adults request discussion
___c. Only those directly connected with the course
___d. Primarily course related - occasional departure

50. Among adult learners, do they most often:

___a. Desire assignments which are easily and quickly completed
___b. Possess a strong sense of self-confidence
___c. Accept willingly learning tasks which are extremely difficult
___d. Become discouraged if given work which is too difficult
51. The teacher has a key role to fill in learning activities. Which of the following best describes the desires of your students:

__a. For the teacher to follow the textbook and suggested course outline__
__b. For the teacher to make most of the important decisions__
__c. For the class members to make most of the decisions__
__d. For the decisions to be made as an inner-action between teacher and students__

52. Do you see your position in teaching adults primarily as:

__a. One who asks questions__
__b. One who informs__
__c. A resource authority__
__d. A guide in problem solving__

53. In your class, a 60-year old adult participant, when given enough time, will:

__a. Have more learning ability than he had at age 20__
__b. Possess about the same learning ability as was measurable at age 20__
__c. Learning ability may vary from person to person from age 20-60__
__d. Have declined in learning ability with the passing of years__

54. The teacher holds a unique place in the teaching-learning process. What role do you feel your students want you to fill first and foremost? That of:

__a. One who knows and can communicate effectively the course material__
__b. An interesting speaker adept in securing and holding the attention of the group__
__c. One who asks questions and effectively provokes thought__
__d. A knowledgeable person with experience in living__
55. The teacher has the difficult task of evaluating teaching-learning. In the final analysis, do you evaluate (judge success of) your class members learning by their:

__a. Mastery of the course material
__b. Changes in behavior
__c. Ability to communicate material learned to others
__d. Changes in attitude

56. Many things demand your attention as a teacher of adults. Which best describes those things to which you give your attention:

__a. Occasional departures from course material
__b. Physical, mental, emotional, and spiritual needs of class members
__c. Only those things for which the class members request discussion
__d. Mostly matters relating to the course

57. In your class do you:

__a. Frequently review materials already covered
__b. Never waste time repeating
__c. Review prior to examinations
__d. Occasionally review past materials

58. During the course of study, do you feel your class members want to know you (the teacher) in a person-to-person relationship:

__a. Few do
__b. Most of the class members do
__c. Some do
__d. Opportunities for such are limited

59. The differences among adults are:

__a. Of little consequence in teaching-learning
__b. A rich resource in learning
__c. More a disadvantage than an advantage
__d. A difficult obstacle to overcome
60. Adult learners vary widely in chronological age. Among your class members, do the younger adults, when compared to older adults:

___a. Usually tend to change attitudes and behavior more quickly
___b. Usually tend to change attitudes and behavior more slowly
___c. Usually tend to change attitudes more quickly but behavior at the same rate
___d. Usually tend to change behavior more quickly but attitudes at the same rate

61. The adults in your class are concerned primarily with:

___a. Immediate, concrete goals
___b. Long range goals
___c. Day-to-day activities and are not too much goal oriented
___d. Goals determined by the group

62. Your adult learners may express some strong differences of opinions during class periods. This situation:

___a. Should be minimized as much as possible
___b. Destroys the atmosphere for learning
___c. Usually side-tracks the class
___d. May be a real avenue to learning

63. Someone has to make decisions about class activities, exams, course requirements, etc. In your approach to teaching, which of the following is most descriptive:

___a. Decisions are made by the class members
___b. As much as possible, the teacher's guide is followed
___c. Major direction for the class results from an interaction between teacher and class members
___d. Decisions are made by the teacher
64. Some learning for your adult students is really relearning what was learned at an earlier age. Such relearning is:

   __a. Easier than learning new material
   __b. Easier for some persons and harder for some persons
   __c. Difficult or easy depending on the nature and contents of the material
   __d. More difficult than learning new material

65. What will attract and hold adults in a course of study. Most adult teachers seek an answer to this question. Which of the following do you feel provides the strongest motive for participation among adult learners:

   __a. Personal growth and fulfillment of individual goals
   __b. Motives for participation vary widely
   __c. Keen interest in the course materials
   __d. Attraction of the group (teacher and participants)

66. There are some in adult classes who may have had past unpleasant learning experiences. Have you:

   __a. Attempted to discover and deal with negative feelings about learning
   __b. Discussed with the class the importance of a positive attitude toward learning
   __c. Been unaware of any such negative feelings
   __d. Began your teaching in a positive way; past experiences are of little consequence to those really involved

67. Individual learning is usually best accomplished for most adults:

   __a. Through doing written assignments
   __b. When the teacher is lecturing
   __c. In a group setting
   __d. When reading alone
68. Adult learners are influenced by many factors. Which of the following is most helpful in learning for your class members:

__a. Depends on the individual
__b. Group interaction
__c. Written assignments
__d. Class lectures

69. As a teacher, do you:

__a. Structure the course according to guidelines provided by the textbook
__b. Use a free discussion approach to teaching
__c. Develop your own teaching plans
__d. Consider first the problems and desires of the students

70. Do your adult students learn best when you are:

__a. A strong, dynamic personality
__b. One who knows the subject matter well
__c. A guide and participant
__d. A fellow student

71. Adults usually have goals and objectives. How are the learning goals and objectives for your course determined:

__a. Goals and objectives are developed by the Seminary Extension Department
__b. Each member is responsible for his own goals
__c. Goals are determined by the class members interacting with the teacher
__d. Goals and objectives are a major responsibility for the teacher

72. Which of the following is most helpful in achieving individual learning for your group members:

__a. Doing written assignments
__b. Interacting with the group
__c. Reading course materials
__d. Listening to the teacher
PART II:

DIRECTIONS

Please do not read this section until you have completed the inquiry section of the brochure.

1. Will you indicate the degree to which you feel the stated concepts are commonly accepted by adult educators. Five possible alternatives

2. Please mark all concepts.
CONCEPTS

1. Adults vary greatly in past experiences, in personal and social attitudes and in intellectual abilities. These diversions are a resource in learning.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

2. A felt need provides one of the key foundations for formal and informal adult education - the stronger the feeling of need to learn, the more optimal will be the opportunity and potential outcome of the educational experience.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

3. When learning ability is measured without strict time limits, learning ability does not decline as a person grows older.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

4. Scores on vocabulary tests (which allow for accumulated experience) show improvement with age; tests measuring perception and dexterity show a declining score with age.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

5. Adults learn through activity - they learn by doing; by taking responsibility in the learning process; by expressing their innermost thoughts and feelings.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

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6. An important part of teaching adults is the responsibility to lead them to internalize the responsibility for guiding their own learning process. If an adult fails to learn, it is his own fault.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None

7. Middle aged and older adults, as a general rule, learn at a slower rate than younger adults.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None

8. Older adults are slower to learn (to change attitudes, values and behavior) than are children or younger adults. Age brings not so much resistance to change as stabilization of values, interests and concepts.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None

9. Spaced or distributed practice is advantageous in fixing material that is to be retained.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None

10. An adult relearns any material easier than he learns new material but it is harder for him the longer the time since he first learned the material.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None

11. Past unpleasant learning experiences may hinder an adult's ability to become involved in learning. The adult learner should thus experience success and a sense of fulfillment and mastery, especially in the early part of a formal learning experience.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None
12. Personal involvement through projects and small groups is effective in motivating adult learners.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

13. Adults are strongly motivated in educational experience through the fulfillment of individual goals and the achievement of maturation in all areas of life.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

14. Information about the nature of a good performance, feedback about mistakes and knowledge of success aids adult learning.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

15. If the adult's educative experience is to be continuous and on-going, his feeling of success must encompass short term goals which facilitate long range goals.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

16. Evaluation can be a method of encouraging the learner and ought to be continuous for greatest benefit. Adults are frequently unsure of themselves and thus may easily be discouraged in the learning enterprise. Proper use of evaluation can be instrumental in developing within the learner a feeling of mastery and success.

Do adult educators agree:

___Most___Many___Some___Few___Almost None

17. Good teaching recognizes physical and mental fatigue as a deterring factor in adult learning.

Do adult educators agree:

___Most___Many___Some___Few___Almost None
18. The teacher is primarily a guide in learning. He may also be a convener, co-learner, resource person, and catalyst in the teaching-learning enterprise.

Do adult educators agree:

_____Most_____Many_____Some_____Few_____Almost None

19. Good teachers recognize each teaching experience as an opportunity for learning and professional growth. Good teachers often learn more in a course than their students.

Do adult educators agree:

_____Most_____Many_____Some_____Few_____Almost None

20. Great teachers usually have an expert knowledge of the subject materials and seem to have more experience of living than anyone around them.

Do adult educators agree:

_____Most_____Many_____Some_____Few_____Almost None

21. Each adult learner is of infinite worth and must feel accepted and respected totally (socially, religiously, physically and emotionally) by the teacher for optimal learning to take place. Such felt acceptance precedes an individual's self evaluation and the eventual willingness to change.

Do adult educators agree:

_____Most_____Many_____Some_____Few_____Almost None

22. The teacher of adults has the responsibility to assist learners in maturing in all areas of their life; this includes leading them to appraise and develop in their personal, social, intellectual and religious life.

Do adult educators agree:

_____Most_____Many_____Some_____Few_____Almost None
23. Learning should be problem-centered (for the learner) -- problems serve to provide energy, direction, and sustaining force to the activities of the learner.

Do adult educators agree:

___ Most ___ Many ___ Some ___ Few ___ Almost None

24. Most problems faced by adults have no "right answer." Thus, the teaching-learning enterprise is an exploration of possible solutions which demand the greatest possible group involvement in thinking.

25. Good teaching includes a variety of approaches to problem-centered learning - lectures, discussions, projects, case studies, readings, field trips, etc.

Do adult educators agree:

___ Most ___ Many ___ Some ___ Few ___ Almost None

26. Confrontation of ideas provides for a cross-fertilization of thought which will hopefully stimulate and facilitate growth.

Do adult educators agree:

___ Most ___ Many ___ Some ___ Few ___ Almost None

27. Valid learning and, thus, effective teaching results in changes of attitudes and behavior patterns of the adult participant.

Do adult educators agree:

___ Most ___ Many ___ Some ___ Few ___ Almost None

28. Teaching adults how to learn is a major part of the teaching enterprise.

Do adult educators agree:

___ Most ___ Many ___ Some ___ Few ___ Almost None
29. A group setting is usually helpful to the individual in achieving his learning goal. A desire for achievement of social worth and success, the need to establish intimate, personal relations with other people and the goal of self-growth and development may, in part, be fulfilled through involvement in group activity.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None

30. Group pressures and norms, when properly directed by the teacher, are an invaluable resource in bringing about desirable attitudinal and behavioral changes in the adult.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None

31. The adult learner brings to a group learning activity a wealth of experiences which may be an invaluable resource in the teaching-learning process.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None

32. Optimal adult learning is accomplished in an atmosphere of cordiality and cooperation among the participants.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None

33. A friendly, informal class atmosphere contributes to adult learning opportunities and aids in eliciting responses from adult learners.

Do adult educators agree:

___Most___ Many___ Some___ Few___ Almost None
34. The physical arrangement of the room sets the pace for the class sessions. Tables and chairs arranged in a square or circle with a comfortable room atmosphere facilitates the release of energy for learning.

Do adult educators agree:

____ Most ___ Many ___ Some ___ Few ___ Almost None

35. From the raw stock of people, books, tables, chairs, chalkboard, etc., the teacher has the task of creating and controlling the learning environment while being a guide and stimulator in learning.

Do adult educators agree:

____ Most ___ Many ___ Some ___ Few ___ Almost None
Have you detected significant areas of omission in this outline of adult characteristics and teaching principles? If so, would you care to share any ideas.

Do you have further comments or suggestions which may be helpful in the selecting and refining process for a final evaluation instrument?

Thank you for taking the time to assist in the development of this research instrument. Will you please return the brochure in the enclosed envelope.
RESEARCH INQUIRY INSTRUMENT

SPONSORSHIP:

The Center for Adult Education of the Ohio State University is cooperating with the Seminary Extension Department of the Southern Baptist Seminaries in a descriptive evaluation of teachers in some two hundred Extension Centers.

EXPLANATION:

In the following pages are a series of concepts which deal with the basic nature of adult learners and some ideas about the teaching-learning process. Below each concept is one or more inquiry which attempts to discover what the teacher of adults is actually doing in the classroom. In short, is the teacher implementing the concept?

REQUEST:

First, will you circle the letter of what you consider the best response to each question.

Secondly, will you rate the discriminatory power of each question in the checked category. Does the question "get at" what the teacher is actually doing? Please complete any comment or suggestion relevant to the importance or structure of the question and/or the concept.

CATEGORIES:

Concepts 1 thru 13 and 28 thru 30 (Questions 1 thru 24 and 59 thru 64)

Concepts 14 thru 16 and 31 thru 35 (Questions 25 thru 28 and 65 thru 70) deal with the teacher of adults and the learning group

Concepts 20, 21, 36 and 37 (Questions 43, 44, 45, 46, 71, 72) deal with the learning atmosphere

Concepts 22 thru 27 (Questions 47 thru 58) deal with matters relating to the course direction.
1. **CONCEPT:**

   Adult education is grounded and ultimately possible when the adult possesses a felt need.

1) Adults enroll in formal class for various reasons. What would you say is the greatest reason your class members are enrolled:

   a. Because they have a conscious need?
   b. Because the course content is interesting?
   c. Because they feel required to come?
   d. Because they are influenced by friends?

   Question discriminates:

   _Effectively:_ _Strongly:_ _Moderately:_ _Some:_ _Poorly

   Comment: _________________________________________________________

2) Every adult has some reason for enrolling in a formal class. What is the major reason adults are enrolled in your class?

   a. Because they want to meet a conscious need in their life?
   b. Because they are interested in the course content?
   c. Because they are influenced by a friend?
   d. Because they are desirous of an outside activity?

   Question discriminates:

   _Effectively:_ _Strongly:_ _Moderately:_ _Some:_ _Poorly

   Comment: _________________________________________________________

2. **CONCEPT:**

   If an adult learns how to learn when he is young and continues to learn during adulthood, he can learn new material easier than a child.

3) The adults participating in your teaching enterprise:

   a. Usually know how to learn new material and are thus ready to learn?
   b. Sometimes do not know how to learn new material but can quickly become efficient learners?
   c. Learn more rapidly than a child if they have learned how to learn and continue to learn?
   d. Learn at a slower rate usually than does a high school senior?
Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment:_________________________________________________________________

3. **CONCEPT:**

When learning ability is measured without strict time limits, learning ability does not decline between ages twenty and sixty years of age.

4) In your class, a 60-year old adult participant will:

a. Have more learning ability than he had at age 20?
b. Have declined in learning ability with the passing of years?
c. Possesses about the same learning ability as was measurable at age 20?
d. Learning ability may vary from person to person from age 20-60?

Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment:_________________________________________________________________

5) Your students who are in their twenties will usually:

a. Be more intelligent than those in their sixties?
b. Show less interest than older adults?
c. Measure about the same on intelligence scales?
d. Increase in learning ability with age?

Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment:_________________________________________________________________

4. **CONCEPT:**

Tests such as vocabulary tests which allow for accumulated experience show improvement with age. Those measuring perception and dexterity show a decline with age.
6) If two of your adult students, age 25 and age 60, take a test which measures vocabulary and perception, the 25-year old will:

a. Rank higher in vocabulary and perception than will the 60-year old?
b. Rank lower on vocabulary and higher on perception than will the 60-year old?
c. Rank higher on vocabulary and lower on perception than the 60-year old?
d. Rank lower in vocabulary and perception than will the 60-year old?

Question discriminates:

Effectively: __ Strongly: __ Moderately: __ Some: __ Poorly

Comment: ______________________________________________________

5. CONCEPT:

Middle aged and older adults, as a general rule, learn at a slower rate than those in their twenties.

7) When you are teaching a class in which several people are above age 50, it is necessary to:

a. Allow more time for learning?
b. Plan the class time more in detail?
c. Make the course material more easily understood?
d. Provide more time for class discussion?

Question discriminates:

Effectively: __ Strongly: __ Moderately: __ Some: __ Poorly

Comment: ______________________________________________________

8) Among your students, when comparing adults in their twenties to those in their fifties:

a. Those in their fifties are more diligent students?
b. Younger adults learn more rapidly than older adults?
c. Older adults are usually less interested?
d. Younger adults have more interests that interfere with learning?

Question discriminates:

Effectively: __ Strongly: __ Moderately: __ Some: __ Poorly

Comment: ______________________________________________________
6. **CONCEPT:**

Spaced or distributed practice is advantageous in fixing material that is to be retained.

9) Since most of your students are keenly interested in the course material, do you as a teacher:

   a. Review frequently?
   b. Summarize occasionally?
   c. Review prior to examinations?
   d. Feel that repeating is not a wise use of time?

Question discriminates:

___Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment: _________________________________________________________

10) "Not enough time" is a frequently heard cry from teachers. In your class do you:

   a. Frequently review materials?
   b. Occasionally summarize past materials?
   c. Review prior to examinations?
   d. Never waste time repeating?

Question discriminates:

___Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment: _________________________________________________________

7. **CONCEPT:**

Older adults are slower to change attitudes, values and behavior than are children or younger adults.

11) Adult learners vary widely in chronological age. Among your class members, do the younger adults, when compared to older adults:

   a. Tend to change attitudes and behavior more quickly?
   b. Tend to change attitudes and behavior more slowly?
   c. Tend to change attitudes more quickly but change behavior at the same rate?
   d. Tend to change behavior more quickly but change attitudes at the same rate?
Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment: ________________________________________________________

12) Your group of adult learners, when compared with children, are:

a. Quicker to change attitudes and behavior?
b. Slower to change attitudes and behavior?
c. Quicker to change attitudes but slower to change behavior?
d. Slower to change attitudes but quicker to change behavior?

Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment: ________________________________________________________

8. CONCEPT:

An adult relearns any material easier than he learns new material, but it is harder for him the longer the time since he first learned it.

13) When adults in your class relearn any material:

a. It is equally or more difficult than learning new material?
b. It is easier than learning new material?
c. It is easier if the material was learned in early childhood?
d. Some individuals relearn easier and some persons learn new material more easily?

Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment: ________________________________________________________
14) Some learning for your adult students is really relearning what was learned at an earlier age. Such relearning is:

a. More difficult than learning new material?
b. Easier for some persons and harder for some persons?
c. Easier than learning new material?
d. Difficult or easy depending on the nature and content of the material?

Question discriminates:

Effectively: ___ Strongly: ___ Moderately: ___ Some: ___ Poorly

Comment: _______________________________________________________

9. CONCEPT:

Adult learners need to internalize the responsibility for guiding his own learning process - in short, become independent.

15) As a teacher of adults, which of the following best describes your oversight of the teaching-learning process:

a. Give careful and detailed oversight to the adult participants?
b. Expect each person to work as independently as possible?
c. Foster an inter-dependence among class members?
d. Provide as much help as possible to each participant?

Question discriminates:

Effectively: ___ Strongly: ___ Moderately: ___ Some: ___ Poorly

Comment: _______________________________________________________

16) Some adults want constant assurance and depend a great deal upon the teacher. Which of the following best describes your class:

a. Detailed cure and oversight is given to all the class members?
b. Each person works as independently as possible?
c. There is an inter-dependence among class members?
d. Teacher provides as much help as possible to each participant?
10. CONCEPT:

Past unpleasant learning experiences may hinder an adult's ability to become involved in learning. In the early part of the course particularly, the adult should experience success and a sense of fulfillment.

17) Do your adult students have need of encouragement during the early part of the course? In the early part of the present semester, did you give:

a. A brief, simple exam?
b. A full outline of the course?
c. Reading assignments?
d. None of the above?

Question discriminates:

__Effectively:__Strongly:__Moderately:__Some:__Poorly

Comment: ____________________________________________________________

18) There are some in adult classes who may have had past unpleasant learning experiences. Have you:

a. Discovered and dealt with them in your class?
b. Began your teaching in a positive way to counter past experiences?
c. Been unaware of any such individuals?
d. Discussed with the class the importance of a positive attitude toward learning?

Question discriminates:

__Effectively:__Strongly:__Moderately:__Some:__Poorly

Comment: ____________________________________________________________
11. CONCEPT

The adult must realize success in fulfilling felt needs if the educative process is to be continuous and on-going. Such success must encompass both short term as well as long range objectives.

19) In the week-to-week activity and particularly in evaluations, which of the following provides the greatest stimulation for your class members:

a. Activities that tap fully and sometimes exceed the abilities of the learners?
b. Activities which are geared so that most of the evaluations are well below the 100 percent mark?
c. Activities in which the learner feels a sense of success occasionally?
d. Activities that almost always make the learner feel successful?

Question discriminates:
_________________________ Effectively: __Strongly: _Moderately: _Some: _Poorly

Comment: ______________________________________________________

20) Are the learners in your classes challenged more by:

a. Successful experience more than experiences of failure?
b. Experiences of failure more than successful experiences?
c. A mixture of successful and unsuccessful experiences?
d. Individual praise from the teacher?

Question discriminates:
_________________________ Effectively: __Strongly: _Moderately: _Some: _Poorly

Comment: ______________________________________________________

21) In your class, do the pupils:

a. Possess a strong sense of self confidence?
b. Become discouraged if given work which is too difficult?
c. Accept willingly learning tasks which are extremely difficult?
d. Desire assignments which are quickly completed?
21) Continued

Question discriminates:

__Effectively:__ Strongly:__ Moderately:__ Some:__ Poorly

Comment: ________________________________________________

12. CONCEPT:

Evaluation is primarily a method of encouraging the learner and needs to be continuous for greatest benefit. Adults may be unsure of themselves and thus be easily discouraged in the learning enterprise.

22) When evaluating your students, do you find them responding best to:

a. A strict grading curve?
b. Easy grading?
c. Use of no evaluation?
d. Use of frequent evaluations?

Question discriminates:

__Effectively:__ Strongly:__ Moderately:__ Some:__ Poorly

Comment: ________________________________________________

23) For students who attend your class regularly, will they find opportunity for recitation, exams, projects, presentations, written assignments, etc.:

a. Weekly?
b. Reasonably often?
c. Seldom?
d. Depends on learner?

Question discriminates:

__Effectively:__ Strongly:__ Moderately:__ Some:__ Poorly

Comment: ________________________________________________
13. **CONCEPT:**

Good teaching recognizes physical and mental fatigue as a deterring factor in adult learning.

24) **Adult learners usually have other major responsibilities in addition to the formal learning class.** This situation:

   a. Is no real deterring factor in adult learning?
   b. Is a deterring factor that can be offset?
   c. Cannot be effectively offset?
   d. Lends itself to greater interest from the adult learner?

**Question discriminates:**

   __Effectively:__ Strongly:__ Moderately:__ Some:__ Poorly

**Comment:**

14. **CONCEPT:**

   The teacher is primarily a guide. He may also be a convener, co-learner, resource person, and perceptor in the teaching-learning enterprise.

25) **Do your adult students learn best when you are:**

   a. An outstanding authority?
   b. A strong, dynamic personality?
   c. A guide and participant in seeking?
   d. A fellow student?

**Question discriminates:**

   __Effectively:__ Strongly:__ Moderately:__ Some:__ Poorly

**Comment:**

26) **Do you see your position in teaching adults primarily as one of a:**

   a. Guide in problem solving?
   b. Resource authority?
   c. One who informs?
   d. One who asks questions?
26) Continued

Question discriminates:
  _Effectively:__Strongly:__Moderately:__Some:__Poorly

Comment:__________________________________________________________________________

27) Someone has to make decisions about class activities, exams, course requirements, etc. In your class, which of the following is most descriptive:

   a. Decisions are made by the teacher?
   b. Decisions are made by the class members?
   c. As much as possible, the Seminary Extension guidelines are followed?
   d. Major direction for the class results from an interaction between teacher and class members?

Question discriminates:
  _Effectively:__Strongly:__Moderately:__Some:__Poorly

28) The teacher has a key role to fill in learning activities. Which of the following best describes the desires of your students:

   a. For the teacher to make most of the important decisions concerning class activities?
   b. For the class members to make most of the decisions?
   c. For the decisions to be made as an inner-action between teacher and students?
   d. For the guidelines of Seminary Extension Department to be followed?

Question discriminates:
  _Effectively:__Strongly:__Moderately:__Some:__Poorly

Comment__________________________________________________________________________

15. CONCEPT:

   Good teaching recognizes each teaching experience as an opportunity for professional growth. Good teachers often learn more in a course than their students.
29) How do you think your students see you as a teacher? As one who:
   a. Has mastered the course material?
   b. Teaches and learns?
   c. Enjoys sharing information with students?
   d. May have some weak areas in course material?

Question discriminates:
   __Effectively:__Strongly:__Moderately:__Some:__Poorly

Comment:__________________________________________________

30) Teaching adults is:
   a. A unique challenge because it requires mastery of the course material?
   b. An opportunity to learn and develop along with the class members?
   c. Easier than teaching children because they show greater interest?
   d. Primarily a task of sharing information with those who are interested?

Question discriminates:
   __Effectively:__Strongly:__Moderately:__Some:__Poorly

Comment:__________________________________________________

16. CONCEPT:

   A part of the teaching enterprise with adults is to assist adults in appraising their entire life - personal, social, intellectual and religious needs.

31) Many areas of concern can be discussed in your class sessions. Which do you feel best represents the topics discussed in your class:
   a. Only those directly connected with the course?
   b. Primarily course related - occasional departure?
   c. Wide range of topics encompassing many life concerns of adults?
   d. Those things in which the adults express keen interest?

Question discriminates:
   __Effectively:__Strongly:__Moderately:__Some:__Poorly
31) Continued

Comment: ________________________________________________________

32) Many things demand your attention as a teacher of adults. In relation to your students, which best describes those things to which you give your attention:

a. Mostly matters relating to the course?
b. Occasional departures from course material?
c. Wide range of adult problems and concerns?
d. Only those things in which the learners express interest?

Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment: ________________________________________________________

33) In our complex world, people face many demands and conflicts. In your class, which of the following best describes those things in which your students are involved:

a. Mostly problems relating to the course material?
b. Occasional departures from course centered problems?
c. A wide range of topics and concerns?
d. Only those things in which the adults express concern?

Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment: ________________________________________________________

17. CONCEPT:

Group pressure and norms when properly directed by the teacher are an invaluable resource in bringing about desirable attitudinal and behavioral changes in the adult.
34) Adult learners are influenced by many factors. Which of the following are most influential for your class members:

a. Class lectures?
b. Written assignments?
c. Group interaction?
d. Depends on the individual?

Question discriminates:

___Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment:

35) All learning involves some kind of change in the individual. Among your class members, which of the following has the greatest influence for change in the educative process:

a. Course material?
b. Class members interaction?
c. Interaction between teacher and class?
d. Varies with individuals?

Question discriminates:

___Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment:

36) Among your class members, which of the following has the greatest educative influence in the course of study:

a. Course material?
b. Class members?
c. Interaction between teacher and class?
d. Varies with individuals?

Question discriminates:

___Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment:
17. CONCEPT:

The adult learner brings to a group learning activity a wealth of experiences which are invaluable resources in the teaching-learning process.

37) The learners in your class represent a wide variety of backgrounds and experiences. In the week-to-week activities do they:

a. Contribute a great deal during class sessions?
b. Contribute very little to class activities?
c. Contribute if called upon?
d. Contribute to the class more than is desirable?

Question discriminates:

_ Effectively: __ Strongly: __ Moderately: __ Some: __ Poorly

38) In some adult classes, there are people with rich backgrounds and wide experiences. Would you describe your adult class members as:

a. Able to contribute much to the class sessions?
b. Limited in their abilities to contribute?
c. Willing to contribute if called upon?
d. Overanxious to contribute during class time?

Question discriminates:

_ Effectively: __ Strongly: __ Moderately: __ Some: __ Poorly

Comment: __________________________

18. CONCEPT:

Optimal adult learning is accomplished in an atmosphere of cordiality and interchange among the students.

39) Adults may or may not become well acquainted with each other and/or with you the teacher during the semester. How many of your class members have become well acquainted with each other and with you:

a. Most?
b. More than one half?
c. Less than one half?
d. Not too many?
38) Continued

Question discriminates:

___Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment: _______________________________________________________

40) The adults in your class may or may not get well acquainted with the other participants in the learning experience. Which of the following describes your students:

a. Most are well acquainted with each other?
b. Time for socializing is inadequate?
c. Some members of the class mix with each other?
d. Cannot speak with knowledge about class relationships?

Question discriminates:

___Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment: _______________________________________________________

19. CONCEPT:

A group setting is frequently helpful to the individual in his learning activity.

41) Individual learning is best accomplished for your learners:

a. When the teacher is lecturing?
b. Frequently in a group setting?
c. When reading alone?
d. Through asking questions?

Question discriminates:

___Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment: _______________________________________________________
42) Which of the following is most helpful in achieving individual learning for your group:

a. Reading course materials?
b. Listening to the teacher?
c. Interacting with the group?
d. Asking questions?

Question discriminates:

Effectively: __ Strongly: __ Moderately: __ Some: __ Poorly

Comment: ____________________________________________________

20. CONCEPT:

A friendly, informal class atmosphere contributes to optimal learning opportunities and elicits responsiveness from adult learners.

43) In your class, which of the following best describes the class atmosphere or climate:

a. Highly disciplined?
b. Permissive and pleasurable?
c. Varies with learning activity?
d. Orderly and well structured?

Question discriminates:

Effectively: __ Strongly: __ Moderately: __ Some: __ Poorly

Comment: ____________________________________________________

44) In conducting class sessions, do the members of your class respond:

a. Often?
b. Occasionally?
c. Sometimes?
d. Not too much?

Question discriminates:

Effectively: __ Strongly: __ Moderately: __ Some: __ Poorly

Comment: ____________________________________________________
21. **CONCEPT:**

Personal involvement through projects and small groups is effective in motivating adult learners.

45) Have your class members been involved in individual projects, small group activities or buzz groups during the present course of study:

a. Frequently?
b. No opportunity?
c. Occasionally?
d. Very rarely?

Question discriminates:

  __Effectively:__ Strongly:__ Moderately:__ Some:__ Poorly

Comment: _____________________________________________________________

46) Do your students respond positively to buzz groups, individual learning projects or small group activities:

a. No opportunity to use such activities?
b. When used, little positive response?
c. Very enthusiastic response from adult learners?
d. Used very rarely?

Question discriminates:

  __Effectively:__ Strongly:__ Moderately:__ Some:__ Poorly

Comment: _____________________________________________________________

22. **CONCEPT:**

Learning should be problem centered (for the learner) ...problems serve to provide energy, direction, and sustaining force to the activities of the learner.

47) You usually do what your students expect of you. Do they want you to:

a. Give information in keeping with the class objectives?
b. Direct discussions on course material?
c. Deal with life problems raised by or relating to the adults?
d. Ask questions designed to enlist the interest of the adult learners?
47) Continued

Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment: ________________________________________________

48) As a teacher, do you:

a. Structure the course according to guidelines provided by the textbook?
b. Develop your own teaching plans?
c. Consider the problems of the students in your plans?
d. Use a free discussion approach to teaching?

Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment: ________________________________________________

23. CONCEPT:

Valid learning and thus effective teaching results in change of attitudes and behavior patterns of the adult participant.

49) The teacher has the difficult task of evaluating class members. In the final analysis, do you evaluate (judge success of) your class members by their:

a. Mastery of the course materials?
b. Changes in attitude?
c. Changes in behavior?
d. Ability to communicate material learned to others?

Question discriminates:

__Effectively:__ __Strongly:__ __Moderately:__ __Some:__ __Poorly

Comment: ________________________________________________
50) What is the ultimate goal of and gratification for your class members:
   a. To change their conduct?
   b. To alter their attitudes?
   c. To master course material?
   d. To communicate the learned material to others?

Question discriminates:

  _Effectively:_ _Strongly:_ _Moderately:_ _Some:_ _Poorly

Comment:

24. CONCEPT:

  Good teaching recognizes the concreteness and immediacy of most adult goals.

51) The adults in your class are concerned primarily with:

   a. Long range goals?
   b. Immediate, concrete goals?
   c. Individual goals which may vary from person to person?
   d. Day-to-day activities and are not too much goal oriented?

Question discriminates:

  _Effectively:_ _Strongly:_ _Moderately:_ _Some:_ _Poorly

Comment:

52) Where will you be when you get where you are going?

Adults do have goals and objectives. How are the goals and objectives for your course determined:

   a. Each member is responsible for his own goals?
   b. Goals are determined by the class members interacting with the teacher?
   c. Goals and objectives are a major responsibility for the teacher?
   d. Goals and objectives are developed by the Seminary Extension Department?
52) Continued

Question discriminates:

Effectively: __Strongly: __Moderately: __Some: __Poorly

Comment: _______________________________________________________

25. CONCEPT:

Information about the nature of a good performance, feedback about mistakes and knowledge of success aids learning.

53) Which of the following best describes your regular class periods:

a. Require no tests, recitations, personal interviews or exhibits?

b. Frequently require tests, recitations, personal interviews or exhibits or give opportunity for?

c. Try to make evaluation of students a minimal part of the course?

d. Adults are old enough to evaluate themselves?

Question discriminates:

Effectively: __Strongly: __Moderately: __Some: __Poorly

Comment: _______________________________________________________

54) As a teacher of adults, do you:

a. Give little attention to grading?

b. Grade the learner on written assignments and tests?

c. Grade primarily on tests?

d. Use other methods of evaluation?

Question discriminates:

Effectively: __Strongly: __Moderately: __Some: __Poorly

Comment: _______________________________________________________
26. CONCEPT:

Teaching adults how to learn is a major part of the teaching enterprise.

55) During the present course of study, which of the following best describes your class members:

a. They are very efficient in how to study?
b. They have expressed a desire for help in studying?
c. They know enough about the basics of study to get by?
d. They need to know how to study - class time is used to help them?

Question discriminates:

   Effectively:  __Strongly:  __Moderately:  __Some:  __Poorly

Comment: ______________________________________________________

56) Have you as a teacher discussed with your class members the basics of how to study during the present course:

a. Yes - they needed guidelines?
b. No - they already know the basics?
c. There is no expressed desire for help?
d. By following assignments they are directed in study?

Question discriminates:

   Effectively:  __Strongly:  __Moderately:  __Some:  __Poorly

Comment: ______________________________________________________

27. CONCEPT:

All learning involves change.

57) In evaluating the learning of your students, which of the following best describes them:

a. Behavioral changes are not a good index of learning?
b. Behavioral changes are a good index of learning?
57) Continued

c. Behavioral changes may or may not take place in learning?
d. Behavioral changes have little connection with this course of study?

Question discriminates:

_Effectively:_Strongly:_Moderately:_Some:_Poorly

Comment: ________________________________________________________

58) When your adult class members learn, they change their behavior:

a. Sometimes?
b. Often?
c. Always?
d. Varies?

Question discriminates:

_Effectively:_Strongly:_Moderately:_Some:_Poorly

Comment: ________________________________________________________

28. CONCEPT:

A strong, ongoing motivation in adult education is achieved through fulfillment of goals of the individual and maturation in all areas of life.

59) What will attract and hold adults in a course of study. Adult educators seek an answer to this question. Which of the following provides the strongest motive for participation among those presently enrolled in your class:

a. Personal growth and fulfillment of individual goals?
b. Attraction of the group (teacher and participants)?
c. Keen interest in the course materials?
d. Motives for participation vary widely?
59) Continued

Question discriminates:

_ Effectively: _ Strongly: _ Moderately: _ Some: _ Poorly

Comment: ______________________________________________________

60) Why did the adults enroll in your course of study and why do they continue to come:

a. Because of a desire to grow and the opportunity to fulfill personal goals?
b. Because of the dynamics of group and teacher interaction?
c. Because of the nature of the course content?
d. Motives vary widely - difficult to generalize?

Question discriminates:

_ Effectively: _ Strongly: _ Moderately: _ Some: _ Poorly

Comment: ______________________________________________________

29. CONCEPT:

Adults learn through activity - they learn by doing; by taking responsibility in the learning process; by expressing their inner most thoughts and feelings.

61) The presence of your students in class indicates their desire to learn. To which of the following do they best respond in their quest for learning:

a. An informative and stimulating lecture?
b. Answering questions carefully prepared by the teacher?
c. Group discussion and individual projects which may or may not always relate to the course material?
d. Individual differences prohibit generalizations?

Question discriminates:

_ Effectively: _ Strongly: _ Moderately: _ Some: _ Poorly

Comment: ______________________________________________________
The desire to actively participate varies greatly among adults. As a whole, do your class members want to participate in sharing ideas, asking questions and taking responsibility during the class sessions:

a. Yes - there is a strong desire?
b. No - they are reluctant to become involved?
c. Respond well if asked?
d. Class members tend to take too much of the time?

Question discriminates:

Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment: ________________________________________________________

30. CONCEPT:

Adults vary greatly in past experiences, in personal and social attitudes and in intellectual abilities. These diversities are a resource in learning.

The differences among adults are:

a. A rich resource in learning?
b. A difficult obstacle to overcome?
c. A blessing and a curse?
d. Of little consequence in presenting course material?

Question discriminates:

Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment: ________________________________________________________

What is the make-up of your group of adult learners. Do they tend to be:

a. More alike than different?
b. More different than alike?
c. Difficult to say?
d. Unimportant for this course of study?

Question discriminates:

Effectively: ___Strongly: ___Moderately: ___Some: ___Poorly

Comment: ________________________________________________________
31. **CONCEPT:**

Each adult learner is of infinite worth and must feel accepted and respected by the teacher in total (social, religiously, physically, and emotionally) for optimal learning to take place. Such felt acceptance precedes an individual's self-evaluation and the eventual challenge to change.

65) During the course of study, have your class members indicated a desire to know you (the teacher) in a person-to-person relationship:

   a. Some have?
   b. Most of the class members have?
   c. Few have?
   d. Opportunities for such are limited?

Question discriminates:

   Effectively: __
   Strongly: ___
   Moderately: ___
   Some: ___
   Poorly ___

Comment: ________________________________________________________

66) Does the present course of study lend itself to a class relationship between class members and teacher:

   a. For some of the class members?
   b. For most of the class members?
   c. For few of the class members?
   d. Student-teacher relationships are not too important in this course?

Question discriminates:

   Effectively: __
   Strongly: ___
   Moderately: ___
   Some: ___
   Poorly ___

Comment: ________________________________________________________

32. **CONCEPT:**

Great teachers usually have an expert knowledge of the subject materials and seem to have more experience of living than anyone around them.
The teacher holds a unique place in the teaching-learning process. What role do your students want you to fill? That of:

a. A knowledgable person with experience in living?
b. An expert who can communicate effectively the course material?
c. An interesting speaker adept in securing and holding the attention of the group?
d. One who asks questions and effectively provokes thought?

Question discriminates:

__Effectively: __Strongly: __Moderately: __Some: __Poorly

Comment: ______________________________________________________

33. CONCEPT:

Confrontation of ideas provides for a cross-fertilization of thought which stimulate and facilitate growth.

Your adult learners may express some strong differences of opinions during class periods. This situation:

a. Destroys the atmosphere for learning?
b. Should be minimized as much as possible?
c. Is a real avenue to learning?
d. Usually side-tracks the class?

Question discriminates:

__Effectively: __Strongly: __Moderately: __Some: __Poorly

Comment: ______________________________________________________

34. CONCEPT:

Most problems faced by adults have no "right answer." Thus, the teaching-learning enterprise is an exploration of possible solutions which demand the greatest possible involvement in thinking.
69) Adults face a variety of problems in a complex society. Among your students, many of the problems:

a. Can be answered?
b. Require critical group thinking?
c. Are outside the realm of course content?
d. Are never expressed during class time?

Question discriminates:

_ Effectively: _ Strongly: _ Moderately: _ Some: _ Poorly

Comment: ________________________________________________________

35. CONCEPT:

Optimal learning involves a variety of activities. Among these are projects, case studies, critical incident process, discussion and stimulation exercises.

70) During your present course of study, which of the following methods of study has been used for your class members predominantly:

a. Lecture with some discussion?
b. Written assignments, lectures and exams?
c. Projects, discussion and student presentations?
d. Other than the above?

Question discriminates:

_ Effectively: _ Strongly: _ Moderately: _ Some: _ Poorly

Comment: ________________________________________________________

36. CONCEPT:

The physical arrangement of the room sets the pace for the class sessions. Tables and chairs arranged in a square or circle with a comfortable room atmosphere facilitates a free exchange of ideas which lends to optimal learning.
71) In what type of room arrangement does your class meet:
   a. Pews with a lecturn?
   b. Chairs in rows with lecturn and chalkboard?
   c. Tables and chairs in rows with lecturn?
   d. Tables and chairs arranged in a circle or square?

Question discriminates:
   [ ] Effectively: [ ] Strongly: [ ] Moderately: [ ] Some: [ ] Poorly
   Comment: ________________________________________________________

37. CONCEPT:
   The path of learning may involve "growth pains" and thus may sometimes involve that which is inwardly painful.

72) When adults in your class learn, the experience will be characterized as:
   a. Pleasurable and enjoyable?
   b. Painful and difficult?
   c. Exciting and stimulating?
   d. Comforting and fulfilling?

Question discriminates:
   [ ] Effectively: [ ] Strongly: [ ] Moderately: [ ] Some: [ ] Poorly
   Comment: ________________________________________________________
EVALUATION JURY

Teachers of Adult Education are:

Dr. Wilson Thiede  
Department of Curriculum & Instruction  
University of Wisconsin

Dr. Wayne Schroeder  
Department of Adult Education  
Florida State University

Dr. Glenn Jensen  
Department of Adult Education  
University of Wyoming

Dr. Eugene Dubois  
Department of Administration & Supervision  
Boston University

Dr. Robert Peters  
Department of Education  
Morehead College

Dr. Robert Snyder  
Department of Education  
University of South Carolina

Practitioners include:

Dr. Curtis Johnson  
Department of Education  
Ohio University

Miss Nora Duffy  
Department of Special Sessions  
University of Dayton

Mr. William Edwards  
Cleveland Public Schools  
Board of Education
Religious educators are:

Dr. Robert Proctor  
Southern Baptist Theological Seminary

Mr. John Ishee  
Department of Research and Statistics  
Baptist Sunday School Board

Dr. G. Ray Worley, Associate  
Seminary Extension Department

Mr. William Carmichael  
Department of Adult Work  
Florida Baptist Convention
This is the new item-analysis program developed and maintained by the Office of Evaluation of The Ohio State University. The following is given to aid in the interpretation of the output.

Test Score Distribution

Raw Score (or WID score) is the total score on this test of correct (WID) responses.
Frequency is the number of students who obtained a certain score on this test.
Cumulative frequency is the cumulative count of students at any score interval.
Percentile rank is the percent of students who score at or below any given score interval.
Standard score distribution is a conversion of each raw score to a standard score having a mean of 500 and a standard deviation of 100.

Summary Statistics

Mean is the average of all scores (obtained by summing the scores and dividing by the number of scores).
Median is the score below which and above which fifty percent of the scores lie.
Mode is that point on the score scale where the most frequencies occur.
Standard deviation is the spread or the variability of the scores around the mean and is a statistic associated with the normal curve (in a normal distribution, one standard deviation on either side of the mean encompasses approximately 68 percent of the cases. Two SD units on either side of the mean encompasses approximately 98 percent of the cases).
Skewness is the degree which the frequency distribution or curve departs from a symmetrical shape.
Kurtosis is the relative degree of flatness or peakedness of the part of a frequency curve that lies near the mode, as compared with that part of the normal frequency curve.
Item Analysis

Total correct is the total number of students answering the item correctly.
Upper refers to the top 27.5 percent of the cases and lower to the bottom 27.5 (unless otherwise specified).
1 2 3 4 5 refers to options (the starred option is the correct response furnished by the instructor, blk is the number omitting the item; err refers to impossible and invalid responses).

Number under each option are the total number of students in each group making that choice and the numbers in ( ) are the percent in each group making that choice.
Rel diff is the relative difficulty of the item and is the percentage of students missing the item (as the percentage increases the item is more difficult).
Corr Phi is the corrected phi coefficient and is an item-item relationship between the upper and lower group.
RPBIS is the point biserial correlation coefficient. It shows the relationship of the item to the total score on the test thus giving a measure of the validity of that item.
Obtained D is the discrimination index. It reflects the degree to which the item discriminates between the upper and lower groups.

Max refers to the highest discrimination index which we could hypothetically expect between the groups.
Eff refers to the efficiency of this item and is the ratio of the obtained D to the maximum D.

Summary Statistics

KR 20 is an index of the internal consistency of the test and is a function of the number of items on the test, the variability of the scores, and the proportion passing and failing each item.
KR 21 is also an estimate of internal consistency or reliability and is computed as the KR 20 except the mean score of the group is used instead of the proportion passing and failing each item.

If you have any questions or wish to secure aid in the interpretation of your data, please contact Samuel F. Cassandra or Jack Alan Deem at (614) 422-1708.