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Access to Continuing Education: a Clientele  
Analysis of the Hawkes Bay Community College.

A thesis presented in fulfilment of the  
requirements for the degree of  
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To my parents.

## ABSTRACT

Access to Continuing Education is largely confined to a small section of the adult population. Clientele analysis of Continuing Education institutions throughout the world have shown participants in Continuing Education to be consistently similar in terms of their social and demographic characteristics. Most participants are already advantaged in terms of their life-style - a narrow 'creme de la creme' sector of the population. Few Continuing Education institutions have set out to cater for the educational needs of all persons in an area - including the disadvantaged.

This thesis presents the findings of a clientele survey of the Hawkes Bay Community College. From the beginning, College administrators were committed to catering for all groups within the Hawkes Bay population. This study analyses the characteristics of all persons attending College programmes in September 1978 and assesses their representativeness of the region's population. In brief, it describes the social and demographic characteristics of persons for whom the College provided access to Continuing Education.

A self-administering questionnaire was completed by 1849 College clients and the results were compiled using the Statistical Package for the Social Sciences on a Burroughs 6700. Questionnaire items covered the respondent's age, sex, ethnicity, marital status, place of residence, occupation, income, present and past education.

Analysis of the participants in terms of these factors shows that the College has succeeded in attracting a number of persons from groups which have previously been under-represented in Continuing Education. Increased rates of participation are found among members of ethnic minorities, persons with low-status occupations and persons with low levels of educational attainment and consumption.

Within the College itself, the Community Education department attracts a more heterogeneous clientele than the Vocational Education department. Much of the latter group's homogeneity stems from its youthful age structure. Most prominent among non participants at the College are older men, older members of ethnic minorities, semi- and unskilled workers and residents of small towns and rural areas.

Although the College has been successful in attracting numbers of people from groups not usually involved in Continuing Education,

these groups are still under-represented at the College on a proportional basis. The College clientele is still dominated overall by groups who have always had high participation rates in Continuing Education. The Hawkes Bay Community College has, however, been successful in making headway towards opening up access to Continuing Education for all groups, including the disadvantaged.

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## PROLOGUE

### Overview

This thesis is concerned primarily with showing which sorts of people gain access to a particular Continuing Education institution and how representative they are of the local population.

The findings presented in this thesis represent the second stage of analysis of a research project known as the 1978 Hawkes Bay Community College (H.B.C.C.) Clientele Survey. Two previous reports have detailed

- (i) the Design and Validation of the Questionnaire - Benseman, J.R., (B.Ed. (Hons.) Research task - unpublished). This latter report details the various stages of planning and negotiation between Community College, University and Department of Education staff that culminated in the design and completion of the survey questionnaires.
- (ii) the initial analysis of the findings of the survey - Nolan C.J.P., Benseman J.R., Ryba K.A. (1978 Clientele Survey - Massey University, 1979). This second report analysed the raw frequency distribution of the various variables (e.g. sex, age etc.) within the College as a whole, as well as within the two major College departments - Vocational and Community Education.

Implications of the findings for the College were discussed across a wide spectrum of interests and particularly from an institutional analysis viewpoint.

### Scope of Thesis

More specifically, the main aims of this thesis are:

- (i) To describe and analyse the characteristics of persons<sup>1</sup> attending the Hawkes Bay Community College during September 1978.
- (ii) To ascertain the representativeness of the College's clientele in relation to the Hawkes Bay population.
- (iii) To relate the survey and its findings ((i) and (ii) above) to the issue of access to Continuing Education in general, and other comparable research studies in particular.

The thesis itself is divided into four main chapters (excluding the Prologue):

- (i) Statement of the Problem. This chapter introduces the concept of participation and explains its significance in Continuing

Education. Barriers to participation are seen as a way of explaining the variation in rates of participation among different sectors of the population. Clientele analyses, therefore, perform an important role in Continuing Education research in showing who gains access to Continuing Education provision. The Hawkes Bay Community College explicitly delineated goals relating to clientele. In doing so, it sought to overcome barriers that have traditionally denied access to a number of sections within the community.

- (ii) Research Literature Review. Having outlined the nature of the problem, Chapter Three reviews a number of research studies related to the topic. Studies of three different types - Intra-agency, Inter-agency and Community surveys - from Britain, United States of America, Canada, Australia and New Zealand are reviewed. A summary of the salient points in relation to a number of variables concludes this section.
- (iii) Research Design. Drawing on the experience of other research findings, Chapter Four explains the rationale and mechanics of the research design used in the H.B.C.C. Survey. Explanations of the types of variables and their significance to the survey are related to the computer technique used as well as methods of data presentation. A review of the main events leading up to the survey and details of the organisation for the distribution and completion of the questionnaires conclude this section.
- (iv) Results - Characteristics of Participants. Chapter Five presents the detailed analysis of the findings of the Hawkes Bay Community College and is divided into the following sub-sections
  - (a) Sex, Age,
  - (b) Marital Status,
  - (c) Children at home,
  - (d) Ethnicity,
  - (e) Occupation,
  - (f) Socio-economic status (of respondents' occupations),
  - (g) Income (personal and household),
  - (h) Educational Background,
    - Years at secondary school

- Highest school exam. qualification,
- Post-school qualification,
- Prior involvement at the H.B.C.C. (1975-1977),
- Previous Continuing Education involvement (non-H.B.C.C.),

(i) Place of residence.

Data in each sub-section is presented in diagrammatic or tabular form, followed by a written explanation and short resumé of the main points.

(v) Summary and Conclusions. The final Chapter of the thesis summarises the main findings of the study in terms of the variables ((a) - (i) above). The College as a whole and its two main departments are examined with reference to client profiles as well as detailing the characteristics of non-participants for each of the clientele. A general conclusion completes this final section.

## CHAPTER ONE: STATEMENT OF THE PROBLEM

### Introduction

Participation in Continuing Education has long been recognised as a predominantly middle-class phenomenon. Unlike most other areas of education, Continuing Education is maintaining a steady growth rate throughout the world and is becoming accepted more and more as an integral part of the educational structure in most countries. Yet, despite the move from the periphery to an accepted place in the mainstream of education, Continuing Education continues to live with the platitude that its clientele is still only representative of a small part of the adult population.

In terms of demographic characteristics, participants are a relatively homogeneous group. They are also consistently similar in terms of their socio-economic characteristics. Most Continuing Education activities attract a clientele that is already privileged in terms of its life-style - in particular, their previous educational consumption as well as general attributes related to power, prestige and material goods (e.g. occupation, income).

Despite the growth in the numbers of people participating in Continuing Education therefore, the make-up of the clientele has remained constant. Increased Continuing Education provision has largely meant greater educational provision for larger numbers of people already socially, economically, and educationally, privileged. The less privileged have largely been neglected and remain outside the activities of most Continuing Education activities. In the words of the Third International Conference on Adult Education, (1972:9) they are the 'forgotten people', who are yet to claim their rights.

This thesis does not attempt to review or discuss the justification for the increased participation of underprivileged adults in Continuing Education. Rather, accepting that increased participation is desirable (for whatever reasons) this study concentrates solely on describing and analysing the characteristics of a particular Continuing Education institution's clientele - that is, who gains access to the Hawkes Bay Community College?<sup>2</sup>

### Voluntary Participation

The analysis of the characteristics of participants claims a central position in Continuing Education research. Its importance

is attributable to the simple fact that participation constitutes a necessary prerequisite to achieving all other goals. Unlike primary and secondary schooling, where educators deal with a 'captive' audience, participation in Continuing Education is voluntary. Although some persons are initially directed to attend courses as part of their vocational training, adult students are at all times free to avoid, to engage in, or withdraw from educational activities as they please. Achieving educational goals in Continuing Education, therefore, is always dependent on attracting and retaining the target clientele.

Hence the size and type of the clientele that a Continuing Education institution attracts will depend on,

- (i) the institution's mission (including the nature of its target population), and
- (ii) the specific strategies and methods used to gain access to the target population (whose 'accessibility' is, in turn, related to individual and group attitudes, values, life-style, etc.).

With regard to (i) it should be noted that many Continuing Education institutions (e.g. secondary school night classes) do not explicitly state their target populations while others (e.g. trade union groups) clearly delineate entrance qualifications. For most Continuing Education institutions, however, a reasonable cross-section of the catchment areas population is at least implicit. Certainly few, if any, 'open' Continuing Education institutions (i.e. where membership of a specific group is not a pre-requisite for participation) explicitly exclude specific groups or individuals. In other words, constitutional barriers to participation in Community Education are insufficient to explain the select nature of the clientele for which most Continuing Education institutions have catered in the past.

#### Barriers to Participation

Other types of barriers to participation, however, do exist. It is these barriers which Continuing Educators must overcome through various strategies and methods ((ii) above) in order to achieve a more representative clientele.

In brief, the main barriers that prevent people from participating include:

- (i) Personal/social barriers - including such factors as the image of Continuing Education in general, and specific agencies in particular, conveyed to outsiders; the consequences of

compulsory schooling and systems of social stratification, such as feelings of inadequacy and rejection especially among the people disadvantaged by such systems.<sup>3</sup>

- (ii) Financial barriers - differences in access to material goods and services mean that some people are more able to afford child-care, transport, course fees, and other costs associated with attending Continuing Education courses.
- (iii) Geographical barriers - people in geographically isolated areas have always had lower levels of social service provision historically. Gaining access to Continuing Education for these people usually involves considerable effort and expense, thereby screening out all but the highly motivated and/or more affluent.

Hanna (1972:vii) made the following remarks in reference to this issue -"An educational service is not really available to a class of people if it is not where they need it, when they need, at a level at which they are ready to start learning, or if a break-neck hurdle has been placed between the educational service and the would-be student... If an educational service bears an image which makes it seem alien or hostile territory to the student-in-need it may as well not exist." Thus, it can be stated, that the greater the barriers to overcome, the less the likelihood of participating in Continuing Education or alternatively, the less the barriers to overcome the greater the likelihood of participating in Continuing Education.

The effectiveness of any Continuing Education <sup>institution's</sup> strategies and general modus operandi in overcoming different groups' barriers to participation can, therefore, be readily measured in an analysis of its clientele. If an institution has a reasonable cross-section of various groups within a community represented in its clientele then it would appear reasonable to conclude that the particular institution is succeeding in minimising or even eliminating the barriers that have traditionally hindered the participation of various groups.<sup>4</sup>

In other words, the propensity of groups and individuals to participate in Continuing Education can be directly related to the degree to which the Continuing Education institution can overcome the various barriers to participation.

Particular groups and individuals within society vary also according to the type and degree of difficulties to be overcome in achieving their involvement in Continuing Education. Clearly, some problems are minor and easily overcome (e.g. changes in timetabling,

venue), while others are highly interrelated and require considerable effort to surmount (e.g. for the rural poor who may see education solely as a source of feelings of failure and rejection).

### Clientele Analysis

Continuing Education institutions have traditionally succeeded in gaining access only to those people who have few or no barriers to overcome. Few institutions have managed to surmount the difficulties associated with involving groups or individuals whose living situations involve considerable obstacles to participation. The major reasons for this incapacity include:

- (i) Lack of knowledge of the way of life of the various underrepresented groups,
- (ii) Lack of ideological commitment to providing appropriate social services for all groups in the community,
- (iii) Preoccupation with securing a foothold for Continuing Education in general (with a subsequent tendency to give the educational needs of the more vocal groups in society a higher priority).

Research on Continuing Education clientele is, therefore, important in showing the relationships between the characteristics of the institutions involved (such as their image, recruitment strategies, methods of operation etc.) and the characteristics of the clientele that is involved. In other words, clientele analysis can provide a reasonable indication of the effectiveness of the institution's operational strategies in overcoming the various obstacles to participation for various groups.

### The New Zealand Community College.

Like most other countries, New Zealand is committed, at least in theory, to the goal of equal opportunity in education. Also like most other countries, research on participation in Continuing Education in New Zealand has shown participants to come from a narrow "creme de la creme" sector of society (Boshier 1971:43).

From this point of view, the Hawkes Bay Community College represents an interesting development in New Zealand Continuing Education. Besides being the first of a new type of educational institution, the College's mission at the outset included clear statements of purpose with regard to its target population. For when the 1972 Labour Government brought the concept of a Community College into reality, numerous specific references were made to the nature of

the clientele for which it would cater. Increasing educational opportunities and removing inequalities in the availability of education were seen by the Director General of Education (Renwick 1973:7) as being central to the idea of a New Zealand community college. More specifically, Renwick (1973:20) mentioned the colleges' missionary activity in reaching identifiable groups whose educational needs were not being met by other educational agencies. "Community colleges would clearly have it (second-chance education) as a major responsibility. (Renwick 1973:18)

At a public seminar (Seminar '75) held in conjunction with the opening of the Hawkes Bay Community College (H.B.C.C.), the Director not only reiterated the College's open-door policy, but went on to point out the need for special consideration of those groups who are disadvantaged in some way - "those who are either not able to clearly express their needs or perhaps do not fully realise what their needs are" (Harré 1975:9). Specifically mentioned were the needs of women, Maoris, rural people and educational drop-outs.<sup>5</sup>

From these statements, it is clear then, that the H.B.C.C. explicitly set out to cater for a true cross-section of the Hawkes Bay region. Statements of intent, however, provide no indication of reality. As Renwick (1977:6) has pointed out, the concept of equality of opportunity is not longer sufficient. At best, it is a spurious concept. Renwick argues that it is more useful to talk of (and achieve) equality of results.

### Footnotes to Chapter One

2. For a fuller discussion of the rationalisation of increased participation see Benseman, J.R. - "Continuing Education Clientele: Present Realities and Future Possibilities", in Continuing Education in New Zealand, Vol. 11, No. 1, May, 1979.

3. See, for example, Royce's discussion (1975) on the difficulties many women face in continuing their education in adulthood - including lack of self-confidence, opposition from husband and family, undertaking the 'dual' role of homemaker and student etc. See also Anne Davis' 'New Start...' article for further details of barriers mature students face when seeking to enter university.

4. What participants actually do in Continuing Education is, of course, another issue. The type and quality of educational provision (particularly as they relate to different social groups) are in themselves issues worthy of further study.

5. Such a concern, it should be noted, does not mean the exclusion of other groups or the promotion of these groups' interest at the expense of others. Rather, it means that the H.B.C.C. would seek to involve all sectors of the Hawkes Bay population, including people from these specific target groups.

## CHAPTER TWO: RESEARCH LITERATURE REVIEW

### Approaches to Clientele Analysis

A number of approaches have been used in research studies to ascertain who participates in Continuing Education and conversely, who doesn't. The research literature on participation is of three main types:-

- (i) Single, intra-agency clientele analysis. The characteristics of participants within a particular Continuing Education institution are described and analysed. Usually, some form of comparison with the institution's catchment area or specific target groups (e.g. the elderly) is also given. Such a comparison enables the researcher to deduce which groups from the surrounding population or from the target groups are not participating. Figures for making the comparison with the total potential constituency are normally drawn from sets of public statistics such as the census.
- (ii) Inter-agency analysis. This form of clientele analysis is primarily concerned with comparing the participants of two or more Continuing Education institutions or agencies. Comparisons of this type enable researchers to relate specific delivery systems (e.g. correspondence vs. tutorial classes) to clientele profiles,<sup>6</sup> as well as monitoring the effects of different institutions' policy and recruitment strategies (as shown in the nature of the clientele that is attracted). This form of clientele analysis may also include a comparison of the participants with the institutions' catchment area or target population.
- (iii) Community survey. Studies of this type survey Continuing Education participation within a distinct social or geographical community.

Unlike (i) and (ii) above, these studies include Continuing Education participants from a wide range of educational settings and over a longer time span, as well as non-participants. While this research approach enables a more detailed and extensive comparison of participants and non-participants, other factors make these studies methodologically more problematic. Briefly, these problems include some or all of the following.

- (a) Definitions - e.g. what constitutes a 'Continuing Education activity', in terms of content, length, method?
- (b) Comparison of learning activities - the tremendous variety and extent of learning activities that adults undertake makes meaningful comparisons difficult at best.
- (c) Sampling - unlike intra- and inter- agency analyses, where co-operation is generally very high, community surveys often have difficulty in gaining a representative sample both of the community in general, and adult participants in particular. Because participants may constitute as low as 3 or 4% of the total population, total sample numbers need to be reasonably high - a factor which often adds considerable expense to the research budget.

All three types of clientele analysis provide insights on the issues central to this discussion, namely - who participates in Continuing Education, and conversely, who does not?

The following sections review the main findings of overseas and local (New Zealand) research studies on participation in Continuing Education and includes all of the above types of clientele analyses. Some were not carried out explicitly or solely as clientele surveys. However, their findings do include information on the characteristics of participants and are therefore included as research studies relevant to the literature review.

#### Britain

##### (i) Edward Hutchinson - Participation in Leicestershire Community Colleges.

In his 1973 study of sixteen Community Colleges<sup>7</sup> in Leicestershire, Edward Hutchinson compared 700 Community College participants (a 70% return rate) with two sets of material figures - the 1961 Census and the General Household Survey of 1973.

Participants enrolled in Vocational (minor commercial) and Academic ('O' and 'A' level G.C.E.) classes were not included in the study (less than 6% of the total community college enrolments).

In comparison with national statistics<sup>8</sup>, the sample of community college clients contained "markedly higher proportions" of people - with school education beyond the compulsory minimum;  
 - with continuative further education at both lower and higher levels;

- with certificates of educational and/or professional qualification.

Although these findings apply to both sexes, women (76% of the sample) were more likely than men to have compulsory minimum education only (33% - women; 10% - men), but less likely to have had 'higher' further education (10% - women; 20% - men).

The ratio of men in manual vs. non-manual occupations was 32:68 - a complete reversal of the catchment area's ratio of 64:36. When assessed in terms of their husbands' occupations (manual vs. non-manual) women's backgrounds were shown to be very similar to male participants. In terms of their own present or previous occupation, 70% of the female sample were placed in the 'intermediate and junior non-manual' category (which covers many grades of clerical occupations, primary school teaching, medical auxiliaries and social workers). Apart from this main group, one-fifth were categorised as 'partly skilled manual' - mainly a reflection of the importance of the local hosiery industry.

Finally, Hutchinson notes that there are further differences within the sample with regard to the type of community college attended. The upper-school colleges with superior facilities have a higher proportion of the better educated and relatively more affluent clients than do the less well equipped high-school colleges.

Not only do the Leicestershire community colleges attract a clientele that is untypical of the surrounding population in terms of educational background and socio-economic status, there is also internal differentiation within the college system. The educated elite are thus shown to be numerically over-represented at the macro (i.e. community) and the micro (i.e. within the institutions) levels.

(ii) Bryan Luckham - The Characteristics of Adult Education Students

Using the results of a research project on the pattern of library use and adult education activities in the two north-western towns of Chester and Eccles, Bryan Luckham produced a separate analysis on the characteristics of adult education students. Using two separate random samples of 1,133 persons, Luckham's community survey included participants and non-participants.

Participation in Continuing Education was a minority interest with as few as 2% of the sample currently enrolled, and 36% having ever enrolled in some form of Adult Education<sup>9</sup>. Higher proportions of the

younger age groups are participants and men are almost twice as likely to have taken a study course since finishing their full-time education than women. Women are much less likely to have pursued Continuing Education courses of a vocational nature. Participation in adult study is very positively correlated with the extent of previous full-time education.

In terms of their occupational category, adult education students in Chester and Leeds are noticeably weighted towards those from higher status occupations. Although only a minority section of the population of the two towns, participation rates are much higher among these groups than within lower-status occupational groups. Semi-skilled workers on the other hand, are barely reached by the agencies of formal adult education.

In summary, Luckham concludes that adult education students generally appear to be untypical of the public at large. What is particularly significant in distinguishing them from other members of the public is the extent of their formal education, the important occupational status which many of them hold, and to a lesser extent, age and sex (with the young and males being over-represented).

(iii) National Institute of Adult Education (N.I.A.E.) - Provision for Adult Education.

In 1967 the National Institute of Adult Education undertook a survey of the adequacy of provision for adult education in six areas in England and one in Wales. Each administrative area was chosen according to evidence of differing social and economic conditions so that the total sample could be taken as representative of England and Wales in general. The authors suggest (p. 52-54) that the seven areas chosen were reasonably representative of the national average.

Although the survey had a very respectable return rate of 73%, Hutchinson (1970:113) states that it is likely that among those who did not reply were more than a proportionate share of the less highly educated - i.e. the sample of participants in the various Continuing Education agencies contained an element of upward educational and social bias, although this was not thought to be "large".

The survey was not concerned with classes directly intended "to prepare people for qualification, academic awards or technical competence" (i.e. work-related studies), but focussed instead on the provision of classes related to 'personal and social interests'.

As a community survey, the report was able to make direct comparisons in terms of demographic characteristics between participants in Continuing Education (whether involved currently or in the past, and including all forms of Continuing Education activity) and non-participants from the same geographical area.

Female participants in the sample outnumbered their male counterparts by 3:1. This disproportion was more marked in 'active'<sup>10</sup> classes (4<sup>+</sup>:1) than in 'conceptual' classes (2:1), while the sexes were evenly balanced in 'handicrafts' and 'do-it-yourself' classes. Although not of prime concern to the study, Hutchinson, like Luckhan, (p. 116) mentions that men's involvement in classes is mainly 'work-related' and that in personal and social interest classes, women outnumbered men by at least 5:2 and that the disproportion appeared to be growing.

The report (p. 81) summarises the relationship between social class and participation as follows - "Among those recorded as 'currently enrolled' the proportion who remained at school to 16 or later is twice as large as would be expected from their proportion in the total sample; for those leaving at the legal minimum age it is about one third less. The odds on or against members of the four social-class groups being represented among those currently enrolled are A,B (high status), 2:1 on; C1, 9:5 on; C2, evens; D,E, (low status) 3:1 against." These differences were further accentuated in 'conceptual' as contrasted with 'activity' classes.

The typical participant in Continuing Education classes in the N.I.A.E. survey was a middle-class woman aged under 40, who had completed her secondary education and who was attending non vocational courses in order to foster her cultural development.

#### United States of America.

##### (i) Johnstone and Rivera - Volunteers for Learning.

Probably the most detailed and representative data on the characteristics of the American adult learner are found in Johnstone and Rivera's 1965 study using a national sample of over 24,000 American adults. The study sought primarily to provide "a comprehensive overview of the numbers and characteristics of adults engaged in studies of various subjects, the methods of study employed, and the institutional settings within which such instruction was received" (General Introduction p. xxv).

Unlike the N.I.A.E. national survey, Johnstone and Rivera (p. 26) used a much broader definition of an educational activity and included two main criteria for inclusion as an educational activity. Firstly, the main purpose of the activity was "to acquire some type of knowledge, information or skill". Secondly, the activity "had to be organised around some form of instruction". This broad definition therefore, included participants from a wide variety of educational settings (including self-instruction if sustained over a period of at least a month) and made no distinction between courses according to their vocational intent.

In comparing adult education participants with the total U.S. sample of adults, Johnstone and Rivera (p. 6 - 8) isolated three key factors that were consistently distinguishable between the two groups.

(a) Age. Participants were younger than the average American adult with a median age of 36.5 - six years younger than the national median age. Over half of all participants were under forty and nearly four in five were under fifty. Participation rates fell from a high of 29% among adults in their twenties to 4% among those persons seventy or over.

(b) Education. Participants had attended school 12.2 years on the average compared with 11.5 years for all adults in the sample. Rates of participation varied from 4% for those with no formal schooling to 47% for those who had attended for more than 16 years.

Furthermore, participants were more likely to hold white-collar than blue-collar jobs and had median family incomes of almost \$1,200 higher than the average.

Of the three indicators of socio-economic position used in the survey (education, occupation and income) formal schooling was found to have by far the most powerful influence on rates of learning activity. Taken together, however, the impact of all three factors was enormous. To illustrate the point, Johnstone and Rivera give the following example: a person who had been to college<sup>11</sup>, who worked in a white-collar occupation and who made more than \$7,000 a year was about six times more likely to have been engaged in learning pursuits during the previous year than a person who had never gone beyond grade school, who worked in a blue-collar occupation, and whose family income was less than \$4,000 a year.

(c) Geographical location. Although not as influential as age or education, participants could also be differentiated from the total population by their geographical location. Residents of large metropolitan areas were overrepresented among participants, while those living in small cities, small towns, or rural areas were underrepresented. Within the large urban areas, those living in suburbs or on the outskirts were overrepresented; those living within the central cities were not.

In summary, the authors offer the following social profile: the 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.

(ii) London, Wenkert and Hagstrom - Adult Education and Social Class (1963).

The main purpose of this study was to explore in detail the relations between social class and participation in adult education (p. 166). Using telephone interviews, a total of 849 housing units in selected parts of Oakland, California, were contacted with an 86% success rate. The sample however, (605 in total) was restricted to men aged 20 to 59 who were not full-time students nor institutionalised and who resided in selected parts of the Oakland community. Despite these limitations (in particular, the total exclusion of women should be noted) the authors claim the un-representativeness of the sample "did not seriously vitiate the findings". (p. 165). However, later in the report (p. 172) the authors concede that the community sample is "probably representative of middle-income areas in Oakland in most essential respects".

As with the Johnstone and Rivera study, London et al used a broad definition of adult education activity - "we have accepted all kinds of reported activity as long as it was performed in an organised instructional context; we have included both vocational and non-vocational activities in our definition;" (p. 30).

The results of the Oakland survey are practically identical with the Johnstone and Rivera findings. Statistically, the most important

factor influencing the likelihood of participation was education - the more educated a person is, the more likely s/he was to participate. Participation rates varied from 2% among those with less than 5 years of schooling to 23% among college graduates.

Consistent with the Johnstone and Rivera study and most literature on social stratification the different components of socio-economic status (education, income, occupation) were found to be correlated with participation, though education remained the single most influential factor on whether or not an individual participates.

Rates of participation also varied with age - the younger participate in higher proportions than older people. This pattern was further accentuated when participation was related to vocational reasons. Very few older men (and especially the less educated) participate in vocationally-oriented activities. Participation rates for non-vocational participation is more constant throughout the age groups and the decrease that does occur is due to the influence of education, because the better educated continue to participate regardless of age. In combination, therefore, age and the amount of previous education were found to be very accurate predictors of the likelihood of an individual participating in Continuing Education activities.

While there are a number of other factors associated with the type of participation<sup>12</sup>, the only other factor found to influence the total rate of participation was style of life during leisure hours. Even when the effects of education and age were controlled, the type and form of leisure activities were shown to be influential on participation. Participants tend to be active (rather than passive) in their orientation towards life and prefer serious reading, art and music, formal organisations or informal activities (rather than sports, hobbies or crafts).

In summarising their Oakland study in conjunction with three national studies, London et al conclude (p. 204) that, "the major finding is established beyond question: the single characteristic of persons which is most likely to cause them to take an adult education course is the amount of education they already have. Regardless of where one lives, whether in the South or North, in a small town, or big city, whether one is a man or a woman<sup>13</sup>, white or Negro, a professional or skilled worker, a person with an extremely high income

or an extremely low one, prior education determines the likelihood of participation in some form of adult education. If one is young, in addition, then he is more likely to participate regardless of education, but age is also a secondary factor."

(iv) Imogene Okes - Participation in Adult Education (1972).

The data for Okes' study of participation were compiled from the U.S. Bureau of Census' 1972 national household survey (50,000 households - 105,000 persons). Included in the definition of adult education programmes for this study were all educational activities, (full and part time) not just degree or job-related, undertaken during the past year. The figures given are for all U.S. adults, 17 years and over.

(a) Sex - women are marginally more likely to participate than men. Men tend however to be in a majority in high status institutions (e.g. 4 year colleges, university) or in programmes that are job-related (e.g. vocational school, employer programmes).

(b) Age - participants are younger than non-participants with a median age in the early 30's (33.2% are in the 25 - 34 year cohort) and 91.2% being under 55 years of age. Only 2.4% of all participants are aged 65 years or over.

(c) Race - Non-whites are under-represented among the participants - 7.7% participants; 12% - U.S. population. Conversely white are over-represented statistically - 92.3% - participants; 88% - U.S. population.

(d) Education - 86.9% of all participants had at least high school or college education - nearly half (49.2%) had at least some college education. Only 3.9% of all participants had not gone beyond 8th grade.

(e) Income - participants had on the average higher yearly family incomes. e.g. 60.9% had a family income in excess of \$10,000. The comparable figure for non-participants was 40.9%. At the bottom end of the scale 10.3% of the participants had a family income below \$5000 - the figure for non-participants was 23.3%.

(f) Occupation - consistent with the findings on education and income (d and e above) the highest rates of participation were reported by people in high-status occupations (i.e. those requiring high educational qualifications and with high remuneration) - in particular, the professional and technical, managerial and administrative and clerical categories of occupation. Although a statistical

minority in the general population, these three groups of workers account for almost half the total of participants. Those groups most under-represented include the unemployed, the unemployable (i.e. unable to work for various reasons) and persons in a housekeeping role (predominantly women).

(g) Family - participants are more likely to have children living at home and in greater numbers than non-participants. Only in the category of 4 or more children are the two groups similar in proportions.

#### Canada

(i) Gary Dickinson and Coolie Verner - Review of Canadian Research.

In their very extensive review of research on participation in Canadian Continuing Education<sup>14</sup>, Dickinson and Verner present a summary of the characteristics of participants from a number of research reports, most of which are unpublished M.A. theses at the University of British Columbia<sup>15</sup>.

The Canadian findings show remarkable consistency with the British and American studies and can be summarised as follows:-

(a) Age - younger adults participate more than adults. The peak of participation is in the late twenties and thirties and declines gradually thereafter. Younger adults are more likely to be involved vocationally - oriented courses, while older adults tend more towards general interest, hobby and non-credit programmes - a pattern the authors attribute to the different educational needs of people at different stages of the life cycle.

(b) Sex - women are more likely to be present in liberal arts and general interest programmes while men participate most in vocational and career-related educational activities.

(c) Marital status - this factor appears to have little effect on participation except where specific groups (e.g. single mothers) are sought as the target population. The presence of children does not deter parents from participating - indeed there appears to be some evidence for the reverse as participants tend to have more children than non-participants.

(d) Education. Simply stated, the higher the level of previous formal education, the greater the likelihood of participating in Continuing Education activities.

(e) Occupation - overall participation increases with the degree

occupational status (i.e. high participation rates are synonymous with individuals of high occupational status). Different types of programmes however, attract people in different occupations - generally, the higher the status of the institutions, the higher the occupational status of the participants, e.g. school system courses enrol large numbers of housewives and a lesser number of semi- or unskilled workers, while university adult programmes draw disproportionate numbers of people from managerial and professional occupations.

(f) Residential location - participation rates are lower in rural areas than in urban areas - a situation largely due to the paucity of education provision in the rural areas.

There is an inverse relation between distance to the location of the programme and rate of participation i.e. the greater the distance, the lower the rate of participation among the population. Furthermore, people attending high-status courses or institutions (e.g. university extension) are more likely to travel longer distances to attend than those people attending low status courses or institutions.

Dickinson and Verner (p. 164) conclude their discussion of the findings with the following comments:- "Adult education involves a significant number of participants and a considerable expenditure of public and private funds yet it does not meet the pressing need for learning of large segments of the population. Since the cost of further education is primarily borne by the participant, those with less income tend to be excluded. Furthermore, the amount of schooling appears to lead to participation in adult education, consequently, the less educated adults are under-represented. Since those with higher education and income levels tend to participate more, those providing adult education programmes tend to cater for those who participate. Adult education, then, is widening the gap between the educated and the uneducated."

#### Australia

Diane Finnegan: Outreach: Awareness of and Access to Adult Education (1978).

Among the aims of this project were those of determining the extent of participation in adult education in the Adelaide metropolitan area and relating participation rates in Adelaide to such student characteristics as age, sex, schooling and socio-economic status.

From the total population of electors<sup>16</sup> (650,000) a random sample of 2,500 (i.e. 1 in every 260 Adelaide residents) was systematically chosen. A very high response rate of 94%<sup>17</sup> ensures the generalisability of the findings to the total population.

Adult education was defined as "any learning experience in which a person has voluntarily enrolled other than vocational or higher education courses". Although this definition is somewhat narrower than that used in some of the other studies reviewed, the study covered all classes in which the respondent had been involved since leaving school<sup>18</sup>. In all, 34.5% of the total sample had participated in some form of adult education since leaving school.

Once again, the findings of the Adelaide survey show a remarkable consistency with other studies reviewed here. The distinguishing characteristics of the participants are summarised below:-

- (a) Sex. Women enrol more frequently than men (Women 59%; men 41%).
- (b) Age. Participation rates among the different age cohorts show a distinct pattern with the highest rates for persons under 36 years, equal proportional representation among those aged 36 - 59 years, followed by a marked fall-off in participation of persons 60 years and over. Allied to the factor of age is the under-representation of retired persons.
- (c) Education. As with all other studies on participation, the people who have already experienced the most education are the ones most likely to enrol in Continuing Education classes. e.g. Only 11% of the participants had not gone beyond primary school (7 years) while 24% of the total sample were in the same category.
- (d) Socio-economic background. Respondent's occupations were rated on Congalton's four-point scale of socio-economic status (Class 1 - high, Class 4 - low). Participation for Classes 1 and 3 were approximately the same as the total sample, distributions; participants were over-represented in Class 2 and under-represented in Class 4. That is, higher proportions of participants had high status occupations, while people from low-status occupations tended to have low participation rates.

The author suggests that the analysis provides a clear profile of the person most likely to enrol in adult education classes:- this person is more likely to be female rather than male, is probably under

36 years of age and is employed. She has reached a high level of schooling and is probably middle class.

Participation rates vary from 10% for people in the lowest socio-economic class with only a primary school education to 71% for people in the second highest socio-economic class (Congalton's Class 2) in the 30 - 35 year age group.

All the participation rates of 50% or over are associated with those people who are 30 - 35 years, 41 - 45 years old, female, have achieved an upper secondary education level and are in the top two socio-economic classes (Classes 1 and 2).

All the participation rates of 20% or less are associated with those persons 50 years old or more, who have only a primary school-only education and/or are in the lowest socio-economic class.

Put another way, those persons who already are advantaged in terms of previous educational experience and socio-economic status are five times as likely to enrol as those lacking both of these attributes.

#### New Zealand

##### (i) Roger Boshier - A Clientele Analysis of three New Zealand Adult Education Institutions (1971).

Boshier's study was concerned, among other things, with "noting the characteristics of participants enrolled in courses organised by the three main and stable adult education institutions in Wellington" (p. 135). Comparisons of the clienteles' characteristics with census data for the catchment areas also enabled the compiling of the characteristics of the non-participant population.

All 2,436 respondents were enrolled in classes of a liberal, non-credit nature organised by either Wellington High School Evening Institute, University Extension or the Wellington W.E.A. (Workers' Educational Association).

The characteristics of the participants of all three institutions included:-

(a) Sex. Nearly three quarters of all respondents were women. The less prestigious high school classes attracted the greatest proportion of women, (78.5%) while the more prestigious University Extension classes had the highest proportion of men (31.7%).

(b) Age. Overall, the participants are younger than the non-participant catchment area population, although the W.E.A. age pyramid conforms more closely to the local and national age structures

in that it attracts more people at both ends of the age structure than do the other two institutions.

(c) Ethnicity. In comparison with the proportion of Maoris in the Wellington City area, Maori men are under-represented and Maori women are significantly under-represented in the three institutions.

(d) Socio-economic status. Using a socio-economic index of different residential areas of Wellington developed by Fox, the study found that some parts of the city are significantly over- and under-represented in adult education. E.g. all areas labelled "upper-upper" in Fox's socio-economic index contribute a significantly higher percentage of participants than do other areas.

(e) Education. Findings on this factor are consistent with the overseas studies that show adult education is catering for an educational elite who have already attained high levels of education - e.g. 2.17% of all New Zealanders have a university degree or diploma; 16.5% of the participants had at least one degree. This discrepancy is further accentuated when broken down by sex with much higher proportions of men achieving university qualifications than women. e.g. 39.4% of all W.E.A. men have one or more degrees; for W.E.A. women the figure is 25%.

Of the three institutions, the high school classes attract the (relatively) least educated, while University Extension has the greatest proportion of highly educated participants.

(f) Occupation. In the light of (e) above, it is not surprising that participants enrolled in the institutions studied represent "a very slender, largely professional/technical/administrative segment of the workforce population. Conversely, participants are significantly less likely to be skilled, semi- and unskilled workers than are non-participants". For both men and women actively involved in the workforce, University Extension attracted higher proportions of persons with professional/technical occupations than either W.E.A. or the Wellington High School Evening Institute.

In terms of all the variables discussed, Boshier states, the adult education participant population differs significantly from the community from which it is drawn - a group he terms as a socio-economic élite, a narrow 'creme de la creme' segment of the population.

Prominent among those under-represented at the three institutions are old people, Pacific Islanders and Maoris, blue-collar workers and people with no formal educational qualifications.

Comparison of the clientele for each of the three institutions shows that the Wellington High School attracts the least educated group of participants, although this has not come about as a result of any deliberate institutional philosophy or policy stance. W.E.A. and University Extension on the other hand, attract a clientele that is even less representative of the Wellington population.

(ii) Christopher Horton - University Extension Participants: their characteristics and attitudes (1976).

Modelled largely on Boshier's study, Horton reports on the clientele of a single Continuing Education institution, the University of Waikato's department of University Extension. This intra-agency analysis covered those persons involved in either of the first two sessions of all Extension courses held in the winter term of 1975. Although a small number of participants had already dropped out of classes that were continuing on from the previous term, Horton believes this factor would have only slightly affected the nature of the overall sample due to the low overall proportion of this group.

In all 700 enrollees were surveyed, representing an excellent 97+% return rate.

This study's importance lies in the author's (p. 8) claim that the sample is significantly different from most previous studies both in New Zealand (with particular reference to Boshier's study) and overseas - that is, the clientele is "closer to the local population norms in every significant area". This claim is of particular interest in that Boshier's study showed University Extension participants to be the most advantaged group of the three institutions covered in the Wellington study.

In summary, Horton's study showed the following:

(a) Sex. As with previous studies of non-vocational courses, women were in a majority by almost 2:1. The proportion of men appeared to be increasing however - Horton believes this pattern is due to the increase in emphasis on technical and business courses. As with other studies, a higher proportion of men participate where the courses offered are vocationally-oriented.

(b) Age. Unlike the youth-oriented clientele in other studies, the Hamilton sample's age categories followed a fairly normal age curve. Although younger age groups continue to dominate University Extension classes, the proportions of older people more closely approximated the norm for the local area than has been shown elsewhere.

The highest proportion of female participants was in the younger age groups, with a steadily declining representation through the older age groups until they were in a minority in the 60+ years group (although women are a statistical majority in this age group for the Hamilton area). The median age for women in the sample was 34 and for men 37.

(c) Marital status. The proportion of married persons in the survey was the same as the norm for the Hamilton area. Unfortunately, comparison of Single and Divorced/Separated groups with the Hamilton area figures was not possible as Census figures did not distinguish between the two groups.

(d) Education. Although the Hamilton sample were less qualified educationally than Boshier's Wellington sample, they remain an educated elite group relative to the local population. e.g. 82% of all the participants had attained School Certificate, while the 1971 Census figures for the Hamilton Urban area showed only 25% of those aged 15 and over had passed the same exam. Generally, men in the sample were more qualified than women. e.g. 60% of male participants, and 52% of female participants had some form of tertiary education.

(e) Occupation. Once again, a disproportionate percentage of participants (51%) have a professional, managerial occupation (Hamilton area - 17%), while the skilled, semi- and unskilled groups (20%) were grossly under-represented (41% - Hamilton area). Clerical and sales workers (23%) approximated the area average (28%) as did those classified as not in the workforce (houseworker, student, retired, unclassified) - 34% sample; 42% of population.

(f) Income. As a group, extension participants were generally in the average and above average income groups. This pattern was particularly true for male participants. e.g. most men in the sample earned more than \$7,000 while the majority of women earned less than \$4,600. Horton himself confirms that this factor reinforces the observation that participants were generally from the educationally and financially advantaged sections of the community.

(g) Place of residence. Although not analysed in any detail, the study apparently showed that physical proximity to the classes exerts some influence on who attends extension courses. Persons living on the eastern side of the river (where the University is situated) are twice as likely to attend classes than those living on the west side.

Horton however, does not give any indication of any differences in social make-up of the two areas. (e.g. on the surface, the eastern area would appear to have a higher proportion of high-income families etc.)

(h) Previous attendance at Adult Education Classes. Of the total sample, 63% had previously attended classes. Of this group, most (77%) had attended classes organised by a university; 34% had attended one or two courses previously; 20% had attended 3 - 5 courses; 6% had attended 6 - 10 courses; 2.7% had attended 11 or more courses.

These findings show that, although the extension participants represent a wider cross-section of the local population than Boshier's Wellington study, they still represent a narrow socio-economic range of the local area. As Horton (p. 20) himself says, there is "a lessening of the traditional gap between the educationally advantaged and disadvantaged. Nevertheless the gap remains if somewhat less marked in the Hamilton study...".

(iii) Department of Extension Studies (University of Canterbury) - Adult Learning Activities in the City of Christchurch.

This study involved a community survey using a structured interview guide on a random sample of adults in the Christchurch urban area. For the purposes of the survey an adult was defined as anyone 16 years or over; the definition of adult learning activities was based essentially on the Johnstone and Rivera criteria - namely, that the basic purpose must be confined to acquiring some type of knowledge, information or skill and that it be centred around some form of instruction. Although this definition served as a general guide for inclusion as a "learning activity", the authors admit to utilising even more flexible criteria during the study, particularly with reference to self-learning.

Methodologically, the survey encountered considerable problems<sup>19</sup>. Although the original target number for the sample was 1000 only 717 interviews were actually conducted. From the original total of 1071 people contacted initially, contact was made in only 884 cases. Of this group, a total of 188 refusals were obtained, giving a response rate of 78.75% among those actually contacted.

Many of the difficulties associated with this survey are related to the perennial problem in New Zealand research - lack of funding. Insufficient financial backing meant having to rely on poorly motivated student interviewers and not being able to employ a

full-time field manager.

Other problems were not related to funding. As with the Adelaide survey, respondents were asked to recall all past learning experiences - a task which few people are capable of achieving completely with a subsequent sketchiness or lack of examination among some groups of respondents in particular (e.g. the old).

Nevertheless, the Christchurch study is significant in that it is the first extensive community survey of adult learning carried out in New Zealand.

(a) Sex. Males study more than females; they start studying earlier in adulthood and tend to study more frequently, particularly in their efforts to obtain jobs or promotion. In this respect, women tend to delay their study until after the children have gone to school.

(b) Age. Higher percentages of young people undertake study programmes than older groups in the sample. e.g. 44% between the ages of 18 and 29 took part in some learning activity in 1975 - a much higher percentage than for any other age group.

(c) Marital status. Although the differences between the groups is not great, people with young families are more likely to have undertaken formal study, while for informal study and all recent study, the typical student is less likely to be the person with a family. The presence of young children in the household has apparently little effect on the participation rates of the adults concerned.

(d) Education. The more formal education a person has experienced, the more likely s/he was to study as an adult. In addition to the factor of the length of schooling, is the matter of qualifications. Completion of a qualification of any kind, is associated more often with study later as an adult, than partial completion. People who have had tertiary education are also more likely to continue learning activities later.

(e) Occupation. In all cases, people whose first jobs were in professional or technical occupations, have the highest adult study participation rate, and except in the area of informal study, the highest activity rate. At the other extreme are workers in service, sport and recreational fields, who consistently have the lowest participation and activity rates.

The report (p. 117) concludes that it is the middle-class, young, well-educated male New Zealander who is best served by adult education.

"The findings of this survey have added further support to the claim, often repeated in recent years, that the provision of further opportunities for adult education will favour the already well-educated, and may well serve to widen the gap between them and those who have received minimal educational benefit." (p. 120)

### Summary

This review of research literature has covered clientele analyses from a diverse range of Continuing Education settings in a number of different countries, including New Zealand. Despite the diversity of settings and cultural contexts from which the studies were drawn, there is a remarkable degree of uniformity in the results. Participants in Continuing Education are consistently similar in terms of a number of key variables. They are seldom a true reflection of the surrounding population for which the various Continuing Education institutions and groups are designed to cater.

Access to Continuing Education is largely confined to a group of persons who have the following sorts of characteristics and various combinations thereof:-

(a) Sex. This variable is dependent on the definition of Continuing Education used by the researcher. That is, the sex of the participants varies largely according to the type of Continuing Education activity. Where a very broad definition of Continuing Education is used (see e.g. Johnstone and Rivera, (1965), the Christchurch study, (1975)) the sex ratio of the clientele is approximately even, or slightly biased towards males. Otherwise, the key factor that influences the participation rates for men and women is the degree to which the institutions are oriented towards explicit vocational training. In courses designed primarily to train participants in a work-related skill or body of knowledge men are present in disproportionately high numbers and women are under-represented (see e.g. Luckham, <sup>(1971)</sup> <sup>(1977)</sup> Okes). In non-vocationally oriented courses women usually outnumber men by a ratio of 2 or 3:1 (see e.g. Hutchinson (1974), National Institute of Adult Education (N.I.A.E.) (1970), Finnegan (1978), Horton (1976), Boshier (1971). In other words, men tend to enrol in job-related courses and activities, while women tend to participate in what is generally termed, 'liberal' Continuing Education.

(b) Age. All the research studies reported consistently indicated (see e.g. Luckham (1971), Johnstone and Rivera (1965), London (1963),

Okes (1977), Dickinson and Verner (1977)) that Continuing Education is dominated by younger participants (i.e. generally under 40 years). Older persons (and especially older men) are underrepresented in all types of educational activities - particularly those that are job-related (see e.g. London (1963), and Dickinson and Verner (1977)).

(c) Ethnicity. In general, ethnic minorities are under-represented in Continuing Education. The net result is that most institutions tend to be dominated (numerically and proportionally) by whites (see e.g. Okes (1977), Boshier (1971)). Many studies do not report on the factor of ethnicity.

(d) Marital status. A number of the research studies reviewed (see e.g. Dickinson and Verner (1977), Horton (1976), the Christchurch study (1975)) conclude that a person's marital status has either an inconsistent or no effect on participation. Johnstone and Rivera's (1965) study is the only one to contradict this conclusion. They claim that married persons are overrepresented in comparison with other categories of single persons.

Having children at home is seen by a number of the researchers (see e.g. Johnstone and Rivera (1965), Okes (1977), Dickinson and Verner (1977)) as being positively related to participation in Continuing Education - that is, persons with children participate more frequently than those persons who do not have children at home. The Christchurch study (1965) found that having children meant that many women postpone involvement in educational activities until later in life (in their 10's and 40's) when they return in greater numbers. The same pattern is not found among men who participate more frequently than women in early adulthood, but then are present in smaller numbers in middle to old age.

(e) Place of residence. Residents of small towns, rural and inner city areas tend to be under-represented in Continuing Education (see e.g. Johnstone and Rivera (1965), Dickinson and Verner (1977)). In general, there is an inverse relationship between physical distance from the educational facilities and rates of participation - the greater the distance, the lower the rate of participation. (see e.g. Horton (1976), Dickinson and Verner (1977)). High-status areas of towns are more likely than low-status areas to have participants among their residents (see e.g. Boshier (1971)).

(f) Education. In simple terms, the more education one has received, the more likely one is to seek out post-school education. Each study

referred to included at least one of the following assessments of previous education:

- (i) the amount of compulsory schooling (e.g. Hutchinson (1974), Luckham (1971), N.I.A.E. (1970), Johnstone and Rivera (1965), London (1963), Okes (1977), Finnegan (1978), Boshier (1971)),
- (ii) the amount of previous Continuing Education (e.g. Hutchinson (1974), Horton (1976), Boshier (1971), the Christchurch study (1975)),
- (iii) School qualifications (e.g. Horton (1975)),
- (iv) Post-school qualifications (e.g. Boshier (1971), the Christchurch study (1975)),

Whatever the measure used however, all the studies reviewed here list previous education as one of the key variables in differentiating between participants and non-participants. In general, the greater the amount of previous education the greater the likelihood of participating in Continuing Education.

(g) Occupation. Disproportionately high numbers of participants report high-status occupations - particularly of a professional, managerial, technical and administrative type (see e.g. Luckham (1971), Okes (1977), Finnigan (1978), Boshier (1971), Horton (1975)). Analysed in terms of a manual/non-manual distinction, non-manual workers are grossly underrepresented in Continuing Education (see e.g. Hutchinson (1974), Johnstone and Rivera (1965)).

(h) Income. Closely related to the variable of occupation (the higher the status of one's occupation, the higher one's income), income also helps distinguish between participants and non-participants. Participants report higher incomes than those persons not participating in Continuing Education activities (see e.g. Johnstone and Rivera (1965), London (1963), Okes (1977), Horton (1975)).

(i) Socio-economic status. Besides using various combinations of (f), (g) and (h) above, most researchers also used a variety of socio-economic status indicators (e.g. Congalton's occupational scale in Finnigan's (1978) study; Fox's socio-economic rating of residential areas in Boshier's (1971) work). Regardless of the measure used, however, participants were consistently shown to be drawn from the social élites of the local population. Persons with low socio-economic status were conspicuous by their absence in virtually every research study (see e.g. N.I.A.E., (1970), London (1963), Finnigan (1978), and Boshier (1971)).

Each of the variables summarised above has been found to be important in describing the types of person who gains access to Continuing Education. Each variable has been considered in 'isolation' for convenience of analysis. However, as Johnstone and River (1965:7) point out, it is the combined influence of the various factors<sup>20</sup> that finally account for the overall likelihood of whether or not an individual will participate in Continuing Education. That is, Continuing Education provision is usually confined to a group of clients, each of whom is consistently similar in terms of a number of key variables. Taken in isolation, each variable can act in varying degrees, as an indicator of the likelihood of participating in Continuing Education. Taken together, a comprehensive list of 'profiles' (i.e. an 'identikit' of an individual in terms of the variables) can be plotted on a continuum ranging from 'High-probability' profiles (e.g. white, young, high status, high income, highly educated women living in an affluent suburb) to 'Low-probability' profiles (e.g. black, elderly, rural unemployed men in vocational classes).

The findings of the different research studies reviewed here had important implications for the H.B.C.C. survey throughout. The following section examines how these research findings were utilised in designing the H.B.C.C. survey and the research instrument in particular.

### CHAPTER THREE: RESEARCH DESIGN

#### Variables - Types and Significance

The preceding chapter reviewed a number of major research studies that focussed on the issue of who gets access to Continuing Education. Across a wide variety of institutions and cultural settings, all the studies reviewed point convincingly to the conclusion that participation in Continuing Education varies according to a number of key variables. Simply stated, the likelihood of a person participating is to a large degree, dependent on one's individual 'make-up' in terms of these variables.

The variables themselves can be classified into two main categories -

- (i) 'Ascribed' characteristics, over which the individual has no direct control; e.g. age, sex, ethnicity<sup>21</sup>.
- (ii) 'Acquired' characteristics, which the individual achieves over the life cycle; e.g. marital status, education, occupation, income, socio-economic status and place of residence.

In considering the role of these characteristics in relation to the issue of participation in Continuing Education, the following points should be noted.

Firstly, Innate and Acquired characteristics are themselves closely interrelated. Ascribed characteristics have considerable influence on other types of characteristics a person will acquire during a lifetime (but not vice versa). For example, being born into an ethnic minority will influence, though not determine, the amount and type of education a person receives and the degree of social status s/he achieves. The factor of age will influence a person's marital status and personal income at different stages in a person's life. Because of the pervasive influence of ascribed characteristics on people's behaviour, these can also be termed 'primary' factors<sup>22</sup>. Acquired characteristics also exert considerable influence on an individual's behaviour but are 'secondary' in that, being acquired they can change and be changed throughout a person's lifetime. They are brought about as a result of individual actions and are influenced to a large degree by ascribed (i.e. primary) characteristics<sup>23</sup>.

Secondly, Primary and Secondary variables (ascribed and acquired) differ in the degree to which they are associated with participation in Continuing Education. Some variables (e.g. age and

previous educational experience) are directly related to rates of participation in Continuing Education, whereas other variables (e.g. marital status) are less useful in distinguishing between participants and non-participants.

Thirdly, as was pointed out in the previous chapter, it is the sum effect of all the variables that indicates the overall propensity of an individual to participate in Continuing Education. Consideration of individual variables is, however, useful in assessing the degree of influence each exerts, as well as considering different social groups. For example, analysis in terms of sex can indicate how participation varies according to a person's sex as well as provide an indication of how well the educational needs of women as a group are being met.

Such analysis is, however of limited use. Having gauged the overall representation of a particular group, associated questions then need to be asked to clarify issues further - for example, what sorts of women participate in Continuing Education? (and conversely, which don't?). Are they young or old, and well-educated or not well-educated? In other words, a full and accurate picture of participants can only ever be gauged from considering the variables singly and in combination.

Analysis of participants in terms of separate variables then, is an important element of clientele analysis for the sorts of reasons outlined briefly above<sup>24</sup>. Consideration of variables in combination gives not only a fuller description of the clients themselves, but also a more complete overview of the different factors that are related to participation. Each potential client of Continuing Education has a number of attributes (variables of sex, age, etc.) that 'define' that person as an individual. Each attribute is also consequential in that it will influence the individual's behaviour in various ways. e.g. living in a certain area will influence the Continuing Education activities (in number and type) in which a person is likely to participate. The sum influence of all the attributes, however, needs to be considered ultimately to fully comprehend an individual's behaviour.

#### Implications for H.B.C.C. Survey

There are a number of specific implications to be drawn from the above for the H.B.C.C. Survey. As was pointed out earlier, the College set out explicitly to meet the educational needs of a number

of identifiable groups (Maoris, women, drop-outs, and rural people) who have traditionally been neglected in educational programmes. It was hoped that Community College programmes would (implicitly at least) cater for a cross-section of the Hawkes Bay population. The College sought to provide educational opportunities for all sectors of the community, including groups that historically have had low participation rates.

In setting itself the goals of catering for such groups, the College was, in effect, saying it could overcome the barriers which have traditionally denied these minority-status groups access to Continuing Education. If successful, the College would thereby attract a clientele whose attributes closely resembled the host population (or conceivably, even be biased towards the target groups). As a result, the factors that other studies have shown to be important in differentiating between participants and the catchment area population would be less influential in the degree to which they would distinguish between the two groups. Participants would reflect the host population proportionally in terms of each of the variables<sup>25</sup> A typical participant profile could still be described for the institution as a whole, but such a profile would be more likely to reflect the norm for the area. (e.g. a majority of the clients might still be of European origin, but this statistical dominance would be in keeping with the Hawkes Bay regional proportion).

Direct implications of these factors for the research design and analysis included:

(i) The design of the questionnaire. As the operational link between the theoretical constructs outlined above and the concrete reality of data gathering, the questionnaire included items that would help outline the main characteristics of each client<sup>26</sup>. The questionnaire items were designed to gather information on the following variables - sex, age, marital status, presence of children at home, place of residence, ethnicity, family background, income, occupation and previous educational experience and attainments (the importance of which was shown in the section on comparable research studies).

(ii) Analysis of the findings. Besides giving the analysis of the raw frequencies of the variables (contained in the initial report) the variables have also been analysed in terms of their various inter-

relationships. In order to achieve the aims of the study and because of the high number of possible multiple-variable combinations (using Crosstabs in the S.P.S.S. computer programme) it was necessary to be selective in the use of this procedure. In most cases, variables have been crosstabulated with age and/or sex. This analytic procedure has been followed for the following reasons:

(a) Age and sex are the two main 'primary' (ascribed) characteristics of any individual (the implications of this distinction have already been discussed elsewhere).

(b) The concept of age is central to the concept of Continuing Education where a central tenet is that persons, regardless of all ages (and both sexes), are entitled to educational provision appropriate to their needs<sup>27</sup>. Indeed, the revolutionary nature of Continuing Education lies, in its potential for breaking the traditional idea of education as schooling - a service largely confined to childhood and early adulthood.

(c) The rising prominence of the debate over differential treatment of persons in education according to their gender. While there is some debate on the differences between the sexes in terms of the amount of education received, there is also considerable attention being given to the type of education men and women receive. In particular, women tend to study certain types of subjects (e.g. arts) while men are concentrated in other areas (e.g. sciences). Not only do these differences perpetuate sex stereotyping in general, but they also perpetuate differences in social mobility in terms of the types of occupations that men and women typically undertake in adulthood.

(d) Convention - many other research studies of a similar type have found it useful to utilise a similar method of analysis. While such a justification is not sufficient in itself, detailed cross-comparisons of the findings are subsequently possible.

#### Analysis Procedures - Computer Technique

For the initial reports' analysis of single variables a straightforward raw frequency distribution was carried out. In order to analyse variables in combination, however, a different computer procedure was necessary.

In order to achieve this type of information, the CROSSTABS subprogram of the S.P.S.S (Statistical Package for the Social Sciences) package was used. This programme produces a two-way to N-way joint

frequency distribution of the variables. e.g. CROSSTABS of Age by Sex gives a two-way table of the age structure of males and females. A three-way CROSSTABS of Age by Sex by Ethnicity gives detailed information on the age structure and sex of particular ethnic groups and so forth.

### Background to Survey

As stated earlier in this discussion, the thesis is itself part of a larger project - the 1978 Hawkes Bay Community College Clientele Survey. It is useful, therefore, to provide a brief summary of the stages and organisation of the overall survey as well as details of the research methodology involving the distribution and completion of the questionnaire.

During the early part of 1978 discussions took place between University and Community College staff about the need for a survey which would gather comprehensive and detailed information on the Community College's clientele. It was envisaged that the survey results would enable College administrators and staff to assess the scope of educational needs that were being met by the College in the Hawkes Bay region. Once agreement in principle had been achieved as to the nature and scope of the survey, the Department of Education in Wellington provided the financial support that enabled the survey to proceed.

Throughout the project, members of the University research team constantly liaised with College staff and, in particular, the College Director and the two Heads of Department. Frequent consultation was seen as vital in ensuring that the survey yielded information of use to the College, as well as Continuing Education practitioners and Educational Researchers elsewhere.

The end product of the consultative process was a questionnaire with 22 items, that would provide:

- (i) a profile of the College clientele across a number of demographic variables, and
- (ii) an assessment of clients' access to and utilisation of educational resources.

The questionnaire (Appendix A) included questions on the respondents' sex, age, marital status, number of children living at home, place of residence, type of accommodation, ethnicity, occupation,

parents' occupation and level of education, personal and household income, amount of secondary education, school qualifications, post-school qualifications, involvement at the Hawkes Bay Community College (1975-78) and participation in other (i.e. non-Hawkes Bay Community College) continuing education activities.

The questionnaire was administered to all people involved in Community College courses, programmes and activities during the month of September, 1978. Involvement in activities provided wholly, or in part by the Community College was the sole criterion for inclusion in the project, rather than formal enrolments, as College clients (i.e. those people utilising H.B.C.C. facilities and resources) were not always formally enrolled at the College.

To help ensure access to all College users, the co-operation of College tutors (both full and part-time) was sought in administering the questionnaires. In a number of cases, only tutors could provide check-lists of the participants under their jurisdiction as well as ensuring that the forms were distributed and completed by all clients.

To help ensure uniform procedures for the administration of the questionnaires, all tutors were given an advance warning of the survey (Appendix B), a Questionnaire Administration Manual (Appendix C) and a copy of the questionnaire in mid-August. A further reminder (Appendix D) was sent to tutors at the beginning of September (the week when the questionnaires were administered).

In virtually all cases questionnaires were completed in the second session of the course, programme or activity when attendance numbers are highest. With single session programmes (e.g. small single-session or weekend seminars), questionnaires were administered at the beginning of the session.

There were three main reasons for choosing September in which to administer the questionnaire. First, this month coincided with the beginning of the College's third term when roll numbers were at their peak. The survey therefore included people who might withdraw later in the term. Second, College staff felt that September included a representative cross-section of clientele. Administering the questionnaire over a period of less than four weeks might have biased the sample in favour of particular categories of students. Third, the month-long period of September, ensured that the sample included all categories of clientele for whom the College normally caters - e.g. long-term vs. single session programmes; voluntary vs. directed

programmes; College-staffed programmes vs. programmes run by non-College staff.

#### Distribution and Completion of Questionnaires

Ancillary staff at the College maintained a system of checklists (Appendix E) throughout September, thereby ensuring that all people in the sample completed a Questionnaire form, at the same time eliminating the possibility of duplication in cases of multiple enrolment. Course tutors provided names of participants when check-lists could not be compiled from enrolment records. Follow-up (see Appendix F) was carried out when participants did not complete the Questionnaire in the designated session. Thereafter, it was assumed that non-completion meant withdrawal from the course and no further action was taken.

The return rate of the Questionnaires (92% overall) varied from group to group. The poorest return rates came from the Film Society, the Child Care Centre and Adult New Readers (ANR). The return rate for ANR was well below average. The discrepancy is due largely to the fact that most ANR tutors did not object to completing the Questionnaire themselves, but felt that asking students to complete the Questionnaire (for which the tutor's help was often necessary) might prove to be personally embarrassing and thereby adversely affect working relationships between student and tutor<sup>29</sup>.

The final return-rate figure was probably even higher than 92% when it is considered that among the 8% counted as not having completed the forms were a number of people who enrolled for a course (and whose names were therefore on the check-lists used to assess the return rate) but failed to attend any session, thereby not qualifying for inclusion in the sample.

It should also be noted that there was some variation in the completion rate for different items in the Questionnaire. For example while virtually all respondents answered the question on sex, the response rate was lower for the questions on age and income. While a number of people indicated that they objected to answering these questions, others indicated on the Questionnaire forms that they did not answer due to lack of information, rather than because of personal objections to the question. (e.g. Household Income, Parent's Educational Level).

#### Coding

During October and November, 1978, a team of six University students was employed under the Student Community Service Programme to

code the 1849 Questionnaires. All coders used a Coding Booklet designed for the programme by the writer and met regularly under his supervision to discuss emergent problems and issues. An average of 15-20% of all the Questionnaires was cross-checked for accuracy throughout this stage of the project. Errors found in the cross-checking were very few in number and generally involved misinterpretation of information given in the forms (e.g. classifying jobs into occupational categories). The coded Questionnaires were then key-punched on to computer cards by the staff of the Computer Centre, Massey University.

Subsequent analysis of the results has been carried out using the Statistical Package for the Social Sciences (S.P.S.S.) on the University's Burroughs 6700 computer.

#### Presentation of Findings

In presenting the results of the survey the clientele is divided into three categories; the clientele as a whole, and two sub-categories of clientele - clients participating in courses, programmes and activities under the jurisdiction of the two main Departments within the College - Community Education and Vocational Education.

The division of the Total H.B.C.C. group into two sub-categories of clientele was done for two main reasons:

- (i) Organisational - each department is administered separately (under a Head of Department) within the College administrative structure. Although the distinction vocational and non-vocational Continuing Education was abolished by law in 1974, the reality of the situation in many cases does not reflect the change in legislation.
- (ii) Conceptual - the two departments also differ in that the great majority of Vocational Education's courses, programmes and activities are directly related to job-training (e.g. apprenticeship training) whereas Community Education tends to offer courses, programmes and activities that are less directly related to job training. Vocational programmes also tend to be longer in duration<sup>30</sup>, (see initial report p. 116 - 126) attended on a full-time basis and often involve formal external examinations. Community Education programmes tend to be shorter in duration, attended on a part-time basis and offered more frequently away from the Otatara campus.

It should be noted that some clients participated in activities within both departments and data on them are included in both the

Community Education and Vocational Education data sets. Therefore, the number of respondents in Community Education and Vocational Education is not always equal to the total (N) number of clients for the Community College as a whole.

The variation in the response rate for different sections within the questionnaire means that the totals (N) given for each table are not always equal to the total number of cases in each category of clientele (1849 - Total Hawkes Bay Community College; 1233 - Community Education, 672 - Vocational Education). The variation in totals is greatest when making crosstabulations of the variables as data on all variables per respondent must be present for a crosstabulation. Single variable frequencies (as in the initial report) therefore tend to have higher totals as these tables are not interdependent with other variables.

#### Hawkes Bay Statistical Area Figures

Where comparable figures for the Hawkes Bay population are available these are given in an accompanying table or in an additional column of the table. Most Census data however are available only in terms of raw frequencies, although some crosstabulations are also given. A more extensive comparison of the study's findings with the Hawkes Bay area is provided in the initial report. In a number of cases these are repeated for ease of comparison. The figures given in all cases are from the Hawkes Bay Statistical Area. This area extends to Wairoa in the north and Woodville in the south, with the Ruahine and Kaweka Ranges providing the western boundary and the sea as the eastern boundary (1976 Census of Population and Dwellings; Bulletin N.6 East Coast and Hawkes Bay Statistical Areas, Cat. No. 02.106, Dept. of Statistics) - an area virtually identical to the Hawkes Bay Community College catchment area.

## CHAPTER FOUR: RESULTS - CHARACTERISTICS OF PARTICIPANTS

### Sex, Age.

Diagram 1.1 shows the age and sex distribution within the Total Hawkes Bay Community College (H.B.C.C.) sample. Overall, more women (1015; 56%) than men (795; 44%) attend the College. The sex ratio for the Hawkes Bay statistical area (H.B.S.A.) is 101 females per 100 males (National Resources Survey - Part VI, Hawkes Bay Region, 1971, P. 139), or a 50.2% - female: 49.8% male distribution.

The sex distribution among the different age groups shows a number of interesting patterns. Men are in a majority in only two age groups (15-19 years, 15.0% - M: 12.2% - F; 20-24 years, 7.6% - M: 5.8% - F).<sup>31</sup> Women are in the majority for all other age groups and the dominance is especially marked in the older age groups (e.g. 55+ years 1.8% - M: 4.7% - F).

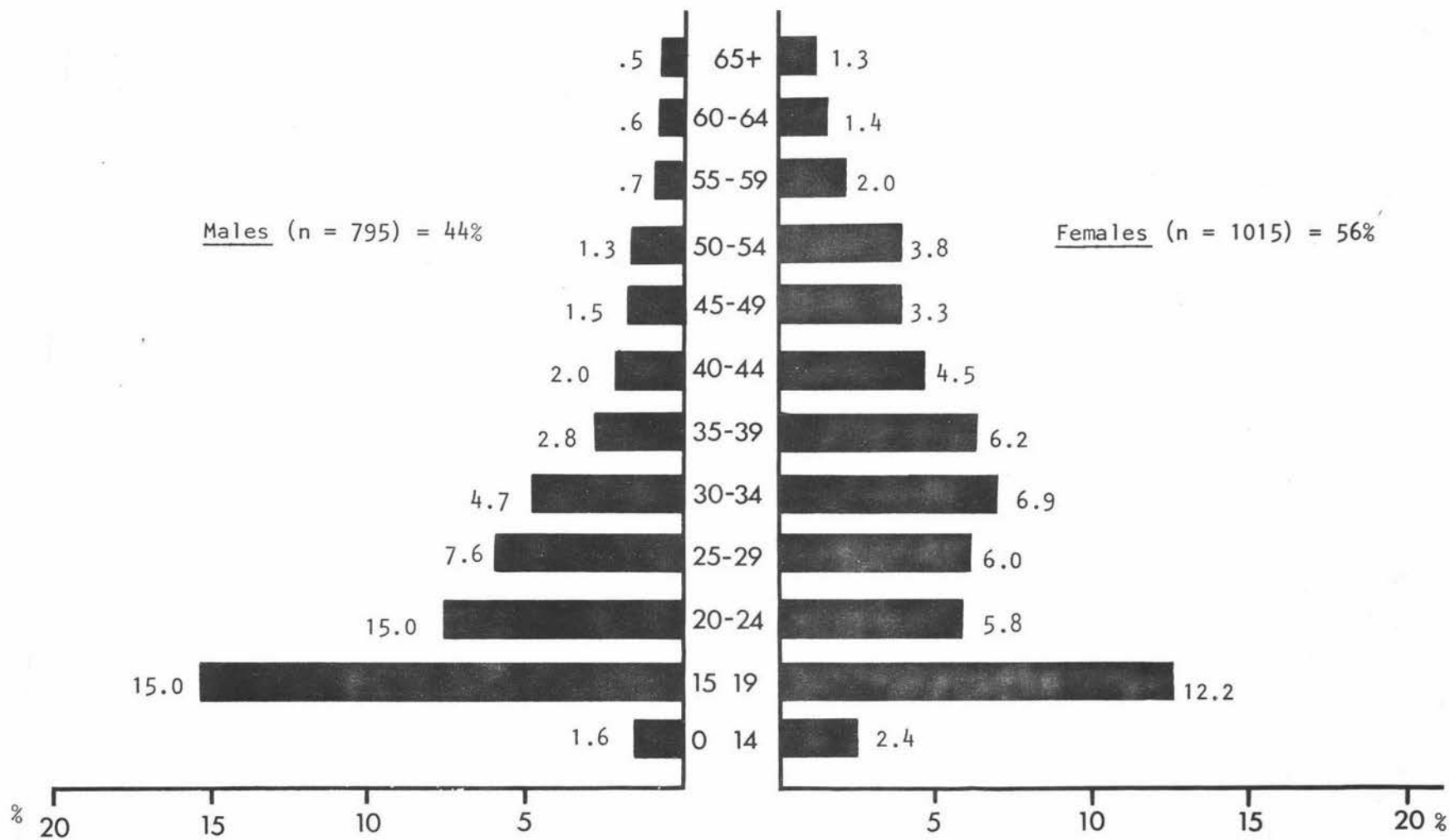
The distribution of males follows a very clear pattern overall. Leaving aside the 0-14 year group (1.6%), participation is at a peak in the 15-19 years group and thereafter follows a rapid fall-off in the proportion participating. Indeed, each succeeding age group is approximately 50% less than the one preceeding it in most cases. The low representation of older men at the College is particularly noticeable over 35 years of age (9.4% of the total H.B.C.C. clientele).

The distribution of women in the different age groups differs from that of the men in several ways. Firstly, there is a more even distribution throughout the age span. Participation among the older age groups contrasts strongly with that for the men (e.g. 22.5% - F: 9.4% - M of all participants aged 35 years and over).

Secondly, participation rates for women appear to vary more clearly with different stages of the life cycle. The two most obvious examples are the fall-off in participation for the 20-24 years (and to a lesser extent 25-29 years) group and the increase in the 50-54 years group. It would appear reasonable to assume that the former is due largely to the obligations generally associated with the bearing and raising of young children while the latter group coincides with the time of the life cycle for many women when children become more independent and/or have left home. Faced with a change in role, many women of this age group may seek out new independent interests; some of which are associated with re-entry to the work-force.

Overall, the Community College has a large representation of

Diagram 1.1 H.B.C.C. Total by Age and Sex (n = 1810)



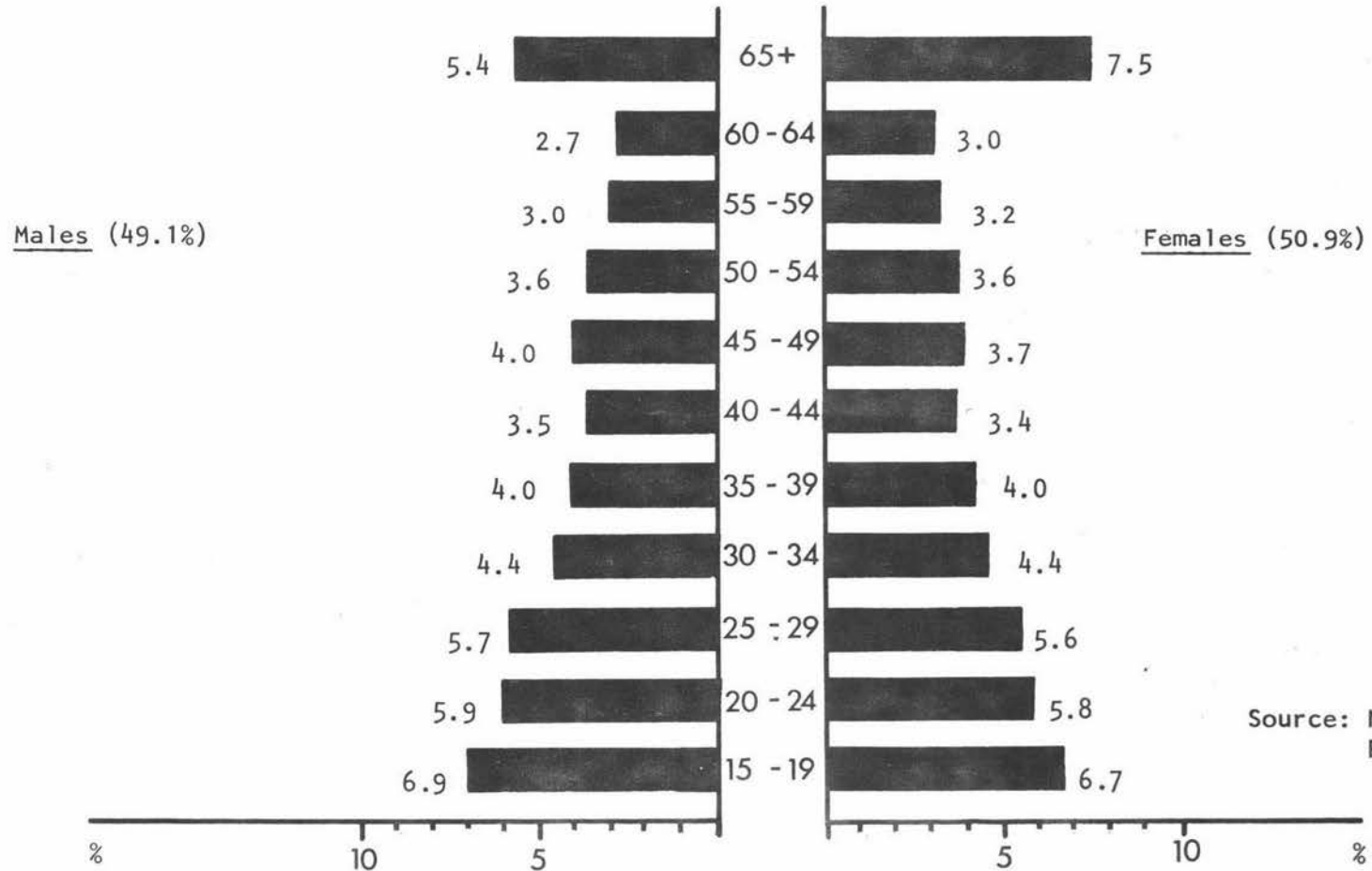
young people, but also moderate proportions of older persons. More women participate than men; the differences between the sexes are less in the younger age groups (with men in a majority) while higher proportions of women are present in all age groups over 25 years. Only a small number of men aged 35 years and over participate in Community College activities.

Diagram 1.2 shows the age and sex distribution of the New Zealand adult (i.e. aged 15 years and over) population<sup>32</sup>. Comparison of the two population pyramids (Diagrams 1.1 and 1.2) shows the Community College clientele in relation to a population virtually identical to the catchment area from which it is drawn.

The College clientele clearly has higher proportions of young people (most notably in the 15-19 year category) than the catchment area population, and conversely, lower representations from the older age groups (most notably in the 65+ year group - 12.9% - N.Z.: 1.8% H.B.C.C.). Men (particularly in the upper age range) are more under-represented at the College than women. Apart from the 15-19 year group where the College proportion of men is marked by higher than that for the total population (15.0% - H.B.C.C.: 6.9% - N.Z.), the two male groups approximate each other only in the 20 - 24, (7.6% - H.B.C.C.: 5.9% - N.Z.), 25-29 (5.9% - H.B.C.C.: 5.7% - N.Z.) and 30-34 (4.7% - H.B.C.C.: 4.4% - N.Z.) year groups. For the age groups of 35 years and over, (and particularly 45 years and over) male participants form a lower proportion of the College group than their representation in the population as a whole.

Overall, the proportion of women in each of the H.B.C.C. age groups follows the catchment area population proportions more closely than the pattern for men. As with the male participants, the College has a higher proportion of women in the 15-19 year group (12.2% - H.B.C.C.: 6.7% - N.Z.) but thereafter follows the national pattern of age distribution more closely. In fact, the 30-34 (6.9% - H.B.C.C.: 4.4% - N.Z.), 35-39 (6.2% - H.B.C.C.: 4.0% - N.Z.), and 40-44 (4.5% - H.B.C.C.: 3.4% - N.Z.) age groups, the College proportions exceed comparable national figures. It is not until the 55-59 year group that the representation of women at the College falls below the national proportions. In the 65+ year group, however, the under-representation of women is very similar to that already described for the men (1.3% - H.B.C.C.: 7.5% - N.Z.).

Diagram 1.2 New Zealand Adult Population by Age and Sex (15 years and over)



New Zealand Population (15 years and over). (Percentages are calculated on the total number of persons aged 15 years and over as this is the main target population of the H.B.C.C. Inclusion of the 0-14 year cohorts would otherwise diminish the percentage of the older age cohorts)

Diagram 1.3 Community Education by Age and Sex (n = 1207)

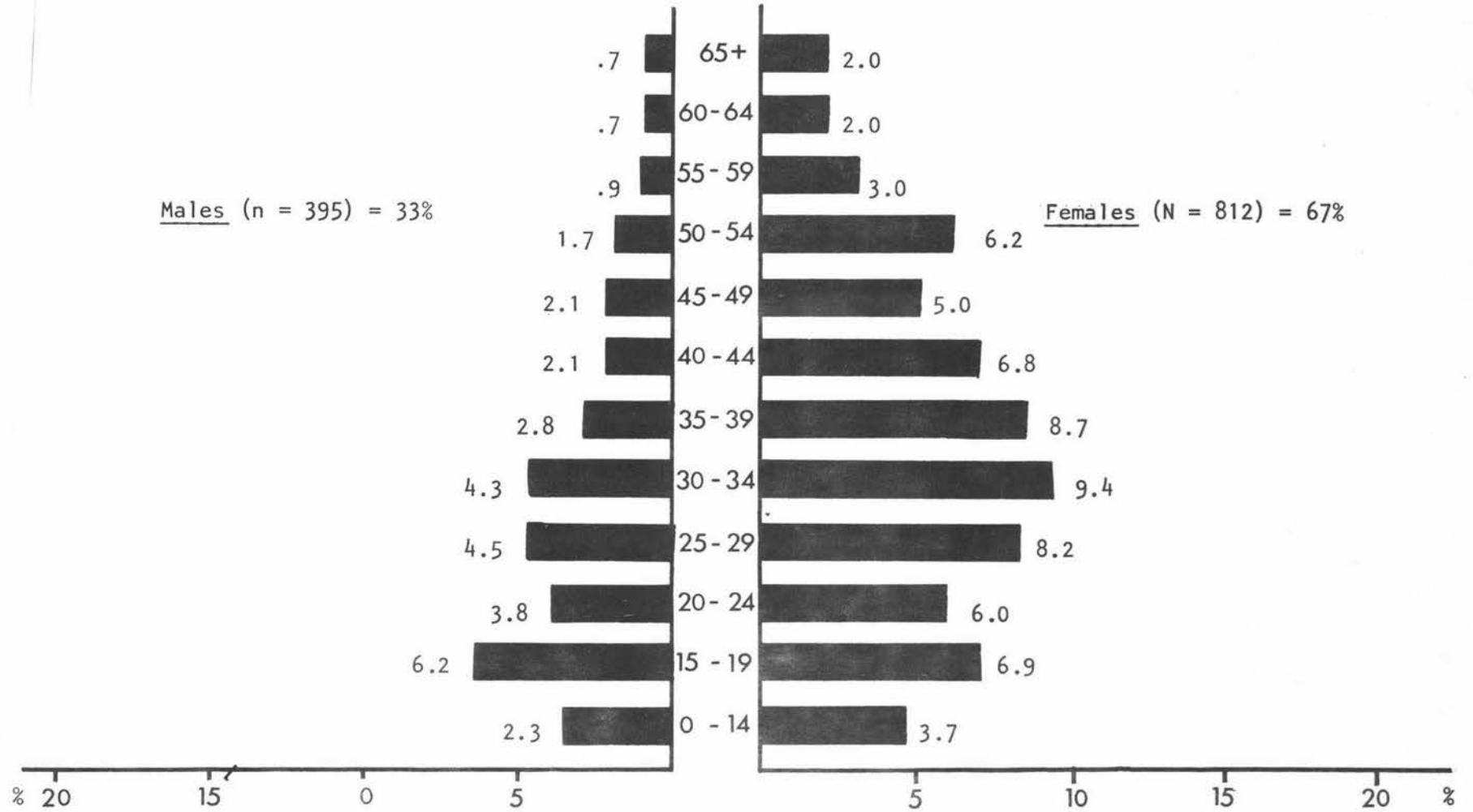
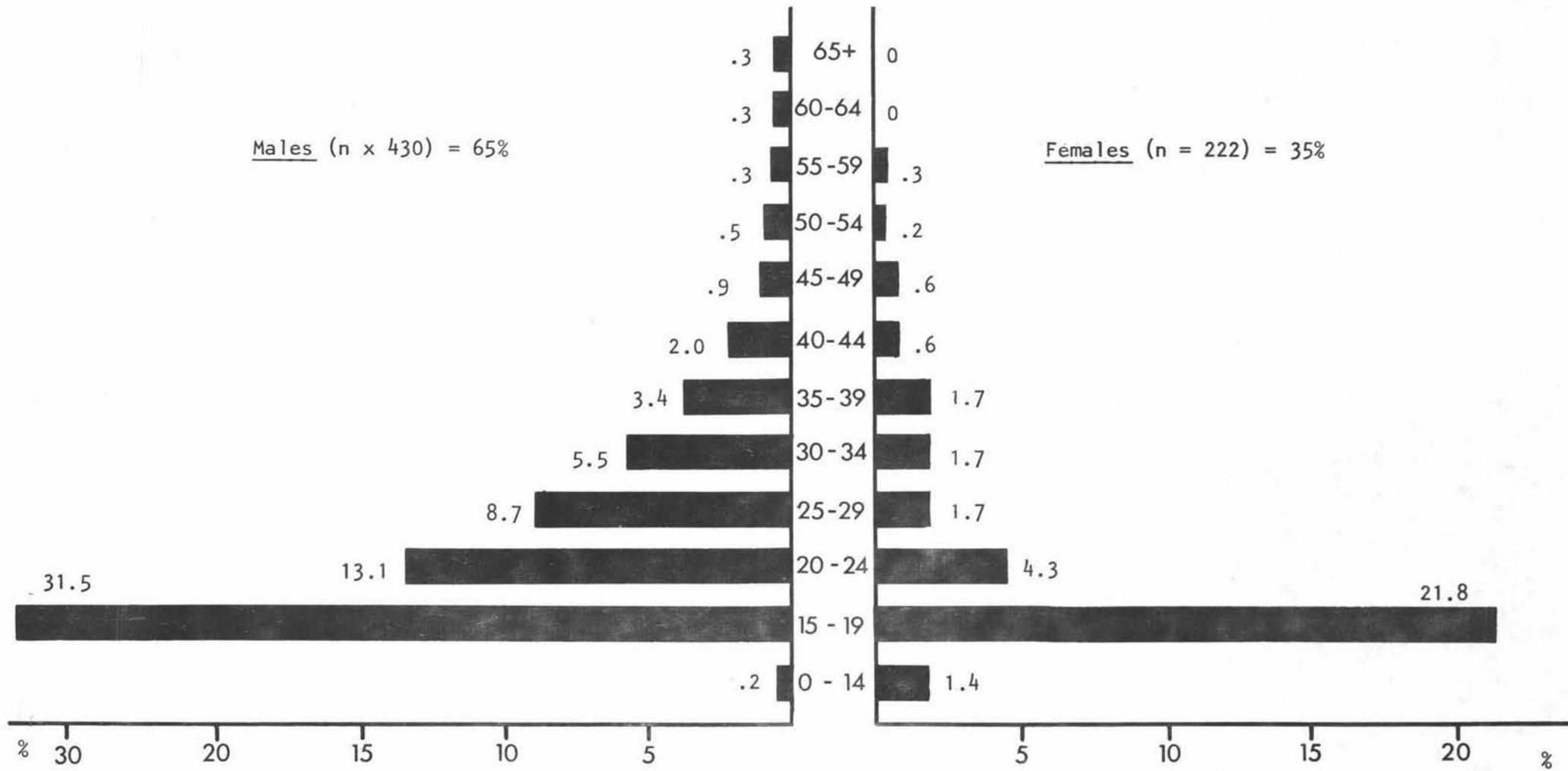


Diagram 1.4 Vocational Education by Age and Sex (n = 652)



Diagrams 1.3 and 1.4 show the age by sex crosstabulations for the two sub-categories of clientele, Community Education and Vocational Education.

In the Community Education group women outnumber men by 2:1 (812 female, 67% : 395 male, 33%). In comparison with the total H.B.C.C. group, there are lower proportions of males in the 15-19 (6.2% - Community Education : 15.0% - Total H.B.C.C.) and 20-24 (3.8% Community Education : 7.6% - Total H.B.C.C.) age groups, while the distribution for the other age groups follows a pattern very similar to the total College male group. As a result of these differences, there is a more even distribution of males through the Community Education age groupings.

The smaller proportion of women in the younger age groups is also found in the female Community Education clientele. The 'peak' for this group is in the 30-34 year grouping and the distribution of participants among the age groupings exceeds the total H.B.C.C. figures in all but one category (15-19 years). The 'dip' in the 20-24 year group and the rise in the 50-54 year group discussed earlier are also discernible for Community Education women. Of all the groupings of clientele, this group has the greatest distribution through the age range.

The age by sex pyramid for the Vocational Educational clientele is presented in Diagram 1.4. Comprising approximately one-third of the total H.B.C.C. group, the sex ratio is almost the complete reversal of the Community Education group (65% - M : 35% - F). The most striking feature of this group is the clear dominance of the younger age groups (e.g. 70.7% are between the ages of 15 and 24 years). The fall-off in the proportion of males over age 19 is consistent and tapers quickly down to less than 1% by the 45-49 year group.

The fall-off in the proportion of women in each age group after 15-19 years is even more dramatic and is best illustrated in the fact that only 11.1% of all the Vocational Education clients are women aged 20 years and over (men - 35.0%). Men and women over 40 years comprise only 6.0% of the total Vocational Education group (4.3% - M : 1.7% - F). The Vocational Education age distribution for both sexes bears little resemblance to the catchment area pattern illustrated in Diagram 1.2.

In summary, women have a slight numerical majority in the College clientele as a whole. In Community Education, this is further increased to the point where men are outnumbered 2:1, while the reverse is found in the Vocational Education Department. Overall the College has higher

proportion of young people than the Hawkes Bay population (particularly in the 15-19 years group), although there are sizeable proportions of clients within the other age groups, especially up to the age of 54 years, and among women in particular. The distribution among the age groupings is more even in the Community Education clientele, though older men are still clearly under-represented. The Vocational Education group of clients is completely dominated by the 15-19 and 20-24 year age range while women are virtually absent in the department for all age groups over 19 years.

### Ethnicity

The initial report on the findings of H.B.C.C. survey examined in some detail (p 35-40, Tables 1.7 and 1.8) the raw frequency distribution of ethnic groups represented at the College and the equivalent representation in the Hawkes Bay population as a whole. A condensed Ethnicity<sup>33</sup> table is presented in Table 2.1 summarising the ethnic composition of each of the categories of clientele and the comparable figures for the Hawkes Bay Statistical Area.

All categories of College clientele are dominated by the group identifying themselves as Pakeha/European (89.5% - Total H.B.C.C. : 88.2% - Community Education : 92.3% - Vocational Education). The only other sizeable ethnic group is that of the Maori (8.9% - Total H.B.C.C. : 10.1% - Community Education : 6.6% - Vocational Education). All other ethnic groups were small in number (1 Indian, 15 Chinese, 2 Cook Islands Maori, 3 Samoan, 7 non-Chinese Asian) and therefore subsumed under the category of 'Other' (1.6% - Total H.B.C.C. : 1.7% - Community Education : 1.1% - Vocational Education). Of the two College departments, Community Education has the higher percentage of non-Pakeha/Europeans (11.8% : 7.7% - Vocational Education)

Comparison of these ethnic representatives with figures for the Hawkes Bay region shows that Maoris and other ethnic groups are clearly under-represented. As the initial report (p. 39) pointed out however, there are several factors that make the underrepresentation less marked.

In particular, the Hawkes Bay figures are for the whole population which includes the 0-15 year grouping - a group that largely lies outside the scope of the College's activities. However, the Maori population has a much higher proportion in the 0-15 year grouping (National Resources Survey - Part VI, Hawkes Bay Region, p. 131) meaning that the proportion of adult Maoris (i.e. the group the College

TABLE 2.1

Respondents' Ethnicity (Condensed from Tables 1.7, 1.8 Initial Report p. 36, 38)

Ethnic Group	H.B.C.C. Total		Community Education		Vocational Education		Hawkes Bay Statistical Area*	
	N	%	N	%	N	%	N	%
Pakeha/ European	1635	89.5	1071	88.2	612	92.3	119,893	79.3
Maori	163	8.9	123	10.1	44	6.6	25,051	16.6
Other**	28	1.6	21	1.7	7	1.1	6,186	4.1
Total	1826	100	1215	100	663	100	151,130	100

\* Hawkes Bay Total population (i.e.all ages)

\*\* Includes Indian, Chinese, Cook Is. Maori, Samoan and Other Asian.

is primarily concerned with) is probably somewhat lower than the figure (16.6%) given in the table.

Despite these mitigating factors, the fact remains that non-Europeans are underrepresented at the Community College. (Maoris 8.9% - Total H.B.C.C. : 16.6% H.B.S.A.; Other, 1.6% - Total H.B.C.C. : 4.1% - H.B.S.A.).

The following table (2.2) augments these initial comments on respondents' ethnicity by showing in more detail the composition of the ethnic groups in terms of their age and sex distributions.

At the Community College Maoris are largely concentrated in the 0-29 year range (81%) with a corresponding small representation in the older age groups (e.g. 8.1% are aged 40 years or over). Nearly two thirds (61.0%) of Maoris are female, mainly due to their higher numbers in the 0-19 year group.

Pakeha/Europeans are much more evenly spread through the age groupings - the largest group (29.2%) is in the 0-19 year group with each successive age group diminishing steadily in numbers and proportion. The sex ratio for Pakeha/European (44.2% - M : 55.8% - F) is virtually identical to the overall College ratio of 44% - M : 56% - F.

'Other' ethnic groups also have a more even distribution than Maoris through the age groupings. In general, this group follows the pattern described for Pakeha/Europeans. There is a marginally higher representation in the older age groups, though small numbers (N=26) prevent any conclusive statements in this respect.

Each age group is dominated by the Pakeha/European group, starting at 83.2% of the 0-19 year olds and steadily increasing through each successive grouping to 98.5% of the 60+ year group.

Within the Community Education department (Table 2.3) the distribution of Maoris is very similar to the Total College pattern (i.e. high concentration in the 0-29 year groups), as is the sex distribution (34.9% - M : 65.1% - F).

Higher proportions of Pakeha/Europeans are found in the upper age groupings of Community Education and this is particularly true of women (e.g. 61.3% are aged 30 years or over : 45.3% in the same total H.B.C.C. groupings). As with the total department sex ratio. Pakeha/European women outnumber men by more than two to one (68.2% - F : 31.8% - M). The patterns of distribution according to age and sex among

TABLE 2.2

Ethnicity of Total H.B.C.C. Respondents by Age and Sex

(N = 1779)

Age Group (in years)	Maori				Pakeha/European				Other*			
	Total				Total				Total			
	M	F	N	%	M	F	N	%	M	F	N	%
0 - 19	33	53	86	59.1	252	213	465	29.2	2	6	8	30.8
%			15.4				83.2				1.4	
20 - 29	14	18	32	21.9	219	188	407	25.5	3	2	5	19.2
%			7.2				91.7				1.1	
30 - 39	5	11	16	10.9	126	220	346	21.6	2	4	6	23.0
%			4.3				94.0				1.7	
40 - 49	1	5	6	4.0	62	134	196	12.1	1	3	4	15.5
%			2.9				95.1				2.0	
50 - 59	3	2	5	3.4	31	95	126	7.8	1	2	3	11.5
%			3.7				94.0				2.3	
60+	1		1	.7	20	47	67	3.8				
%			1.5				98.5					
Total	57	89	146		710	897	1607		9	17	26	
as % of Total	39.0	61.0	100		44.2	55.8	100		39.6	65.4	100	

\* Includes Indian, Chinese, Cook Is. Maori, Samoan, Other Asian.  
- for details see P. 35-40 Initial Report.

TABLE 2.3

Ethnicity of Community Education Respondents by Age and Sex

(N = 1180)

Age Group (in years)	Maori Total				Pakeha/European Total				Other*			
	M	F	N	%	M	F	N	%	M	F	N	%
0 - 19	23	42	65	59.7	74	84	158	15.0		5	5	25.0
%			28.5				69.3				2.2	
20 - 29	9	12	21	19.3	90	159	249	23.7	2	1	3	15.0
%			7.7				91.2				1.1	
30 - 39	3	10	13	12.0	79	205	284	27.1	2	3	5	25.0
%			4.3				94.0				1.7	
40 - 49		5	5	4.4	47	127	174	16.6	1	3	4	20.0
%			2.7				95.1				2.2	
50 - 59	2	2	4	3.7	27	95	122	11.6	1	2	3	15.0
%			3.1				94.6				2.3	
60+	1		1	.9	17	47	64	6.0				
%			1.5				98.5					
Total	38	71	109		334	717	1051		6	14	20	
as % of Total	34.9	65.1	100		31.8	68.2	100		30.0	70.0	100	

\* Includes Indian, Chinese, Cook Is. Maori, Samoan, Other Asian.

'Other' ethnic groups is very similar to the Total H.B.C.C. pattern (i.e. a reasonably even age spread and a majority of women, 70% - F : 30% - M).

The dominance of each age grouping by Pakeha/Europeans is again prominent and follows the same percentages as the Total group, except for one major exception. In the 0-19 year group, Pakeha/Europeans constitute 69.3% of the total (Maoris 28.5%, Other 2.2%) - their lowest proportion within any age grouping of College clients.

In Vocational Education (Table 2.4) most Maoris are concentrated in the younger age groupings (80.6% are aged 29 years or under) which is not surprising for this group of clients with its high numbers of young people. In the light of this, the representation of Maoris among the older age groups (19.4% are aged 30 years or over) is interesting, though the numbers (8) are not great. Relative to the department's sex ratio (65% M : 36% - F), vocational Education has a slightly higher proportion of Maori women over men (51.2% - F : 48.8% - M).

Pakeha/Europeans are also concentrated in the younger age groups (79.4% are aged 29 or under) with a corresponding low representation at the upper end of the age scale. The group's sex ratio is approximately the same as for the total department. The small number (7) of 'Others' makes it difficult to describe any significant patterns for this group.

The dominance of the Pakeha/European group for each age grouping is consistently high, ranging from 90.1% (0-19 years) to 92.8% (20-29 years).

In summary, Maoris at the Community College, under-represented in relation to the total Hawkes Bay region, are mainly found in the younger age groups 0-19 years and 20-24 years (and in particular the former, - 59.1% of the total), and particularly within the Community Education department. Pakeha/Europeans are in a clear majority in every group of students within the College. In the College group as a whole, and more especially in Community Education, this group is more dispersed among the age groupings than the Maori.

The third category of 'Other' ethnic groups is similar in most respects to the Pakeha/European category, though their numbers are small (and like Maoris, is also below the proportional figure for the region).

TABLE 2.4

Ethnicity of Vocational Education Respondents by Age and Sex

(N - 545)

Age Group (in years)	Maori Total				Pakeha/European Total				Other*			
	M	F	N	%	M	F	N	%	M	F	N	%
0 - 19	10	12	22	53.7	88	139	227	45.7	2	1	3	
%			8.7				90.1				1.2	
20 - 29	5	6	11	26.9	136	31	167	33.7	1	1	2	
%			6.1				92.8				1.1	
30 - 39	3	1	4	9.8	50	18	68	13.6	1	1	2	
%			5.4				91.9				2.7	
40 - 49	1	1	2	4.8	18	7	25	5.0				
%			7.4				92.6					
50 - 59	1	1	2	4.8	4	2	6	1.2				
%												
60+					4		4	.8				
%												
Total	20	21	41		300	197	497		4	3	7	
as % of Total	48.8	51.2	100		60.4	39.6	100					

\* Includes Indian, Chinese, Cook Is. Maori, Samoan, Other Asian.

Of the two departments, Community Education has a more 'mixed' ethnic composition (particularly in the 0-19 year group where the proportion well exceeds the H.B.S.A. figure) though this diminishes in all cases in the older age groups.

Maori men are somewhat underrepresented in all age groups at the College as a whole, and in Vocational Education in particular (Vocational Education - 48.8% - Total Vocational Education Men - 65%). The sex ratio for Pakeha/Europeans approximates the group ratio in all three categories of clients. 'Other' ethnic groups are slightly biased towards female representation.

#### Marital Status

Table 3.1 shows the marital status of respondents for the Total H.B.C.C. group; Table 3.2 gives the equivalent figures for the Hawkes Bay Statistical Area.

Nearly half (48%) of all H.B.C.C. clients (see baseline of table) are married, 45% are single, never married and only 7% are single, formerly married. The proportion in each of these three categories varies widely according to the age, and to a lesser extent, the sex of the respondents.

By far the largest group (68.3%)<sup>34</sup> of single, never married people is that of people under 20 years of age, while another 24.4% are aged between 20 and 29 years. Although 44% of the total number of clients are men, (Diagram 1.1) they comprise 54% of those people who are single, never married (due mainly to the differences between men and women in the 0-19 and 20-29 groups - thereafter women are in a majority in this category, though the numbers in each case are small).

The group of respondents single, formerly married are more evenly spread through the age groups, apart from a very small number (2; 1.4%) under 20 years. The biggest proportion (34.2%) is in the 30-39 year category. More than three-quarters (76.3%) of people single, formerly married are women. Though this may be due in part to the slight underrepresentation of older men at the College and the greater longevity of women in general (i.e. more women than men are widowed overall) this pattern is consistent through all the age groupings.

Not surprisingly, there is a steady increase in the proportion of clients married at present up to a peak at age 30-39, after which the number as a percentage of each age group falls away. A slightly higher proportion (62.5%) of women (who comprise 56% of the total group) than men are married at present.

TABLE 3.1

Marital Status of Total H.B.C.C. Respondents by Age and Sex

(N = 1831)

Age Group (in years)	Single, never married.				Single, formerly married*				Married at present			
	Total				Total				Total			
	M	F	N	%	M	F	N	%	M	F	N	%
0 - 19	296	259	555	68.3		2	2	1.4	1	3	4	.4
%			98.5				.5				1.5	
20 - 29	122	76	198	24.4	9	16	25	18.5	108	121	229	26.1
%			43.8				5.5				50.7	
30 - 39	14	18	32	3.9	13	33	46	34.2	116	199	315	35.8
%			8.1				11.8				80.1	
40 - 49	2	5	7	.9	7	17	24	17.7	57	125	182	20.5
%			3.3				11.3				85.4	
50 - 59	1	7	8	1.0	2	17	19	14.1	33	83	116	13.0
%			5.6				13.2				81.2	
60+	3	9	12	1.5	1	18	19	14.1	16	22	38	4.2
%			17.4				27.5				55.1	
Total	438	374	812		32	103	135		331	553	884	
as % of Total	54.0	46.0	100		23.7	76.3	100		37.5	62.5	100	
as % of Total Group		45%				7%				48%		

\* Includes widowed, divorced and legally separated.

In comparing<sup>35</sup> the proportions within each age group of the three categories of marital status with the total group distribution (45% single, never married, 7% single, formerly married, 48% married at present) the following comments can be made. The youngest age group (0-19 years) is completely dominated (98.5%) by the single, never married category; the 20-29 age group follows the overall pattern; the 30-39, 40-49 and 50-59 groups have low proportions (8.1% : 3.3% : 5.6% vs 45% Total) of their numbers in the single, never married category and correspondingly higher proportions (11.8% : 11.3% : 13.2% vs 7% Total) in the single, formerly married and married at present (80.1% : 85.4% : 81.2% vs 48% Total) categories; the 60+ year group has the highest percentage (27.5%) in the single, formerly married category and relative to the other older age groups (i.e. 30-59 years, a higher percentage (17.4%) who are single, never married.

In comparison with the Hawkes Bay population (Table 3.2), the Community College has a much higher percentage of its total in the single, never married group (45% - H.B.C.C. : 20% - H.B.S.A.), a slightly lower representation of people single, formerly married (7% - H.B.C.C. : 11% - H.B.S.A.)<sup>36</sup> and a subsequently lower proportion of people married at present (48% - H.B.C.C. : 69% - H.B.S.A.). These differences are due in large part to the higher numbers of young people (most of whom are single, never married) and the underrepresentation of the older age groups, most of whom would be in the single, formerly married (i.e. higher proportions of widowed persons) or married at present categories.

The proportion of the sexes at the College within each category are similar to the Hawkes Bay group for the two categories of single status persons (i.e. single, never married and single, formerly married), while the distribution in the married at present category is noticeably different (Males, 37.5% - H.B.C.C. : 49.9% - H.B.S.A.; females 62.5% - H.B.C.C. : 50.1% H.B.S.A.) - again showing the under-representation of older men at the College.

With a more even distribution of persons through the age groups, the Community Education clientele (Table 3.3) carries much closer also to approximating the regional figures in the categories of marital status.

Single, never married people are still concentrated mainly in the younger age groups (86.4% are under 29 years) there is a slightly

TABLE 3.2

Hawkes Bay Population - Marital Status by Sex. (Persons aged 16 and over)

(N = 94,762)

Sex	Single, never married		Single, formerly married*		Married at present	
	N	%	N	%	N	%
Male	10,776	55.3	2,604	25.6	32,438	49.9
Female	8,701	44.7	7,580	74.4	32,663	50.1
Total	19,477	100	10,184	100	65,101	100
as % of Total population	20%		11%		69%	

\* Includes widowed, divorced and legally separated.

TABLE 3.3

Marital Status of Community Education Respondents by Age and Sex

(N = 1220)

Age Group (in years)	Single never married Total				Single, formerly married*				Married at present Total			
	M	F	N	%	M	F	N	%	M	F	N	%
0 - 19 %	105	123	228	59.0	2	2	4	1.7				
				99.1				.9				
20 - 29 %	49	57	106	27.4	4	12	16	13.6	49	106	155	21.6
				38.3				5.7				56.0
30 - 39 %	8	18	26	6.7	9	29	38	33.4	75	184	259	35.9
				8.0				11.8				80.2
40 - 49 %	2	5	7	1.8	7	16	23	20.0	41	117	158	22.0
				3.8				12.2				84.0
50 - 59 %	1	7	8	2.1	1	16	17	14.8	29	82	111	15.5
				5.9				12.5				81.6
60+ %	3	9	12	3.0	1	18	19	16.5	13	22	35	5.0
				18.2				28.8				53.0
Total	168	219	387		22	93	115		207	511	718	
as % of Total	43.4	56.6	100		8.9	91.9	100		28.8	71.2	100	
as % of Total Group		32%				9%				59%		

\* Includes widowed, divorced and legally separated.

more even distribution of this category among the older age groups than for the H.B.C.C. group as a whole (e.g. 6.9% are aged 40+ years vs 3.3% - Total H.B.C.C.) Slightly more female than male Community Education students are single, never married (56.6% - F : 43.4% - M) in a department where the overall sex ratio is 67% - M : 33% - M.

The category of single, formerly married persons follows a pattern of distribution through the age groups similar to the Total H.B.C.C. group, though there are marginally higher proportions in the upper age groupings. This marital status category is, however, completely dominated by women (91.9%), especially in the older age groups.

The same comments can be made for the married at present category though the distribution by sex is not so marked (e.g. 28.2% of those married at present are men, vs 8.9% of the single, formerly married category).

The pattern of distribution among the age groupings described for the H.B.C.C. Total also holds true for Community Education. In general, the younger age groups are dominated by the single, never married category, though this classification falls away rapidly as an increasing proportion marry in the 20-29 year group. The middle age groups (30-59 years) are relatively stable in their composition (approximately 5% single, never married, 12% single formerly married, 82% married at present), while the 60+ year group has a greater proportion of people single, formerly married, but also a higher proportion of single, never marrieds.<sup>37</sup>

The large numbers of young Vocational Education persons (Table 3.4) aged 24 years and under (Diagram 1.4) means that there is a corresponding high proportion (68% - more than twice the Community Education figure) in the single, never married category; 4% are single, formerly married and 28% are married at present.

The single, never married category is confined completely to the age groups under 39 years and 98.5% are aged 29 years or younger. The small (N = 24) category of people single, formerly married is centred on the 20-39 year span (87.6%). As with the other two groups discussed, the category of persons married at present is concentrated in the middle age groups (79% are aged 20-39 years) though this group also remain the statistical majority in the older age groupings of persons over 30 years (an observation also true for the H.B.C.C. Total and Community Education).

TABLE 3.4

## Marital Status of Vocational Education Respondents by Age and Sex

(N = 666)

Age Group (in years)	Single never married				Single formerly married*				Married at present			
	Total				Total				Total			
	M	F	N	%	M	F	N	%	M	F	N	%
0 - 19 %	201	151	352	77.3					1	3	4	2.1
			98.9								1.1	
20 - 29 %	76	20	96	21.2	6	4	10	41.8	66	18	84	45.4
			50.5				5.0				44.5	
30 - 39 %	6	1	7	1.5	5	6	11	45.8	48	15	63	33.6
			8.6				13.6				77.8	
40 - 49 %						1	1	4.1	19	8	27	14.3
							3.6				96.4	
50 - 59 %					1	1	2	8.3	4	1	5	2.6
60+ %									4		4	2.0
Total	283	172	455		12	12	24		142	45	187	
as % of Total	62.2	37.8	100		50.0	50.0	100		75.9	24.1	100	
As % of Total Group		68%				4%				28%		

\* Includes widowed, divorced and legally separated.

In terms of the sex distribution (relative to the overall department sex ratio of 65% - M : 35% - F), the category of single, never married approximates the overall ratio for the group; (62.2% - M : 37.8% - F); those single, formerly married has a higher proportion of female respondents (50% - F : 35% Vocational Education Total); and males form a slightly higher proportion of the married at present group (75.9% - M : 65% Vocational Education Total).

The younger age groups are again dominated by those who are single, never married. Beyond the 30 years mark, each age group is made up primarily of persons who are married at present.

In summary, the dominance of the younger age groups discussed earlier exerts considerable influence on the composition of the marital status table. A higher proportion than the regional figure is single, never married. This group is concentrated mainly in the younger age groups (0-29 years). The single, never marrieds are most prominent in the Vocational Education department (though, it should be noted, Community Education also has a large number (334) of persons in the same category. The latter group forms a smaller proportion of the departmental total).

Persons single, formerly married are spread more evenly through most of the age groupings, though Community Education has a higher proportion in its older age groupings and particularly, among the women. Married persons form a larger portion of the Community Education group than in Vocational Education, but for both groups the heaviest concentrations of this category are in the middle age groups.

The sex ratios for the three categories of marital status show that the ratio of men to women in the single, never married group is approximately that for the overall distribution. A disproportionately high number of women are single, formerly married, - particularly in Community Education and in the older age groupings. A slightly disproportionate number of women in Community Education (and overall) are married at present, though this pattern is reversed in Vocational Education. The difference is due mainly to the lower numbers of women above 20 years of age.

#### Children at Home

In the Total H.B.C.C. group, 40.2% of the respondents had children living at home (Table 4.1). Women were more likely than men to have children at home in both the Total H.B.C.C. group (46.6% - F : 31.8% - M) and Community Education (53.4% - F : 42.9% - M), while a

TABLE 4.1

Sex of Respondents with Children Living at Home

Children at home	H.B.C.C. Total (N = 1823)						Community Education (N = 1226)						Vocational Education (N = 666)					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	250	31.8	484	46.6	734	40.2	162	42.9	454	53.4	616	50.2	103	23.6	38	16.5	141	21.1
No/Not Applicable	535	68.2	554	53.4	1089	59.8	215	57.1	395	46.6	610	49.8	333	76.4	192	83.5	525	78.9
Total	785	100	1038	100	1823	100	377	100	849	100	1226	100	436	100	230	100	666	100

higher proportion of Vocational Education men were in this position (23.6% - M : 16.5% - F). In both sub-categories of clientele the age structure of the sexes influences these situations. In Community Education (Diagram 1.3) the underrepresentation of older men means that the men who are present at the College, are younger and , therefore, more likely to have children at home. In Vocational Education the greater proportion of women are young and single and hence are unlikely to have children at home.

The differences in age structures of the clientele in the two departments also shows up in the total proportions within each group who have children living at home (Community Education 50.2% : Vocational Education - 21.1%).

Table 4.2 shows the age category of children for respondents with children still living at home.

The biggest group is that of respondents with primary school children (59.5% of the total of respondents who have children living at home), followed by pre-school children (40.3%), secondary school children (33.3%) and those children who have left school but are still living at home (18.2%), Male respondents are more likely than female respondents to have pre-school children (51.2% - M : 36.3% - F) while the reverse is true for the other three categories of children.

Community Education students with children at home have a lower proportion of pre-schoolers, a comparable proportion of primary school age, and slightly higher proportions of children at secondary school and children who have left school, compared with the Total College average.

Similar percentages of Community Education men and women have primary school age children and those who have left school while a greater percentage of men than women have pre-schoolers (45.6% - M : 35.6% - F) and more women than men have children attending secondary school (37.6% - F : 26.5% - M).

In keeping with their overall youthfulness, high proportions of Vocational Education students have children in the younger age groups (52.4% pre-school; 58.8% - primary school). The former figure is well above that for Community Education students (38.3%) while the latter is approximately the same. The percentage with children left school (7.8%) is well below the Community Education figure (20.4%).

TABLE 4.2

## Children's Age Category of Respondents by Sex\*

	H.B.C.C. Total						Community Education						Vocational Education					
	Male (N = 250)		Female (N = 484)		Total (N = 734)		Male (N = 162)		Female (N = 454)		Total (N = 616)		Male (N = 103)		Female (N = 38)		Total (N = 141)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pre-school Children	128	51.2	176	36.3	304	40.3	74	45.6	162	35.6	236	38.3	59	57.2	15	39.4	74	52.4
Primary school Children	146	58.4	291	60.1	437	59.5	94	58.0	272	59.9	366	59.4	59	57.2	24	63.1	83	58.8
Secondary School Children	61	24.4	184	38.0	245	33.3	43	26.5	171	37.6	214	34.7	24	23.3	18	47.3	42	29.7
Children left School	36	14.4	98	20.2	134	18.2	31	19.1	95	20.9	126	20.4	8	7.7	3	7.8	11	7.8

\* M = Male; F = Female.

\* Because of overlap between categories, i.e. respondents with children in more than one category, vertical totals are not possible. Similarly, because some clients are in both Community Education and Vocational Education, numbers and percentage figures cannot always be summed horizontally.

\*\* The N given in each case is the total number of respondents with children living at home e.g. 250 male and 484 female H.B.C.C. clients have children at home.

Men are again more likely than women to be parents of pre-school children (57.2% - M : 39.4% - F), and less likely to have children at primary (57.2% - M : 63.1% - F) or secondary school (23.3% - M : 47.3% - F). Both men and women at the College have similar numbers of children in the left-school category (7.7% - M : 7.8% - F).

Of those respondents at the Community College who have children, (40.2%) a high proportion of the children are young and at primary school. Because of their young age structure, a lower proportion (21.1%) of Vocational Education students have children (Community Education - 50.2%). Vocational Education also has a heavier weighting of respondents with pre-schoolers.

Conversely, Community Education has a higher proportion of respondents with children left school, although the number in the latter case is still not very high (20.4%) overall. Women in all three groups of clients are less likely than men to have pre-schoolers, though higher proportions of women than men have children of secondary school age or have left school. Only in the primary-age category are the sex distributions similar.

#### Occupation.

In the initial report of findings (p. 47-63) on clients' occupations, the wide range of specific occupations was classified in a number of different ways. The Census classifications were used primarily to enable a comparison of clients' occupations with the equivalent proportions for the Hawkes Bay region. In brief, professional and technical workers were present in greater numbers at the College than would be expected from their representation in the Hawkes Bay population (in the Total H.B.C.C. group and Community Education but approximately equivalent representation in Vocational Education); administrative and managerial workers were also overrepresented in all categories of clientele; the proportion of service workers well exceeds the regional figure (particularly in Vocational Education); and finally, sales, agricultural, production workers, transport and equipment operators and labourers were all below the regional proportion.

However, as was pointed out in the initial report (p. 54) the Census categories are clearly of limited use. In particular, they fail to distinguish between levels of social status within categories - they are socially too heterogeneous to relate to any discussion on the effects of socio-economic status on participation in the College.

In his review of the relationship between social class and educational research, Robertson (1974: 189) points out that there is thorough documentation of the many ways in which social status has been shown to be important in educational research - a point borne out by the review of research literature presented in Chapter Three. A person's occupation is identified as probably the most important single criterion of status, and in particular "a dichotomous view of social class (middle-class/working class or manual/non-manual) has repeatedly been shown to be fundamental" (p. 192).

For these reasons, clients' occupations were also classified according to a slight refinement of the manual/non-manual distinction (Table 5.1 - from Table 1.14, Initial Report, p. 59,60). Non-manual occupations have been sub-divided into higher-level professional, administrative and managerial and lower-level professional, administrative and managerial. The point of distinction between these two groups is the degree of responsibility and autonomy usually associated with the occupation as well as the fact that most of the former require some form of university education while the latter do not. e.g. an accountant is classified as higher-level professional, a clerk as lower-level professional.

Manual occupations were further sub-divided into three categories - skilled manual, usually involving an extended period of training (e.g. an apprenticeship); semi-skilled occupations, where a definite degree of skill is required, but not requiring formal, long-term training (e.g. shearer) and unskilled, where a low degree of skill is required (e.g. cleaner, messenger). Unfortunately, data using a comparable type of classification are not available on the Hawkes Bay population for the purposes of comparison.

Finally, it should be pointed out, that Housepersons and Unemployed are listed separately at the bottom of Table 5.1 as they do not fit readily into any of the categories described above. A more detailed discussion of the large group (N = 420) of Housepersons will be covered in the following section on occupational status rankings.

As Table 5.1 shows, the total Hawkes Bay Community College group is dominated by three groups - lower-level professional, administrative and managerial (35%), skilled manual (19%), and housepersons (23%). The Community Education clientele does not differ greatly from the total Hawkes Bay Community College pattern, other than having a lower repre-

TABLE 5.1

## General Occupational Groupings of Respondents by Sex

Occupational Groups	H.B.C.C. Total		Community Education		Vocational Education	
	M	F	M	F	M	F
Higher Level Professional, Administrative and Managerial	106	60	74	57	34	4
Total	166 (9%)		131 (11%)		38 (6%)	
Lower Level Professional, Administrative and Managerial	304	324	157	232	153	106
Total	628 (35%)		389 (33%)		259 (39%)	
Skilled Manual	274	62	67	6	219	59
Total	336 (19%)		73 (6%)		278 (41%)	
Semi-skilled	50	49	42	46	11	6
Total	99 (6%)		88 (7%)		17 (3%)	
Unskilled	74	45	52	31	24	14
Total	119 (7%)		83 (7%)		38 (6%)	
Houseperson	4	416	4	404	0	18
Total	420 (23%)		408 (35%)		18 (3%)	
Unemployed	15	11	2	10	13	1
Total	26 (1%)		12 (1%)		14 (2%)	
Sub-totals	827	967	398	786	454	208
<b>TOTAL</b>	<b>1794 (100%)</b>		<b>1184 (100%)</b>		<b>662 (100%)</b>	

sentation of skilled manual (6% vs. 19% Total H.B.C.C.) and a much higher proportion of housepersons than the total Hawkes Bay Community College (35% vs. 23% Total H.B.C.C.).

The Vocational Education clientele however, does differ markedly from Community Education and the College as a whole.

First of all, the clients in this sub-category are dominated by two occupational groupings - lower-level professional etc. (39%) and skilled manual (41%) - a combined total of 80%. Consequently, representation of other occupational categories is in most cases below those of the Total Hawkes Bay Community College and Community Education samples, and in the housepersons' category, well below them. In the categories of unskilled and unemployed the proportions across the three groups of clients are comparable (and to a lesser extent the lower level professional group).

Because so many women come under the housepersons category, (416 - Total H.B.C.C.: 404 - Community Education; 18 - Vocational Education) they tend to be under-represented in most other occupational categories and particularly in the skilled manual group. One exception to this pattern is the higher proportion of women over men in lower-level professional occupations for Vocational Education clients, i.e. 106/208 females is 51% compared with 153/454 which is 34% males.

Conversely, males outnumber females in most occupational categories (the most prominent exception being that of houseperson) and in addition, larger proportions of their total number (in comparison with females) are distributed throughout the categories apart from that of houseperson.

Male clients tend to be mainly from the non-manual and skilled manual categories - e.g. the total number coming under the first three categories (higher and lower-level professional and skilled manual) is 684. That is, 83% of all males are included in these three occupational areas. In comparison there are 446/967 females which is 45% of all women attending the Hawkes Bay Community College. It is only in the category of female houseperson in Vocational Education that this pattern is broken.

#### Socio-Economic Status of Respondents' Occupations

Respondents' occupations were also classified according to the Elley/Irving (male) and Irving/Elley (female) socio-economic indices (Elley and Irving 1976, 1977). These two indices were originally devised to enable researchers to test the representativeness of samples. For the purposes of this discussion, it enables a comparison of the

Hawkes Bay Community College's respondents' occupations in terms of an objective socio-economic rating with a figure calculated as being representative of the New Zealand population.

In brief, the Elley/Irving scales involve the classification of all occupations into six hierarchical levels according to an equal weighting of income and educational criteria from Census returns. The percentage of people for each level is calculated for urban areas as well as New Zealand in general. As the catchment area for the Hawkes Bay Community College includes a proportion of rural areas the general New Zealand figures have been included in Table 5.2.

In a recent research project that compared various methods used in measuring socio-economic status, Fergusson and Horwood (1979: 60) concluded that their results supported "the view that the Elley/Irving scale is a valid measure of S.E.S" (socio-economic status).

The major weakness of any occupational prestige scales (including Elley/Irving) is, however, that "no account is taken of a large group of workers in full-time employment, viz. housewives." (Daniel 1979: 77). Daniel's research on occupational ratings found that the occupation of housewife "has no discernible prestige rating from any section of the community and, "... women who nominate 'housewife' as their occupation do enjoy widely variable social status. But whatever prestige they do command depends on factors other than occupation". (p. 78)

To ignore such a large group of respondents could clearly distort the overall picture of respondents' socio-economic status. Therefore, the category of housepersons has been discussed and analysed separately (Tables 5.4 - 5.6) in terms of the two main criteria used in constructing the Elley/Irving indices - income and educational levels.

Table 5.2 shows the Elley/Irving occupational ratings of respondents by sex for each of the clientele categories as well as an overall New Zealand figure for each sex.

The total H.B.C.C. male group is dominated by occupations from the middle of the scale (62% - 3 or 4 rating) with a falling-off in the distribution of the remainder at both ends of the scale. Overall, the two halves of the scale are split almost evenly (48.4% - ratings of 1-3; 51.6% - ratings of 4-6) though there is a higher proportion of respondents (21.8%) in the top two ratings than the bottom two (16.2%).

The pattern of distribution varies for the two sub-categories of male clients. Community Education male students report occupations that have a higher rating than Vocational Education male students (e.g.

TABLE 5.2  
Elley/Irving Occupational\* Rating of Respondents\*\* by Sex

Elley/Irving Rating		M A L E S							F E M A L E S						
		HBCC N	Total %	Comm. Ed. N	Ed. %	Vocat. Ed. N	Ed. %	New Zealand %	HBCC N	Total %	Comm. Ed. N	Ed. %	Vocat. Ed. N	Ed. %	New Zealand %
High	1	67	9.6	44	14.2	24	5.9	4.7	45	10.0	40	13.0	2	1.6	2.3
	2	86	12.2	60	19.3	26	6.3	9.0	64	14.9	59	19.0	6	4.8	5.9
	3	186	26.6	68	22.0	124	30.2	26.6	128	29.8	98	31.7	30	24.2	23.8
	4	248	35.4	66	21.3	192	46.8	29.2	54	12.6	42	13.6	13	10.5	34.8
	5	48	6.9	27	8.7	23	5.6	18.1	88	20.4	32	10.4	59	47.6	20.7
Low	6	65	9.3	45	14.5	21	5.2	12.4	53	12.3	38	12.3	14	11.3	12.5
Total		700	100%	310	100%	410	100%	100%	430	100%	309	100%	124	100%	100%

\* does not include Unemployed, Houseperson, Student categories

\*\* Totals: - H.B.C.C. N - 1130  
 Community Education N = 619  
 Vocational Education N = 534

Community Education - 33.5% - ratings of 1 or 2 : Vocational Education 12.2%). Community Education male students also have a greater proportion in the bottom two ratings (Community Education - 23.2% : Vocational Education - 10.8%). That is, Community Education students are dispersed more evenly through all the ratings of the scale, while Vocational Education male students are concentrated in the middle range (Vocational Education - 77% - ratings of 2 and 3 : Community Education 43.3%).

In comparison with the New Zealand figures for male occupational ratings, the Community College group has higher proportions of its students in occupations throughout the top end of the scale (except for 3 where the percentages are identical) and corresponding lower percentages at the bottom of the scale. The biggest differences occur in the ratings of 1 (H.B.C.C. - 9.6% : N.Z. - 4.7%) and 5 (H.B.C.C. - 6.9% : N.Z. - 18.1%). Apart from the bottom of the scale (6) where the department proportion exceeds the N.Z. figure (Community Education 14.5% : N.Z. 12.4%) Community Education students are even more heavily biased towards the top end of the occupational rating scale. (e.g. 33.5% have ratings of 1 or 2 : N.Z. 13.7%).

Male Vocational Education students however, follow the N.Z. pattern of distribution more closely at the top end of the scale, greatly exceed the N.Z. figure in the rating of 4, and have a low proportion in the bottom two ratings (10.8% : N.Z. 30.5%).

Female College students are also centred towards the middle of the rating scale, though a much higher percentage of College women than men are in the two bottom ratings of 5 (20.4% - F : 6.9% - M) and 6 (12.3% - F : 9.3% - M). There is also a very distinct 'dip' in the percentage of female occupations with a rating of 4. Community Education women, like their male Community Education counterparts, are more heavily biased towards the top end of the rating scale overall, though the group with occupations of a 6 rating (12.3%) is the same as for the College total.

Female Vocational Education students are even more heavily represented in the two rating groups of 2 (24.2%) and 4 (47.6%). The other main feature about this group is the lower representation at the top end of the scale (6.4% have either a 1 or 2 rating).

As with the male students, College female students have a greater percentage of their total in the top occupational rating groups (e.g. 24.9% of the Total H.B.C.C. have ratings of 1 or 2: N.Z. - 8.2%).

Proportions of respondents with ratings of 3, 5 and 6 approximate the national figures, and the College figure of 12.6% in the 4 rating is well below the N.Z. equivalent of 34.8%.

The 'top-heavy' nature of respondents ratings is further accentuated for the Community Education group of women. There is, however, a lower proportion of women from this group at the bottom end of the scale, particularly in the 6 rating group. Vocational Education women, on the other hand, are underrepresented at the top end of the scale (and within the 4 category) compared with the N.Z. figures, approximates the national figures in the third and sixth rating groups and is well above (47.6%) the national figure (20.7%) in the 5 rating.

These figures have shown that a disproportionately high percentage of College clients have occupations with a high Elley/Irving rating. There is a corresponding underrepresentation of persons with occupations towards the lower end of the scale, though the figure for the lowest rating (6) is, in most cases, similar to the N.Z. figures.

The overrepresentation of persons with occupations rated at the upper end of the scale is more noticeable within the Community Education department than for Vocational Education. As was shown earlier (Diagram 1.4), Vocational Education students are considerably younger than Community Education students and would, therefore, on the average, be at an earlier stage in their careers and may therefore report an occupation different from what they may have at a later stage (e.g. carpenter vs. foreman, clerk of works or even a company director). In other words, to what extent can the lower proportion of Vocational Education students (compared with Community Education students) be attributed to their youthful age structure?

Tables 5.3 - 5.5 show the Elley/Irving occupational rating of all respondents by age group (no equivalent N.Z. figures are available) for the three groups of clients. In the 0-19 year age cohort of the total H.B.C.C. group (Table 5.3) most respondents (77.9%) are in the bottom three ratings, with very few at the top end of the scale (22.1%). For each successive age group an increasing proportion are in the top half of the scale (20-29 years - 55.4%; 30-39 years - 65.1%; 40-49 years - 66.4%; 50-59 years 72.4%; 60+ years - 82.3%). That is, the older the age of the respondent, the higher the proportion of persons with occupations with a high Elley/Irving rating.

The rise in respondents' occupational rating is particularly noticeable over age 20 years. For example, persons aged 0-19 years

TABLE 5.3

Elley/Irving Occupational\* Rating of Total H.B.C.C Respondents  
by Age Group

(N = 1107)

Elley/ Irving Rating	0-19		20-29		30-39		40-49		50-59		60+	
	N	%	N	%	N	%	N	%	N	%	N	%
High 1	3	.9	33	9.2	39	18.1	17	14.3	6	7.9	7	41.2
%	2.9		31.4		37.1		16.2		5.7		6.7	
2	8	2.5	47	13.1	47	21.9	23	19.3	17	22.4	3	17.6
%	5.5		32.4		32.4		15.9		11.7		2.1	
3	60	18.7	119	33.1	54	25.1	39	32.8	32	42.1	4	23.5
%	19.5		38.6		17.5		12.7		10.4		1.3	
4	130	40.6	87	24.2	44	20.5	25	21.0	10	13.1	3	17.7
%	43.5		29.1		14.7		8.4		3.3		1.0	
5	66	20.6	34	9.4	19	8.8	6	5.1	7	9.2		
%	50.0		25.8		14.4		4.5		5.3			
Low 6	53	16.7	40	11.0	12	5.6	9	7.5	4	5.3		
%	44.9		33.9		10.2		7.6		3.4			
Total	320	100	360	100	215	100	119	100	76	100	17	100

\* Does not include Unemployed, houseperson, student categories.

make up only 2.9% (percentages for each age group are read horizontally) of the top rating (1), but the next age group (20-29 years) increases to 31.4% of the total. At the bottom end of the scale (5 and 6) 0-19 year and 20-29 year olds make up the vast bulk of the rating categories (e.g. 5-75.8%; 6-78.8%).

In Community Education (Table 5.4) the 0-19 year olds are also centred towards the bottom of the scale (86.5% with ratings of 4, 5 or 6). Thereafter, there is a definite shift of the majority to the top half of the scale (20-29 years - 58.3%; 30-39 years - 66.5%; 40-49 years - 69.7%; 50-59 years - 69.5%; 60+ years - 85.8%).

The occupations with high Elley/Irving ratings are dominated numerically by the middle age groups - particularly 30-39 year olds who make up 41.8% and 31.3% respectively for the two top ratings (1 and 2). As was the case for the total H.B.C.C. groups, the majority of the low occupational ratings are in the 0-19 and 20-29 year groupings (5 - 52.6%; 6 - 73.5%).

Young Vocational Education students (Table 5.5), however, are 'centred' higher in the rating scale (e.g. in the 0-19 year group, 89.5% are in the 3, 4 or 5 category - nearly half of the total (47% are in the 4 rating). Subsequently, there are very few at either extreme of the scale. Each successive age group thereafter is centred higher on the rating scale, though the increase in occupational ratings is not great, e.g. taking the percentage in the top half of the scale, the figures are 0-19 years - 24.0%; 20-29 years - 51.2%; 30-39 years - 60.9%; 40-49 years - 45.5%; 50+ years - the number is insufficient to calculate percentages.

Tables 5.3 - 5.5 have shown that the higher Elley/Irving occupational ratings are dominated by the older age groups, particularly those respondents aged 20 years and over. Those persons under 20 years are predominant in the bottom half of the rating scale. Vocational Education students in this age range are centred slightly higher than Community Education students on the scale. The differences in distribution among the rating scale for age groupings over 20 years do not differ greatly - that is, the 'axis' for discriminating between respondents' occupational ratings in terms of age is the 20 year mark. Those respondents under 20 are 'waisted' in the 4-5 rating section of the scale (Community Education particularly in the 5-6 section); those respondents over 20 years are 'waisted' in the 2-3 section.

TABLE 5.4

Elley/Irving Occupational\* Rating of Community Education  
Respondents by Age Group

(N = 604)

Elley/ Irving Rating	0-19		20-29		30-39		40-49		50-59		60+	
	N	%	N	%	N	%	N	%	N	%	N	%
High 1			22	11.1	33	21.7	12	12.1	6	8.7	6	43.2
%			27.8		41.8		15.2		7.6		7.6	
2	3	4.2	35	17.6	36	23.7	22	22.2	17	24.6	2	14.2
%	2.7		29.7		31.3		19.1		14.8		2.4	
3	8	11.3	59	29.6	32	21.1	35	35.4	25	36.2	4	28.4
%	4.9		36.2		19.6		21.5		15.3		2.5	
4	13	18.3	39	19.6	27	17.8	16	16.1	10	14.5	2	14.2
%	12.1		36.4		25.2		15.0		9.3		2.0	
5	13	18.3	17	8.5	14	9.2	6	6.1	7	10.1		
%	22.8		29.8		24.6		10.5		12.3			
Low 6	34	49.9	27	13.6	10	6.5	8	8.1	4	5.9		
%	41.0		32.5		12.0		9.6		4.9			
Total	71	100	199	100	152	100	99	100	69	100	14	100

\* Does not include unemployed, houseperson, student categories.

TABLE 5.5

Elley/Irving Occupational\* Rating of Vocational Education  
Respondents by Age Group

(N = 526)

Elley/ Irving Rating	0-19		20-29		30-39		40-49		50-59		60+	
	N	%	N	%	N	%	N	%	N	%	N	%
High 1	3	1.2	11	6.4	6	8.7	6	27.3				
%	11.5		42.3		23.1		23.1					
2	6	2.4	11	6.4	14	20.3					1	
%	18.8		34.4		43.7						3.1	
3	52	20.4	66	38.4	22	31.9	4	18.2	6		1	
%	34.4		43.7		14.6		2.6		3.9		.8	
4	120	47.1	53	30.8	20	29.0	9	40.9				
%	59.4		26.2		9.9		4.5					
5	56	22.0	18	10.5	4	5.8	2	9.1				
%	70.0		22.5		5.0		2.5					
Low 6	18	6.9	13	7.5	3	4.3	1	4.5				
%	51.4		37.1		8.6		2.9					
Total	255	100	172	100	69	100	22	100	6		2	

\* Does not include unemployed, houseperson, student categories.

### Housepersons

As was pointed out earlier, the Elley/Irving rating scales do not cover the occupational category of houseperson. Therefore, the question arises, to what extent do respondents in this occupational category (i.e. houseperson) differ from the respondents discussed in the Elley/Irving ratings? Are the same comments applicable to housepersons attending the Community College?

To answer such questions is by no means a straightforward matter. As a number of writers (Haug, 1973; Wilson, 1976) have pointed out, the assessment of a married woman's social standing is far more complex than for a male equivalent. The following discussion, however, seeks to give some indication of how comparable the large group of Housepersons (99.1% of whom are women) is with the overall group of female respondents.

The Elley/Irving occupational rating scale is based on the key elements of education and income. The higher the educational qualifications and income of persons associated with a particular occupation, the higher socio-economic status (S.E.S.) rating of the occupation (and persons fulfilling that role). Various levels of education are a prerequisite for entry into various occupations generally, the higher the status of the occupation, the higher the level of educational qualifications required for entry into the occupation. Therefore, the question can be asked - if H.B.C.C. Housepersons were to seek to (re)enter the work-force, at what S.E.S. level would they fit? While it is acknowledged that numerous other factors (specific training, personal qualities etc.) also enter into this situation, a person's educational background can act as a crude indicator of the level at which a person is likely to re-enter the (paid) workforce. Table 5.6 shows the highest school exam qualification of housepersons, while Table 5.7 indicates whether or not they have gained further qualifications since leaving school (which would thereby enhance the likelihood of gaining higher-status jobs). Equivalent distributions for the Total H.B.C.C. (female) group are also given to help indicate the degree to which comments, made earlier for the Total H.B.C.C. female group are in turn, applicable to Housepersons.

As Table 5.6 shows the group of Housepersons is quite comparable in terms of school qualifications with the distribution patterns for the Total H.B.C.C. (female) group. Overall, Housepersons are in fact slightly more qualified in all exam categories except School Certificate (partial pass). Conversely, a smaller percentage (23.2%) of Housepersons has no

TABLE 5.6

Highest School Exam Qualification of Housepersons (and Total H.B.C.C. equivalents from Table 7.4)

Client Category	University Bursary/Scholarship		University Entrance		School Certificate - 5 papers		School Certificate 1 - 4 papers		Proficiency		None of these	
	N	%	N	%	N	%	N	%	N	%	N	%
Housepersons (N = 332)	13	3.9	97	29.2	70	21.1	54	16.3	21	6.3	77	23.2
Total H.B.C.C. (female only*) (N = 940)	35	3.7	256	27.2	152	16.1	171	18.2	23	2.4	303	32.2

\* As 99.1% of all Housepersons are women (Initial Report p. 59) female only figures are given for purposes of comparison.

qualifications (Total H.B.C.C. (female) - 32.2%).

The same pattern is found in Table 5.7 where a higher (48.2%) percentage of Housepersons has gained some form of post-school qualification (Total H.B.C.C. (female) - 45.8%).

A further indication of the social standing of the group of Housepersons is gained by examining the amount of financial resources to which they may have access. While they may have low personal incomes, Housepersons can also be assessed in terms of their Total Household income (i.e. the income derived from others in the household in paid employment - usually a spouse). The Total Personal and Household incomes for Housepersons and the Total H.B.C.C. (female) group are shown in Table 5.8. While such a comparison is once again, at best a crude S.E.S. indicator, it is important for showing the degree of similarity of the Housepersons with the Total group as a whole.

Not surprisingly, most (51.9%) Housepersons have a Total Personal Income under \$2,000. Even though most Housepersons are full-time at home, and therefore probably have no direct personal income, a number of this group report personal incomes in the upper brackets. While some of these may be due to misunderstanding the wording of the questionnaire (particularly confusing personal and household incomes), sources of income other than from full-time paid employment could plausibly account for these replies (particularly part-time employment and income from sources such as investment, benefits, etc.).

The comparison of Housepersons and the Total H.B.C.C. (female) group is better shown in the Total Household Incomes. Housepersons have a lower proportion (10.8%) of their total with Total household incomes under \$6000 (Total H.B.C.C. (female) 19.6%), while at the upper end of the income scale they are overrepresented (\$10,000+ - Housepersons 46.1% : Total H.B.C.C. (female) 42.7%) though the differences are not great.

The preceding discussion does not provide a comprehensive means of assessing the social standing of the group of Housepersons attending the Community College. Nonetheless, it does indicate, albeit crudely, that the group of Housepersons does not differ greatly from the Total H.B.C.C. group of women in terms of a number of factors that have conventionally been used as indicators of socio-economic status (S.E.S.). Therefore, it would appear reasonable to assume that the general comments made regarding the Irving/Elley rating of female occupations are also true of the Housepersons group. That is, if the group of

TABLE 5.7

Post-School Qualifications (Yes/No) of Housepersons  
(and Total H.B.C.C. equivalents)

Client Category	Yes		No	
	N	%	N	%
Housepersons (N = 382)	184	48.2	198	51.8
Total H.B.C.C. (female only*) (N = 1000)	458	45.8	542	54.2

\* As 99.1% of all Housepersons are women (Initial Report p. 59) female only figures are given for purposes of comparison.

TABLE 5.8

Total Personal and Household Incomes (Annual) of Housepersons (and Total H.B.C.C. equivalents from Tables 6.2 and 6.5)

Client Category	\$0 - 1999		\$2000- 3999		\$4000- 5999		\$6000- 7999		\$8000- 9999		\$10,000- 11,999		\$12,000- 13,999		\$14,000- 15,999		\$16,000+		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<u>Personal</u>																			
Housepersons (N = 341)	177	51.9	64	18.8	55	16.2	20	5.9	4	1.2	9	2.5	3	.8	4	1.2	5	1.5	
Total H.B.C.C. (female only*) (N = 862)	299	34.7	183	21.2	173	20.1	100	11.6	54	6.3	32	3.7	8	.9	6	.7	7	.8	
<u>Household</u>																			
Housepersons (N = 260)	6	2.3	7	2.7	15	5.8	17	6.5	35	13.5	60	23.1	50	19.1	22	8.5	48	18.5	
Total H.B.C.C. (Female only*) (N = 843)	14	1.7	54	6.4	97	11.5	106	12.6	88	10.4	124	14.7	109	12.9	73	8.7	178	21.1	

\* As 99.1% of all Housepersons are women (Initial Report p. 54) female only figures are given for the purposes of comparison.

Housepersons were in full-time paid employment, they would probably be distributed along the Irving/Elley scale in a pattern similar to that of respondents in full-time paid occupations at present. Furthermore, Housepersons come from households whose incomes are similar (if not higher) than the average female respondent at the College. Housepersons at the Community College appear not to differ greatly from the overall patterns of socio-economic status described for the female College as a whole.

#### Income.

In order to gain a more complete picture of the general financial situation of the College clients, respondents were asked to specify both personal and household income (net total incomes in both cases). The Household income figure helps give a better overview of the amount of financial resources to which a client is likely to have access. To ask some categories of client (e.g. full-time students and housepersons) only their personal income could be totally misleading in cases where their personal income is very low, but their total household income is considerably higher.

#### Personal Income.

Table 6.1 shows the total personal (annual) income of respondents by sex and comparable figures for the Hawkes Bay region. There are clear differences in the patterns of distribution according to sex and College department.

Taken as a whole, the Community College has a greater proportion of its clients with incomes in excess of \$16,000 than the Hawkes Bay region (H.B.C.C. - 14.1% : H.B.S.A. - 3.7%); Community Education students are even more atypical of the region (15.5%) and Vocational Education students also exceed the regional figure, though by a lesser degree (12.0%).

Male clients at the College exceed the regional proportion of persons with incomes over \$16,000 (H.B.C.C. Total 23.5% : Community Education 31.5% : Vocational Education 17.1% : H.B.S.A. 7.3%). In proportional terms, female students (and particularly those in Community Education) exceed the Hawkes Bay figure (.4%) by an even greater degree (Total H.B.C.C. 6.1% : Community Education 7.3% : Vocational Education 1.9%).

Clearly then, all categories of client (and particularly Community Education women) have a disproportionately high number of

TABLE 6.1  
Total Personal (Annual) Income of Respondents by Sex (condensed)

Total Personal Annual Income (dollars)	<u>H.B.C.C. Total</u>			<u>Community Education</u>			<u>Vocational Education</u>			<u>Hawkes Bay Statistical Area</u>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
Under 10,000	561 76.5	809 93.9	1370 85.9	235 68.5	623 92.7	858 84.5	349 82.9	207 98.1	556 88.0	43258 92.7	49852 99.6	93110 96.3
Over 10,000	172 23.5	53 6.1	225 14.1	108 31.5	49 7.3	157 15.5	72 17.1	4 1.9	76 12.0	3422 7.3	194 .4	3616 3.7
TOTAL	733 100	862 100	1595 100	343 100	672 100	1015 100	421 100	211 100	632 100	46680 100	50046 100	96726 100

their numbers drawn from high income groups in the Hawkes Bay population.

Table 6.2 shows the total personal (annual) income of all H.B.C.C. respondents by age and sex. Overall, there is a very clear relationship between total personal income and age and sex (as was shown briefly in Table 6.1). Briefly, it is: the lower the income, the greater the percentage of young persons and women; the higher the income, the greater the proportion of older persons and men. For example, of those respondents with an income under \$2000, 58.0% are aged under 29 years, and 85.7% are women; for incomes of \$2000 - \$3,999 - 60.8% are under 29 years, 68.2% are women. At the top end of the scale, (\$16,000+) 83.7% are aged 30 years and over, 83.7% are men.

The majority (60.4%) of H.B.C.C. respondents have total personal incomes under \$6,000.

This group, however, is made up primarily of younger persons under 30 years and women - that is, persons likely to be in the early stages of their working-life when income is generally lower or are fulfilling the role of houseperson on a full-time basis. Conversely, the higher total personal income brackets have higher proportions of older persons and men in particular - groups that are more likely to be well advanced in their working-lives with accompanying higher income and to be in full-time paid employment.

Table 6.3 shows Community Education respondents' (by sex and age) total personal incomes. As with the Total H.B.C.C. group, the higher incomes are dominated by the older age groups and men (e.g. \$16,000+ - 91.2% are aged 30+ years, 82.3% are men) but in the lower income brackets a somewhat different pattern emerges. Here, women once again form a high majority of the lower income groups (e.g. under \$2000 - 87.2%; \$2000 - \$3999 - 81.8%), but higher proportions of the middle age groups are represented in the low income brackets (e.g. 53.9% of the \$0-1999 bracket are aged over 30 years: Total H.B.C.C. - 42%). That is, women of all age groups are overrepresented in the lower income brackets (i.e. under \$6000), are proportionately equal in the middle income brackets (\$6000 - 11,999) and are underrepresented in the income brackets over \$12,000.

As a total group, Community Education students are slightly more spread through the range of incomes than the College average, but the differences are not great. The majority (58.3%) have personal incomes under \$6,000.

TABLE 6.2 (part i)

Total Personal Annual Income (Gross) of Total H.B.C.C. Respondents by Sex and Age  
(N = 1595)

Age Groups (in years)	\$0-1999				\$2000-3999				\$4000-5999				\$6000-7999				\$8000-9999			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19	42	99	141	40.4	75	58	133	47.0	98	42	140	41.4	30	3	33	13.4	5	2	7	4.3
20-29	6	55	61	17.6	9	30	39	13.8	48	53	101	29.9	78	38	116	47.2	49	14	63	38.4
30-39	2	77	79	22.6	3	33	46	16.3	11	39	50	14.8	19	21	40	16.3	32	14	46	28.0
40-49		34	34	9.7	2	30	32	11.3	1	18	19	5.6	10	19	29	11.8	16	11	27	16.5
50-59		29	29	8.3		17	17	6.0	4	7	11	3.3	4	16	20	8.1	7	11	18	11.0
60+		5	5	1.4	1	15	16	5.6	3	14	17	5.0	5	3	8	3.2	1	2	3	1.8
TOTAL	50	299	349		90	183	273		165	173	338		146	100	246		110	54	164	
as % of Total	14.3	85.7		100	31.8	68.2		100	48.8	41.2		100	59.3	40.7		100	67.1	32.9		100
as % of Total Group		21.7%				17.6%				21.1%				15.3%				10.2%		

TABLE 6.2 (part ii)

Total Personal Annual Income (Gross) of Total H.B.C.C. Respondents by Sex and Age

(N = 1595)

Age Groups (in years)	\$10000-11999 Total				\$12000-13999 Total				\$14000-15999 Total				\$16000+ Total			
	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%
0-19																
20-29	21	7	28	27.7	10		10	17.5	6	1	7	29.2	6	1	7	16.3
30-39	29	11	40	39.6	23	1	24	42.2	4	2	6	25.0	12	2	14	32.6
40-49	12	6	18	17.8	9	2	11	19.3	4	3	7	29.2	10	2	12	28.0
50-59	4	7	11	10.9	5	3	8	14.0	3		3	12.5	5	1	6	14.0
60+	3	1	4	4.0	2	2	4	7.0	1		1	4.1	3	1	4	9.1
TOTAL	69	32	101		49	8	57		18	6	24		36	7	43	
as % of Total	67.6	32.4		100	86.0	13.0		100	75.0	25.0		100	83.7	16.3		100
as % of Total Group		6.3%				3.6%				1.5%				2.7%	100%	

TABLE 6.3 (part i)

Total Personal Annual Income (Gross) of Community Education Respondents by Sex and Age  
(N = 1015)

Age Groups (in years)	\$0-1999				\$2000-3999				\$4000-5999				\$6000-7999				\$8000-9999			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19	27	40	67	25.3	16	15	31	20.1	13	16	29	16.9	8	2	10	6.5	2	2	4	3.6
20-29	5	50	55	20.8	7	21	28	18.2	20	37	57	33.1	30	32	62	40.0	20	14	34	30.4
30-39	2	74	76	28.7	3	30	33	21.4	7	35	42	24.4	13	18	31	20.0	16	13	29	25.8
40-49		33	33	12.4	1	29	30	19.5	1	17	18	10.5	7	17	24	15.5	14	11	25	22.3
50-59		29	29	10.9		16	16	10.4	3	6	9	5.2	4	16	20	13.0	7	11	18	16.1
60+		5	5	1.9	1	15	16	10.4	3	14	17	9.9	5	3	8	5.0		2	2	1.8
TOTAL	34	231	265		28	126	154		47	125	172		67	88	155		59	53	112	
as % of Total	12.8	87.2		100	18.2	81.8		100	27.3	72.7		100	43.2	56.8		100	52.7	47.3		100
as % of Total Group		26.1%				15.2%				17.0%				15.3%				11.0%		

TABLE 6.3 (part ii)

Total Personal Annual Income (Gross) of Community Education Respondents by Sex and Age  
(N = 1015)

Age Groups (in years)	\$10000-11999				\$12000-13999				\$14000-15999				\$16000+			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19																
20-29	9	7	16	24.6	5		5	12.5	2	1	3	16.6	2	1	3	8.8
30-39	15	8	23	35.4	14	1	15	37.5	2	2	4	22.2	12	2	14	41.2
40-49	8	6	14	21.5	7	2	9	22.5	4	3	7	39.0	7	2	9	26.4
50-59	1	7	8	12.3	4	3	7	17.5	3		3	16.6	5		5	14.8
60+	3	1	4	6.2	2	2	4	10.0	1		1	5.6	2	1	3	8.8
TOTAL	36	29	65		32	8	40		12	6	18		28	6	34	
as % of Total	55.4	44.6		100	80.0	20.0		100	66.7	33.3		100	82.3	17.7		100
as % of Total Group			6.4%				3.9%				1.8%				3.3%	100%

Vocational Education students are more tightly 'clustered' overall (Table 6.4). There is a slightly heavier grouping of respondents at the bottom end of the income scale (e.g. 63.7% have incomes under \$6000) in comparison with Community Education students.

The lower income groups are even more heavily concentrated among the younger age range (e.g. \$0-1999 - 94.7% are aged under 30 years; \$2000-3999 - 94.1%), though there are much higher percentages of males in these lower income categories (e.g. \$2000-3999 - 51.9%; \$4000-5999 - 70.9%). The top income brackets are, however, totally dominated by older men (e.g. the lowest proportion of men in any income bracket over \$8000 is 90%).

In summary, the Community College clientele is somewhat atypical of the surrounding population in terms of personal income. Despite high numbers of young persons, all categories of clientele are over-representative of the area's high income groups. Although a statistical minority within the College, men form a clear majority in all the high-income brackets. Women are concentrated at the lower end of the scale, though they too are over-representative in terms of high incomes for their sex in Hawkes Bay.

Community Education students have a higher proportion than Vocational Education students of their total number in upper income categories, though this may be explained largely by the latter group's youthful age structure.

#### Household Income

Table 6.5 shows the total household (annual) income of H.B.C.C. respondents by age and sex (no equivalent Hawkes Bay area figures are available). When household incomes are considered, there is a very noticeable upward trend in the number of persons with high incomes. While such an upward shift is not unexpected, there can be no doubt that a large percentage of College clients come from households with reasonably high incomes. (e.g. 25.8% have total household incomes in excess of \$16,000; and 61.6% are in excess of \$10,000 - personal incomes in the same income brackets were 2.7% and 14.1%).

Persons with total household incomes under \$6,000 are more dispersed through the age range (than was the case for personal incomes), though there is a slightly heavier concentration of these respondents in the younger age groupings. On an average, approximately 70% of this group are female.

TABLE 6.4 (part i)

Total Personal Annual Income (Gross) of Vocational Education Respondents by Sex and Age

(N = 632)

Age Groups (in years)	\$0-1999				\$2000-3999				\$4000-5999				\$6000-7999				\$8000-9999			
	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%
0-19	16	68	84	88.4	65	50	115	85.2	86	24	110	64.0	23	1	24	24.7	3		3	5.3
20-29	1	5	6	6.3	3	9	12	8.9	31	17	48	27.9	51	7	58	59.8	31		31	54.4
30-39		4	4	4.2	1	3	4	2.9	4	6	10	5.8	6	3	9	9.3	17	1	18	31.6
40-49		1	1	1.1	1	1	2	1.5		3	3	1.7	3	2	5	5.2	3		3	5.3
50-59						2	2	1.5	1		1	.6					1		1	1.7
60+													1		1	1.0	1		1	1.7
TOTAL	17	78	95		70	65	135		122	50	172		84	13	97		56	1	57	
as % of Total	17.9	82.1		100	51.9	48.1		100	70.9	29.1		100	86.6	13.4		100	98.2	1.8		100
as % of Total Group		15.1%				21.4%				27.2%				15.3%				9.0%		

TABLE 6.4 (part ii)

Total Personal Annual Income (Gross) of Vocational Education Respondents by Sex and Age  
(N = 632)

Age Groups (in years)	\$10000-11999				\$12000-13999				\$14000-15999				\$16000+			
	M	F	N	Total %	M	F	N	Total %	M	F	N	Total %	M	F	N	Total %
0-19																
20-19	12		12	31.6	5		5	23.8	5		5		4		4	
30-39	15	3	18	47.4	11		11	52.3	2		2					
40-49	5		5	13.2	3		3	14.3					4		4	
50-59	3		3	7.8	1		1	4.8						1	1	
60+					1		1	4.8					1		1	
TOTAL	35	3	38		21		21		7		7		9	1	10	
as % of Total	92.1	7.9		100	100			100	100				90	10		
as % of Total Group		6.0%				3.3%				1.1%				1.6%	100%	

TABLE 6.5 (part i)

Total Household Annual Income (Gross) of Total H.B.C.C. Respondents by Sex and Age

(N = 1516)

Age Group (in years)	\$0-1999				\$2000-3999				\$4000-5999				\$6000-7999				\$8000-9999			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19	2	10	12	66.5	16	7	23	28.6	19	14	33	24.1	12	18	30	17.2	28	17	45	26.1
20-29	2	2	4	22.3	4	11	15	18.8	11	22	33	24.1	30	24	54	30.9	24	23	47	27.1
30-39					3	11	14	17.5	7	26	33	24.1	16	36	52	29.8	19	24	43	24.7
40-49					1	6	7	8.8		13	13	9.5	6	17	23	13.1	9	10	19	11.0
50-59		1	1	5.6		10	10	12.5	2	7	9	6.5	2	10	12	6.8	5	11	16	9.3
60+		1	1	5.6	2	9	11	13.8	1	15	16	11.7	3	1	4	2.2		3	3	1.8
TOTAL	4	14	18		26	54	80		40	97	137		69	106	175		85	88	173	
as % of Total	22.3	77.7		100	32.5	67.5		100	29.2	70.8		100	39.4	60.6		100	49.1	50.9		100
as % of Total Group			1.2%				5.3%				9.0%				11.5%				11.4%	

TABLE 6.5 (part ii)

Total Household Annual Income (Gross) of Total H.B.C.C. Respondents by Sex and Age  
(N = 1516)

Age Group (in years)	\$10000-11999				\$12000-13999				\$14000-15999				\$16000+			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19	14	26	40	19.6	26	21	47	24.4	21	22	43	29.8	82	55	137	35.0
20-29	26	28	54	26.3	21	23	44	22.8	27	17	44	30.5	66	35	101	25.8
30-39	27	40	67	32.5	21	28	49	25.6	13	18	31	21.5	25	36	61	15.6
40-49	7	16	23	10.7	7	19	26	13.6	5	8	13	9.1	26	34	60	15.3
50-59	3	11	14	6.9	7	15	22	11.5	3	7	10	7.0	10	16	26	6.7
60+	5	3	8	4.0	1	3	4	2.1	2	1	3	2.1	4	2	6	1.6
TOTAL	82	124	206		83	109	192		71	73	144		213	178	391	
as % of Total	39.8	60.2		100	43.2	56.8		100	49.3	50.7		100	54.4	45.6		100
as % of Total Group			13.6%				12.7%				9.5%				25.8%	100%

In the middle-income brackets (\$6000-11,999) the proportion of women diminishes (approx 50-60%) and there is a slight upward movement in the age range - i.e. respondents with middle-range household incomes are more likely to be found in the middle-age (20-39 years) groupings.

Respondents from high income households (\$12,000+) include a large group of 0-19 year olds (possibly those still living at home and thereby including one or even two working parents) - approximately 30%; otherwise the distribution among the age groupings approximates the pattern for middle-range income households. The proportion of females in this top group drops slightly further again - to approximately 50%.

Community Education students' household incomes (Table 6.6) are distributed in a similar pattern to the Total H.B.C.C. group. In the low-income categories (under \$6000) there is a slightly more even dispersal through the age range (particularly in the upper age grouping) and women form an even larger proportion of these three totals (86.7% : 80.7% : 81.2%). The same pattern of 'dispersal' through the age groupings is seen in the middle-income (\$6000-11,999) brackets and the proportion of women in the first two income brackets steadily decreases, (68.3% 61.2%) but then rises again in the \$10,000-11,999 and \$12,000-13,999 brackets, (70.9%, 72.7%) before falling to the lowest overall proportions in the top two income groups (63.3%, 59.3%). There is a lower proportion (than for the College as a whole) of the top-income brackets from the 0-19 age group (e.g. 12.4% of the \$16,000+ : 35.0% - Total H.B.C.C.) with the remainder of this group being found in the four middle-age range.

Vocational Education students (Table 6.7) have higher proportions of their numbers in the high-income (household) categories. (e.g. 70.1% come from households with an income in excess of \$10,000 : Community Education - 56.4%). Another major difference with Community Education is that the sex ratio for each Vocational Education income bracket is approximately the same as the overall department ratio of 65% - M : 35% - F, that is, Vocational Education female students are evenly distributed on a proportional basis through all income groups.

The large younger age group of 0-19 year olds makes up the majority (65-70%) of the low income category (under \$6,000), steadily decreases (40-50%) through the middle range but then rises again noticeably in the \$16,000+ category (60.6%). The patterns of distribution among the other age groups for the income brackets above \$6,000

TABLE 6.6 (part i)

Total Household Annual Income (Gross) of Community Education Respondents by Sex and Age  
(N = 951)

Age Group (in years)	\$0-1999				\$2000-3999				\$4000-5999				\$6000-7999				\$8000-9999			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19	1	9	10	66.6	2	4	6	10.5	4	6	10	9.9	4	3	7	5.5	10	7	17	14.6
20-29	1	2	3	20.0	4	6	10	17.5	8	21	29	28.7	16	22	38	30.2	12	21	33	28.5
30-39					2	11	13	22.8	5	23	28	27.7	10	33	43	34.1	10	21	31	26.8
40-49					1	6	7	12.3		13	13	12.9	5	17	22	17.5	8	9	17	14.6
50-59		1	1	6.7		10	10	17.5	1	5	6	5.9	2	10	12	9.5	5	10	15	12.9
60+		1	1	6.7	2	9	11	19.4	1	14	15	14.9	3	1	4	3.2		3	3	2.6
TOTAL	2	13	15		11	46	57		19	82	101		40	86	126		45	71	116	
as % of Total	13.3	86.7		100	19.3	80.7		100	18.8	81.2		100	31.7	68.3		100	38.8	61.2		100
as % of Total Group			1.6%				6.0%				10.6%				13.2%				12.2%	

TABLE 6.6 (part ii)

Total Household Annual Income (Gross) of Community Education Respondents by Sex and Age  
(N = 951)

Age Group (in years)	\$10000-11999				\$12000-13999				\$14000-15999				\$16000+			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19	3	6	9	7.1	4	8	12	9.9	4	7	11	13.9	15	11	26	12.4
20-29	10	21	31	24.4	6	16	22	18.2	10	13	23	29.1	18	30	48	23.0
30-39	14	34	48	37.8	12	27	39	32.2	6	17	23	29.1	21	34	55	26.3
40-49	3	15	18	14.2	6	19	25	20.7	4	6	10	12.7	19	31	50	23.9
50-59	3	11	14	11.0	4	15	19	15.7	3	6	9	11.4	9	16	25	12.0
60+	4	3	7	5.5	1	3	4	3.3	2	1	3	3.8	3	2	5	2.4
TOTAL	37	90	127		33	88	121		29	50	79		85	124	209	
as % of Total	29.1	70.9		100	27.3	72.7		100	36.7	63.3		100	40.7	59.3		100
as % of Total Group			13.4%				12.7%				8.3%				22.0%	100%

TABLE 6.7 (part i)

Total Household Annual Income (Gross) of Vocational Education Respondents by Age and Sex

(N = 592)

Age Group (in years)	\$0-1999				\$2000-3999				\$4000-5999				\$6000-7999				\$8000-9999			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19	1	1	2		14	3	17	68.0	15	9	24	66.6	9	15	24	46.2	18	11	29	47.5
20-29	1		1		1	5	6	24.0	4	2	6	16.7	15	2	17	32.7	15	2	17	27.9
30-29					1		1	4.0	2	3	5	13.9	6	3	9	17.3	10	2	12	19.7
40-49													1		1	1.9	1	1	2	3.3
50-59						5	1	4.0	1		1	2.8						1	1	1.6
60+													1		1	1.9				
TOTAL	2	1	3		16	9	25		22	14	36		32	20	52		44	17	61	
as % of Total					64.0	35.0		100	61.2	38.8		100	61.5	38.5		100	72.1	27.9		100
as % of Total Group			.5%				4.2%				6.1%				8.8%				10.3%	

TABLE 6.7 (part ii)

Total Household Annual Income (Gross) of Vocational Education Respondents by Age and Sex

(N = 592)

Age Group (in years)	\$10000-11999				\$12000-13999				\$14000-15999				\$16000+			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19	12	21	33	39.7	21	14	35	47.9	17	18	35	49.3	69	45	114	60.6
20-29	17	6	23	27.7	14	7	21	28.8	17	5	22	31.0	51	5	56	29.8
30-39	14	7	21	25.3	9	2	11	15.0	9	1	10	14.1	4	2	6	3.2
40-49	4	1	5	6.0	2	1	3	4.1	2	2	4	5.6	8	2	10	5.2
50-59					2		2	2.8					1		1	.6
60+	1		1	1.3	1		1	1.4					1		1	.6
TOTAL	48	35	83		49	24	73		45	26	71		134	54	188	
as % of Total	57.8	42.2		100	67.1	32.9		100	63.4	36.6		100	71.2	28.8		100
as % of Total Group			14.0%				12.3%				12.0%				31.8%	100%

are again fairly consistent.

The distribution patterns of College students among the various household income categories are somewhat less defined than most other tables discussed thus far. Nevertheless, a number of observations can still be made at this stage. A large group of College clients come from households with a high income (61.6% are in excess of \$10,000). Female students are more likely than males to come from lower-income households. Apart from one or two exceptions, distribution of the different age groups along the household income scale (particularly over \$4,000) is reasonably regular. The main exception is the high number (27 of a total of 54-50%) of 60+ year olds in households with incomes under \$6,000.

Community Education students are more dispersed through the income categories and female students form a larger proportion of the lower income groups. Also, the various age groupings are more evenly spread along the income scale (a pattern in keeping with the wider distribution overall for this department).

Vocational Education students on the other hand, are concentrated more towards the top end of the household income scale. Women are more evenly distributed on the scale overall than their Community Education counterparts. Young Vocational Education students (0-19 years) are heavily concentrated in the \$16,000+ category, though they also make up a majority for the income brackets under \$6,000. The middle age groups (20-39 years) are spread predominantly in the brackets over \$6,000 and the older age groups are found mainly at the top end of the income scale (\$10,000+).

#### Educational Background

The following section outlines the College clientele in terms of the amount of education they have received as well as the level of qualifications attained. Elements of compulsory as well as post-school education are considered.

#### Number of years at Secondary School

Table 7.1 shows the number of years Community College students (by age and sex) spent at secondary school. Most (54.8%) had four or more years, 35.4% had 2-3 years and a small number had less than two years (5.6%) or were still attending (4.2%). Apart from those respondents still attending school, the pattern is - the greater the number of years at secondary school, the higher the proportion of men (0-1 years - 39.8%; 2-3 years - 42.5%; 4+ years - 46.1%). Higher

TABLE 7.1

Number of Years at Secondary School of Total H.B.C.C. Respondents by Age and Sex  
(N = 1748)

Age Group (in years)	0-1 years				2-3 years				4+ years				Still attending			
	M	F	N	Total %	M	F	N	Total %	M	F	N	Total %	M	F	N	Total %
0-19	10	8	18	18.4	99	96	195	31.5	143	104	247	25.8	40	33	73	100
20-29	8	9	17	17.3	71	64	135	21.8	157	136	293	30.6				
30-39	3	14	17	17.3	55	94	149	24.1	78	127	205	21.4				
40-49	4	12	16	16.3	27	61	88	14.2	32	65	97	10.1				
50-59	9	13	22	22.4	7	29	36	5.8	21	57	78	8.1				
60+	5	3	8	8.3	4	12	16	2.6	11	27	38	4.0				
Total	39	59	98		263	356	619		442	516	958		40	33	73	
as % of Total	39.8	60.2		100	42.5	57.5		100	46.1	53.9		100	54.8	45.2		100
as % of Total group		5.6%				35.4%				54.8%				4.2%		100%

proportions of women (than their overall ratio of 56%) are represented in the 0-1 year group (60.2%) and are underrepresented proportionally in the 4+ year group (53.9%) though the differences are not great. The younger age groups are more likely to have had a longer period at secondary school, but considerable numbers of the older respondents have also attended for long periods (e.g.  $\frac{38}{62}$  60+ year olds had 4+ years;  $\frac{78}{139}$  of the 50-59 year cohort). While it is difficult to judge due to a paucity of information, these numbers are probably well above the regional average for these age cohorts.

A higher proportion of Community Education students (Table 7.2) are either still attending secondary school (6.0%) or had 0-1 year (8.0%) or 2-3 years (36.1%). While these differences are due mainly to the older age structure of Community Education, there are, nonetheless, sizeable numbers of students in the younger age groupings (especially 0-14 years) who have had only 0-3 years secondary schooling. Most of the middle-age groups of 20-39 years have had at least 2 years at secondary school. Women are more likely than men to have had 4+ years of secondary schooling while the sex distribution for the 0-1 years and 2-3 year groups approximate the department ratio. Most (52.0%) of those still attending are males - a pattern also true for the College as a whole.

Vocational Education students (Table 7.3) are much more uniform in the amount of secondary schooling they have received (and in particular, those under 30 years). The vast majority (96.9%) have had at least two years and 62.3% have had 4 years or more. Male students are marginally overrepresented (68.8%; 65% of the total group) in the 4+ year group. Older Vocational Education students (30+ years) are more likely than the younger students to have had only a couple of years at secondary school, but do not differ noticeably from older Community Education students (although comparison is difficult due to the low numbers of the former group).

The great majority of Community College students then, have attended secondary school for a minimum of 2 years and over half, for four years or more. Vocational Education students are more uniform in the amount of secondary schooling they have received (they attend longer than Community Education students), while Community Education attracts the greatest number of persons with little schooling or who are still attending. Differences between the sexes in all categories of client are not great.

TABLE 7.2

Number of Years at Secondary School of Community Education Respondents by Age and Sex

(N = 1136)

Age Group (in years)	0-1 years				2-3 years				4+ years				Still attending			
	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%	M	F	Total N	%
0-19	9	7	16	17.6	31	35	66	16.1	19	30	49	8.6	36	32	68	100.0
20-29	7	9	16	17.6	41	54	95	23.2	51	111	162	28.6				
30-39	2	12	14	15.4	32	89	121	29.5	51	116	167	29.5				
40-49	4	12	16	17.6	20	58	78	19.0	24	61	85	15.0				
50-59	8	13	21	23.1	6	28	34	8.3	14	55	69	12.2				
60+	5	3	8	8.7	4	12	16	3.9	9	26	35	6.1				
Total	35	56	91		134	276	410		168	399	567		36	32	68	
as % of Total	38.5	61.5		100	32.7	67.3		100	29.6	70.4		100	52.0	47.0		100
as % of Total Group		8.0%				36.1%				49.9%				6.0%		100%

TABLE 7.3

Number of Years at Secondary School of Vocational Education Respondents by Sex and Age

(N = 648)

Age Group (in years)	0-1 years				2-3 years				4+ years				Still attending			
	M	F	N	Total %	M	F	N	Total %	M	F	N	Total %	M	F	N	Total %
0-19	1	1	2		71	63	134	59.8	126	78	204	50.5	6	8	14	
20-29					35	10	45	20.1	107	28	135	33.4				
30-39	1		1		25	7	32	14.3	29	14	43	10.6				
40-49	2		2		7	4	11	4.9	9	4	13	3.2				
50-59	1		1		1	1	2	.9	3	2	5	1.2				
60+									4		4	1.1				
Total	5	1	6		139	85	224		278	126	404		6	8	14	
as % of Total					62.1	37.9		100	68.8	31.2		100				
as % of Total Group			.9%				34.6%				62.3%				2.2%	100%

### Highest School Exam. Qualification

Table 7.4 shows the highest school exam. qualification of respondents by sex (whether these were attained at a secondary school or elsewhere). Nearly a third (31.1%) of all College clients have no school exam. qualifications, approximately another third have either University Bursary, Scholarship (4.8%) or Entrance (27.2%) and a final third have full School Certificate (14.9%), partial pass School Certificate (less than 5 papers - 19.8%) or Proficiency (2.2%). Male students are marginally more qualified than female students (70.4% have some form of qualification; females - 67.7%).

Community Education has a higher proportion (than either the College average or Vocational Education) of its total with no school qualifications (38.1% : Vocational Education - 17.1%). This observation applies more to male students (42.7% - M : 35.9% - F), while the reverse is true in Vocational Education (14.1% - M : 23.1% - F). A higher percentage of Vocational Education students have some form of school qualification, particularly the partial-pass School Certificate (Vocational Education 31.1% : Community Education 13.6%) category - again a reflection of their age structure.

Table 7.5 shows the highest school exam. qualification of Total H.B.C.C. respondents by age group. Because successive generations have stayed at school longer and increasing numbers of secondary pupils have sat formal exams there is generally a pattern in the N.Z. population whereby a greater percentage of younger generations have some form of school qualification (Social Trends in N.Z. - Department of Statistics, p. 86).

The Community College pattern however does not necessarily follow this pattern. For example, the percentage of students with no formal school qualifications is somewhat erratic across the age range (0-19 years - 38.4%; 20-29 years - 21.5%; 30-39 years - 29.5%; 40-49 years - 35.3%; 50-59 years - 35.7%; 60+ years - 28.7%). Specific qualifications also vary somewhat in the age groupings as some exams have been withdrawn or altered in form (e.g. Proficiency and the partial-pass School Certificate). Overall, the percentage in each age group for the various qualifications does not vary considerably, with the 20-29 year group having the highest percentage (78.5%) with some form of qualification followed by the 60+ year (71.3%), 30-39 years (70.5%), 40-49 years (64.7%), 50-59 years (64.3%) and the least-qualified age group being that of the 0-19 year olds (61.6%). However, the fact that the last-

TABLE 7.4  
Highest School Exam Qualification of Respondents by Sex

Highest School Exam Qualification	<u>H.B.C.C. Total</u>						<u>Community Education</u>						<u>Vocational Education</u>					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Univ. Bursary/ Scholarship	47	6.1	35	3.7	82	4.8	35	9.3	31	4.1	66	5.9	14	3.4	5	2.5	19	3.1
Univ. Entrance	208	27.1	256	27.2	464	27.2	73	19.5	204	27.3	277	24.8	138	33.6	54	26.6	192	31.3
School Cert. - 5 papers	103	13.4	152	16.2	255	14.9	42	11.2	129	17.3	171	15.2	67	16.3	27	13.3	94	15.3
School Cert. - 1-4 papers	167	21.8	171	18.2	337	19.8	47	12.5	106	14.2	153	13.6	124	30.2	67	33.0	191	31.1
Proficiency	15	2.0	23	2.4	38	2.2	18	4.8	9	1.2	27	2.4	10	2.4	3	1.5	13	2.1
None of these	227	29.6	303	32.3	530	31.1	160	42.7	268	35.9	428	38.1	58	14.1	47	23.1	105	17.1
<b>TOTAL</b>	<b>767</b>	<b>100</b>	<b>940</b>	<b>100</b>	<b>1706</b>	<b>100</b>	<b>375</b>	<b>100</b>	<b>747</b>	<b>100</b>	<b>1122</b>	<b>100</b>	<b>411</b>	<b>100</b>	<b>203</b>	<b>100</b>	<b>614</b>	<b>100</b>

TABLE 7.5

Highest School Exam Qualification of Total H.B.C.C. Respondents by Age Group

(N = 1706)

Highest School Exam Qualification	A g e G r o u p s											
	0-19		20-29		30-39		40-49		50-59		60+	
	N	%	N	%	N	%	N	%	N	%	N	%
University Bursary /Scholarship	9	1.7	36	8.1	20	5.7	9	5.1	4	2.9	4	7.1
University Entrance	116	20.9	142	31.8	97	26.4	47	26.7	43	30.7	19	33.9
School Cert. - 5 papers	71	13.4	63	14.2	82	23.5	31	17.6	8	5.8		
School Cert. - 1-4 papers	136	25.6	108	24.4	52	14.9	27	15.3	9	6.3	5	8.9
Proficiency									26	18.6	12	21.4
None of these	204	38.4	95	21.5	103	29.5	62	35.3	50	35.7	16	28.7
Total	531	100	443	100	349	100	176	100	140	100	56	100

mentioned cohort also includes a number (73) still attending secondary school (and won't therefore have had the opportunity to sit all or any of these exams as yet) would mean that this group's under-representation of qualified respondents is not as great as it would first appear.

Comparisons of the College group with any set of regional or national figures is difficult in that figures are only available for school leavers at any one time. i.e. x% of school-leavers in 19-- didn't have any qualifications, meaning that each generation needs to be compared separately. However, a crude comparison can be made in a number of cases.

For example, of those leaving school in 1969 (who would be approximately 25 years of age in 1978) 41.7% had no qualifications (Social Trends in New Zealand - Department of Statistics, p. 86). The comparable figure for the Community College group is 21.5%. For those who left in 1974 (approximately 19 years old now) the percentage was down to 39.5% - H.B.C.C. - 38.4%. However, the fact that the H.B.C.C. figure also includes a number who have yet to sit any exams (or those who may take them after having left school), would mean the College figure is probably below the national figure for this group also. Certainly, in light of the fact that older generations contained higher proportions of unqualified persons (in terms of school exams) and the two examples given here, it is by no means unreasonable to conclude that the College group as a whole has higher proportions than the population at large of persons with school exam qualifications.

In summary, over two-thirds of all College clients have some form of school exam qualification - in Vocational Education it rises to 82.9%. Approximately one half of the qualifications are School Certificate passes. In Community Education more women than men have some form of school exam qualification, while in Vocational Education this pattern is reversed. The differences across the age groupings is not great, but relative to their generations, older College clients are probably less representative (in terms of greater number holding school qualifications) of their generations than the younger age groups.

#### Post-School Qualifications

Tables 7.6 - 7.8 show the numbers of students (by sex and age) in the three categories of clientele who have gained some form of post-school qualification. Considerable detail of the various types and distribution of these qualifications was covered in the initial report (p. 95-108, Tables 4.3-4.10).

TABLE 7.6

Post-School Qualifications (Yes/No) of Total H.B.C.C. Respondents by Sex and Age  
(N = 1834)

Age Group (in years)	Yes				No/Not applicable			
	M	F	N	Total %	M	F	N	Total %
0-19	40	74	114	15.5	269	168	437	39.8
20-29	96	101	197	26.8	160	119	279	25.4
30-39	79	119	198	26.9	62	127	189	17.2
40-49	35	73	108	14.7	33	70	103	9.4
50-59	16	65	81	11.0	23	37	60	5.5
60+	12	26	38	5.1	9	21	30	2.7
Total	278	458	736	100	556	542	1098	
as % of total	37.8	62.2			50.6	49.4		100
as % of total group	40.1%				59.9%			

TABLE 7.7

Post-School Qualifications (Yes/No) of Community Education Respondents by Age and Sex  
(N = 1208)

Age Group (in years)	Yes				No/Not Applicable			
	M	F	N	Total %	M	F	N	Total %
0-19	9	13	22	4.2	91	82	173	25.3
20-29	40	87	127	24.3	75	99	174	25.4
30-39	51	114	165	31.5	45	116	161	23.5
40-49	28	69	97	18.5	26	66	92	13.4
50-59	14	63	77	14.7	20	35	55	8.0
60+	10	25	35	6.8	9	21	30	4.4
Total	152	371	523		266	419	685	
as % of total	29.1	70.9		100	38.8	61.2		100
as % of total Group	43.3%				56.7%			

TABLE 7.8

Post-School Qualifications (Yes/No) of Vocational Education Respondents by Age and Sex  
(N = 629)

Age Group (in years)	Yes				No/Not applicable			
	M	F	N	Total %	M	F	N	Total %
0-19	31	63	94	45.2	178	87	265	62.9
20-29	40	15	55	26.4	82	24	106	25.2
30-39	31	8	39	18.8	21	12	33	7.8
40-49	9	4	13	6.3	8	4	12	2.9
50-59	2	1	3	1.4	3	2	5	1.2
60+	4		4	1.9				
Total	117	91	208		292	129	421	
as % of total	56.3	43.7		100	69.4	30.6		100
as % of total group	33.1%				66.9%			

Of the Total H.B.C.C. group, (Table 7.6) 40.1% had gained some form of post-school qualification. This group includes a higher proportion of women than men (62.2% - F: 37.8% - M). Apart from the 0-19 year and 20-29 year groupings (many of whom would be yet to start or were in the process of gaining any post-school qualification), each age group has a larger number of respondents with some form of post-school qualification than without. The heaviest concentration of these respondents is in the 20-39 year span (43.7%).

A higher proportion of Community Education students (Table 7.7) (43.3%) than Vocational Education students (Table 7.8 - 33.1%) have some form of post-school qualification. Proportionally, for each group, this includes more women than men (Community Education - 70.9% : Vocational Education - 43.7% : - ratios for the two departments are 67% and 35%). Those persons without post-school qualifications are found mainly (74.2%) in the three youngest age cohorts) for Community Education and the two youngest age groupings (88.1%) in Vocational Education. Virtually all age groups over 30 years for both departments have a majority of respondents with post-school qualifications.

A large proportion of Community College clients, and particularly those in the older age range and to a lesser degree women, have some form of post-school qualification. Those respondents without a post-school qualification tend to be young, in greater concentrations among the men, and in the Vocational Education department.

#### Prior Involvement at the H.B.C.C. (1975-77)

Post-school qualifications are only one measure of a person's utilisation of educational resources outside the compulsory schooling period. To assess more fully the extent to which College clients had taken the opportunity of participating in Continuing Education previously, respondents were also asked to detail involvement at the H.B.C.C. prior to 1978 as well as other educational institutions (see following section). Again, extensive detail on these activities was provided in the initial report (p. 129-152, Tables 5.10-5.13 and 6.1-6.6).

Table 7.9 shows the number of H.B.C.C. courses (1975-77) taken by Total H.B.C.C. respondents by age and sex. A high percentage (69.9%) of College clients had not been involved at the College prior to 1978, 18.9% had taken one course only and 11.2% had taken two or more. Of those who had been involved previously (30.1%) the sex ratio was approximately the same proportionally for one course, while more women (64.0%) than men had taken one or more courses.

TABLE 7.9

Number of H.B.C.C. Courses (1975-1977) of Total H.B.C.C. Respondents by Age and Sex  
(N = 1680)

Age Group (in years)	NO Courses				1 Course				2+ Courses			
	M	F	N	%	M	F	N	%	M	F	N	%
0-19	197	167	364	31.4	69	41	110	34.5	20	22	42	20.7
20-29	162	146	308	26.6	40	26	66	20.7	26	26	52	25.6
30-39	100	141	241	20.8	22	48	70	21.9	12	33	45	22.2
40-49	45	82	127	11.0	11	27	38	11.9	7	23	30	14.8
50-59	25	60	85	7.3	6	19	25	7.8	3	16	19	9.4
60+	11	22	33	2.9	3	7	10	3.2	5	10	15	7.3
Total	540	618	1158		151	168	319		73	130	203	
as % of Total	46.6	53.4		100	47.3	52.7		100	35.0	64.0		100
as % of Total Group	69.9%				18.9%				11.2%			

Older respondents make up a higher proportion of the totals taking one or more courses than they do of the total who had not attended previously (e.g. 60+ year olds 3.2% of those who had taken one course previously, 7.3% - two or more courses, but only 2.9% of those that had taken no Community College courses previously).

The proportion of Community Education students (Table 7.10) taking Community College courses previously is virtually identical to the overall figures. Sex ratios are proportional except for the category of 2+ courses where 81.8% are women. Older respondents are more likely than those in the younger age groups to have taken Community College courses prior to 1978, and are as likely to have taken two or more courses as one.

Vocational Education (Table 7.11) has a slightly higher proportion of its students previously involved at the College (35%). Sex ratios for the degree of involvement do not differ greatly (the 28.0% of female students taking one course previously is slightly below the average proportion). Young Vocational Education students are similar to older students in the likelihood of having been at the College previously (approximately 1:2 chances on for each age group).

#### Previous Continuing Education Involvement (Non-H.B.C.C.)

Tables 7.12 - 7.14 show the number of non-H.B.C.C. courses taken by the three groups of respondents (by age and sex) over the previous five years. The numbers and their distribution in this table show a remarkable similarity with those already described for respondents' prior involvement at the Community College. To avoid repetition, a brief summary of the main points only will be given.

In all three categories of clientele, most respondents had not taken a Continuing Education course (non-H.B.C.C.) over the previous five years. Respondents are nearly as likely to have taken two or more courses as one. Male Community Education students (Table 7.13) are less likely (proportionally) to have taken any non-H.B.C.C. courses (especially two or more), while Vocational Education men (Table 7.14) are proportionally overrepresented in this respect. Respondents in the 0-19 year age group are the least likely (approx 1 in 7 - Community Education : 1 in 3 - Vocational Education) to have taken a non-H.B.C.C. course, while for most other age groups the probability is closer to 1 in 2 (on).

#### Normal Place of Residence

Details of respondents' normal place of residence were covered in some depth in the initial report (p. 78-88, Tables 3.1 - 3.4). The

TABLE 7.10

Number of H.B.C.C. Courses (1975-77) of Community Education Respondents by Age and Sex  
(N = 1083)

Age Group (in years)	No Courses				1 Course				2+ Courses			
	M	F	N	%	M	F	N	%	M	F	N	%
0-19	70	73	143	18.8	15	15	30	15.6	4	12	16	12.1
20-29	79	121	200	26.4	13	22	35	18.2	5	20	25	18.9
30-39	65	128	193	25.4	14	45	59	30.7	6	31	37	28.0
40-49	35	79	114	15.0	8	26	34	17.7	1	20	21	15.9
50-59	20	57	77	10.1	6	19	25	13.0	3	16	19	14.4
60+	10	22	32	4.3	2	7	9	4.8	5	9	14	10.7
Total	279	480	759		58	134	192		24	108	132	
as % of Total	36.7	62.3		100	30.2	69.8		100	18.2	81.8		100
as % of Total Group	70.1%				17.7%				12.2%			

TABLE 7.11

Number of H.B.C.C. Courses (1975-77) of Vocational Education Respondents by Age and Sex

(N = 638)

Age Group (in years)	No Courses				1 Course				2+ Courses			
	M	F	N	%	M	F	N	%	M	F	N	%
0-19	126	98	224	54.0	58	30	88	61.5	19	16	35	43.7
20-29	92	28	120	28.9	27	4	31	21.7	22	6	28	35.0
30-39	36	13	49	11.8	11	4	15	10.5	6	4	10	12.6
40-49	11	4	15	3.6	5	1	6	4.2	2	3	5	6.3
50-59	4	2	6	1.4	1	1	2	1.4				
60+	1		1	.3	1		1	.7	2		2	2.4
Total	270	145	415		103	40	143		51	29	80	
as % of Total	65.1	34.9		100	71.0	28.0		100	63.7	36.3		100
as % of Total Group	65.0%				22.4%				12.6%			

TABLE 7.12

Number of Non-H.B.C.C. Courses (over previous 5 years) of Total H.B.C.C. Respondents by Age and Sex  
(N = 1832)

Age Group (in years)	No Courses				1 Course				2+ Courses			
	M	F	N	%	M	F	N	%	M	F	N	%
0-19	237	244	481	37.7	52	23	75	23.3	22	13	35	15.0
20-29	132	141	273	21.4	55	34	89	27.6	49	35	84	35.9
30-39	89	142	231	18.1	36	53	89	27.6	13	45	58	24.8
40-49	49	89	138	10.8	7	31	38	11.8	8	23	31	13.2
50-59	28	70	98	7.7	5	14	19	5.9	3	22	25	10.7
60+	16	39	55	4.3	3	9	12	3.8	1		1	.4
Total	551	725	1276		158	164	322		96	138	234	
as % of Total	43.2	56.8		100	49.1	50.9		100	41.0	58.0		100
as % of Total Group	69.6%				17.6%				12.8%			

TABLE 7.13

Number of Non-H.B.C.C. Courses (over previous 5 years) of Community Education Respondents by Age and Sex  
(N = 1224)

Age Group (in years)	No Courses				1 Course				2+ Courses			
	M	F	N	%	M	F	N	%	M	F	N	%
0-19	101	125	226	26.1	8	10	18	8.8	5	7	12	7.8
20-29	64	115	179	20.7	25	29	54	26.5	13	30	43	27.9
30-39	61	131	192	22.2	19	49	68	33.3	7	41	48	31.2
40-49	39	83	122	14.1	4	31	35	17.2	6	21	27	17.5
50-59	25	68	93	10.7	4	14	18	8.8	2	21	23	14.9
60+	15	39	54	6.2	2	9	11	5.4	1		1	.7
Total	305	561	866		62	142	204		34	120	154	
as % of Total	35.1	64.8		100	30.4	69.6		100	22.1	77.9		100
as % of Total Group	70.8%				16.7%				12.5%			

TABLE 7.14

Number of Non-H.B.C.C. Courses (over previous 5 years) of Vocational Education Respondents by Age and Sex

(N = 652)

Age Group (in years)	No Courses				1 Course				2+ Courses			
	M	F	N	Total %	M	F	N	Total %	M	F	N	Total %
0-19	142	129	271	61.7	44	15	59	46.8	18	7	25	28.7
20-29	74	29	103	23.5	31	5	36	28.6	38	5	43	49.4
30-39	29	12	41	9.3	20	4	24	19.0	6	5	11	12.6
40-49	13	4	17	3.9	3	2	5	4.0	3	2	5	5.7
50-59	3	2	5	1.1	1		1	.8	1	1	2	2.4
60+	2		2	.5	1		1	.8	1		1	1.2
Total	263	176	439		100	26	126		67	20	87	
as % of Total	59.9	40.1		100	79.4	20.6		100	76.0	24.0		100
as % of Total Group	67.3%				19.3%				13.4%			

following discussion provides further detail on the characteristics of the respondents (in terms of their age and sex) and their geographical distribution through the Hawkes Bay region.

Table 8.1 shows that most (90.5%) respondents come from an area within a 16 km. radius of the Community College. Of the total College group, 50.0% are from Napier (13.6% from Taradale and Greenmeadows, the two suburbs closest to the H.B.C.C.), 25.0% from Hastings, 6.5% from Havelock North and 9.0% from a Peri-Urban area within 16 kms. of the College's Otatara campus. With a small group from outside Hawkes Bay (1.3%), the balance of 8.2% is from the rest of the Hawkes Bay area.

As the initial report (p. 85) showed; Napier people are over-represented at the College in terms of their statistical proportion within the Hawkes Bay population (H.B.C.C. - 50.0% : H.B.S.A. - 32%), Hastings and Havelock North respondents are present in approximately the same proportion as the region (Hastings, H.B.C.C. - 25.0% : H.B.S.A. - 23%; Havelock North, H.B.C.C. - 6.5% : H.B.S.A. - 6%) and the rural areas and small towns of Hawkes Bay are grossly underrepresented (H.B.C.C. - 17.2% : H.B.S.A. - 39%).

Representation from the different areas among the age groups does not differ greatly. The urban area of Hastings has a slightly lower proportion of older respondents (e.g. 40+ years - Hastings 18.0% : most other areas approximately 24%). Havelock North and Taradale/Greenmeadows have a slightly lower proportion of their respondents in the 0-19 year group, but also slightly higher representation from older age groupings.

In terms of sex ratios, all areas except Havelock North (37.1% - M : 62.9% - F) and Outside Hawkes Bay (26.1% - M : 73.9% - F) are in keeping with the overall ratio of 44% - M : 56% - F. Community Education (Table 8.2) has slightly higher (relative to the Total group) proportions again from Napier, Taradale/Greenmeadows, but mainly at the expense of a lower representation of Hastings (H.B.C.C. - 25.0% : Community Education 21.2%) people, rather than the rural areas.

In keeping with the Community Education age structure (Table 8.2), most areas have their greatest representation from the middle age groupings (especially 20-39 years). Napier has a larger group of younger people (e.g. 50.1% are under 30 years) than most areas, while Havelock North (46.5%), Northern Rural (40.0%) and Southern Rural (38.8%) have greater proportions of their totals over 40 years (average approximately 28%). Only the Napier and Taradale/Greenmeadows sex

TABLE 8.1 (part i)

Normal Place of Residence of Total H.B.C.C. Respondents by Sex and Age

(N = 1740)

Age Group (in Years)	Hastings Total				Havelock North Total				Napier Total				Taradale/Greenmeadows Total			
	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%
0-19	80	78	158	35.2	15	15	30	25.8	120	106	226	34.7	33	27	60	24.7
20-29	59	58	117	26.1	9	15	24	20.7	82	78	160	24.6	28	21	49	20.2
30-39	38	55	93	20.7	9	13	22	19.0	46	79	125	19.2	28	42	70	28.8
40-49	13	31	44	9.8	6	16	22	19.0	23	42	65	10.0	11	18	29	11.9
50-59	11	18	29	6.4	2	10	12	10.5	5	40	45	6.9	5	16	21	8.6
60+	4	4	8	1.8	2	4	6	5.2	7	23	30	4.6	4	10	14	5.8
TOTAL	205	244	499		43	73	116		283	368	651		109	134	243	
As % of Total	45.6	54.4		100	37.1	62.9		100	43.5	56.5		100	44.9	55.1		100
As % of Total Group		25.0%				6.5%				36.4%				13.6%		

TABLE 8.1 (part ii)

Normal Place of Residence of Total H.B.C.C Respondents by Sex and Age

(N = 1740)

Age Group (in Years)	Peri-Urban*				Northern Rural **				Southern Rural***				Outside Hawkes Bay			
	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%
0-19	25	24	49	30.4	16	8	24	35.3	14	14	28	35.5	1	4	5	21.7
20-29	28	18	46	28.6	7	8	15	22.0	13	3	16	20.2	3	2	5	21.7
30-39	8	21	29	18.0	3	8	11	16.2	5	11	16	20.2		6	6	26.1
40-49	5	13	18	11.2	3	5	8	11.8		11	11	13.9	1	3	4	17.4
50-59	8	7	15	9.3	2	4	6	8.8	2	5	7	8.9		2	2	8.7
60+	1	3	4	2.5	1	3	4	5.9		1	1	1.3	1		1	4.4
TOTAL	75	86	161		32	36	68		35	45	79		6	17	23	
As % of Total	46.6	53.4		100	47.1	52.9		100	44.0	56.0		100	26.1	73.9		100
As % of Total Group			9.0%				3.8%				4.4%				1.3%	100%

\* within a 16 km. radius of the H.B.C.C., excluding the major urban areas.

\*\* includes Wairoa and Gisborne.

\*\*\* includes Waipawa and Waipukurau.

TABLE 8.2 (part i)

Normal Place of Residence of Community Education Respondents by Sex and Age

(N = 1194)

Age Group (in years)	Hastings Total				Havelock North Total				Napier Total				Taradale/Greenmeadows Total			
	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%
0-19	11	31	42	16.6	4	6	10	11.9	60	73	133	28.1	18	9	27	15.8
20-29	19	44	63	24.9	3	14	17	20.2	37	67	104	22.0	12	19	31	18.1
30-39	20	54	74	29.2	5	13	18	21.4	32	74	106	22.4	19	36	55	32.2
40-49	9	39	39	15.4	6	15	21	25.0	18	39	57	12.1	9	16	25	14.6
50-59	10	18	28	11.1	2	10	12	14.3	4	39	43	9.1	4	16	20	11.7
60+	3	4	7	2.8	2	4	6	7.2	7	23	30	6.3	3	10	13	7.7
TOTAL	72	181	253		22	62	84		158	315	473		65	106	171	
as % of Total	28.5	71.5		100	26.2	73.8		100	33.4	66.6		100	38.0	62.0		100
as % of Total Group			21.2%				7.0%				39.6%				14.3%	

TABLE 8.2 (part ii)

## Normal Place of Residence of Community Education Respondents by Sex and Age

(N = 1194)

Age Group (in Years)	Per-Urban*				Northern Rural**				Southern Rural***				Outside Hawkes Bay				
	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%	
0-19	12	8	20	19.4	2	4	6	15.0	2	6	8	16.3		4	4	19.0	
20-29	16	12	28	27.2	3	8	11	27.5	5	3	8	16.3	3	2	5	23.8	
30-39	6	18	24	23.3	1	6	7	17.5	3	11	14	28.6		6	6	28.6	
40-49	3	12	15	14.6	2	5	7	17.5		11	11	22.4	1	3	4	19.0	
50-59	7	6	13	12.6	1	4	5	12.5	2	5	7	14.3		1	1	4.8	
60+	1	2	3	2.9	1	3	4	10.0		1	1	2.1	1		1	4.8	
TOTAL	45	58	103		10	30	40		12	37	49		5	16	21		
as % of Total	43.7	56.3		100	25.0	75.0		100	24.5	75.5		100	23.8	76.2		100	
as % of Total Group				8.6%				3.4%				4.1%				1.8%	100%

\* within a 16 km. radius of the H.B.C.C., excluding major urban areas

\*\* includes Wairoa and Gisborne

\*\*\* includes Waipawa and Waipukurau

ratios approximate the department figure of 33% - M : 67% - F. Hastings (71.5%), Havelock North (73.8%), Northern Rural (75.0%), Southern Rural (75.5%) and Outside Hawkes Bay (76.2%) all have disproportionately high numbers of women, while men are overrepresented only in the Peri-Urban group (43.7%).

Vocational Education (Table 8.3) has a slightly better representation of persons from the rural areas (9.5% : H.B.C.C. 8.2%) though this figure is still obviously well below the regional proportion. One third (33.0%) of all Vocational Education students come from Hastings (Total H.B.C.C. 25.0%) and a lower than average proportion (43.4%) come from Napier or Taradale/Greenmeadows (H.B.C.C. 50.0%). Together with Havelock North, these four areas account for 81.4% of all Vocational Education students.

While small numbers in the older age groupings make comparisons difficult, it appears that distribution among the age groups is similar for most areas, though Napier (and particularly Taradale/Greenmeadows) has a higher than average proportion of older respondents.

Women are underrepresented proportionally (Vocational Education 35%) among the Northern Rural group (20.7%) and above the department average in the Peri-Urban area (43.8%). All other areas keep approximately to the departmental ratio of 65% M : 35% - F).

In summary, most College clients are drawn from an area within 16 kms. of the College's Otatara campus. Half the Total H.B.C.C. group come from Napier, which constitutes less than one third of the Total Hawkes Bay population. Persons from rural areas and small towns are present at the College only in small numbers and are well below their regional proportion.

The age and sex characteristics of respondents from the various areas does not vary greatly overall. Havelock North clients tend to be slightly older on average in Community Education, while older clients in Vocational Education tend to be drawn mainly from the Napier area. Women are proportionally overrepresented more frequently than men, particularly in Community Education.

TABLE 8.3 (part i)

Normal Place of Residence of Vocational Education Respondents by Age and Sex

(N = 640)

Age Group (in years)	Hastings				Havelock North				Napier				Taradale/Greenmeadows			
	M	F	N	Total %	M	F	N	Total %	M	F	N	Total %	M	F	N	Total %
0-19	70	55	125	59.2	12	9	21	65.6	64	38	102	51.8	15	18	33	40.7
20-29	42	16	58	27.5	6	1	7	21.9	50	11	61	31.0	18	3	21	25.9
30-39	19	2	21	9.9	4		4	12.5	12	7	19	9.6	14	6	20	24.7
40-49	4	1	5	2.4					8	5	13	6.6	3	2	5	6.1
50-59	1		1	.4					1		1	.5	1		1	1.3
60+	1		1	.4					1		1	.5	1		1	1.3
TOTAL	137	74	211		22	10	32		136	61	197		52	29	81	
as % of Total	64.9	35.1		100	68.8	31.2		100	68.0	31.0		100	64.2	35.8		100
as % of Total Group				33.0%				5.0%				30.8%				12.6%

TABLE 8.3 (part ii)

## Normal Place of Residence of Vocational Education Respondents by Age and Sex

(N = 640)

Age Group (in years)	Peri-Urban*				Northern Rural**				Southern Rural***				Outside Hawkes Bay			
	M	F	N	%	M	F	N	%	M	F	N	%	M	F	N	%
0-19	14	16	30	52.6	15	4	19	65.6	12	9	21	65.6				
20-29	12	6	18	31.6	4		4	13.8	8		8	25.0				
30-39	2	1	3	5.3	2	2	4	13.8	2	1	3	9.4				
40-49	2		2	3.4	1		1	3.4								
50-59	1	2	3	5.3	1		1	3.4					1		1	
60+	1		1	1.8												
TOTAL	32	25	57		23	6	29		22	10	32			1	1	
as % of Total	56.2	43.8		100	79.3	20.7		100	68.8	31.2		100				
as % of Total Group			8.9%				4.5%				5%			.2%		100%

\* within a 16 km. radius of H.B.C.C., excluding major urban areas

\*\* includes Wairoa and Gisborne

\*\*\* includes Waipawa and Waipukurau

## CHAPTER FIVE: SUMMARY AND CONCLUSIONS

The purpose of the final chapter of this thesis is to summarise the major findings of the study as a basis for drawing conclusions about the impact of the Community College in creating opportunities for and access to Continuing Education for the people of Hawkes Bay.

The chapter is organised under a number of headings. The first part of the discussion briefly reviews the issue of access to Continuing Education and the significance of the Hawkes Bay Community College to this issue. Having re-stated the problem to which this thesis is addressed, a summary of the major findings of the H.B.C.C. survey is given. These findings are then illustrated by means of client 'profiles' - general descriptions of people typically found at the College and within its two main departments, Community and Vocational Education. Conversely, an indication is also given of the sorts of people who tend to be absent from the clientele of the College.

The presentation of the survey's findings in terms of client profiles is utilised to provide an indication of the overall 'character' of the College and its departments. The final section of the discussion then sets forward a general conclusion as to the College's effectiveness in providing access to Continuing Education for a cross-section of the Hawkes Bay population.

### Access to Continuing Education

The review of research literature in Chapter Two demonstrated that in the past and in all the countries reviewed (Britain, U.S.A., Canada, Australia and New Zealand) access to Continuing Education has largely been confined to a minority of the adult population. This minority was shown to be consistently similar in terms of a number of social and demographic characteristics - including age, sex, ethnicity, marital status, occupation, income, socio-economic status, previous education and place of residence.

In general, Continuing Education institutions do not explicitly set out to cater for a particular group of adults and exclude others. Rather, they are latently selective in terms of the groups for whom they provide educational activities. In organising and implementing programmes in a certain way, Continuing Education institutions automatically make themselves more readily available to some groups than others. That is, access to Continuing Education for different groups of adults

is ultimately influenced by the way in which the institution itself is organised and run.

In the past, the 'modus operandi' of most Continuing Education institutions has coincided consistently with the life style and 'life space'<sup>38</sup> of groups who are already advantaged in terms of previous education (as well as other social rewards, such as income, occupation etc.). Continuing Education in other words, has been provided largely in ways that are suitable only to a small section of the population - hence the select nature of the clientele of most Continuing Education institutions. In this way, opportunity, access, consumption leading to further opportunities comes full circle. The point is, however, that breaking this circle is largely in the hands of the institutions who are capable of designing and changing their programmes and activities in order to meet the educational needs of a much broader range of people.

To provide access to Continuing Education for groups not traditionally involved, however, is by no means an easy task. Because of their social positions and past experience, many adults have little interest in pursuing post-school education. Others are interested, but the opportunity to participate in Continuing Education is restricted by other factors, such as time, transport and finance. Whatever the reason for non-participation, Continuing Educators often have considerable barriers to overcome in involving adults who have traditionally been low consumers of Continuing Education. In the words of the Committee on Open University, Australian Universities Commission (1975: 97), "These barriers are most difficult to surmount for those groups in the community who are educationally disadvantaged through their cultural, social or economic backgrounds." (It should be noted, however, that participation in Continuing Education does not necessarily lead to a person becoming socially advantaged, or that non-participation inevitably means being socially disadvantaged).

Certainly the research findings reviewed in this thesis show that very few Continuing Education institutions have experienced any noticeable success in structuring their delivery systems in ways that an understanding of the life-styles and educational needs of people who are not usually present in Continuing Education and/or educationally disadvantaged in some way. The select nature of Continuing Education clienteles clearly illustrates the argument that access to Continuing Education is largely provided in ways that best suit only a limited and often privileged group of people in any population.

A survey of the social and demographic characteristics of a Continuing Education institution's clientele is, therefore, a useful way of assessing its impact in catering for the educational needs of all groups in a population. Such a survey also helps indicate the sorts of barriers that may hinder various groups' involvement at the institution. In other words, if a clientele analysis shows a reasonable cross-section of people represented at the institution, then it would appear reasonable to conclude that the institution is presenting its programmes in ways that suit a variety of groups. Its methods of operation are probably successful in minimising or even eliminating barriers which traditionally hinder access for many groups.

Access to Continuing Education has been the general issue to which this thesis has been addressed and the Hawkes Bay Community College has been the particular context in which the issue has been studied. The choice of this Continuing Education institution is of interest for a number of reasons.

#### The Significance of the H.B.C.C.

Few Continuing Education institutions have explicitly referred to their prospective clientele. Fewer still (certainly in New Zealand) have publicly acknowledged an aim of catering for the educational needs of those groups who are disadvantaged in some way. The case of the H.B.C.C. is important, therefore in New Zealand Continuing Education, in that from the outset its stated mission referred specifically to its prospective clientele, including a number of groups who are disadvantaged in different ways. That is, the College clearly intended to cater for all groups in the Hawkes Bay region and thereby attract a truly representative clientele to its programmes.

Furthermore, the H.B.C.C. is noteworthy in that it embodies a full range of programmes and activities that have traditionally been offered in a number of separate Continuing Education institutions in New Zealand - the trade and other vocational training programmes traditionally associated with technical institutions; the 'liberal/craft/community' educational-type programmes usually associated with groups like high-school night classes, university extension and W.E.A.; plus a number of other activities not traditionally offered by any of these Continuing Education groups (e.g. adult literary, marae-based programmes, and unemployed persons training). In combination, these activities make the Community College a unique institution in New Zealand Continuing

Education in that no other Continuing Education group or institution provides a comparable variety and range of programmes.

This clientele analysis of the Hawkes Bay Community College has been concerned with several key questions - namely, to what extent has this particular institution, with its unique combination of educational activities, been able to provide access to Continuing Education for the people of Hawkes Bay? In particular, to what extent are College clients representative of the catchment area's population in terms of a number of variables found to be significant in comparable research studies elsewhere?

The research questionnaire used in the H.B.C.C. survey therefore comprised a variety of items designed to detail the respondents' social and demographic characteristics. The following discussion outlines the major findings of the H.B.C.C. survey with regard to these characteristics.

#### H.B.C.C. Participants - Their Characteristics

##### Age, Sex

In terms of their age and sex characteristics Community College participants are similar to clienteles described in the findings of the research studies reviewed earlier.

In overall terms, women are more likely to attend the Community College, though the differences between the representation of men and women are not great (56% - women : 44% - men). Differences between the sexes, however, are more clearly linked to what one does within the College. In general, men are distributed equally between the two College departments while only one woman in four is found in Vocational courses.

Age is a key variable in differentiating between participants at the H.B.C.C. and non-participants. The Community College is dominated by large groups of young persons, particularly those aged under 20 years. Older residents of Hawkes Bay are proportionally underrepresented at the College, and particularly older men.

The proportion of older persons (e.g. over 40 years)<sup>39</sup> at the College is well below the regional figure, and is also below the proportions reported in research of comparable New Zealand institutions by Horton (1976) and Boshier (1971).

The underrepresentation of older persons at the College is particularly noticeable in Vocational Education and among men. Men at the College are represented mainly in the younger age groups and their participation falls off sharply within the upper age range.

Women, on the other hand, have a more even distribution among the age groupings. Despite the presence of a Child Care Centre at the College, the increased responsibilities associated with child-rearing still appear to hinder the participation of women in their 20's somewhat. As their children grow older and more independent, women in their 30's and 40's come to the College (predominantly to Community Education as only very small numbers of older women are to be found in Vocational Education) in increasing numbers. Most of the older persons at the College are women. Particularly noteworthy among the older women is the increased (relative to the other age groups) participation in Community Education for the 50-54 year span, probably coinciding with the 're-emergence' of women into independent activities outside the home as children fully mature and/or leave home.

Involvement of younger persons at the College generally means involvement in Vocational Education programmes - particularly for 18-19 year olds. And yet, there are sizeable groups of young persons also involved in Community Education programmes - particularly young adults in their 20's and under the age of 18 years. As persons mature in years, from the age of 19 years, they enrol in increasing numbers in Community Education programmes with a corresponding fall-off in the number enrolled in Vocational Education programmes.

#### Ethnicity

Relative to their overall representation in the Hawkes Bay population, ethnic minorities are underrepresented at the Community College. The proportion of Maoris and other ethnic groups never exceeds 10% of any of the clientele categories' totals - well below the regional average of over 20%.

Conclusive comments (apart from their underrepresentation in general) about the 'Other' group (i.e. non-European/non-Maori) are difficult because of their small numbers, both within the College itself and the total Hawkes Bay population.

As the only other sizeable ethnic group represented at the College, the Maori is notably different from the characteristics of Colleges clients as a whole. Firstly, Maoris tend to enrol more frequently in Community Education programmes than Vocational Education programmes. Secondly, Maori clients are more often women than men. Thirdly, Maori representation at the College is mainly confined to the younger age groups (under 30 years and more especially, under 20 years). Stated

another way, the underrepresentation of Maoris at the College is most notable in vocational education programmes, among men and the older age groups.

The patterns of representation of ethnic minorities at the College reflect research findings in

- (i) Continuing Education in general, where ethnic minorities are always present only in small numbers, and
- (ii) New Zealand education, where Maoris in particular rarely participate (let alone excel) in educational activities outside compulsory schooling.<sup>40</sup>

### Marital Status

Because of the high numbers of young persons, the College clientele has a higher proportion of persons single, never married than for the area as a whole. This 'distortion' subsequently makes it difficult to assess the degree to which a person's marital status influences an individual's likelihood of participating at the College.

Persons who are single, formerly married are slightly under-represented at the College - probably corresponding to the under-representation of older adults, many of whom would be widowed. Most of this group of clients are in Community Education programmes.

Clients who are married at present are, not surprisingly, mainly in the middle - upper age range and in Community Education programmes. Married men are numerically and proportionally underrepresented in Community Education while the reverse is true of married women in Vocational Education. Clients who are single, never married are predominantly young and concentrated in Vocational Education programmes.

In terms of marital status, the most underrepresented groups at the College are older men who are married or single, formerly married (particularly in Community Education) and married women in Vocational Education.

A high proportion of College clients have children at home. In keeping with the overall age structures marital status of the College clientele groups this involves greater numbers of Community Education clients than Vocational Education clients. Also because of the overall youthfulness of most College clients, the majority of their children are young.

The presence of children in the home does not appear to affect the involvement of men at the College. As indicated earlier, however, women are affected by the responsibilities associated with the rearing

of young children. Women with pre-schoolers (when commitments are greatest) are underrepresented in comparison with men who have pre-schoolers. Presumably, male clients' wives look after pre-schoolers, thus 'freeing' the men to participate at the College. With the decreased dependence of older children on their mothers, women's representation at the College increases noticeably in later years (when children are at secondary school or have left school altogether).

The involvement of men at the College is greatest in the younger age groups, is not affected noticeably by the responsibilities of having a young family and diminishes steadily with age.

Women, on the other hand, often come to the College when they are young and single, and/or defer further involvement until they have had children. Once the children are of primary school age, women return to the College in increasing numbers and sustain a higher level of participation than men through the upper age range.

#### Occupation

Most people at the College in full-time paid employment have occupations that can be classified as 'lower level professional administrative or managerial', or 'skilled manual'. Only a small number of College clients report occupations of a semi- or unskilled type.

When analysed in terms of their socio-economic status (using the Elley/Irving ratings) the occupations of male College clients are mainly centred around the middle of the rating scale with a slight bias towards the higher status ratings. While the College does have a higher than national proportion of respondents with high-status occupations, there is also a large group of clients whose occupations have the lowest status rating (which also exceeds the national proportion).

Women at the College who are in full-time paid employment also reported occupations that have higher status than the national average. Once again, however, the proportion of respondents with low-prestige (i.e. at the bottom of the scale) occupations approximates the national proportions very closely.

The College does have a disproportionately high number of persons from high-status occupations, but it also has a large number of persons from low-status occupations - equal to, or even exceeding the national proportions in these categories.

In general, persons at the College with high-status occupations tend to be older and enrolled in Community Education programmes. Although there is a much smaller number of women than men in full-time,

paid employment, a higher proportion (in relation to men and national figures for women) of the former have high-status occupations. Conversely, persons at the College with low-status occupations tend to be young and are also enrolled in Community Education programmes. Most male Vocational Education clients have medium-status occupations, while female Vocational Education clients are more heavily represented at the bottom end of the occupational rating scale.

The large group of Housepersons attending the College do not differ greatly from other clients at the College in terms of their educational qualifications or household incomes. A tentative analysis of these factors in relation to socio-economic status concluded that the group of Housepersons approximates the patterns of status described for other College clients.

#### Income

The College also has a higher than regional number of persons with high personal incomes. Although most of the persons with high incomes are men, women with high incomes are present at the College also in disproportionately high numbers (i.e. relative to other women in Hawkes Bay). Mainly because of their youthful age structure, Vocational Education students have lower incomes, on the average, than Community Education students.

In addition, most College clients come from households with medium to high household incomes. Persons from low-income households tend to be female and enrolled in Community Education courses. Although many Vocational Education clients have low personal incomes, a large percentage of this group come from high-income households.

Consideration of College clients in terms of their occupations (by type and socio-economic status) and income (personal and household) shows that there is an underrepresentation of people from lower social strata at the the College. Although there are sizeable numbers of persons with low-status occupations and low incomes, there are still disproportionately high numbers of clients whose occupations have medium-high Elley/Irving status rankings and accompanying high incomes.

Despite the unrepresentativeness of the College's clientele in relation to the Hawkes Bay population, there are grounds for stating that the Hawkes Bay Community College has a somewhat better representation of 'blue-collar' workers than other institutions. For example, Boshier (1971) recorded only 9% of the Wellington sample as having manual occupations; Horton (1976) reports 26% of the Hamilton sample in

the same category; the equivalent H.B.C.C. figure is 41%. Despite this apparent improvement in involving blue-collar workers, two points of caution must be sounded.

Firstly, most of the manual occupations are reported by the Vocational Education students - that is, by clients in a department where many of the programmes are explicitly geared to catering for manual occupations. In Community Education however, the percentage (32%), is still above the Wellington and Hamilton figures quoted above.

Secondly, most of the H.B.C.C. clients' manual occupations are of a skilled variety - there are still low representations of semi- and unskilled manual workers at the College. This statement holds true for both College departments.

#### Previous Education

The great majority of College clients have had at least some secondary schooling and over half have attended for a minimum of four years.

Although most clients have attended secondary school for a number of years, one third of the total group have not gained any form of school exam qualification. Of those persons who have some form of school exam qualification, only one third have passed an exam above School Certificate level. Clients with little secondary schooling and/or few school exam qualifications tend to have enrolled more frequently in Community Education programmes. Possibly because of the entry restrictions (in terms of educational qualifications) in many of its courses and the age structure of its students, Vocational Education has a much higher proportion of clients than Community Education who attended secondary school for a long period and who have gained some form of school exam qualification.

In terms of post-school education, most College clients have not gained any qualification since leaving secondary school. Furthermore, less than one third of the total group have been involved in any other Continuing Education activity over the previous five years. Relative to other research studies, H.B.C.C. clients appear to be only moderate 'consumers' of Continuing Education prior to their involvement at the College. Indeed, the College is attracting a large number of Hawkes Bay residents who have not previously been involved in Continuing Education - at the College itself or elsewhere<sup>41</sup>.

The heaviest 'consumers' of Continuing Education at the College tend to be middle-aged, female Community Education clients, or middle-aged, male Vocational Education clients. Low 'consumers' of Continuing Education are found throughout the age range, but tend to be male in Community Education and female in Vocational Education.

#### Place of Residence

Finally, in relation to College clients' normal place of residence, this study has shown that there is an inverse relationship between distance from the College and rates of participation - the greater the distance from the College, the lower the participation rate of the population. Residents of small Hawkes Bay towns and rural areas are underrepresented at the Community College.

Hawkes Bay residents living in close proximity to the College's Otatara campus have the highest participation rates per head of population, while rural Hawkes Bay residents have the lowest rates of participation.

#### Participant Profiles - H.B.C.C.

Participant profiles combine the social and demographic characteristics of clients to illustrate the types of people typically found at the College and within its two departments.

The typical participant at the Hawkes Bay Community College is almost as often a man as it is a woman; is aged in his/her late twenties; Pakeha/European; may be single (never married) or married - if married has young children at home; has an above-average personal income and a total household income in the range of \$10,000 - \$14,000; has a 'white-collar' occupation of medium-high status if a male, or is a houseperson if a female; has had 3-4 years secondary schooling and passed at least School Certificate; will probably not have gained a post-school qualification or have been much involved in Continuing Education previously; probably lives in either of the two major cities (Napier or Hastings), and almost certainly within a 16 kms. radius of the College campus.

Groups of people who are most noticeably absent from the total College group include older people (particularly men and persons over 60 years), persons from ethnic minority groups (particularly men and persons in the middle-upper age range), women with pre-school children, persons with semi- and unskilled occupations, persons who have had little secondary education (and subsequently few, if any, qualifications) and residents of the small towns and rural areas of Hawkes Bay.

### Community Education

The typical Community Education client is a woman; in her early to middle thirties; European; married with children of primary school age; with a low personal income but a household income in the range of \$10,000 - \$14,000; fulfilling a houseperson role; has spent 2-3 years at secondary school but not participated much in Continuing Education previously; and lives in an urban area - probably Napier.

Prominent among the non-participants in Community Education are men, (particularly older men), persons over 60 years of age, ethnic minorities (especially men and older persons), women with pre-schoolers, manual workers (including skilled), persons with occupations in the middle-low-status range (but not the bottom end of the range), persons with low incomes, little secondary schooling and residents from outside the urban areas of Hawkes Bay.

### Vocational Education

The typical Vocational Education client is male; young (under 20 years of age); European; single (never married); with a personal income in the range of \$2,000-6,000, but from a household with an income in excess of \$12,000; with a lower level professional, administrative, managerial or skilled manual occupation of medium socio-economic status; has spend 3-5 years at secondary school and passed at least School Certificate; has not gained a post-school qualification or been involved much in Continuing Education previously; and lives in either Hastings or Napier.

Among the groups not participating in Vocational Education programmes are women (particularly those aged over 19 years), ethnic minorities of all ages, but particularly those aged over 20 years, married women (especially those with children), women with higher level professional, administrative, managerial occupations, men and women with semi- and unskilled occupations, female housepersons, men from low-status occupations, persons who have received little secondary schooling (and achieved little in the way of school exam qualifications) and residents from outside the main Hawkes Bay urban areas.

### Conclusion

The Hawkes Bay Community College is a unique institution in New Zealand Continuing Education. The College offers a wide range of educational activities, designed to meet the educational needs of an equally wide range of

groups in the Hawkes Bay population - including some groups whose needs have largely been neglected in the past. This thesis has sought to describe the social and demographic characteristics of those persons for whom the College has provided access to Continuing Education. In doing so, it has also outlined the characteristics of persons who are, as yet, largely unaffected by the activities of the Community College.

The College itself is a multi-faceted organisation, embodying a wide ranging diversity of programmes, staff and methods of operation. The clientele attracted by each of the two main departments are strikingly different and largely reflect their respective missions.

Community Education operates within a very broad definition of Continuing Education and in doing so, endeavours "to offer a wide range of learning opportunities to people of all ages and educational backgrounds" (Handbook, 1979: 18). This study has shown that Community Education has a correspondingly wide range of persons within its clientele. The uniformity of the Vocational Education clients, however, tends to confirm the 'technical institute' image of this department. It would appear that as long as vocational training is seen as being synonymous with training young persons straight from school for life-long careers in particular trades and occupations, the homogeneity of Vocational Education students is likely to persist. In its present form, Vocational Education limits access to vocational programmes to all but a narrow range of persons - a group that is predominantly male, young and already well-educated. Persons differing from these criteria tend, instead, to be involved in Community Education programmes or remain outside the College's activities altogether.

In general, then, it is the Community Education side of the College's operations that provides access to Continuing Education for the greatest diversity of Hawkes Bay residents. The 'vocational-training' function of the College attracts a more homogeneous group of persons to the College. In particular, Vocational Education has a greater underrepresentation of groups who have traditionally had low participation rates in Continuing Education.

The College, as a whole, has made some leeway in opening up access to Continuing Education for the people of Hawkes Bay. In doing so, it has had to surmount numerous barriers to facilitate the participation of a cross-section of people. This study has shown that there are sizeable groups of persons that other Continuing Education instit-

tutions have had little success in attracting previously. In relation to its clientele, this study concurs with Nolan (1977: 108) that the College has "partially broken the traditional lock step of education... taken important first steps in the direction of introducing a greater measure of justice into tertiary education."

The findings of this study have shown, however, that the key word in the conclusion above is "partially broken the lock step of education". For, while there are increasing numbers of 'forgotten people' being involved in College programmes, a considerable number still remain in the ranks of Continuing Education non-participants. On a proportional basis, the College is still predominantly geared to meeting the educational needs of groups who are relatively privileged in terms of previous education and other aspects of life-style. The overall propensity to participate in Community College programmes is still largely influenced by a person's social origins and demographic characteristics.

The first important steps may indeed have been taken - but many more are still to be taken in the efforts to provide access to Continuing Education for all.

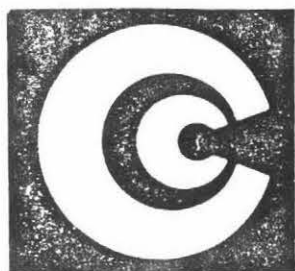
## FOOTNOTES

1. Many users of the Community College do not fit the conventional definition of student. In this Report, therefore, the terms 'client' and 'participant' are used as more inclusive terms than 'student' in describing the people who attend and/or use the Community College. Also, technically speaking, 'respondent' refers to a person who completed a questionnaire. In the text, however, the terms client, student, participant, respondent, and user, are used interchangeably.
2. For a fuller discussion of the nationalisation of increased participation see Benseman, J.R. - "Continuing Education Clientele: Present Realities and Future Possibilities", in Continuing Education in New Zealand, Vol II, No. 1, May, 1979.
3. See for example, Royce's discussion (1973) on the difficulties many women face in continuing their education in adulthood - including lack of self-confidence, opposition from husband and family, undertaking the 'dual' role of homemaker and student etc. See also Anne Davis' 'New Start...' article for further details of barriers mature adults face when seeking to enter university.
4. What participants actually do in Continuing Education is, of course, another issue. The type and quality of educational provision (particularly as they relate to different social groups) are in themselves issues worthy of further study.
5. Such a concern, it should be noted, does not mean the exclusion of other groups or the promotion of these groups' interest at the expense of others. Rather, it means that the H.B.C.C. would seek to involve all sectors of the Hawkes Bay population, including people from these specific target groups.'
6. Profile - an abstraction of the typical characteristics of participants across a number of demographic variables.
7. A multi-purpose institution whose activities include class activities, as well as catering for youth, affiliated community groups, self-programming clubs and organising and promoting lectures, exhibitions, out-of-school activities, holiday play centres, educational visits and foreign exchanges. In broad terms, these activities are synonymous with what is termed Community Education in New Zealand.
8. Hutchinson does not explain whether these statistics are for Leicestershire specifically (i.e. taken from the national figures) or are for England and Wales overall. The latter would appear to be the case. Such a comparison does not enable detailed comparisons of the findings with the colleges' actual catchment areas. The comparativity of national figures and the catchment areas is not mentioned.
9. It should be noted that this study included courses of a vocational as well as non-vocational nature.
10. No definitions of 'active' or 'conceptual' classes are given.
11. New Zealand equivalent - university.

12. The most notable being the case of older Negroes. Participation rates for this group are higher than for older whites, but higher participation in moral-religious instruction and relative de-emphasis of vocational participation is very marked.
13. This observation is rather baffling in that the study's sample included no women.
14. The author's definition is "any educational programme or activity designed to provide adults with an opportunity for further learning systematically".
15. While it is not usual practice to present summaries of research findings, this convention is not followed here in that the original theses are not available in New Zealand, and therefore this wealth of information would otherwise be unavailable.
16. Presumably this method of sampling is satisfactory in that the registration of voters is compulsory in Australia.
17. 4% were unable to be contacted and 1% refused to give information.
18. As was pointed out in the introduction of this section, a community survey of this type has a number of problems to overcome. In this case, asking respondents, (for example, a person in their 70's) to recall all courses etc. they have attended since leaving school is difficult at best. The fact that 70% of the enrolments mentioned were in the last 6 years tends to confirm this point. Such difficulties must therefore cast some doubt on some of the validity of the study's results although other factors (e.g. the high response rate) must in turn compensate for these problems.
19. For a more extensive critique of the study, see Boshier, 1978, p. 89.
20. Education, occupation and income are seen as the most influential grouping of variables by Johnstone and Rivera (1965:7).
21. Ethnicity is mildly questionable, in that it is increasingly being defined in terms of identification with a particular ethnic group, rather than in terms of 'blood' lineage - see McDonald (1976).
22. 'Primary' in the sense of being with the individual at birth.
23. This distinction in no way denies the potency of 'secondary' factors, such as social class etc. - rather, it is merely a means of distinguishing between the various influences on a person's behaviour.
24. The initial report of the H.B.C.C. survey analyses participants only in terms of separate variables and makes no attempt to interrelate any on the variables.
25. Or, at least approximate them more closely.
26. The questionnaire also included some items (e.g. type of accommodation) that are not directly relevant to the constructs outlined above. These items were included at the request of College staff for clarifying matters related to internal policy and administration.

27. Hence the terms 'Recurrent Education', 'Lifelong Education' and 'Education Permanente' are often used synonymously with Continuing Education.
28. Reasons for the poor return rates for the first two groups are not altogether clear, but can probably be attributed largely to the low degree of commitment of the tutors involved.
29. This occurred despite special efforts by the researcher to gain access to these students and excellent co-operation from the scheme's co-ordinator.
30. Neither of the reports thus far has attempted to differentiate between clients in terms of the amount of College resources they consume (an extremely complex matter). Focus has instead, centred solely on attendance/non-attendance.
31. M - Male respondents; F - Female respondents.
32. A comparable population pyramid (showing a crosstabulation of age and sex) for the Hawkes Bay population is not available. Overall, however, the two groups are very similar (see Appendix G).
33. Because the research instrument used was a questionnaire, data on ethnic affiliation was given in the form of a 'self-report' - i.e. the respondents themselves did the classifying rather than having a classification 'imposed' upon them by either the researcher or some other person such as a teacher or tutor (McDonald 1976: 38). Three people objected strongly to this question and several crossed out the options given and inserted their own, e.g. New Zealander.
34. These figures are gained from reading the single, never married total % column vertically.
35. These proportions are from reading the % line horizontally within each age category.
36. H.B.S.A. - Hawkes Bay Statistical Area.
37. In general, older age groups have a higher proportion of persons, never married - Social Trends in New Zealand - Department of Statistics, 1977 - p. 31.
38. That is, the how, what, where, and when, of educational programmes.
39. H.B.C.C. 23%; H.B.S.A. 48%; Horton 40%; Boshier 31%.
40. A comprehensive bibliography of material related to this area is given in Bray and Hill (1971), Vol. 1, P. 136.
41. Involvement at the H.B.C.C. in 1978 was the first year in the last five that 70% have attended an educational institution. - Initial report, p. 3.

APPENDIX A



**HAWKES BAY  
COMMUNITY COLLEGE  
SURVEY 1978**

**QUESTIONNAIRE  
BOOKLET**



A joint project of the  
HAWKES BAY COMMUNITY COLLEGE and  
THE EDUCATION FACULTY of MASSEY UNIVERSITY

## HAWKES BAY COMMUNITY COLLEGE SURVEY

1978

In its fourth year of operation the Community College is seeking more information about the people who are involved in its programmes and activities. This information is necessary in planning how the College will develop.

In the future the College will continue meeting the needs of those people who are in attendance now. In addition, courses, activities and programmes will be provided for people whose educational needs are not being met at present.

By answering the questions in this booklet you will provide the kind of information the College needs in planning for the future. We value your cooperation in answering the following 22 questions as accurately and fully as you can. The results of the survey will be made available to you towards the end of 1978.

Your name is **NOT** required on this booklet. **ALL INFORMATION GIVEN WILL REMAIN ANONYMOUS AND TOTALLY CONFIDENTIAL.**

If you have any problems in answering the questions, please ask your tutor for help.

Thank you for participating in the survey.

John Harré,  
*Director,*  
HAWKES BAY COMMUNITY COLLEGE.

John Benseman,  
Pat Nolan,  
*Faculty of Education,*  
MASSEY UNIVERSITY.

(Please do not write in this column)

Please answer all questions as accurately and fully as you can.

Where boxes are provided, TICK ONLY ONE unless otherwise stated.

- I.D.  1
- 2
- 3
- 4
- 5
- 6

1. Sex: Male  Female

7

2. Age: \_\_\_\_\_ years old.

- 8
- 9

3. Which of the following applies to you?

- Single, never married
- Single, formerly married
- Married at present
- Other, please state \_\_\_\_\_

10

4. Do you have sons and/or daughters living at home at present?

- Yes
- No
- (go to Question 5)
- Not applicable
- (go to Question 5)

11

If YES, please tick number in each group below.

- |             |                            |                            |                            |                            |                             |
|-------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| Pre-school  | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4+ <input type="checkbox"/> |
| Primary     | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4+ <input type="checkbox"/> |
| Secondary   | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4+ <input type="checkbox"/> |
| Left school | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4+ <input type="checkbox"/> |

- 12
- 13
- 14
- 15

(Please do not write in this column)

5. Do you live away from your normal address while attending Community College courses, programmes, activities?

Yes

No

16

(go on to Question 6)

If YES, what is your address while attending Community College courses, programmes, activities?

Hastings

(please state suburb)

\_\_\_\_\_

Napier

(please state suburb)

\_\_\_\_\_

Other

(please state)

\_\_\_\_\_

17

18

6. What is your normal address?

Hastings

(please state suburb)

\_\_\_\_\_

Napier

(please state suburb)

\_\_\_\_\_

Other

(please state)

\_\_\_\_\_

19

20

7. In what type of accommodation are you living at present? (i.e. while attending the Community College)

Boarding house

Own house/flat

Parents' home

Private board

Rented house/flat

Other,

(please state)

\_\_\_\_\_

21

(Please do not write in this column)

8. Are you:

- Maori
- Pakeha/European
- Other \_\_\_\_\_  
(please state)

22

9. What is your PRESENT (main) occupation?

\_\_\_\_\_

23

24

25

26

10. What is/was your father's (main) occupation?

\_\_\_\_\_

27

28

29

30

11. What is/was your mother's (main) occupation?

(includes housewife) \_\_\_\_\_

31

32

33

34

12. What is/was your father's highest educational attainment?

(if unsure, please give best estimate)

- Primary school
- Secondary school
- School Certificate
- University Entrance
- Professional qualification
- Technicians' Certificate
- Trade Certificate
- University Degree
- Other \_\_\_\_\_  
(please state)

35

36

(Please do not write in this column)

13. What is / was your mother's highest educational attainment?  
(if unsure, please give best estimate)

- Primary school
- Secondary school
- School Certificate
- University Entrance
- Professional qualification
- Technicians' Certificate
- Trade Certificate
- University Degree
- Other

(please state) \_\_\_\_\_

37  
 38

14. Into which group below does your TOTAL PERSONAL INCOME fall?  
(i.e. before tax and including ALL sources of income)  
(if unsure, please give best estimate)

Weekly			Yearly			
\$0	—	38	\$0	—	1999	<input type="checkbox"/>
\$39	—	77	\$2000	—	3999	<input type="checkbox"/>
\$78	—	115	\$4000	—	5999	<input type="checkbox"/>
\$116	—	154	\$6000	—	7999	<input type="checkbox"/>
\$155	—	192	\$8000	—	9999	<input type="checkbox"/>
\$193	—	230	\$10000	—	11999	<input type="checkbox"/>
\$231	—	269	\$12000	—	13999	<input type="checkbox"/>
\$270	—	308	\$14000	—	15999	<input type="checkbox"/>
\$309+			\$16000+			<input type="checkbox"/>

39

15. Into which group below does your TOTAL HOUSEHOLD INCOME fall?  
(i.e. before tax and including ALL sources of income of all people in the house)  
(if unsure, please give best estimate)

Weekly			Yearly			
\$0	—	38	\$0	—	1999	<input type="checkbox"/>
\$39	—	77	\$2000	—	3999	<input type="checkbox"/>
\$78	—	115	\$4000	—	5999	<input type="checkbox"/>
\$116	—	154	\$6000	—	7999	<input type="checkbox"/>
\$155	—	192	\$8000	—	9999	<input type="checkbox"/>
\$193	—	230	\$10000	—	11999	<input type="checkbox"/>
\$231	—	269	\$12000	—	13999	<input type="checkbox"/>
\$270	—	308	\$14000	—	15999	<input type="checkbox"/>
\$309+			\$16000+			<input type="checkbox"/>

40





OFFICE USE ONLY

(Please do not write in this column)

22. Apart from those courses included in Questions 19 and 20 what other courses have you attended over the last 5 years? (if unsure, please give best estimate)

Description/Name of Course	Name and Place of Institution <i>(e.g. Karamu High School night class, UEB, in-the-job training course [Wgtn], Correspondence School, etc.)</i>	If full-time please state number of weeks (approx)	If part-time please state number of hours (approx)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	53	54	55	56	57	58	59	60	61						

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	63	64	65	66	67	68	69	70	71						

72

END OF CARD

I.D.   
1 2 3 4

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	6	7	8	9	10	11	12	13	14						

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	16	17	18	19	20	21	22	23	24						

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	26	27	28	29	30	31	32	33	34						

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	36	37	38	39	40	41	42	43	44						

45

46

Please return this form to your college tutor.

*Thank you very much for giving up so much of your time.*

*We appreciate your cooperation in answering all our questions.*



MEMO TO ALL PART-TIME AND FULL-TIME TUTORS

DATE 7 August 1978

The purpose of this memo is to forewarn you about a forthcoming survey, and to ask for your help and co-operation. For some time now we have been planning a survey of the people who are students and users of the College in 1978. The project is a joint venture of the College and the Education Faculty of Massey University. The survey team includes John Harré, Greg Gear and John Wise from the College, and Pat Nolan and John Benseman from Massey. Quite a large number of other College Staff have been consulted about the project and in designing the questionnaire that will be used to collect the survey data.

The aim of the survey is to gather a comprehensive and detailed profile of the people who are involved, both formally as students and informally, in the full range of College activities, courses and programmes. Once constructed, such a profile will provide definitive information on (i) whose educational needs are being met and (ii) how the College has developed over the past four years, as reflected in all those people who are involved in all our activities. This present survey is the beginning step in a larger programme of self-evaluation of the overall effectiveness of College policies and activities. The findings of the survey will help us judge whether changes in policy are necessary in implementing our overall mission of continuing education.

Planning for the survey began during April, 1978. Early discussions between College staff and Massey were followed by preliminary work on construction of a draft survey questionnaire at Massey University. The initial draft was subsequently reviewed by University and Community College staff. Further drafting work resulted in a 22 item questionnaire which has now been checked out with a small sample of Community College students, including trainee secretaries, woodwork apprentices, adult reading tutors, and youth re-entry students. After being subjected to further scrutiny the questionnaire is now ready to be administered during the first month (September) of the third term.

Because individual tutors have closest contact with our students, your help is required in administering the questionnaire to all the people you are involved with as students, users, clients or participants in College courses.

Most of these people will be involved with the College formally as students and will attend regular classes. Others will not easily fit the conventional definition of student. We need a completed questionnaire from all students/clients/users in order to get an accurate and correct picture of whose needs the College is meeting.

The amount of time required to complete the questionnaire will vary depending on the amount of assistance required by the respondents. Where there are no difficulties and when students are gathered in a common room (e.g. a College classroom), the expected time required to distribute, fill in the questionnaire, check and collect is about 15-30 minutes. Where students are unable to complete the questionnaire independently, tutors will have to help on an individual basis, e.g. as with the adult new readers. Some staff have already pointed out the usefulness of the survey as a teaching exercise. The overriding consideration is that each respondent fills in the questionnaire as accurately and fully as possible.

We hope to gain close to 100% response rate to the survey and rely on your help in making the survey a success. Further information regarding the questionnaire and how to administer it will be provided within the next few weeks; and will include a set of guidelines on how to administer a questionnaire - some simple do's and don'ts.

Once the survey is completed, the findings will be made available and published in the Otatara Oracle, hopefully near the end of 1978 or thereabouts. Multiple copies of the full survey report will be held in the College library.

In the meantime, and should you wish to know more about the survey, you can make enquiries through either Greg Gear or John Wise.

**hawke's bay**



**community college**

**SURVEY**

**1978**

**QUESTIONNAIRE ADMINISTRATION MANUAL**

## Introduction

The purpose of this manual is to provide guidance for questionnaire administrators both experienced and inexperienced. You should read it several times and become familiar with it before you administer questionnaires. Also, keep it with you for reference before you distribute questionnaires.

### WHY is the questionnaire being administered?

- the College needs more accurate information about its clientele in order to assess how well it is meeting the educational needs of various groups within the Hawke's Bay region. The questionnaire has the full backing of the Director, the College Council and the Department of Education.

### WHO is to fill in the questionnaire?

- all people who are involved in any Community College course, programme or activity during the month of September.

### WHEN is it to be administered?

- the questionnaire should be administered *when course numbers are at their peak, e.g. at the beginning of short seminars; in the second session of longer courses.*
- of course there will be exceptions to this and final decisions in this respect will be left entirely to the tutor's discretion.
- if course members are absent or enrol after the initial questionnaire administration you should ensure that they are given an opportunity to complete the form at some later point.

### WHERE is it to be administered?

- at the course location. Questionnaire should be distributed, completed and collected in one session. Approx. time involved - 15-30 minutes.

### WHAT is to be administered?

- each student is to complete one questionnaire. ALL questions are to be completed.

### HOW is it to be administered?

- the following format is suggested as a general guide.

- (a) Distribute questionnaires to course members.
- (b) Ensure everyone has a pen or pencil.
- (c) Either

read the introduction yourself

OR

ask the client(s) to read it. This will vary according to the nature of the group involved.

- (d) Answer any questions raised as a result of (c). Further information necessary to answer questions may be obtained from John Wise or Greg Gear.
- (e) Ask the group to complete the form - answering ALL 22 questions.
- (f) Give help where necessary.
- (g) Collect completed forms.
- (h) Thank respondents on behalf of research staff.
- (i) Return completed forms to John Wise or Greg Gear.

Points relevant to specific questions. (It is suggested that you preview the questionnaire at this point if you have not already done so).

Q.3 - single, formerly married includes - divorced, separated and widowed. Married at present may include de facto relationships.

Q.4 - does NOT include children living away from home.

Q.5 & 6 'address' refers only to suburb and/or town/city. If the respondent lives in a rural area, state name of district.

Q.9, 10, & 11

- one occupation only should be stated i.e. main occupation.

Q.12 & 13

- respondents may be unsure about these - encourage them to make an estimate. Some may see these as irrelevant - they are important in that educational attainment of parents has a bearing on their children's educational aspirations and tendency to want to continue with formal education.

Q.14 & 15

- respondents may be unsure about personal and more especially total household income - encourage them to make an estimate. Note: a single pension = \$ p.w. ; married pension = \$ p.w.

Q.21 - 'present or future job' may include work of a voluntary nature.

Q.22 - respondents may need time to recall details. If unsure as to number of sessions etc encourage respondents to make an estimate.

### General Points

1. You should be familiar with the questionnaire before administering it.
2. You should do a 'practice run' with someone who is not a Community College student/user. These should NOT be included in the final batch.
3. Study all questions until you know what they mean and are familiar enough with them to answer any queries that respondents might ask.

4. Your attitude should be - neutral and yet sympathetic
  - impartial and yet interested
  - casual and yet efficient
  - friendly and yet unobtrusive

Remember - the object of the questionnaire is to get honest, uninfluenced information about each individual. Effective policy can only be based on accurate data.

5. You should ensure that ALL students involved in your course(s) during the month of September fill in a questionnaire and that these are all returned to John Wise or Greg Gear as soon as possible.
6. Spare copies of the questionnaire are available from John Wise, Greg Gear or their secretaries.

We realise this exercise is demanding of both your time and energy. However, we are sure that the College staff and students will benefit as a result in terms of future policy based on this survey. We greatly appreciate your help and co-operation in making this research possible.



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# hawke's bay community college

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## APPENDIX D

This memo is to remind you that the 1978 Community College Survey is now in progress. In addition to initial letters informing you about the survey, you should have now received a copy of the Questionnaire booklet and the accompanying instruction manual. Hopefully, you will have read both these booklets and administered the Questionnaire to yourself and/or another person.

The next task is the survey proper. Questionnaires will be placed in your register next week. They should be administered to and completed by all the Community College students/users, with whom you are involved during September.

It is vitally important that ALL students/users complete a Questionnaire if we are to get an accurate and correct picture of the TOTAL Community College clientele.

Some students may complete their Questionnaire in another class. Each student is asked to complete ONE QUESTIONNAIRE ONLY. Please record the names of absent students on the outside of the envelope in which the Questionnaire is delivered.

When Questionnaires have been completed, put them back in the envelope, and return with your register in the usual way. Questionnaires will be returned to you when it is necessary to catch up with students who are absent the first time round.

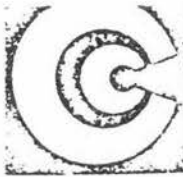
The following people will be pleased to help in solving any problems and answering any questions in relation to the survey: Greg Gear, John Wise, Olga Jones, Libby Spiers, and Heather Spivey

Additional Questionnaires can also be obtained from the above people, if and when required.

We value your assistance in conducting this survey. Thank you for helping in what is a most important first step in assessing the scope and effectiveness of College activities, and in planning for the future.



## APPENDIX F



hawkes bay community college

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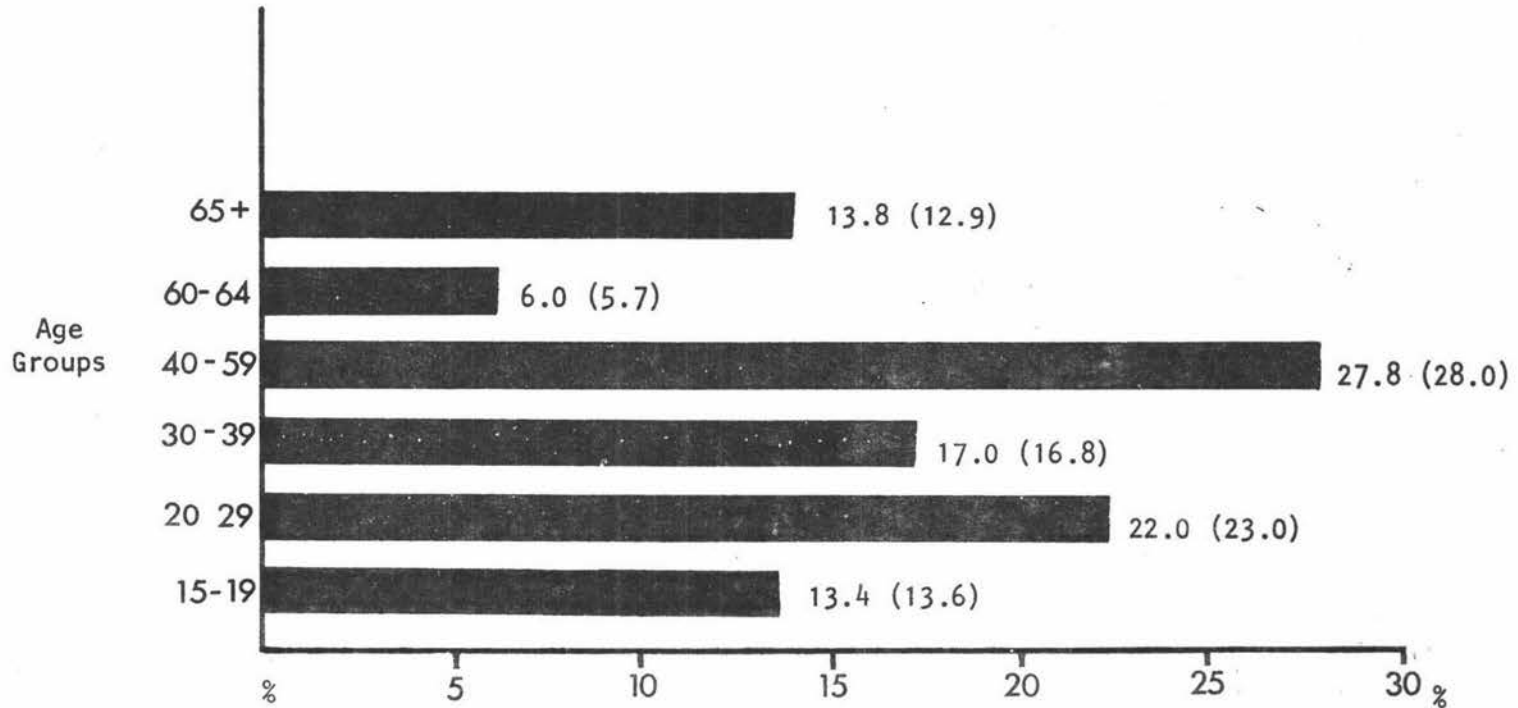
MEMO TO TUTORS

We are concerned that the number of questionnaires you account for does not tally with the number placed in your register. The number allocated to you was in accordance with the number of names in your register. Could you please locate these questionnaires, and return them either completed or otherwise. Unless all questionnaires are returned, the Survey becomes invalid, so we would ask for your co-operation in this matter of seeing that all questionnaires are accounted for - i.e. that the number completed, not completed because of absenteeism, or not completed because your class member has done so in another class, - adds up to the total number on the register.

John Wise,  
Head of Community Education.

Age Structure of Hawkes Bay Adult Population (15 years and over)

- N. Z. Population in brackets.



Source: 1976 Census of Population and Dwellings. Bulletin No. 6; Department of Statistics.

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