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The Ohio State University

Ph.D. 1985

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IMPLICATIONS OF ADULT STAGES OF DEVELOPMENT
FOR ENROLLMENT AND COURSE SELECTION IN
NON-CREDIT CONTINUING EDUCATION
COURSES AT
THE OHIO STATE UNIVERSITY
DISSERTATION

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

By
Richard Arthur Hudson, B.A., M.A.

*****

The Ohio State University
1985

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Approved By
Advisor
College of Education
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To Jane and Mark. Without their support and understanding, I would never have been able to complete this task.

To the memory of my mother, Thelma Arthur Hudson, and the honor of my father, Joe Linwood Hudson. I continue to give them my love and gratitude for their encouragement to achieve the highest level of education possible. Without their loving sacrifices, this would not have been possible.
ACKNOWLEDGMENTS

I wish to express my appreciation to my advisor, Dr. William D. Dowling, for his patience and understanding as he assisted me over the years of my degree program. Recognition is also due to members of my committee, Dr. David L. Boggs and Dr. Joseph J. Quaranta, Jr.

A special thank you goes to the University Housing Staff of both The Ohio State University and The Florida State University. Many colleagues and friends at both universities gave me the support which is needed in making a dream a reality.
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CHAPTER I

INTRODUCTION

Justification of the Study

In recent years there has been extensive research and writing in the field of adult education. New programs are being developed by many agencies throughout the United States. The literature seems to indicate that the field of adult education will continue to grow in the future.

Knox (1977) indicated that if practitioners from various helping professions gained a more holistic and developmental sense of adulthood, perhaps they could better articulate their services to clients they jointly seek to serve and avoid an overemphasis on specialization and exclusion of clients from active participation in the helping process. An understanding of adult development can alert practitioners to ways in which they can relate generalized knowledge to specific local circumstances.

Apps (1973) believed that one must have a clear understanding of what is currently practiced in the field of adult education in order to deal with what should be taking place. A working philosophy of adult education can help the educator plan for the future.
The stimulus for this research was provided by the following ideas:

1. Knox (1977) indicated that an understanding of adult development can alert practitioners to ways in which they can relate generalized knowledge to specific local circumstances.

2. Apps (1973) indicated that one must have a clear understanding of what is currently practiced in the field of adult education in order to deal with what should be taking place.

Based on these ideas, the decision was made to investigate the implications of adult stages of development for enrollment and course selection in non-credit continuing education courses at The Ohio State University. The theory of adult stages of development as outlined by Vivian McCoy (see Appendix A) will be studied to see if it can be verified by the examination of whether relationships exist between the life stages McCoy identifies and the courses selected by persons enrolled in non-credit continuing education at The Ohio State University.

Through discussions with the Associate Director of Continuing Education at The Ohio State University, it was determined that this study would be useful in establishing whether adult developmental theory was being supported in practice at The Ohio State University. It was believed that the results of this study could be instrumental in
developing a more valuable course evaluation procedure
to be used by The Ohio State University Division of Continuing Education.

Once the findings of this study are interpreted, they can be generalized to similar adult populations in continuing education programs throughout the country. In the essential processes of needs assessment and program evaluation, it is critical that more is known about the characteristics of the adult population being served. The results of this study should assist in more clearly defining the adult population being served by the non-credit continuing education programs at The Ohio State University.

Questions to be Investigated

A review of developmental theory leads investigators to hypothesize that adults at certain ages or stages in life confront certain tasks that can be facilitated by learning derived from particular course offerings in continuing education. This study is designed to investigate the degree of the relationship between the tasks inherent in the adult stages of development and the subject matter of courses selected by adults in non-credit continuing education courses at The Ohio State University. These developmental tasks are associated with or conditioned by age, sex, marital status, level of formal education, and having school-age children.
Sub-Questions

1. What is the relationship between age and enrollment in non-credit continuing education courses at The Ohio State University?

2. What is the relationship between sex and enrollment in non-credit continuing education courses at The Ohio State University?

3. What is the relationship between marital status and enrollment in non-credit continuing education courses at The Ohio State University?

4. What is the relationship between level of formal education and enrollment in non-credit continuing education courses at The Ohio State University?

5. What is the relationship between having school-age children and enrollment in non-credit continuing education courses at The Ohio State University?

6. What is the relationship between age (stage of development) and course selection in non-credit continuing education at The Ohio State University?

Limitations

The following limitations exist in this study:

1. The study uses all questionnaires available for the selected class sections, rather than a random sample. This causes the conclusions to have limited generalizability.
2. Enrollments in some of the courses are small, causing some of them to be eliminated from the statistical analyses to insure sufficient cell size.

3. The developmental theories used in this study were primarily normed on males. This could cause problems in applying the findings of this study to female populations.

4. Some adults may have submitted more than one questionnaire, causing this study to be one of responses of adults enrolled rather than adults themselves.

5. The results of the study can be generalized only to a college or university non-credit continuing education population similar to the one reported in this study.

Organization of the Study

In Chapter II the literature pertaining to adult needs and interests, nature of the adult learner, and adult developmental theories are reviewed. Chapter III will deal with methods of the study. Such matters as population, procedure, hypotheses, and statistical tests will be discussed.

Chapter IV will include results of the study and discussion. Chapter V will contain the summary, conclusions, and recommendations.
CHAPTER II

REVIEW OF LITERATURE

In studying adult development and learning, Knox (1977) put the field of adult development in an interesting perspective. He related that when few people lived beyond young adulthood, it seemed reasonable to conceptualize childhood as preparation for adulthood and to assume that the goals of young adulthood applied to the remainder. As more adults reached old age, it was discovered that development continues throughout life and that many adults reach levels of understanding and achievement that only a fortunate few attained in the past.

Adult development tends to be concentrated around periods of change, such as role changes in family, work, and community. Many people fear and resist changes, reacting to them with regret about what might have been and using this regret as an excuse for inaction. Thus, they become more vulnerable and less open, and their restriction of experience leads to narrowness.

Change events can also heighten an individual's potential, increase susceptibility to influence, and provide an impetus and an opportunity to grow. Adults who have
a sense of direction are able to reconcile contradictions between old and new and achieve growth through action and contemplation. Developmental concepts should assist adults to manage life's major decisions in positive ways that enable them to learn more about the problems and themselves in the process. An understanding of adult development can enable adult education practitioners to help adults become more open to growth opportunities and more effective in their learning activities.

Pressey (1957) stated that it was increasingly being recognized that the older years also have their developmental tasks. The concept of developmental tasks gives perspectives which are healthy and stimulating for educational programming. The concept also emphasizes timing. A stage of education cannot effectively begin until the learner has sufficiently matured to be ready for it. There is some evidence that delays past the "normal" time in developing an ability may permanently limit the full development of that ability.

Darkenwald (1982) related that developmental psychology attempts to determine the commonalities that exist for all human beings moving through the life cycle. At the same time it attempts to keep sight of the uniqueness of each individual's responses to life's events or tasks. The developmental approach also considers the adult as
an active learner. Knowledge of the general patterns of development facilitates adult learning.

Adult Needs and Interests

Adult needs and interests must be reviewed, as the developmental life span of adults and its impact on continuing education is considered. Knowles (1970) believes that one of the most significant factors for program planning is the changing pattern of interest as a person moves through the life cycle. Although the number of interests may remain relatively constant, the content and time-energy investment in them tend to change.

Vocational and family life interests tend to dominate the pattern of concerns of young adults (age 18-35) as they seek to establish themselves in work and home. In middle adulthood (age 35-55) these concerns decrease in favor of interests in civic and social activities and in health. As individuals near retirement age, their area of interest comes to be occupied largely by concerns for cultural and interpretive aspects of life and with health problems connected with advancing age.

Knowles further relates that three sources of needs and interests must be considered in adult education program planning: (1) those of the individuals to be served, (2) those of the sponsoring organization or institution,
(3) those of the community or society at large. These individual needs, organizational needs, and community needs must be screened through the filters of institutional purposes, institutional feasibility and the interests of the clientele. Operational and educational objectives should come from this process.

Knowles further indicates that in program planning the following factors need to be considered:

1. Selecting the formats of learning
2. Recruiting and training leaders and teachers
3. Managing facilities and procedures
4. Counseling
5. Promotion and public relations
6. Budgeting and financing
7. Evaluation

Lauffer (1978) described program development stages as:

1. Problem definition
2. Building of structured relationships
3. Relating the objectives to the educational means which are to be used to accomplish those objectives
4. Actual nature of the program to be conducted
5. Monitoring and evaluation

He states that any stage can exist simultaneously with any other. The processes of monitoring, feedback, and evaluation are ongoing; problem definition never ends.
Johnstone (1965) listed the subjects studied by adults in rank order of their preference. The types of subject matter were:

1. Job-Related Subjects and Skills
2. Hobbies and Recreation
3. Religion, Morals, and Ethics
4. General Education Subjects
5. Home and Family Life Subjects
6. Personal Development Subjects
7. Current Events, Public Affairs, and Citizenship
8. Agriculture
9. Miscellaneous Subject Matter

Lorge (1963) indicated that age brings not so much a resistance to change as a stabilization of values, interests, and concepts. Interests, attitudes, and self-concepts are modified by the physical conditions of an individual or by environmental pressures.

He further relates that interests change rapidly from age 15-25, but interests a person has at 25 will be symptomatic of his interests at 45, 55, or even later. A decrease of interests in vocations and activities with age parallels declines in physical strength, reaction speed, and visual acuity. Interests most needed as a basis for adult education such as interests in books, current events, people, making new acquaintances, and travel, do not dry up or
vanish, but are ever present to motivate the learning of adults.

Each learning situation should be planned so that the adult learner gets a sense of mastery and success. Sensitivity to the time variable may be one of the most distinctive features in the psychology of the adult years.

Nature of the Adult Learner

Now that some of the literature concerning adult needs and interests has been reviewed, a closer look at the nature of the adult learner will be taken. Havighurst (1956) indicated that adult education has had and continues to have its greatest appeal to people of the middle class. He felt that there are three major functions of adult education:

1. Education for personal competence
2. Education for civic competence
3. Education for joy in living

Perhaps the most comprehensive study of the adult learner was reported by Johnstone and Rivera (1965) in *Volunteers for learning: A study of the educational pursuits of American adults*. According to this study, the typical adult education participant is just as often a woman as a man, is typically under forty, has completed high school or more, enjoys an above-average income, works full-time and most often in a white-collar occupation, is married and has children, lives in an
urbanized area but more likely in a suburb than a large city, and is found in all parts of the country, but more frequently in the West than in other regions. (p. 78)

At the time of this study Havighurst believed that because men who have children also have increased financial responsibility, they, more often than women, turn to adult education for knowledge and skills that will help them supplement their incomes.

Johnstone and Rivera's (1965) study indicated reasons for adults entering adult education programs. Thirty-three percent entered for preparation for a new job. Twenty percent entered for additional job training. Thirty percent entered as a result of some interpersonal influence. One out of ten students recalled a change in family status which prompted their first venture into adult education.

A more current reference which supported the findings of Johnstone and Rivera (1965) is that of the National Report for Training and Development (1982) which reported that about thirteen percent of the total U.S. adult population participated in adult education activities in 1981. This survey, conducted by the Bureau of the Census, found that sixty percent of adult education is job related. Johnstone (1965) found that fifty-three percent was job related.

He further found that men and women from lower socio-economic positions were much more likely to take courses
to prepare for jobs than to advance in them, while the opposite was true of participants from higher social positions. Spare-time interests were given more importance by participants from higher socio-economic positions. Courses were most effective when people enrolled to learn more about their jobs and least effective in preparing people to enter new jobs or occupations.

Age and years of formal schooling were the characteristics most strongly related to the degree a person manifested any interest at all in learning new things. Learning interest was found to decrease sharply with increasing age and to be significantly more prevalent among persons in higher education brackets. Among those with less than five years of schooling, only forty-three percent could think of something they wanted to learn more about as compared with eighty-seven percent among those who had attended school for sixteen years or more.

Regardless of whether persons had gone very far in school themselves, the fact that their fathers or mothers had done so increased the likelihood of their being favorably disposed toward learning as adults. At the same time, however, the effects of one's own schooling were found to be approximately twice as powerful as the influence of having well-educated parents.

Parental influences were stronger on sons, and the influence of the mother was more powerful than that of
fathers. Influence of the mother's education on sons was slightly stronger than that of the son's own education.

Some of the conclusions of the study were that as many as seven adults in ten may have interests that could conceivably lead them into some type of learning situation, but less than one-half of the population could be seriously regarded as potential adult education participants. Women have more favorable attitudes than men toward the idea of taking courses.

When the same courses are offered in different settings, they come to the attention of quite different segments of the population. They found that people without much education were much more likely to know about courses in secondary schools. People who had completed high school or better preferred the university setting because of the prestige, faculty, and facilities of the educational institution.

Similar findings were related by Dowling (1963) in a study of adult education participants in Wisconsin. He found that the only adult education agency whose largest student population was composed of college graduates was the university. Participants with less than a college education tended to attend adult education classes held in other settings. Some of his other findings were later supported in studies of Johnstone and others.
According to Johnstone (1965) the barriers to participation most frequently cited by persons classified as members of the "potential audience" were financial (43%), busy schedules (39%), and a lack of sufficient physical energy at the end of the day (37%). Women identified more obstacles to enrollment than men, older adults identified more than younger adults, and persons in lower socioeconomic positions mentioned many more than those in higher positions.

Since most people who turn to adult education have at least average educational credentials, adult learning in America today can be characterized as "continuing education"—continuing in the sense of applying systematic learning processes to the particular demands and interests of adult life rather than in the sense of extending a formal education. Continuing education is clearly a middle and upper middle class phenomenon in our society. For the typical lower-class adult, the concepts of "learning" and "spare-time enjoyment" convey quite opposite meanings.

The paradox is that the segment of the population which may realize the greatest increment of free time in an age of automation is, on the one hand, the least well-prepared to handle it, and on the other, the least likely to turn to continuing education to develop and expand its spare-time interests. It is this, perhaps, that constitutes
the most critical challenge to adult educators of the future.

Houle (1961) investigated many factors concerning the nature of the adult learner. He believed that participation in adult education is positively related to the size of the community, the length of residence in it, and the number of different kinds of educational activity available.

He found that the very young adult seldom takes part, but there is a sharp upturn in the late twenties, a fairly constant level of activity until the age of fifty, and a decline afterward. Married people participate more than single people, and families with school-age children more than single people, and families with school-age children more than families without them. Proportionately, more professional, managerial, and technical people take part. Next are white collar and clerical workers; then skilled laborers; and lastly, unskilled laborers.

The most universally important factor is schooling. The higher the formal education of adults the more likely they will take part in continuing education. If we are ever to understand the total phenomenon of continuing education, we must begin by understanding the nature, beliefs, and the actions of the participants. All learners mentioned the public library as a stimulating force in their development.
Houle is probably most noted for his definitions of three types of learners. The Goal-Oriented Learner has clear-cut aims to achieve. Continuing education is in episodes, each of which begins with the realization of a need or the identification of an interest. Their self-concept is one of confidence that adult education is a way to solve problems or pursue particular interests. Education must be explainable in its own terms, and also be practical. They must keep their minds active. For them, continuing education starts after their mid-twenties.

The Activity-Oriented Learner often participates out of loneliness. Education provides a kind of preventive psychiatric role. They often hope to find a mate or escape from a personal problem or an unhappy relationship. Often they just want to obtain more degrees, diplomas, or certificates. They engage in adult education for reasons other than education.

The Learning-Oriented Learner pursues education as a constant activity. They have an "itch to learn." They view themselves as having a preoccupation with learning, and feel that they are different from most people in this respect. Educational activities are pursued solely for the enjoyment and satisfaction they obtain from the intellectual stimulation.

Houle summarizes by saying that the theory and practice of adult education will not progress very far until they
are based on an understanding of how mature people approach the tasks and opportunities of adulthood. The organized field of adult education is now fragmented into groups built around institutions, processes, special approaches, and special clients. The field can gain coherence and unified strength only on the basis of common themes, one of the most significant of which is the nature of the adult learner.

Adult Developmental Theories

Having reviewed some of the literature concerning the nature of the adult learner, the theories on adult stages of development will now be investigated to see how the different stages affect programming in adult education. According to Neugarten (1976) a socially prescribed timetable exists for the ordering of major life events; a time in the life span when men and women are expected to marry, a time to raise children, a time to retire. This normative pattern is adhered to, more or less consistently, by most persons within a given social group—although the actual occurrences of major life events are influenced by various contingencies and although the norms themselves vary somewhat from one socio-economic, ethnic, or religious group to another.

Age norms and age expectations operate as a system of social controls, as prods and brokers upon behavior.
Men and women are aware not only of the social clocks that operate in various areas of their lives but also of their own timing; and they readily describe themselves as "early," "late," or "on time" with regard to the major life events.

Knox (1977) reviewed the results of several studies which indicated how the citizens of the United States viewed the stages of adulthood. People considered young adulthood to have an early stage between eighteen and twenty-five and a late stage between twenty-six and thirty-nine. Middle age is considered to have an early stage between forty and fifty-five and a late stage between fifty-six and sixty-four. Old age is perceived as an early stage between sixty-five and eighty and a late stage between eighty-one and death. The stereotypes that people hold of adults at various ages reflect a shift from perceiving late adolescent and early young adults as active, energetic, and outgoing; to perceiving middle-aged adults as understanding, mature, restrained, and controlled; to perceiving the old and the aged as energy-less, inactive, socially inefficient, and mystical.

In reviewing how the average person views the adult developmental stages, several theories on adult development will be presented. Pressey (1957) referred to the adult stages in terms of various categories of anxiety. During the twenties the adult is concerned most with appearance, sexuality, and being able to make a good impression. He
felt that as young people begin their careers and families, they need educational help more than at any other time. The late thirties and early forties are concerned with political convictions, health, marital difficulties, and giving up important hopes and ambitions. Ages fifty through fifty-five fear loss of work efficiency and death. During post retirement people worry about finances and dependence, spouse and family, poor health and physical dependence, being able to work, family relationships and estrangements, and death. He found that most frequently adults select ages twenty-five through forty as the happiest time of their lives.

Erikson (1963) referred to three adult stages of development. The first was Intimacy vs. Isolation or Young Adulthood. Intimacy is the capacity to commit oneself to concrete affiliations and partnerships and to develop the ethical strengths to abide by such commitments.

The second was Generativity vs. Stagnation or Adulthood. This stage is concerned with establishing and guiding the next generation. The third was Ego Integrity vs. Despair or Maturity. This is the period of acceptance of one's self. It implies an emotional integration which permits participation by followership as well as acceptance of the responsibility of leadership.

Lorge (1963) summarized the theory of Buhler and Frankl, which addresses five life stages. The first
stage is childhood with interests centering around home and school activities. In the second stage, beginning on the average at seventeen, a person enters into self-chosen and independent activity and independently acquired personal relations. This is the turning point into the "expansion of his dimensions." All activities at this stage are still preparatory in character.

The third stage, beginning at about twenty-eight, encompasses the largest number of dimensions. This clearly defined turning point was considered the final choice of a vocation and the establishment of a home. This twenty-year period is considered the culmination period of life with the most productivity. Social activities reach their highest point and personal relations are most numerous.

The fourth stage begins at about forty-eight; this turning point is often marked by psychological crises. Changefulness, discontent, and withdrawal often appear in overt behavior. Trips for rest occur for the first time, creative work often culminates, and sociability gives way to community service.

In the fifth and final stage beginning at sixty-three, the physical decline becomes more conspicuous. The turning points were retirement for the majority; sickness for forty-four percent; and death of close associates for thirty-three percent. There is a further decrease in social dimensions and an increase in hobbies. Life
planning activities reappear, but old social relationships are loosened. Original plans are modified or relinquished.

The key elements in the Buhler-Frankl approach to the concept of adult development are the turning points which usher in permanent changes. They state that in general, around forty-five years of age, a change takes place in that the needs which come from the biological nature of mankind become less important, and the duties directed by our ideals or laid down by authority and practical demands play a more dominant role. This the authors call a transfer of dominance from the field of biological need to the field of personal and social duties.

Probably one of the most widely known theories of development is that of Havighurst (1972), who speaks in terms of developmental tasks. He defines a developmental task as one which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks. A developmental task is midway between an individual need and a societal demand. It assumes an active learner interacting with an active social environment. Accordingly, it is a useful concept for students who would relate human development and behavior to the problems and processes of education. Developmental tasks may arise from physical
maturation, from the pressure of cultural processes upon the individual, from the desires, aspirations, and values of the emerging personality, and they arise in most cases from combinations of those factors acting together.

Havighurst further relates that some of the developmental tasks may be located at the ages of special sensitivity for learning them. When the body is ready, as society requires, and the self is ready to achieve a certain task, the teachable moment has come. Efforts at teaching, which would have been largely wasted if they had come easier, give good results when they come at the teachable moment, when the task should be learned. For example, the best times to teach reading, child care, and adjustment to retirement can be discovered by studying human development, and finding out when conditions are most favorable for learning these tasks.

His term recurrent tasks refers to tasks which never end. These tasks recur over a long period of time, in varying but closely related aspects. This distinction between recurrent and non-recurrent tasks must be kept in mind during the analysis of his stages of development.

Early Adulthood, ages 18-30, is his first stage, which is the fullest of teachable moments and the emptiest of efforts to teach. This stage marks a transition from an age-graded to a social status-graded society. Some of the developmental tasks are: (1) Selecting a mate,

Middle Age, ages 30-60, is characterized by changes within the organism, from environmental pressures, and above all from demands or obligations laid upon the individual by his values and aspirations. Some of the developmental tasks are: (1) Assisting teen-age children to become responsible and happy adults, (2) Achieving adult social and civic responsibility, (3) Reaching and maintaining satisfactory performance in one's occupational career, (4) Developing adult leisure-time activities, (5) Relating oneself to one's spouse as a person, (6) Accepting and adjusting to the physiological changes of middle age, (7) Adjusting to aging parents.

Late Maturity, past 60, involves disengagement from some of the more active roles of middle age. It leaves open to the individual the decision to engage or to re-engage in other roles, such as those of grandparent, citizen, association member, and friend. Some of the developmental tasks are: (1) Adjusting to decreasing physical strength and health, (2) Adjusting to retirement and reduced income, (3) Adjusting to death of spouse, (4) Establishing an explicit affiliation with one's age group, (5) Adopting and adapting social roles in a flexible
way, (6) Establishing satisfactory physical living arrangements.

Another theory of adult development is presented by Gould (1972). His adult stages are: (1) 18-21, (2) 22-28, (3) 29-36, (4) 37-43, (5) 44-50, and (6) 51-60.

He found that age 29-36 was characterized by questioning established patterns. Inner forces reproduce patterns of behavior and relationships that a person does not particularly want to exist but can no longer ignore or will away. The spouse is often seen as preventing this new emergence by acting as witness to their supposed-to-be former self and not being willing enough to see the new self.

During ages 37-43, personal and marital comfort are at a low level. These are unstable and uncomfortable years. Money becomes of less importance, and the personality is pretty well set.

During ages 44-50, life settles down. Life situations are more readily accepted, and concerns about health rise. He draws the conclusion that while children mark the passing years by their changing bodies, adults change their minds (Gould, 1975). He further developed his theory and presented it in a more marketable writing entitled Transformations (Gould, 1978).

Perhaps one of the most widely utilized theories of adult development was offered by Levinson (1978). He
studied forty men between the ages of 35 and 45. They were equally distributed among four occupations: hourly workers in industry, business executives, university biologists, and novelists. All were American born and lived in the region between Boston and New York during the time of the study. The method used in the study was that of biographical interviewing. In addition to the primary sample of forty men, a secondary sample of men whose lives have been depicted in biography was also studied.

The main focus of the study was on the years from the late teens to the late forties. An unexpected finding of the study was the discovery of age-linked eras. Transitions between eras consistently took four or five years. Developmental stages, according to Levinson were: (1) Early Adulthood, (2) Middle Adulthood, and (3) Late Adulthood.

Early Adulthood extends from ages 17-40. The substages of this stage are Leaving and Family (17-21), Entering the Adult World (22-27), Age 30 Transition (28-32), and Settling Down (33-39).

Middle Adulthood extends from ages 40-60. The substages of this stage are Mid-Life Transition (40-45), Entering Middle Adulthood (46-49), Age 50 Transition (50-54), and Culmination of Middle Adulthood (55-59).
Late Adulthood extends from age 60 on. The substages of this stage are Late Adulthood Transition (60-65) and Late Adulthood (66 on). This last stage was not studied in depth.

Levinson had a great deal to relate about each stage and substage of development. His theory defined four main developmental tasks of Adulthood. These tasks were:

1. Forming a dream
2. Forming a mentor relationship
3. Forming an occupation
4. Forming a marriage and family

Probably the most widely read author on adult development is the journalist Sheehy (1976). While this book is not based on her research, it is a developmentally sound work based on the research of respected theorists of adult development and personal experiences from her life. Her book, *Passages: Predictable Crises of Adult Life*, has had significant impact on the public's interest in the subject of adult development.

Her book attempts to compare the developmental stages of men and women, examine the predictable crises for couples, and provide a framework for self-examination which could help others. She defined the major stages of adulthood as Pulling Up Roots (18-22), The Trying Twenties (12-28), Catch-30 (28-34), The Deadline Decade (35-45), and Renewal or Resignation (45 on).
While most theories were somewhat consistent, Lowenthal (1975) presented one that was different. She wrote about four life stages: (1) High school senior, (2) Young newlyweds, (3) Middle-age parents, (4) Retirement group.

She chose to study subjects at normative pretransitional life stages because she believes such circumstances maximize the individual's awareness of life circumstances, cognitive and emotional processes, insights into adaptive mechanisms, and pre-disposition to discuss such matters. Women at all stages reported more stress than men. She felt that more educational activities are needed for middle-aged and older adults who need challenging alternatives.

From an extensive review of the literature on adult developmental stages, the model presented by McCoy (1977) was found to be the most concise for the purposes of this study. She reported how the various developmental theories related, in a practical way, to her work in the Adult Life Resource Center at the University of Kansas. She found that adults were coming to the Center dealing with the crises of normalcy, which they perceived as exceptional or different. She indicated that people need to realize that everyone's development consists of the same stages, encountered at about the same time, and resolved in a manner similar to that of most other living human beings in the world.
In establishing her own developmental stages, she reviewed the stages presented by many other theorists. Her seven stages were: (1) Leaving home (18-22), (2) Becoming adult (23-28), (3) Catch-30 (29-34), (4) Midlife Re-examination (35-43), (5) Restabilization (44-55), (6) Preparation for retirement (56-65), (7) Retirement (65+).

These seven stages were placed on a chart along with the tasks of each developmental stage, the adult education programs which respond to these developmental tasks, and the outcome sought from these programs. For the purposes of this study, it is believed that this chart contains the most concise presentation of the subject to be found anywhere in the literature (see Appendix A).

Russell D. Robinson (1977), Professor of Adult Education, University of Wisconsin-Milwaukee, presented a program on adult development at the Adult Education Conference in Detroit, Michigan, in October, 1977. As part of his presentation, he distributed a chart which compared, via time-line, the theories of Sheehy, Havighurst, Buhler and Frankl, Levinson, Erickson, and Gould. This chart is most helpful in visualizing the similarities and differences of the various theories (see Appendix B).
Summary

This review of the literature has investigated the areas of adult needs and interests, nature of the adult learner, and some theories concerning adult stages of development. The information contained therein should provide a better understanding of the adult learner to anyone who finds that topic of interest.

Adult needs and interest were discussed from the writings of Knowles (1970), Johnstone (1965), and Lorge (1963). They all believed that a knowledge of the changing patterns of interests as individuals move through the life cycle was needed in order to work with adults more effectively.

The nature of the adult learner was reviewed from the writings of Havighurst (1956), Johnstone and Rivera (1965), Dowling (1963), and Houle (1961). Their research and writings helped define the numerous facets of the "typical adult learner." Most of the questions to be investigated by this researcher were developed from the writings of these authors.

Adult developmental theories were reviewed from many sources, among whom were Neugarten (1976), Erikson (1936), Havighurst (1972), Gould (1978), Levinson (1978), Sheehy (1976), and McCoy (1977). While their theories differed to some extent, they all indicated that adults changed and developed along similar lines of progression.
CHAPTER III

METHODOLOGY

This study was designed to investigate the degree of the relationships between the tasks in the adult stages of development and the subject matter of courses selected by enrollees in non-credit continuing education at The Ohio State University. The specific purposes of this study were:

1. To determine the relationship between age and enrollment in non-credit continuing education courses at The Ohio State University.

2. To determine the relationship between sex and enrollment in non-credit continuing education courses at The Ohio State University.

3. To determine the relationship between marital status and enrollment in non-credit continuing education courses at The Ohio State University.

4. To determine the relationship between level of formal education and enrollment in non-credit continuing education courses at The Ohio State University.

5. To determine the relationship between having school age children and enrollment in non-credit continuing education courses at The Ohio State University.
6. To determine the relationship between age (stage of development) and course selection in non-credit continuing education at The Ohio State University.

Population

Subjects of this study were adults who were enrolled in the most frequently offered courses (see Appendix C) in non-credit continuing education at The Ohio State University from Spring Quarter, 1975, through Spring Quarter, 1979. The instrument utilized was the Continuing Education Questionnaire (see Appendix D) completed at the end of the course by persons enrolled in each course. These questionnaires were kept on file in the Division of Continuing Education.

The Continuing Education Questionnaire was developed in the early 1970s by Dr. Alan S. Hackel, who was the Assistant Director of Continuing Education at The Ohio State University at that time. The instrument was developed by his staff to obtain information they believed was needed in the operation of a non-credit continuing education program. The instrument obtained demographic data, obtained information concerning the achievement of course objectives, served as a means of evaluation of the courses and instructors, and obtained suggestions for future course offerings.

The Continuing Education Questionnaires submitted by the adults (N=1,284) completing the courses being
studied were analyzed. It is not known how many adults were usually enrolled, since accurate enrollment data were not available. There were twenty-one different courses studied, which represented eighty-six separate class sections from Spring Quarter, 1975 through Spring Quarter, 1979.

Procedure

The Office of Continuing Education at The Ohio State University made available the files of all courses offered in non-credit continuing education. The files for courses which contained completed questionnaires were reviewed. Since this study could utilize only the data on file at that time, the information available was limited. This causes the study to be ex post facto in nature.

The initial investigation included each quarter from Autumn 1968 through Spring 1979. The decision was made to analyze the courses offered from Spring Quarter, 1975, through Spring Quarter, 1979. During this period of time the program emphasis seemed to have had more direction, which was reflected in the increased number of Continuing Education Questionnaires completed.

These 248 courses offered during the thirteen quarters were placed in a frequency distribution to determine which courses were most frequently offered and those in which adults most frequently enrolled. The findings were:
<table>
<thead>
<tr>
<th>Number of Courses Offered</th>
<th>Number of Quarters Course Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>103</td>
<td>1</td>
</tr>
</tbody>
</table>

The decision was made to study the courses that were offered three or more quarters from Spring Quarter, 1975 through Spring Quarter, 1979. Before that time consistent course offerings were not available, accurate course records were not kept, and a different type of questionnaire was used at the end of the course. These 21 courses represented 86 separate class sections enrolling 1,284 adults. The courses in which the enrollee's Continuing Education Questionnaires were studied were:

1. ABC's For Past/Present/Future Teachers
2. American Language and Culture
3. Beginning Conversational Italian
4. Beginning Greek I
5. Beginning Piano I
6. Beginning Piano II
7. Career Opportunities For Women
8. Challenges and Problems of Supervision
9. Corrective Interview
10. Deciding
11. Effective Writing
12. Film and Television Scriptwriting
13. Financial Planning For Women
14. Introduction to Assertive Training
15. Introduction to Transactional Analysis
16. Investing in Real Estate
17. Managing Stress, Distress, and Depression: A Holistic Perspective
18. Single Again Adult, The
19. Transactional Analysis: The Basics
20. Videotaping Columbus: A Personal Exploration into Community Access Video
21. Where Do I Go From Here?

Once the subjects were selected, the data from the Continuing Education Questionnaire were encoded on Fortran Coding Forms. The data coded were:

1. Subject number
2. Course number
3. Quarter course offered
4. Year course offered
5. Sex of subject
6. Marital status of subject
7. Number of children of subject
8. Number of pre-school children of subject
9. Number of school age children of subject
10. Number of post-school age children of subject
11. Age-range of subject
12. Employment status of subject
13. Education level of subject
14. Achievement of course objectives
15. Challenge of instructor
16. Freedom of expression felt by subject
17. Preparedness level of instructor
18. Course stimulation level for subject
19. Scope of course
20. Level of difficulty of course
21. Pace of course
22. Reason for course selection
23. Obtaining awareness of course
24. Reward level of course
25. Convenience of course time
26. Quality of physical arrangements for course
27. Suggestions

The above data, items one through thirteen, were needed to answer the questions investigated (p. 3). Questions fourteen through twenty-seven were used in developing a framework for studying non-credit continuing education. The sixth question investigated was, "What is the
degree of relationship between age (stage of development) and course selection in non-credit continuing education at The Ohio State University?" In answering this question, the stages of development outlined by Vivian McCoy (see Appendix A) was used as a model. In order to make her seven stages of development consistent with the five age ranges on the Continuing Education Questionnaire, the decision was made to combine some of her stages. During this process none of the original tasks for the seven stages were eliminated. This revised chart is Appendix E. For the purposes of this study the stages (age ranges) are:

<table>
<thead>
<tr>
<th>Continuing Education Questionnaire</th>
<th>Vivian McCoy's Developmental Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>Leaving Home</td>
</tr>
<tr>
<td>25 - 29</td>
<td>Becoming Adult</td>
</tr>
<tr>
<td>30 - 44</td>
<td>Catch-30 and Midlife Reexamination</td>
</tr>
<tr>
<td>45 - 60</td>
<td>Restabilization and Preparation for Retirement</td>
</tr>
<tr>
<td>Over 60</td>
<td>Retirement</td>
</tr>
</tbody>
</table>

The analysis indicated the number of subjects who selected each course and their age ranges (developmental stages). This information was utilized to determine if the course (program response) might have assisted the enrollee to accomplish a task within the particular stages
of development of the subjects enrolled in each course. If the description of the course related to the accomplishment of a task for a particular stage of development, the course was determined to have a positive relationship to the adult stages of development outlined by Vivian McCoy. This decision was based on the title of the course and its published description (see Appendix F).

After the data were coded on the Fortran Coding Forms, they were key punched on computer cards. These data cards, along with the program cards, were processed by the computer to produce the data analysis. The data analysis program and appropriate statistical tests were selected from the **Statistical Package for Social Sciences Manual** (SPSS).

**Hypotheses and Statistical Tests**

1. There are no differences in the ages of adults enrolled in non-credit continuing education courses at The Ohio State University than there would be from an equal age distribution.

2. There are no differences in the sexes of adults enrolled in non-credit continuing education courses at The Ohio State University than there would be from an equal sex distribution.

3. There are no differences in the marital statuses of adults enrolled in non-credit continuing education
courses at The Ohio State University than there would be from an equal marital status distribution.

4. There are no differences in the levels of formal education of adults enrolled in non-credit continuing education courses at The Ohio State University than there would be from an equal level of formal education distribution.

5. There are no differences in the distribution of school-age children of adults enrolled in non-credit continuing education courses at The Ohio State University than there are for adults not having school-age children.

6. There are no differences in the relationship between age (stage of development) and course selection in non-credit continuing education at The Ohio State University.

The relationships were investigated through contingency table analysis, specifically chi square. Borg (1974) indicated that chi-square ($\chi^2$) is a nonparametric statistical test often used with causal-comparative studies, particularly when the research data are in the form of frequency counts. Chi-square tests show how well the actual distribution fits the expected distribution (Wiersma, 1980). Thus, it is used to test null hypotheses.

Chi square tests were used to determine if there were associations between the selected demographic variables and the course selected. Differences at the .05 level
or less were considered significant. Appropriate follow-up procedures for significant chi squares were performed to obtain a more specific view. The strength of the relationship was assessed through the Cramer's V mean square contingency coefficient, which is a suitable measure of association for larger tables.
CHAPTER IV

RESULTS

Introduction

The purpose of this chapter is to report the findings of the study. The interpretation of the data will permit conclusions to be made about the questions investigated and the hypotheses. This study was designed to investigate the degree of the relationship between the tasks inherent in the adult stages of development and the subject matter of courses selected by adults in non-credit continuing education courses at The Ohio State University.

Testing the Hypotheses

Hypothesis No. 1

There are no differences in the ages of adults enrolled in non-credit continuing education courses at The Ohio State University than there would be from an equal age distribution. The results of the $\chi^2$ test were statistically significant ($\chi^2 = 661.83, df = 4, p < .001$) indicating that there are very distinct age-range differences of adults enrolled in non-credit continuing education courses at The Ohio State University. The null hypothesis can be rejected. Figure 1 shows the

41
number and percent of adults at each of the five age levels (stages of development).

**Hypothesis No. 2**

**There are no differences in the sexes of adults enrolled in non-credit continuing education courses at The Ohio State University than there would be from an equal sex distribution.** The results of the $\chi^2$ test were statistically significant ($\chi^2 = 201.29$, df = 1, $p < .001$) indicating that there are very distinct sex differences of adults enrolled in non-credit continuing education courses at The Ohio State University. The null hypothesis can be rejected. Figure 2 shows the number and percent of adults of each sex.

**Hypothesis No. 3**

**There are no differences in the marital statuses of adults enrolled in non-credit continuing education courses at The Ohio State University than there would be from an equal marital status distribution.** The results of the $\chi^2$ test were statistically significant ($\chi^2 = 44.13$, df = 1, $p < .001$) indicating that there are very distinct differences in the marital statuses of adults enrolled in non-credit continuing education courses at The Ohio State University. The null hypothesis can be rejected. Figure 3 shows the number and percent of adults of each marital status.
Figure 1. Age Distribution of Respondents Enrolled in the Sample of Non-Credit Continuing Education Courses.

Figure 2. Sex Distribution of Respondents Enrolled in the Sample of Non-Credit Continuing Education Courses.

Figure 3. Marital Status Distribution of Respondents Enrolled in the Sample of Non-Credit Continuing Education Courses.
Hypothesis No. 4

There are no differences in the levels of formal education of adults enrolled in non-credit continuing education at The Ohio State University than there would be from an equal level of education distribution. The results of the \( \chi^2 \) test were statistically significant (\( \chi^2 = 761.42, \text{ df} = 5, p < .001 \)) indicating that there are very distinct levels of formal education differences of adults enrolled in noncredit continuing education courses at The Ohio State University. The null hypothesis can be rejected. Figure 4 shows the number and percent of adults at each of the six formal education levels.

Hypothesis No. 5

There are no differences in the distribution of school-age children of adults enrolled in non-credit continuing education courses at The Ohio State University than there are for adults not having school-age children. The results of the \( \chi^2 \) test were statistically significant (\( \chi^2 = 152.91, \text{ df} = 2, p < .001 \)) indicating that there are very distinct age levels of children of adults enrolled in non-credit continuing education courses at The Ohio State University. The null hypothesis can be rejected. Figure 5 shows the number and percent of children at each of the three age levels.
Figure 4. Formal Education Level of Respondents Enrolled in the Sample of Non-Credit Continuing Education Courses.

Figure 5. Age Level of Children of Respondents Enrolled in the Sample of Non-Credit Continuing Education Courses.
Hypothesis No. 6

There are no differences in the relationship between age (stage of development) and course selection in non-credit continuing education at The Ohio State University.

To test this hypothesis, the Continuing Education Questionnaires of the enrollees in the courses (N=21) being studied were analyzed through contingency table analysis, specifically chi square. The $\chi^2$ test resulted in 8 of the class sections being eliminated from the study. According to Siegel (1956) the $\chi^2$ test requires that the expected frequencies in each cell should not be too small. If this requirement is violated, the results of the test are meaningless. He recommended that for $\chi^2$ tests with df larger than 1, fewer than twenty percent of the cells should have an expected frequency of less than 5, and no cell should have an expected frequency of less than 1. See Appendix G for the size of the cells in each of the courses.

The courses eliminated from the study were:

- Beginning Conversational Italian
- Beginning Piano I
- Beginning Piano II
- Corrective Interview
- Deciding
- Film and Television Scripwriting
Videotaping Columbus: A Personal Exploration into Community Access Video

Where Do I Go From Here

Even though these eight courses were eliminated from the study, a visual observation of the data indicates that in Beginning Piano I and Beginning Piano II the expected and the actual enrollments of age ranges were consistent. In Corrective Interview, Film and Television Scriptwriting, and Videotaping Columbus: A Personal Exploration into Community Access Video there were more adults in the younger age ranges than expected. Also in Beginning Conversational Italian, Deciding, and Where Do I Go From Here there were more adults in the mid-age ranges than expected.

The following are the findings of the courses remaining in the study.

ABC's For Past, Present, and Future Teachers (N=92). The results of the $\chi^2$ test were statistically significant ($\chi^2 = 19.77, \ df = 4, \ p < .001$) indicating that factors other than chance contributed to the adults enrolling in the course. The null hypothesis can be rejected. Figure 6 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

American Language and Culture (N=109). The results of the $X^2$ test were statistically significant ($\chi^2 = 96.77, \ df = 4, \ p < .001$) indicating that factors other than chance
Figure 6. Expected and Obtained Age Ranges of Adults Enrolled in ABC's for Past, Present and Future Teachers.
contributed to the adults enrolling in the course. The null hypothesis can be rejected. Figure 7 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Beginning Greek I (N=51). The results of the $\chi^2$ test were not significant ($\chi^2 = 4.80$, df = 4, $p < .309$) indicating that the adults enrolled for reasons not necessarily associated with McCoy's life stages. The null hypothesis is not rejected. Figure 8 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Career Opportunities for Women (N=56). The results of the $\chi^2$ test were statistically significant ($\chi^2 = 11.44$, df = 4, $p < .022$) indicating that factors other than chance contributed to the adults enrolling in the course. The null hypothesis can be rejected. Figure 9 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Challenges and Problems of Supervision (N=58). The results of the $\chi^2$ test were statistically significant ($\chi^2 = 9.58$, df = 4, $p < .048$) indicating that factors other than chance contributed to the adults enrolling in the course. The null hypothesis can be rejected. Figure 10 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.
Figure 7. Expected and Obtained Age Ranges of Adults Enrolled in American Language and Culture.
Figure 8. Expected and Obtained Age Ranges of Adults Enrolled in Beginning Greek I.
Figure 9. Expected and Obtained Age Ranges of Adults Enrolled in Career Opportunities for Women.
Figure 10. Expected and Obtained Age Ranges of Adults Enrolled in Challenges and Problems of Supervision.
Effective Writing (N=85). The results of the $\chi^2$ test were not significant ($\chi^2 = 1.56$, df = 4, $p < .816$) indicating that the adults enrolled for reasons not necessarily associated with McCoy's life stages. The null hypothesis is not rejected. Figure 11 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Financial Planning for Women (N=66). The results of the $\chi^2$ test were not significant ($\chi^2 = 4.03$, df = 4, $p < .402$) indicating that the adults enrolled for reasons not necessarily associated with McCoy's life stages. This null hypothesis is not rejected. Figure 12 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Introduction to Assertive Training (N=63). The results of the $\chi^2$ test were not significant ($\chi^2 = 5.48$, df = 4, $p < .242$) indicating that the adults enrolled for reasons not necessarily associated with McCoy's life stages. The null hypothesis is not rejected. Figure 13 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Introduction to Transactional Analysis (N=96). The results of the $\chi^2$ test were statistically significant ($\chi^2 = 10.76$, df = 4, $p < .029$) indicating that factors other than chance contributed to the adults enrolling in the course. The null hypothesis can be rejected. Figure 14
Figure 11. Expected and Obtained Age Ranges of Adults Enrolled in Effective Writing.
Figure 12. Expected and Obtained Age Ranges of Adults Enrolled in Financial Planning for Women.
Figure 13. Expected and Obtained Age Ranges of Adults Enrolled in Introduction to Assertive Training.
shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Investing in Real Estate (N=91). The results of the $\chi^2$ test were not significant ($\chi^2 = 8.28, \text{df} = 4, p < .082$) indicating that the adults enrolled for reasons not necessarily associated with McCoy's life stages. The null hypothesis is not rejected. Figure 15 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Managing Stress, Distress, and Depression: A Holistic Perspective (N=112). The results of the $\chi^2$ test were statistically significant ($\chi^2 = 14.43, \text{df} = 4, p < .006$) indicating that factors other than chance contributed to the adults enrolling in the course. The null hypothesis can be rejected. Figure 16 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Single Again Adult, The (N=62). The results of the $\chi^2$ test were statistically significant ($\chi^2 = 16.018, \text{df} = 4, p < .003$) indicating that factors other than chance contributed to the adults enrolling in the course. The null hypothesis can be rejected. Figure 17 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.
Figure 14. Expected and Obtained Age Ranges of Adults Enrolled in Introduction to Transactional Analysis.
Figure 15. Expected and Obtained Age Ranges of Adults Enrolled in Investing in Real Estate.
Figure 16. Expected and Obtained Age Ranges of Adults Enrolled in Managing Stress, Distress, and Depression: A Holistic Perspective.
Figure 17. Expected and Obtained Age Ranges of Adults Enrolled in Single Again Adult.
Transactional Analysis: The Basics (N=58). The results of the $\chi^2$ test were not significant ($\chi^2 = 8.83$, df = 4, $p < .066$) indicating that the adults enrolled for reasons not necessarily associated with McCoy's life stages. The null hypothesis is not rejected. Figure 18 shows the expected and the obtained percent and number of adults at each of the five age (stage of development) levels.

Findings of Non-Hypothesized Data

All of the data contained in the Continuing Education Questionnaire was analyzed. While responses one through thirteen answered the main questions of the study, responses fourteen through twenty-seven were also analyzed. This was done to develop a more complete framework for understanding all of the factors involved in the courses being studied.

This analysis of the most frequently offered courses related information about the subjects being studied and the courses. Spring was the most popular quarter of enrollment. During Spring 562 subjects enrolled; Autumn, 409; Winter, 313.

Although one of the questions of the study dealt with school age as opposed to non-school age children, it did not indicate numbers of children of the adults. Of the 1,284 subjects, 657 had no children, 132 had one, 224 had
Figure 18. Expected and Obtained Age Ranges of Adults Enrolled in Transactional Analysis: The Basics.
two, 165 had three, 65 had four, 29 had five, 5 had six, 2 had seven, 4 had eight, and 1 had nine. Of the respondents to employment status, 893 indicated that they were employed and 336 indicated that they were not employed.

In evaluating each course the adults were asked several questions. The responses are listed in Table 1.

When asked about:

The level of difficulty of the course, 39 said it was very elementary, 158 said it was somewhat elementary, 884 said it was about right, 136 said it was somewhat difficult, and 17 said it was very difficult.

The pace of the course, 23 said it was very slow, 152 said it was somewhat slow, 906 said it was about right, 152 said it was somewhat fast, and 22 said it was very fast.

The reason for selecting the course, 87 said that friends recommended, 128 said teacher reputation, 712 said interest in subject, 280 said help in work, 45 said advertisement, and 27 said other.

How they obtained knowledge about the course, 16 said radio, 18 said television, 74 said newspaper ad, 71 said newspaper article, 4 said magazine, 333 said friend, 688 said brochure, and 75 said other.

If the course had been a rewarding experience, 1,168 gave a positive response and 31 gave a negative response.
Table 1

Course Evaluation Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agreed</th>
<th>Agreed</th>
<th>Disagreed</th>
<th>Strongly Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course objective followed</td>
<td>627</td>
<td>575</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Challenging questions raised</td>
<td>681</td>
<td>487</td>
<td>45</td>
<td>6</td>
</tr>
<tr>
<td>Freedom of expression</td>
<td>891</td>
<td>361</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Instructor well prepared</td>
<td>865</td>
<td>366</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>Course stimulated interest</td>
<td>788</td>
<td>389</td>
<td>48</td>
<td>4</td>
</tr>
<tr>
<td>Scope of course too limited</td>
<td>91</td>
<td>190</td>
<td>703</td>
<td>226</td>
</tr>
</tbody>
</table>
If the time was convenient, 1,222 said yes and 53 said no.

The physical arrangements of the room, 900 made a positive response and 325 made a negative response.

Making a comment about future courses, 634 made a comment and 649 made no comment.

Discussion

To test the hypotheses of this research, descriptive statistics of the data were used to analyze the demographic characteristics of the adults who completed the continuing education questionnaire in the 21 courses being studied. The findings support the description of the typical adult learner as outlined by Johnstone (1965) in the literature review on page 10.

A review of Figure 1 shows that there was a greater number of adults aged 30-44 enrolled in non-credit continuing education courses at The Ohio State University than there were persons in any of the other four developmental stages being studied. Five hundred and sixty (560) of the adults were ages 30-44, while 128 were under age 25; 250 were ages 25-29; 276 were ages 45-60; 22 were over age 60.

This could be due to the tasks of these years being that of reassessing personal priorities, values, marriage, and career. Adults of these developmental years are also
seeking assistance in relating to growing children and aging parents. The content of the courses studied addressed the concerns of this age group.

A review of Figure 2 shows that there was a greater number of women than men enrolled in non-credit continuing education courses at The Ohio State University. Eight hundred and ninety-two (892) of the adults were female, while 385 were male.

This could be expected from the writings of Johnstone and Rivera (1965) and others as they describe the typical adult learner. Historically, women have also tended to take advantage of self-improvement efforts more readily than men.

A review of Figure 3 shows that there was a greater number of married persons than single persons enrolled in non-credit continuing education courses at The Ohio State University. Seven hundred and forty-nine (749) of the adults were married, while 513 were single.

This could also be expected from the writings of Johnstone and Rivera (1965) and others as they describe the typical adult learner. Married adults of these development years are concerned about issues which were addressed by the courses used in this study.

A review of Figure 4 shows that there was a greater number of persons who had a high school education or higher
than there were persons who had less than a high school education enrolled in non-credit continuing education courses at The Ohio State University. One thousand two hundred and fifty-six (1,256) of the adults had a high school education or higher, while 18 had less than a high school education.

This could be expected from the writings of Dowling (1963) and others as they describe the typical adult learner. Usually, the only adult education agency whose largest student population is composed of college graduates is the university.

A review of Table 5 shows that there was a greater number of persons with school-age children than persons without school-age children enrolled in non-credit continuing education courses at The Ohio State University. Four hundred and twenty-nine (429) of the adults had school-age children, while 377 had children who were not of school age.

This could be expected from the writings of Johnstone and Rivera (1965) and others as they describe the typical adult learner. Since 69.9% of the adult learners in this research were women, it would be easier for them to attend classes without pre-school children in the home.

Of the 21 courses studied, 8 were eliminated from the study due to inadequate size of the cells, which made
the statistical test, chi square, meaningless. A visual observation of the courses eliminated from the study indicates that in six of them the percentage of adults in each developmental stage is different than the percent which would be expected from a normal distribution.

Specifically, in Corrective Interview, Film and Television Scriptwriting, and Videotaping Columbus: A Personal Exploration into Community Access Video there were more adults in the younger age ranges than expected. This could be due to younger adults wanting to learn new skills to assist themselves in the job market.

In Beginning Conversational Italian, Deciding, and Where Do I Go From Here there were more adults in the mid-age ranges than expected. This could be due to middle-aged adults wanting to learn more about use of leisure and how to better deal with the tasks of the middle years of life.

Thirteen courses were investigated. Of these, 7 were significant at the .05 level (see Figures 6, 7, 9, 10, 14, 16, and 17), which indicates that factors other than chance contributed to the adults enrolling in the courses. These factors are described in the discussion of each course. Six of the courses were not significant (see Figures 8, 11, 12, 13, 15, and 18), which indicates that the adults enrolled in the courses by chance.
To further analyze the relationship between age (stage of development) and course selection in non-credit continuing education at The Ohio State University, the model developed by Vivian McCoy was reviewed (see Appendix A). If the course description corresponded to a program response, as determined by the researcher, within a particular developmental stage (age range) of the subjects enrolled in each course, the course was determined to have a positive relationship to the adult stages of development as outlined by Vivian McCoy. The adapted chart used for this determination is Appendix E.

A closer review of the data resulted in the development of a master table of findings concerning the relationship between the adult stages of development (age), the courses studied, and the model developed by Vivian McCoy. This table, Appendix G, contains from left to right:

A list of the 21 courses being studied.

The developmental stages in the adapted model of Vivian McCoy's Adult Life Cycle Tasks/Adult Continuing Education Program Response.

The developmental stages represented by the adults enrolled in each course.

The assigned program response number which corresponds to the program response in the adapted model.
The program response(s) assigned depending on the developmental stage (age) of the adults enrolled in the courses.

The number of enrolled adults in each developmental stage of each course being studied.

The percent of enrolled adults in each developmental stage of each course being studied.

The expected number of enrolled adults in each developmental stage of each course being studied.

The expected percent of enrolled adults in each developmental stage of each course being studied.

The master table of findings shows that each course had a corresponding program response (course content) that was appropriate for the developmental stage of the adults enrolled. Only 19 cells out of 105 did not have an appropriate program response. All but six of these cells were in the over 60 developmental stage.

Since each course had a corresponding program response that was appropriate for the developmental stage of the adults enrolled, these specific 21 courses studied did not clearly meet the needs of just one particular developmental stage. Each course seemed to meet some of the needs of a wide range of developmental stages. This observation seems to be somewhat different than that portrayed by the literature. The literature review in Chapter II suggests that adults at certain ages have developmental needs which
are met by certain specific kinds of courses for that particular age group.

A review of Figures 6-18 and Appendix G shows that in many instances the percentage of adults in each developmental stage who enrolled is different than the percent which would be expected for a normal distribution. This indicates that courses did attract a disproportionate percentage of adults in a particular developmental stage.

Specifically, ABC's For Past, Present, and Future Teachers (Figure 6) enrolled a higher than expected percentage of adults in the middle age ranges, 30-44 and 45-60. This could be due to mid-career change or women returning to the job market after having a family.

American Language and Culture (Figure 7) enrolled a higher than expected percent in the under 25 age range. This could be due to younger adults wanting to learn better skills in order to assist themselves both socially and in the job market. International students could also have enrolled in this particular course. Enrollment was lower than expected in the middle age ranges, 30-44 and 45-60. This could result from an older adult being somewhat resistant to change and learning new skills. Lorge (1963) believes that age brings a stabilization of interests, attitudes, and concepts, which are modified by physical conditions of the individual or by environmental pressures.
Career Opportunities for Women (Figure 9) enrolled a higher than expected percent in the 30-44 age range. Again, this could be due to mid-career change or women returning to the job market. It is interesting to note that no adult under 25 enrolled. This could be due to the fact that these are the prime child-bearing years when women are not focusing on career opportunities.

Challenges and Problems of Supervision (Figure 10) enrolled a higher than expected percent in the 25-29 and 30-44 age ranges. This could be attributed to the fact that these are prime years for career advancement. Also noted is that enrollment was lower than the expected enrollment for the 45-60 age range. Usually by this age adults have achieved a supervisory position if they aspire to one and it is a realistic expectation.

Introduction to Transactional Analysis (Figure 14) enrolled a higher than expected percent in the 45-60 age range. This could be due to adults of these ages looking for tools in dealing with teenage children, aging parents, and their own life changes.

Managing Stress, Distress, and Depression: A Holistic Perspective (Figure 16) enrolled a higher than expected percent in the 45-60 age ranges. Again, this could be due to the same reasons as those for the course on Transactional Analysis.
Single Again Adult, The (Figure 17) enrolled a higher than expected percent in the 45-60 age ranges. This could be due to these being prime years for divorce. Enrollment was lower for all of the other age ranges, since these are not the prime years for divorce.

All of the courses discussed above had a chi square score significant at the .05 level, which indicated that factors other than chance affected the disparity of the ages of adults enrolled in these courses. The discussion also draws from the adult developmental theories of Neugarten (1976), Erikson (1936), Havighurst (1972), Gould (1972), Levinson (1978), Sheehy (1976), and McCoy (1977), as they were outlined in Chapter II.

In discussing the non-hypothesized data on the continuing education questionnaire, the attitudes of the adults concerning the courses in which they were enrolled indicate they were generally pleased with all aspects of the courses. It seems clear that very few adults learned about the courses through radio or television. The non-credit continuing education brochure and recommendation of friends were by far the best means of advertisement. It should be noted that most of the negative responses about the physical arrangements of the room referred to the cold temperature of the rooms during the winter months.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary of the previous chapters, conclusions formulated from this study, and recommendations for further action.

Summary

The literature on adult development leads investigators to hypothesize that adults at certain ages or stages of development must accomplish certain tasks that can be facilitated by particular course offerings in continuing education. This study was designed to investigate the degree of the relationship between the tasks inherent in the adult stages of development and the subject matter of courses selected by adults in non-credit continuing education courses at The Ohio State University. The stages of adult development as outlined by Vivian McCoy (1977) were utilized as a model in this research. The study also investigated the relationship of the demographic variables age, sex, marital status, level of formal education, and the presence of school-age children in the home to enrollment in non-credit continuing education at The Ohio State University.
Responses (1184) of this study were from adults who were enrolled in the most frequently offered courses (N=21) in non-credit continuing education at The Ohio State University from Spring Quarter, 1975, through Spring Quarter, 1979. The instrument utilized was the Continuing Education Questionnaire. The data from the Questionnaire were analyzed through contingency table analysis, specifically chi square. Differences at the .05 level or less were considered significant.

The analysis of the demographic data showed significance at the .001 level for all of the variables. This high level of significance for defined subgroups indicated that they tended to be distinct.

In analyzing the 21 courses studied, in reference to the relationship between age (stage of development) and course selection, 8 were eliminated from statistical analysis because of small cell size, 6 had non-significant \( \chi^2 \) test results, and 7 were found to be significant. The significance indicated that factors other than chance contributed to the adults enrolling in the course. In each of these courses the number of enrollees was significantly higher or lower in certain stages of development than would have been expected from a normal distribution.

The non-hypothesized data contained in the Continuing Education Questionnaire assisted in developing a more
complete framework for understanding all of the factors involved in the courses being studied. The data indicate that the adults were generally pleased with all aspects of the courses.

Conclusions

The following conclusions are drawn from the findings of this study.

1. The findings of hypotheses one through five dealing with the demographics of age, sex, marital status, level of formal education, and having school age children indicate that the adult learner in non-credit continuing education at The Ohio State University from Spring Quarter, 1975, through Spring Quarter, 1979, fits the description of the typical adult learner as described by Johnstone and Rivera (1965). This adult learner in non-credit continuing education at The Ohio State University possessed the following characteristics:
   - Female
   - Thirty to forty-four years of age
   - Married
   - At least a high school education
   - Has school age children

2. It is difficult to use chi square in studying non-credit continuing education courses because class sizes
are usually small, resulting in small cell sizes. This may cause some chi square results to be meaningless.

3. The enrollment data of the 21 courses studied indicates a very small enrollment of adults over age 60. This seems to indicate that the programming in non-credit continuing education at The Ohio State University, at that time, was not designed to meet the developmental needs or interests of adults over age 60.

4. The data indicate that these specific 21 courses studied did not clearly meet the needs of just one particular developmental stage. Each course seemed to meet some of the needs of a wide range of developmental stages. This observation tends to indicate that, even though there was a relationship between course selection in non-credit continuing education at The Ohio State University and the adult stages of development outlined by Vivian McCoy, many more factors need to be taken into consideration.

Individuals and their personal rates and styles of development are much too complex to be categorized into convenient, predictable patterns. This feeling was supported by Darkenwald (1982) when he stated, "it is difficult to make a strong case for a universal set of experiences in adult development" (p. 98).

5. Since 45.3% of the adults enrolled in non-credit continuing education were age 30-45, it seems that the programming efforts should continue to respond to the
developmental tasks of this age group. The literature defines some of these needs as:

a. Reassess personal priorities and values
b. Reappraise marriage/relationships
c. Search for meaning
d. Reexamine career
e. Relate to growing children
f. Relate to aging parents
g. Put down roots
h. Problem solve
i. Adjust to single life
j. Manage stress accompanying change

Recommendations

The following specific recommendations are made in the areas of research needs and program development.

Research Needs

1. Use chi square in researching adult students in continuing education programs only if the number of enrollees in each age group is large enough to make the findings meaningful. Where enrollments are small, the case study approach might be used.

2. Conduct similar research using as models the adult development theories which have been normed on female populations. The writings of Gilligan (1982) could be used as a model for research.
3. Replicate this study with adult populations in other continuing education settings such as business and industry, government, military, and medicine. This would provide a more complete description of the adult learner in non-credit settings.

4. Conduct research to better assess the needs of the community. This could be done through mailed surveys or interviews at such institutions as shopping malls, grocery stores, or churches.

5. Study the administrative and instructional staff of continuing education programs to determine the impact they have on program development.

Program Development

1. Utilize the theories of adult development as a framework or blueprint in planning continuing education programs. This program planning process was recommended in the writings of Houle (1980) and Hesburgh (1973). By using this process, programs can be planned that could appeal to adults at all stages of development.

2. Extend a greater effort to offer continuing education programs within the community, rather than expect that adults will come to the university. As indicated by Dowling (1963), the only adult education agency whose largest student population was composed of college graduates was the university. Participants with less than a college education tended to attend adult education classes
held in other settings. This would enhance the service mission of the university.

3. Use the findings of this study, which describes the adult population being served by the non-credit continuing education program at The Ohio State University, as a planning tool for program development.

4. Continue to use the same type of questionnaire at the completion of the course, and encourage a larger return rate. For research purposes it would be helpful to have the adults indicate other courses in which they have been enrolled.

5. Develop more courses to meet the need of adults over age 60, especially since the number of persons that age are expected to increase yearly. Some possible topic areas might be:

   Retirement
   Volunteering
   Aging
   Leisure and travel
   Financial management
   Health care
   Aloneness and loneliness
   Death and dying
### ADULT LIFE CYCLE TASKS/ADULT CONTINUING EDUCATION PROGRAM RESPONSE

<table>
<thead>
<tr>
<th>Developmental Stages</th>
<th>Tasks</th>
<th>Program Response</th>
<th>Outcomes Sought</th>
</tr>
</thead>
</table>
| **Leaving Home**     | 1. Break psychological ties.  
2. Choose careers.  
3. Enter work.  
4. Handle peer relationships.  
5. Manage home.  
6. Manage time.  
7. Adjust to life on own.  
8. Problem solve.  
9. Manage stress accompanying change. | 1. Personal development, assertive training workshops.  
2. Career workshops, values clarification, occupational information.  
3. Education/career preparation.  
4. Human relations groups.  
5. Consumer education/homemaking skills.  
6. Time/use workshops.  
7. Living alone, successful singles workshops.  
8. Creative problem solving workshops.  
2. Appropriate career decisions.  
3. Successful education/career entry.  
4. Effective social interaction.  
5. Informed consumer, healthy homelife.  
7. Fulfilled single state, autonomy.  
8. Successful problem solving.  
| **Becoming Adult**   | 1. Select mate.  
2. Settle in work, begin career ladder.  
3. Parent.  
4. Become involved in community.  
5. Consume wisely.  
6. Homemaking.  
7. Socially interact.  
8. Achieve autonomy.  
3. Parenting workshops.  
4. Civic education/counseling, volunteer training.  
5. Consumer education, financial management training.  
6. Homemaking, maintenance workshops.  
7. Human relations groups, TA.  
8. Living alone, divorce workshops.  
2. Career satisfaction and advancement.  
3. Effective parents; healthy offspring.  
4. Informed, participating citizen.  
5. Sound consumer behavior.  
6. Satisfying home environment.  
7. Social skills.  
8. Fulfilled single state, autonomy.  
10. Successful stress management, personal growth. |
| **Catch-30**         | 1. Search for personal values.  
2. Reappraise relationships.  
3. Progress in career.  
5. Put down roots, achieve "permanent" home.  
6. Problem solve.  
2. Marriage counseling and communication workshops; human relations groups.  
3. Career advancement training, job redesign workshops.  
5. Consumer education.  
6. Creative problem solving workshops.  
7. Stress management, biofeedback, relaxation, TM workshops. | 1. Examined and owned values.  
2. Authentic personal relationships.  
3. Career satisfaction, economic reward, a sense of competence and achievement.  
5. Sound consumer behavior.  
7. Successful stress management, personal growth. |
<table>
<thead>
<tr>
<th>Midlife Reexamination</th>
<th>Retabilitation</th>
<th>Preparation for Retirement</th>
<th>Retirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-43 Maturity</td>
<td>44-55 Restabilization</td>
<td>56-64 Preparation for Retirement</td>
<td>65+ Retirement</td>
</tr>
<tr>
<td>1. Search for meaning</td>
<td>1. Adjust to realities of work</td>
<td>1. Adjust to health problems</td>
<td>1. Disengage from paid work</td>
</tr>
<tr>
<td>2. Reassess marriage</td>
<td>2. Launch children</td>
<td>2. Deepen personal relations</td>
<td>2. Reassess finances</td>
</tr>
<tr>
<td>5. Relate to aging parents</td>
<td>5. Participate actively in community concerns</td>
<td>5. Finance new leisure</td>
<td>5. Manage leisure time</td>
</tr>
<tr>
<td>6. Relate to personal priorities and values</td>
<td>6. Handle increased demands of older parents</td>
<td>6. Adjust to loss of mate</td>
<td>6. Search for new achievement outlets</td>
</tr>
<tr>
<td>7. Adjust to work</td>
<td>7. Manage leisure time</td>
<td>7. Problem solving</td>
<td>7. Search for meaning</td>
</tr>
</tbody>
</table>

**Midlife Reexamination (35-43)**
- Search for meaning workshops
- Marriage workshops
- Mid-career workshops
- Parenting workshops on rearing teenage children
- Relating to aging parents workshops
- Value clarification; goal setting workshops
- Living alone, divorce workshops
- Creative problem solving workshops
- Stress management, biofeedback, relaxation, TM workshops

**Retabilitation (44-55)**
- Personal, vocational counseling, career workshops
- Parenting education
- Workshops on parenting
- Human relations groups
- Civic and social issues education
- Gerontology workshops
- Leisure use workshops
- Financial management workshops
- Workshops on loneliness and aloneness
- Creative problem solving workshops
- Stress management, biofeedback, relaxation, TM workshops

**Preparation for Retirement (56-64)**
- Programs about nutrition, health
- Human relations groups
- Pre-retirement workshops
- Arts, writing, music courses in performance and appreciation; sponsored educational travel
- Money management training
- Workshops on loneliness and aloneness, death and dying
- Creative problem solving workshops
- Stress management, biofeedback, relaxation, TM workshops

**Retirement (65+)**
- Workshops on retirement, volunteering, aging; conferences on public issues affecting aged
- Financial management training
- Health care programs
- Religious exploration
- Workshops on loneliness and aloneness
- Death and dying workshops
- Creative problem solving workshops
- Stress management, biofeedback, relaxation, TM workshops

**General Remarks**
- Coping with existential anxiety
- Satisfying marriages
- Appropriate career decisions
- Improved parent-child relations
- Improved child-parent relations
- Autonomous behavior
- Fulfilled single state
- Successful problem solving
- Successful stress management, personal growth

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## ADULT DEVELOPMENT

<table>
<thead>
<tr>
<th>Age</th>
<th>18</th>
<th>22</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
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<tbody>
<tr>
<td>Sheehy</td>
<td>Pulling Up Roots</td>
<td>Trying Twenties</td>
<td>Catch-30</td>
<td>Rooting and Extending</td>
<td>Deadline Decade</td>
<td>Renewal or Resignation</td>
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<tr>
<td>Havighurst</td>
<td>Becoming a Person in One's Life</td>
<td>Focusing One's Life</td>
<td>Collecting One's Energies</td>
<td>Exerting and Asserting Oneself</td>
<td>Maintaining Position and Changing Roles</td>
<td>Decisions About Disengagement</td>
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<td>Buhler</td>
<td>Preparatory Expressing and Experimental Self-determination of Goals</td>
<td>Culmination</td>
<td>Self-assessment of Results</td>
<td>Experience Fulfillment or Failure</td>
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<td>Levinson</td>
<td>Leaving the Family</td>
<td>Getting into Adult World</td>
<td>Age 30</td>
<td>Transition</td>
<td>Settling Down</td>
<td>Mid-Life Transition</td>
<td>Restabilization</td>
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<tr>
<td>Erickson</td>
<td>Achievement of Intimacy vs. Isolation</td>
<td>Achievement of Generativity vs. Stagnation</td>
<td>Achievement of Integrity vs. Despair</td>
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<tr>
<td>Gould</td>
<td>From Family to Peers</td>
<td>Establish Autonomy</td>
<td>Questioning</td>
<td>Feeling Time Running Out Dissatisfaction</td>
<td>Feeling &quot;the die is cast&quot;</td>
<td>Decrease in Negative Feeling</td>
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</table>

Source: Russell D. Robinson, Professor of Adult Education, University of Wisconsin-Milwaukee
Most Frequently Offered Courses

Eight Quarters

1. American Language and Culture

Seven Quarters

None

Six Quarters

1. Effective Writing
2. Introduction to Assertive Training
3. Challenges and Problems of Supervision

Five Quarters

1. ABC's For Past/Present/Future Teachers
2. Single Again Adult, The

Four Quarters

1. Beginning Conversational Italian
2. Beginning Greek I
3. Introduction to Transactional Analysis
4. Investing in Real Estate
5. Transactional Analysis: The Basics

Three Quarters

1. Beginning Piano I
2. Beginning Piano II
3. Career Opportunities For Women
4. Corrective Interview, The
5. Deciding
6. Film and Television Scriptwriting
7. Financial Planning For Women
8. Managing Stress, Distress, and Depression
9. Videotaping Columbus
10. Where Do I Go From Here

Two Quarters

1. Art Collection and Investment
2. Beginning Art
3. Basic Study Skills
4. Beginning Greek II
5. Coastal Navigation
6. Conversational Italian Workshop
7. CPR
8. Creative Photography for Beginners
9. Creative Writing Through Spontaneous Experiences
10. Designing Creative Volunteer Training Programs
11. Developing a Functional Volunteer Recruitment Program
12. Feature Writing
13. How To Succeed With Volunteers
14. Human Relations: Motivation for Volunteer Services
15. Improving Management Communication
16. Introduction to Public Speaking
17. Introduction to the Soviet Union
18. Medical Terminology
19. Ohio Presidents
20. Opera Previews
21. Personnel Practices
22. Planning and Evaluation: Two Basic Elements of
23. Problems and Challenges in Supervision
24. Real Estate for the Homebuyer
25. Resume, The
26. Role Playing
27. Special Problems in U.S. Genealogical Research
28. To Marry or Not to Marry ...
29. Write For A Day
30. Your Money and How to Spend It

One Quarter

1. Assertiveness Training II
2. Acting Fundamentals
3. Advanced Drawing and Painting
4. Advanced Film and Television Scriptwriting
6. Affirmative Action Workshop
7. Anatomy For Artists
8. Archaeology of the Bible
9. Art Therapy - Gestalt Therapy Workshop
10. Assertive Management Techniques Workshop
11. Assertive Training and Decision Making
12. Autumn Birding Techniques
13. Awareness Through Movement
14. Beginning Ballet III
15. Beginning and Advanced Acrylic Painting
16. Beginning and Intermediate Drawing
17. Beginning Elementary Swimming
18. Beginning Jazz Dance II
19. Beginning Water Color Painting
20. Books and the Young Child
21. Career Exploration Day
22. Caring For Your Home Lawn
24. Commodity Futures Market, The
25. Conversational French I
26. Conversational Italian I
27. Conversational Italian II
28. Cover to Cover: Writing, Illustrating, and Printing Books
29. Corporate Gamesmanship For Women
30. Couples' Communication
31. CPR II
32. Creative Bookbinding
33. Creative Color Slide Photography for Beginners
34. Creative Dance/Body Awareness
35. Deaf Communication
36. Divorce For Women
37. Effective Public Relations for Social Service Agencies
38. Expanded House Plant Workshop
39. Exploring Your Personal Potential
40. French and American Impressionism
41. Genealogical Research For Beginners
42. Genealogy by Mail
43. Grantspersonship
44. Highlights of the Classics
45. History and Appreciation of Art
46. Holistic Health: Who Does the Healing?
47. Home Gardening Practice
48. Home Landscaping
49. House Plant Workshop
50. Human Relations and Personnel Practices for Women

51. Improving Your Self-Concept Through Movement
52. Intagililo Printmaking
53. Intermediate Conversational French
54. Intermediate Modern Greek
55. Introduction to Contemporary Jewish Thought
56. Introduction to Flower Arranging and Plant Care
57. Introduction to Gertrude Stein and Her Writing
58. Introduction to Grantsmanship
59. Introduction to Photography
60. Inventory Control
61. Keyboard Improvisation
62. Listener's Guide to Music History, A
63. Lunch and Lecture Series: Opportunities for Women

64. Managing Your Money
65. Matting, Mounting, and Framing
66. Modern European Art
67. Moral Issues in Biology and Medicine
68. Moving Up ... In the Employment World
69. On Becoming an Educated Person
70. Opportunities for the Black Woman Workshop I
71. Parapsychology
72. Parents and the Beginning Reader
73. Personal Financial Planning
74. Photography Mini-Courses
75. Psych-Mental Health Concepts I
76. Publicity for Volunteer Organizations
77. Public Speaking
78. Rapping With the Gavel
79. Russian Folk Art
80. School Buses and Quality Education
81. Search for Man's Past: Archaeology and Ancient History
82. Self-Evaluation for Second Marriage
83. Sexuality and the Healthy Adult
84. Solar Heating and Cooling Systems
85. Survival During Natural Disasters
86. Surviving Overweight
87. Three Writing Days in Spring
88. Tips on Learning to Live Alone Again
89. To Parent or Not To Parent
90. To Work or Not To Work
91. Tolkien's Fantasies
92. Travel Tips to Europe
93. Turfgrass Management
94. T.V. Production Workshop
95. Visual Tour of Greece, A
96. Volcanology
97. Voyage to the Agean
98. Women and Power
99. Workshop in Creative Arts Therapy
100. World of the Shtetl, The
101. Write for Three Days in Autumn
102. Writing Film and Book Reviews: For Fun and Profit
103. Writing, Rhyming and Making Words Work
APPENDIX D
CONTINUING EDUCATION QUESTIONNAIRE

Your help in providing the information requested below will be greatly appreciated. It will help the Division of Continuing Education serve you better and aid us in planning future courses.

Title of course you were enrolled in: ________________________________________________________________

Male ☐ Female ☐ Single ☐ Married ☐ ☐ Children, ages ____________________________

Are you employed? ☐ Yes ☐ No ☐ ☐ "Yes", what is the general classification of your job?

What is the highest level of formal education you have attained?

Less Than High School ☐; Some High School ☐; High School Graduate ☐; Some College ☐; College Graduate ☐; More Than College Graduate ☐

1. There was agreement between announced objectives and what was actually taught. ☐ ☐ ☐ ☐ ☐
2. The instructor raised challenging questions or problems for discussion. ☐ ☐ ☐ ☐ ☐
3. I felt free to ask questions or express my opinion. ☐ ☐ ☐ ☐ ☐
4. The instructor was well prepared for each class. ☐ ☐ ☐ ☐ ☐
5. My interest in the subject area has been stimulated by this course. ☐ ☐ ☐ ☐ ☐
6. The scope of this course has been too limited; not enough material has been covered. ☐ ☐ ☐ ☐ ☐
7. For my preparation and ability, the level of difficulty of this course was: very elementary ☐; somewhat elementary ☐; about right ☐; somewhat difficult ☐; very difficult ☐.
8. For me, the pace at which the instructor covered the material during the term was: very slow ☐; somewhat slow ☐; about right ☐; somewhat fast ☐; very fast ☐.
9. Which one of the following was your most important reason for selecting this course?
   ☐ friends recommended ☐; teacher's excellent reputation ☐; subject was of interest ☐; to help me in my work ☐; advertising got me interested ☐; other
10. How did you hear about the course? Radio ☐; TV ☐; Newspaper Ad ☐; Newspaper Article ☐; Magazine Article ☐; Friend ☐; Brochure ☐; Other
11. Do you feel that this educational experience has been rewarding? Why or why not?

   ☐ ☐ ☐ ☐ ☐

12. Was the time that the course met convenient? Yes ☐ No ☐; If not, what time of day would be better?

13. How were the physical arrangements such as the size of the room, seating, lighting, temperature, acoustics and visibility?

14. Do you have any interests or suggestions for possible future course offerings?

THANK YOU FOR YOUR ASSISTANCE
## ADULT LIFE CYCLE TASKS/ADULT CONTINUING EDUCATION PROGRAM RESPONSE

<table>
<thead>
<tr>
<th>Developmental Stages</th>
<th>Tasks</th>
<th>Program Response</th>
<th>Outcomes Sought</th>
</tr>
</thead>
</table>
2. Choose careers.  
3. Enter work.  
4. Handle peer relationships.  
5. Manage home.  
6. Manage time.  
7. Adjust to life on own.  
8. Problem solve.  
9. Manage stress accompanying change. | 1. Personal development, assertive training workshops.  
2. Career workshops, values clarification, occupational information.  
3. Education/career preparation.  
4. Human relations groups.  
5. Consumer education/homemaking skills.  
6. Time/leisure use workshop.  
7. Living alone; successful singles workshops.  
8. Creative problem solving workshops.  
2. Appropriate career decisions.  
3. Successful education/career entry.  
4. Effective social interaction.  
5. Informed consumer, healthy homelife.  
7. Fulfilled single state, autonomy.  
8. Successful problem solving.  
| **II. Becoming Adult 25 - 29** | 1. Select mate.  
2. Settle in work, begin career ladder.  
3. Parent.  
4. Become involved in community.  
5. Consume wisely.  
6. Homeown.  
7. Socially interact.  
8. Achieve autonomy.  
3. Parenting workshops.  
4. Civic education; volunteer training.  
5. Consumer education, financial management training.  
6. Homeowning, maintenance workshops.  
7. Human relations groups, TA.  
8. Living alone, divorce workshops.  
2. Career satisfaction and advancement.  
3. Effective parents; healthy offspring.  
4. Informed, participating citizen.  
5. Sound consumer behavior.  
6. Satisfying home environment.  
7. Social skills.  
8. Fulfilled single state, autonomy.  
10. Successful stress management, personal growth. |
<table>
<thead>
<tr>
<th>Developmental Stages</th>
<th>Tasks</th>
<th>Program Response</th>
<th>Outcomes Sought</th>
</tr>
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<tbody>
<tr>
<td>Developmental Stages</td>
<td>Tasks</td>
<td>Program Response</td>
<td>Outcomes Sought</td>
</tr>
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<td>----------------------</td>
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</table>

(Adapted from the 1977 chart by Vivian Rogers McCoy, Director, Adult Life Resource Center, Division of Continuing Education, University of Kansas)
ABC's for Past/Present/Future: Teaches or What Do You Do If You Can't Teach

The old adage, "those who can, do; those who can't teach" will be disproved by this course designed to present the multitude of career options provided by a teacher's education. The practical approach follows specific steps to capitalize and strengthen each student's job objective. The sessions are entitled "Assess Your Skills," "Be Prepared," "Consider Career Trends," and "Deciding What's for You."

American Language and Culture (English as a Second Language)

Offered at the "intermediate-advanced" level, this course is intended for foreign peoples who wish to enhance their present competency in understanding, speaking, reading and writing American English within a setting of interpersonal-intercultural communication. The student's individual interests, needs and time schedule will guide him/her in selecting self-instructional learning materials adaptable to real-life situations, current books, magazines, newspapers, and to pre-recorded tapes of American music, speeches, lectures, dialogues and advertisements. Ample opportunity will also be provided for intensive practice of English pronunciation and grammatical structure in the language laboratory.

Beginning Conversational Italian

The purpose of this course is to teach the beginner how to speak Italian. Class participation in conversation will be especially encouraged. Proficiency in speaking will be facilitated by study in the language laboratory at the students' personal convenience. The instructor will require the use of a textbook and information about this will be given the first night of class. Class attendance is essential for the student to profit from this course.

Beginning Greek I

This ten-session course is intended for the beginner. The course will emphasize conversation skills, aiming at rapid development of the participants' speaking skills. In addition to practice in conversation, the course will stress learning through reading modern texts.
Beginning Piano I

Designed for adults who cannot read music and have had little or no previous musical experience. Course content includes music fundamentals, music reading, transposition, improvisation, and harmonization of simple folk songs with the I, IV, and V7 chords.

Beginning Piano II

This course is designed for students who have completed Beginning Piano I or equivalency. (Permission of Dr. Lowder is suggested.) Course content includes harmonization and transposition of folk tunes and "pop" melodies, improvisation, chord progressions using triads and seventh chords, sight-reading, and playing "by ear."

Career Opportunities for Women: How To Know What Job You Want and How To Get It

This course is designed for women interested in resuming or entering for the first time the career world. It will begin with an exploration of various career opportunities. Through short assignments, questions, group discussions, and tests, participants will be assisted as they identify for themselves their own abilities and interests. Career possibilities will be suggested for each participant. In addition the course will offer experience in job search techniques including resume writing and practice for job interviews through role playing.

The Challenges and Problems of Supervision

This course is designed to broaden and deepen understanding of the interpersonal process of supervision. Emphasis will be on individual and group participation experiences, including: concentration on small group problem solving designed to give heavy emphasis to small group projects to enhance the participating supervisor's skills in communication with staff and working with staff groups. Supervisors at all levels and those interested in supervision will have the opportunity to examine and reassess motivation, communication, and the use of authority in their own organizations.

The Corrective Interview

This workshop is designed to give supervisors a step-by-step interview format that is structured to bring about desired changes in employee behavior and serve as an invaluable guide to effective problem solving. The
Corrective Interview defines the problem, allows for employee input, encourages mutual problem solving, affords alternative for the supervisor, and keeps the interview on a nonemotional, problem solving basis. Role-playing provides an action-oriented learning situation that is practical and instructive to all participants. Participants are encouraged to bring in a specific problem to work on during the workshop.

Deciding

A full-day workshop designed to enhance your ability to make effective decisions on the job. Using a Transactional Analysis (TA) approach for understanding the personality factors activated in making up your mind, this session will provide an environment for an in-depth look at the decision-making process will allow you to develop your own system for making effective decisions. Goals include: being less frustrated and anxious about deciding, assuring a smoother flow of work after reaching a sound decision, and creating a climate of acceptance for your decision.

Effective Writing

This course includes a study of the major aspects of expository writing: levels of language usage, organization, flow, and readability. It also treats two major language usage factors: sentence structure and word choice. The skills developed are applicable to all forms of written communication from brief memorandums to long reports. Part of the course period will be devoted to a workshop.

Film and Television Scriptwriting

This course will deal with the fundamentals of writing scripts for film and television productions. The techniques of character development, plot structure, dialogue construction, and action delineation will be discussed and practiced. The study of professional scripts and the analysis of films and television programs shown in the Columbus area will be an integral part of the course. Each member of the class will write at least one complete script.

Financial Planning for Women

This two day workshop will present methods for identifying opportunities and evaluating alternatives in financial decision making. Session I will cover: taking a
financial inventory—budgeting for consumption and investment, incorporating uncertainty into a financial plan. Insurance and Annuities: life, health, property, and casualty insurance; a model personal insurance and retirement program. Session II covers: financial institutions and their services; investments; objectives; kinds, security exchanges; broker and dealers; investment companies; others; real estate, trusts, municipals; methods to reduce risk, information sources, tax considerations.

**Introduction to Assertive Training**

Assertive training is a method which will help answer the questions: How do we make decisions? How do we say no without feeling guilt? How do we get what we want? What roles do we assume and why? This course will apply the principles of assertive training to your life situations in order that you may learn how to channel feelings into constructive interpersonal communication.

**Introduction to Transactional Analysis**

This course offers a systematic appraisal of the theory of Transactional Analysis, with an emphasis on effective ways of translating the theory into a workable framework for making life decisions. Topics to be covered include the structural analysis concept of parent, adult, and child ego states, transactional analysis, time structuring with an emphasis on game analysis, ways of solving problems and life scripts.

**Investing in Real Estate**

This ten session course will be of interest to those concerned with information about how to invest in real estate and the development of a personal real estate investment philosophy. The course will examine, via a lecture/discussion format, such topics as market examination, financial analysis, financing techniques, apartment investments, property management, design, construction and rehabilitation. A number of expert resource personnel will also talk with the class. There will be ample opportunity for the discussion of questions and special problems.

**Managing Stress, Distress, and Depression:**

*Holistic Perspective*

This program is designed for individuals who would like to manage stress, distress, and depression more effectively. The group will explore the causes of stress, anxiety, depression, and examine alternative ways of
responding to them from a holistic perspective. This will include both cognitive and experiential approaches including deep muscle relaxation, deep breathing exercises, the role of nutrition and exercise, imagery, assertion training, and an introduction to biofeedback.

The Single Again Adult

This course will be a discussion group structured to provide opportunity for men and women who are facing the challenge of being single again to meet with others and through sharing information and experience, discovering and using community resources, developing skills of communication and becoming aware of alternatives, explore goals, problems and potentials of the adult who is separated, widowed or divorced.

Transactional Analysis: The Basics

The full-day seminar will cover the basic theory of Transactional Analysis (TA) in a most interesting and unusual manner. Based on Eric Berne's human behavior theories, touching on his best seller Games People Play, and the views that Dr. Tom Harris presented in his well-known book, I'm OK-You're OK. Designed for people to understand and use in everyday life, whether at home or in the office, for better self-understanding, or for knowing more about what goes on with other people. Concepts to be discussed include: ego states, transactions, rackets, ways of solving problems, time structuring and life script.

Videotaping Columbus: A Personal Exploration into Community Access Video

Learn how to make your own color videotapes about people, events, and places which interest you in the Columbus community. Your tapes will be shown to the 400,000 viewers of the Columbus cable television systems. You will use portable video equipment and the Columbus Public Library's color television studio. You will tape the programs you design either in the studio or on the street. You will have the opportunity to produce and direct at least one full length program plus write, design or appear in several more. You will learn how to communicate your personal involvement with the community, its cultures, and its neighborhoods by means of image and sound. All program formats can be used whether drama, documentary, discussion, interview, or instructional.
Where Do I Go From Here (Workshop for women over 25)

This workshop is designed for women who are seeking more satisfying and rewarding ways of using their abilities and interests. Through short assignment and group discussion, each participant is encouraged to develop a greater awareness of her specific needs, interests and abilities and to explore the options open to her that lead to a greater sense of personal worth and self-fulfillment. At the conclusion of the workshop, each person lays out a realistic plan for future action that meets her unique needs.
# Master Table of Findings

<table>
<thead>
<tr>
<th>Course</th>
<th>Stage/ Course</th>
<th>Program Response</th>
<th>Enrollment N</th>
<th>% Course</th>
<th>Total N Expected</th>
<th>Total % Expected</th>
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<tr>
<td>1. ABC’s for Past/ Present/Future Teachers</td>
<td>Under 25</td>
<td>Career workshops</td>
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<td>Management, advancement training</td>
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<td>Career advancement training</td>
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<td>Career workshops</td>
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\[X^2(df=4) = 19.76, p < .001\]

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<th>Program Response</th>
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<th>% Course</th>
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<th>Total % Expected</th>
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<td>Under 25</td>
<td>I-1</td>
<td>Personal development</td>
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<td>23 – 29</td>
<td>II-4</td>
<td>Civic education</td>
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<td>Civic and social issues education</td>
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\[X^2(df=4) = 96.77, p < .0001\]

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<th>Stage/ Course</th>
<th>Program Response</th>
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<th>% Course</th>
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<td>Leisure use workshop</td>
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<td>45 – 60</td>
<td>IV-7</td>
<td>Leisure use workshop, special interest classes</td>
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\[X^2(df=4) = 4.97, p < .290\]
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| 5. Beginning Piano I| Under 25           | I-1            | Personal development                                   | 1           | 5.3         | 2       | 10.4            |
|                      | 25 - 29            | II-10          | Leisure use workshop                                   | 4           | 21.1        | 4       | 20.2            |
|                      | 30 - 44            | III-10         | Relaxation                                             | 9           | 47.4        | 9       | 45.3            |
|                      | 45 - 60            | IV-7           | Leisure use workshop, special interest classes         | 3           | 15.7        | 4       | 22.3            |
|                      | Over 60            | V-11           | Relaxation                                             | 2           | 10.5        | 0       | 1.8             |
| Total                |                    |                |                                                       | N=19        | 100.0       | 19      | 100.0           |
|                      |                    |                |                                                       | X² (df=4)   | 2.84        | p < .598 |

<p>| 6. Beginning Piano II| Under 25           | I-1            | Personal development                                   | 1           | 5.6         | 2       | 10.4            |
|                      | 25 - 29            | II-10          | Leisure use workshop                                   | 2           | 11.1        | 4       | 20.2            |
|                      | 30 - 44            | III-10         | Relaxation                                             | 9           | 30.0        | 8       | 45.3            |
|                      | 45 - 60            | IV-7           | Leisure use workshop, special interest classes         | 4           | 22.2        | 4       | 22.3            |
|                      | Over 60            | V-11           | Relaxation                                             | 2           | 11.1        | 0       | 1.8             |
| Total                |                    |                |                                                       | N=18        | 100.0       | 18      | 100.0           |
|                      |                    |                |                                                       | X² (df=4)   | 1.66        | p &lt; .798 |</p>
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\[ \chi^2 (df=4) = 11.44, p < .022 \]

| 8. Challenges and Problems of Supervision | Under 25 | I-2 | Career workshop | 6          | 10.4        | 6       | 10.4           |                 |
|                                          | 25 - 29   | II-2 | Management, advancement training | 18         | 31.0        | 12      | 20.2           |                 |
|                                          | 30 - 44   | III-4 | Career advancement training; mid-career workshop | 29         | 50.0        | 26      | 45.3           |                 |
|                                          | 45 - 60   | IV-1 | Career workshop | 4          | 6.9         | 13      | 22.3           |                 |
|                                          | Over 60   |      |                                          | 1          | 1.7         | 1       | 1.8             |                 |
| Total                          |          |     |                                          | N=58       | 100.0       | 58      | 100.0          |                 |

\[ \chi^2 (df=4) = 9.58, p < .048 \]

| 9. Corrective Interview | Under 25 | I-2 | Career workshop | 2          | 8.0         | 3       | 10.4           |                 |
|                        | 25 - 29   | II-2 | Management, advancement training | 9          | 36.0        | 5       | 20.2           |                 |
|                        | 30 - 44   | III-4 | Career advancement training; mid-career workshop | 10         | 40.0        | 11      | 45.3           |                 |
|                        | 45 - 60   | IV-1 | Career workshop | 4          | 16.0        | 6       | 22.3           |                 |
|                        | Over 60   |      |                                          | 0          | 0.0         | 0       | 1.8             |                 |
| Total                          |          |     |                                          | N=25       | 100.0       | 25      | 100.0          |                 |

\[ \chi^2 (df=4) = 5.463, p < .243 \]
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\( \chi^2 (df=4) = 4.97, p < .290 \)

11. Effective Writing

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\( \chi^2 (df=4) = 1.56, p < .816 \)

12. Film and Television

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\( \chi^2 (df=4) = 10.21, p < .037 \)
### Course Developmental Stage

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\[X^2 (df=4) = 4.03, p < .402\]

| 14. Introduction to Assertive Training | Under 25            | I-1             | Assertive training workshop       | 9            | 14.2        | 7                | 10.4            |
|                                        | 25 - 29             | II-9            | Creative problem solving          | 10           | 15.9        | 13               | 20.2            |
|                                        | 30 - 44             | III-8           | Creative problem solving          | 26           | 41.3        | 28               | 45.3            |
|                                        | 45 - 60             | IV-10           | Creative problem solving          | 15           | 23.8        | 14               | 22.3            |
|                                        | Over 60             | V-10            | Creative problem solving          | 3            | 4.8         | 1                | 1.8             |
| **Total**                             |                     |                 |                                   | N=63         |             | 63               | 100.0           |

\[X^2 (df=4) = 5.48, p < .242\]

| 15. Introduction to Transactional Analysis | Under 25            | I-1             | Personal development              | 5            | 5.2         | 10               | 10.4            |
|                                            | 25 - 29             | I-4             | Human relations groups            | 16           | 16.7        | 19               | 20.2            |
|                                            | 30 - 44             | II-7            | Human relations groups, T.A.      | 16           | 16.7        | 19               | 20.2            |
|                                            | 45 - 60             | III-5           | Parent-child relationship         | 43           | 44.8        | 44               | 45.3            |
|                                            | Over 60             | IV-2            | Parenting education               | 32           | 33.3        | 21               | 22.3            |
| **Total**                                 |                     |                 |                                   | N=96         |             | 96               | 100.0           |

\[X^2 (df=4) = 10.76, p < .029\]
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\[ \chi^2 (df=4) = 8.28, p < .082 \]

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\[ \chi^2 (df=4) = 14.43, p < .006 \]

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\[ \chi^2 (df=4) = 16.018, p < .003 \]
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\( \chi^2 (df=4) = 8.83, p < .066 \)

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\( \chi^2 (df=4) = 6.74, p < .150 \)
### Course Developmental Stage

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$X^2(df=4) = 7.80, p < .099$
LIST OF REFERENCES
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