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THE UNIVERSITY OF ALBERTA

A STUDY OF THE RELATIONSHIPS OF SEX AND AGE WITHIN SEX ON THE
IMPORTANCE RATING OF IDENTIFIED ADULT BASIC SKILLS

BY

© VIRGINIA RUTH TAUTCHIN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

IN

VOCATIONAL EDUCATION

EDMONTON, ALBERTA

FALL 1988

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "A Study of the Relationships of Sex and Age Within Sex on the Importance Rating of Identified Adult Basic Skills" submitted by Virginia Ruth Tautchin in partial fulfilment of the requirements for the degree of Master of Education in Vocational Education.

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(Supervisor)

Dennis R. Young
J. B. Patterson
.....

Date: *October 7, 1988*

DEDICATION

The author dedicates this thesis to her family: to husband Fred for unwaivering support and over four years of encouragement to complete this Graduate Studies degree; to daughter Marianne for encouraging her mother during stressful times; to son Michael for being part of the research team and understanding that there is more to life than just science; to son Ronald to develop the motivation and commitment to lifelong learning.

The author also wishes to dedicate this thesis to the "mid-life" people who must reenter the work force. Increasing educational qualifications may be the wedge required to be appreciated for experience and wisdom already possessed.

ABSTRACT

This study investigated the effects of sex and/or age within sex on the importance rating of certain adult basic skills which were identified earlier in a research project involving the Alberta Vocational Centres. Seven hundred and seventy (770) subjects were processed in this research. Sex was divided in male ($n = 371$) and female ($n = 399$). Ages were categorized into three groups (≤ 29 years, 30-49 years, 50+ years).

The purpose of the study was to seek answers to: (a) Are there significant differences between male and female ratings of each of the adult basic skills on the Profile of Adult Basic Skills? (b) Is there a concentration of significant differences in any category or cluster of skills on the Profile? (c) Are there significant differences between female age groups in rating the importance of each of the adult basic skills on the Profile?

Instruments used were A Profile of Adult Basic Skills, A Catalogue of Adult Basic Skills, and a demographic questionnaire. The subjects for the study were drawn at random from the total adult Edmonton population. A Two-Way ANOVA, One-Way ANOVA, and Scheffé revealed that sex and/or age within sex may have a relationship to importance ratings of certain adult basic skills. Information obtained on the ANOVAS and Scheffé was used to assist in data analysis and interpretation of results. Research questions were answered:

(a) Ten Skills showed a significant difference between male and female ratings of each of the adult basic skills on the Profile of Adult Basic Skills.

Four categories showed a concentration of significant difference.

(b) Eight skills showed a significant difference between female age groups in rating the adult basic skills on the Profile.

The theoretical and practical implications of the research findings were discussed.

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CHAPTER I

RESEARCH PROBLEM

Introduction

Results from research investigating differences in the way adult males and females perceive the importance of adult basic skills required for an adult to function effectively in society, may create an interest by governments, educators, and society in ensuring that foundations in adult basic skills be an integral part of any educational framework. If there are sex and/or age groups within sex differences in the perceived importance of adult basic skills, a deficiency or gap may be created which hinders some adults from functioning successfully in society. Furthermore, even in the 1980s it is generally accepted by society that there is a human gap between males and females, with regard to gainful employment and functioning in society. The author views this gap by noting underemployment and underpayment of females in some aspects of the workforce in Edmonton, Alberta.

The social sciences relate the struggles in various aspects of living which men, and predominately women, have when they lack adult basic skills. These individuals may function in society with limited maintenance learning which may not include all the adult basic skills required by adults to function successfully in society. Botkin (1979)

illustrates how maintenance learning is actually a selective participation of learning by individuals which wastes human learning potential and creates multiple consequences in what may be the human gap for women. It may be a subtle difference between just maintenance learning, as compared to the learning and possession of adult basic skills, that some adults do not grasp, which brings about their condition of failing to function successfully in society.

Hopefully the acquiring of adult basic skills by adults may enhance the shift from maintenance to future oriented learning. Such future oriented learning will prepare adults, mainly females, for a more positive future approach to their lifestyles and employment. Although there are still obstacles to a female acquiring some of these adult basic skills, the author recognizes that there is a trend within public opinion to emphasize adult basic skills learning, in order to minimize the risks of these females and all adults having to learn by shock, such as unemployment or underemployment.

This researcher is interested in how adult males and females of all ages perceive the importance of adult basic skills. Perceiving the importance of adult basic skills may be influenced by education. Traditionally, women's education has been centred on areas such as child rearing and domestic duties. Botkin (1979) relates that even when women do receive training and jobs, these are likely to be confined to the field of health, administration, or teaching because these are the main job categories that current education prepares them for even in the 1980s. Many respondents in the research may have been influenced by such an educational system.

Whether adults in Edmonton have actually been denied the opportunities to acquire adult basic skills is doubtful. However, these opportunities to acquire these skills may have been limited or biased, in part because of sex, age, educational opportunity, attitudes, stereotyping, cultural values, or guidance inadequacies throughout the entire school system, from kindergarten through adult education. Recently expanded educational opportunities for adults have provided new options in an ever-changing world. Nonetheless, in the 1980s women are still the primary nurturers of children, and if they undervalue the importance of adult basic skills, they may become poor models for their children in defining and resolving issues posed by the human gap.

An example of competency in adult basic skills and the resulting benefits extended to females and their children are illustrated by Boserup (1980):

Mother's education in nutrition can reduce significantly children's learning disabilities caused by malnutrition during pregnancy and one and a half years post-natal; educational achievement of children correlates with educational level of mother.

Developing the Profile of Adult Basic Skills

Deane and Manuel (1977) developed a systematic way to construct a Competency Based Education (CBE) curriculum by developing a Competency Analysis Profile System (CAPS). This CAPS is a five-stage process

involving identification and validation of competency areas and making a chart form profile of competencies identified.

In 1981 the Alberta Department of Advanced Education and Manpower, through the Alberta Vocational Centres (AVCs) began a group process analysis similar to Phase I of the CAP System to identify the "functional tasks in daily living that competent adults normally perform in their various roles as members of Alberta's Society." This analysis evolved between 1981 and 1986 and has resulted in 84 basic skills. This skills listing is known as the Adult Basic Skills (ABS) listing, as described in a catalogue of skills (Collett, Deane, Kendal, and Brooks, 1983). In 1986 a small group of researchers in the Department of Industrial and Vocational Education, Faculty of Education, University of Alberta, prepared a research project which would research how normal adults in Edmonton, Alberta would value the 84 basic skills. This author was a member of this research team.

Purpose of Study

The author observes that today's trend in Canadian society is toward the continuing education and the lifelong learning of the adult. The development of adult programs designed to provide an education at many levels must consider the attitudes adults have toward acquiring certain basic skills which are necessary for them to function successfully as adults. Stereotyping of historical sex roles may influence attitudes of these individuals toward acquiring these adult basic skills. Training of educators in the concept of andragogy

may help to resolve attitudinal and stereotypical barriers which may thwart possession of necessary adult basic skills.

The purpose of this study was to identify from research respondent information whether significant differences existed between sex and/or age groups within sex in how each group perceived the importance of adult basic skills, as listed on the Profile of Adult Basic Skills (ABS), toward enabling an adult to function successfully in society. This research attempted to find significant differences in how sex and age within sex may effect Edmonton adults in valuing the identified 84 adult basic skills.

Statement of the Problem

Public concern in life management, family life, securing employment, underemployment, and holding a job reflect the difficulties of living in Edmonton, Alberta in the 1980s. Family breakdown, single parenting, women and youth entering a workforce traditionally dominated by men, economy of the era, and slow breakdown of some stereotyped roles have required changes in attitudes, and some shift toward androgynous skills. An acceptance of lifelong learning enhanced by concepts of the art and science of helping adults learn may be added to the required changes.

It is these issues that created the background for the author to research the importance of adult basic skills to normal Edmonton adults. Addressing the influence of sex and age on rating the importance of adult basic skills may reflect traditional stereotyping of sex roles and skills. Comparing skill ratings of age groups within

a sex may highlight societal changes in attitude towards skills becoming androgynous. Sex or age differences in rating the importance of categories or clusters of skills may identify areas of traditional importance of adult basic skills or a present-day acceptance of androgynous skills for any normal adult to function successfully in Edmonton.

Research Questions

If the 84 identified adult basic skills were rated by importance, the research information generated may, in the author's opinion, provide some observations to the following research questions:

1. Are there significant differences between male and female ratings of each of the adult basic skills on the Profile of ABS?
2. Is there a concentration of significant differences in any category or cluster of skills on the Profile?
3. Are there significant differences between age groups within sex ratings of each of the adult basic skills on the Profile of ABS?

The numerical order of these research questions was not intended as a ranking of importance by the author.

Significance of the Study

If there are significant differences between male and female perceptions of the importance of certain adult basic skills, stereotyping within sex roles, based on acquiring certain adult basic skills, historically may have contributed to these differences. If

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age groups show significant differences in perceiving the value of certain adult basic skills it may be that society has not evolved toward recognizing the concept of androgyny, or that females are in a situation of requiring these skills. In addition to the research questions, the author was interested in the following statements that may be generated from the data:

1. Traditionally typical male skills, i.e., task oriented or instrumental, will be perceived as more important by males, whereas traditionally typical feminine skills, i.e., nurturing or expressive, will be perceived more important by females.
2. Older women will rate as more important the traditionally typical feminine skills than will younger women.
3. Older men will rate as more important the traditionally typical masculine skills than will younger men.

Such information may imply that the perceived importance of adult basic skills may be related to the possession of adult basic skills. The author notes that the implication of the study that sex and/or age are related to the rating of adult basic skills and therefore to the possession of these skills. In light of the research findings, the author has made recommendations to those individuals and institutions interested in the significance of this study. These recommendations are presented in the final chapter of this thesis.

Assumptions

For the purpose of this study the following assumptions were made:

1. The ABS Profile questionnaire measures the perception of the importance of listed individual adult basic skills, either positively or negatively, for the normal adult to function successfully in Edmonton, Alberta society.
2. The actual possession of the identified adult basic skills by the respondent is not a part of the study.

Delimitations

The main delimitation concern for this research pertained to the respondent answering the Profile of ABS in view of all normal Alberta adults in general. This researcher was interested in the research respondent opinion of the importance of each skill to a normally functioning adult in Edmonton. Interviewers stressed that personal possession of ABSs was not to be used by respondents who rated the skills. It was hoped that the commonality of respondent opinion of rating would provide validation of the research.

The concerns for this study are that the form of the Profile, as well as the content of the Catalogue of ABS, may have an effect on the responses of the subjects. Does a phrase stating a basic skill (on the Profile) have the same connotation to the subjects, as does the same basic skill divided into 10-15 subgroups (in the Catalogue)? Although the Catalogue of ABS was provided for the use of each respondent, it cannot be assumed that all respondents used the Catalogue to aid them in rating the skills. Therefore, some respondents may have made value judgements from limited understanding of each skill.

Definition of Terms

Adult Basic Skills (1985): Eighty-four basic skills judged by the Alberta Basic Skills Study to be requisite for an adult to function effectively in present-day Alberta society.

Category: A group of similar skills.

Cluster: Three condensed groups of the nine categories.

Items: Eighty-four basic skills, nine categories, three clusters totalling to 96 items.

Profile: A categorized listing of the 84 Adult Basic Skills.

Maintenance Learning: Limited learning to enable one to meet minor needs on a day-to-day basis without conscious preparation for the future.

Future Oriented Learning: Learning that prepares one for future based learning as an approach to lifestyle and employment.

Andragogy: Referring to the art and science of helping adults learn, as noted by Knowles (1978).

Androgyny: Gender as not a dividing factor for possessing a basic skill; valued by both males and females.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Professional educators remain divided on the issue of special courses designed to teach adult basic skills, versus integration of ABS foundation education into all aspects of curriculum.

The new role of women in the workforce as a necessary and/or common aspect of the adult world, has forced a new need for positive attitudes toward females possessing many more adult basic skills than were expected before the 1970s. The "new sexuality" of the 1950s and 1960s led to a new focus for educational programs in the 1980s. Societal concerns with youth and employment problems have resulted in tailoring some courses in education and training to meet the needs of females, as well as of males.

Adult Basic Education (ABE), Competency Based Adult Education (CBAE), English as a Second Language (ESL), and Competency Based Education (CBE) are headings using terminology and content that provide a literature review related to ABS.

Herold (1984) is concerned with sexuality programs as a basis for ABS. His four goals, as follows, are keys to current sexuality programs which may be applied to the general Profile of ABS when developing programs: (1) the acquisition of accurate information; (2) the development of greater self-awareness and understanding; (3) the

classification of students' needs, identifying the improvement of communication skills, the role of the family, etc.

Many attempts to teach ABS in the school system are relegated to the guidance program and/or the home economics program dealing with family life education. Elkins (1977), in a national survey of family life education in Canadian schools, reports that most family life educators "consider sex education as but one aspect of family life education" (p. 7). Both the 1977 Canadian Educational Association and the 1984 Planned Parenthood Federation of Canada surveys used as a definition of family life education, "a school program or activity aimed directly at enhancing students' understanding of personal development and family living" (Dineenagh, 1977; Holte, 1984). Much Alberta curricula related to ABS may be directly influenced by the American Home Economics Association of family life programs for the United States.

Taylor (1980) provides the definition of CBAE arrived at in 1978 by the Division of Adult Education, within the United States Office of Education as: "... a performance based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society."

Such literature review may emphasize the commonalities, the equalness, the overlapping, the relatedness, the sameness, or the simple change of terminology of CBAE, ABE, ABS, CBL, Essential Skills, Life Skills, Human Growth and Development, and Career Development curricula.

The American Home Economics Association study designated as basic to any family life education program:

communication and interpersonal relationships; human growth and development, understanding self; marriage and family dynamics, human sexuality, values, decision-making, health, parent education and child care, adolescent pregnancy, management of resources, consumer education, childbirth, and intergenerational understanding (Sheek, 1984, p. 1).

Many of the topics included in this designation would fall within an adult basic skills educational program.

The Project Report (1983) stated that the purpose of developing a Profile of Adult Basic Skills in Alberta was to: "Develop a profile of Basic Competencies which identified functional, daily living tasks, [skills or activities] that competent adults normally perform in their various roles as members of Alberta society." Spady (1977) stated that CBE is: "A data-based, adaptive, performance-oriented set of integrated processes that facilitate, measure, record and verify within the context of flexible time parameters the demonstration of known, explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life roles." This researcher relates the Project Report to Spady (1977) as a tool to unite adult basic skills importance with competency-based education as affected by attitudes, stereotyping, and androgyny.

Sex-Role Stereotypes

In the 1980s, the role of women in the workforce has become an important social issue. Women are entering occupations which have been traditionally dominated by men, and require the adult basic

skills (ABS) to maintain these occupations successfully. Antisexual discrimination and the feminist movement will not compensate for the lack of ABS required in the workforce. Burrow (1978), Gordon and Strober (1975), Jewell (1977), and Stead (1978) all conclude that women are distinctly underrepresented in certain occupational groups. Failing to recognize the importance of ABS as well as stereotypical attitudes, may be contributing factors to stereotyping females, which in turn presents a blocking mechanism to gainful employment or advancement.

Societal sex stereotyping may have historically resulted in a negative attitude toward the competency of females in the workforce. During World War II, females were desperately needed in Canada's workforce. Their significant contributions provided a breakthrough necessary to erode the external forces of negative attitudes regarding their competency. Change has not been as rapid as some women would prefer. In fact, Broverman et al. (1970) reported that a state of normal mental health for women included being submissive, noncompetitive, dependent, excitable in minor crises, conceited about appearance, and inconsistent with adult responsibilities and adequate adult functioning. Similar results were provided even decades earlier by Fernberger (1948), and as late as 1975 by Spence, Helmreich, and Stapp. Such negative stereotyping could be alleviated, to a degree, by necessitating the acquisition of ABS at least as a stepping-stone toward further education and training.

Contrary to earlier sex-role stereotyping, this author observed that in the mid-1980s Canadian society accepts that women, as well as men, are responsible for the economic well-being of the family, and

that women have a place outside the home. This may be an opportunity or an added burden for women, since they are still primarily responsible for child care as well as tending to the emotional, mental, and physical needs of the family.

High rating of skills on the ABS Profile may pave a route for women to enter managerial positions. Schein (1976), in her article entitled "Think Manager - Think Male," related that women possessing stereotypical male characteristics required for managerial success may break the barriers for women seeking management positions today.

Possession of ABS could provide a bridge between stereotypes which would blend Bakan's (1966) male self-assertion, self-protectiveness, and self-aggrandizement with female selflessness and a desire "... to be at one with others." The ABS Profile demonstrates strength by not identifying any sex-role stereotyped skills and thus proves valuable for the original concern of the research, which was to identify how important the skills were perceived to be for an adult to function successfully in society.

Androgyny

Androgyny (from "andro," male and "gyne," female), emphasizes the integration of both masculinity and femininity in possession of an adult basic skill. Helmreich, Spence, and Holahan (1979) and Bem (1979) related that the androgynous or nonsex-typed person is seen to be flexible, adaptable, sensitive to changing situations, and free to choose a behaviour or a skill most appropriate and effective for a given task. Hoffman and Fidell (1979) and Bem (1975b) conclude that a

high degree of sex-typing may be undesirable for both males and females. However, in rating the importance of adult basic skills, respondents may have found it difficult to depart from stereotypical values; on the other hand, the new demands of the 1980s may necessitate an approach to valuing the skills as androgynous in certain individual skills, in certain categories of skills, or in certain clusters of skills.

The Nature of an Attitude

Some negative attitudes which hamper adults in their struggle for a place in the workforce may be attested to in recruitment, placement, remuneration, promotion, and opportunities for further education. Such negative attitudes may be from within the person herself/himself, from the female or male domains, from the society, or from any combination of these influences. Prather (1971) identified sociopsychological factors which hinder the advancement of females in the professions. Women who aspire to nontraditional roles are confronted with internal and external attitudinal barriers, as noted by O'Leary (1974). Researchers writing within a time span of 23 years (Bennett, 1964; Putnam and Heinen, 1976; Terborg, 1977), agreed that such internal and external attitudinal barriers toward women are still very much in evidence today.

Our attitudes represent such an intrinsic part of our being, are based on our value and belief system, and guide our behaviour, and it may be difficult to be uninfluenced by them when rating the importance of ABS. Research suggests that a relationship does exist between

behaviour and attitudes (Liska, 1975). If this is so, then when rating the importance of ABS, attitudes held toward each ABS may have been transmitted, along with the attempt to consider the importance of ABS for the Edmonton adult population in general. This researcher recognizes the relationship between an individual's beliefs, attitudes, behavioural intentions, and overt behaviour as an integral part of valuing adult basic skills.

Andragogy

There is a need for research in the development of curricula to foster the learning and practice of ABS of school-aged students and adult students. A major concern is the implications this study could have on the professional development necessary for instructors to work with adults in continuing or adult education programs. New materials and altered teaching practices will be necessary since educational change has to do with the beliefs, teaching practices, and resources these changes encompass. Fullan (1982) sees professional development as a prerequisite for change to occur. This development must first focus on need, on inservice education to administrators and educators, and on opportunities for these professionals to interact with each other to share ideas and provide help in understanding the aspects of teaching the adult student to achieve competence in ABS. Such a movement in education requires some knowledge of andragogy and the education of the adult learner.

Malcolm Knowles (1978), Long (1983), Little (1981), Houstler (1981), and Lord (1985) all provide interesting and vital information

on the adult learner. They agree that education must involve the process of generating new knowledge, not just relying on the known. Lack of early education in adult basic skills does not mean that the adult cannot learn them as an adult.

Understanding the importance of the developmental stage of adulthood and the influence this has on learning may be essential to the educator. Developmental tasks for children and adults differ. Little (1981) presents Havighurst's identification of the Adult Life Cycle and may be used for ABS programs to accommodate each transition stage. Adult learning is maximized when the learning respects personal life experiences, is problem-centred, appropriate methodologies are used, and it coincides with an existing life transition stage.

Lord, (1977) provides interesting information on identifying today's adult learner. Recent figures for 1983 showed Canada as a country of adult learners, with 3.2 million people enrolled in 5.2 million courses. Twenty percent of Canadians over 17 years were enrolled in courses, with 66 percent of the participants taking one course and 21 percent of participants taking two courses. This information has many implications for andragogy and adult basic skills necessary for further education, employment, and daily living.

Further information from Lord (1977) is of interest to this researcher. One in four Albertan adults enrolled in a course in 1983, with Edmonton and Calgary topping other Canadian cities in participation rate. Those most likely to enroll were city dwellers, single, women, 25-34 years old, Canadian-born, university graduates, white-collar professionals, labour force members, and residents of

British Columbia or Alberta. Men took job-related courses, with personal development and academic courses less well attended. Few men took hobby courses. Fifty-six percent of adult learners were women, but they participated in 80 percent of the hobby courses and only 39 percent of the job-related courses. They showed a higher participation rate in personal development courses than did men. Women enrolled in job-related courses were more likely to be separated, divorced, or single. Nearly one-third of women enrolled in courses were single, while separated/divorced women had the next highest participation rate. Single and married men enrolled more frequently than separated or divorced men. The widowed were the least likely to take courses.

Research has shown that people who are currently studying are more likely to have had family members who have or are studying themselves (Advisory Council, 1982). In a sampling of 2,500 adults, men were viewed as interested in education as a "means of getting on in the world," while women were interested in education for its own sake (Advisory Council, 1982, p. 51). When queried about the use of leisure time, the same respondents chose, by a great majority, an active rather than a passive activity. This indicates that adult education opportunities could be further extended in scope and variety.

Women might be special subjects for adult education. A University of Minnesota study, reported by Long (1983) of over 1,400 women participating in continuing education, recorded them as white, average age 39, 60 percent employed, more than 50 percent with a degree, in good health, and with a household income of \$35,000. The majority believed their talents were not being well used and, while

most respondents were happy with life, those who were unemployed or underemployed were less satisfied with life. As educators, a question we must address is why those women who really need courses for job advancement are not taking them, what unwritten curriculum have we prescribed into programs as suitable for those of either a specific sex, age, or income level, and with so many families headed by single parents who are primarily women at the lower end of the economic ladder, what can be done to help? This is exemplified as follows:

Special problems experienced by women would be the time span since their last formal training; the fact that their training might indicate a patchwork of experiences in several locations; the role conflict they experience and the responsibility for dependents plus cost factors which might be a barrier to further learning (Long, 1983, p. 161).

If we are concerned with the value of the individual, male or female, as learner, and with the real needs of this individual, what direction should our programs take?

In a study of the Canadian work situation, Employment and Immigration Canada (1983) concluded that a strong swing must occur toward a comprehensive lifelong learning strategy, due to a changing work environment, the formation of new employee groups, a work scheduling, and a growing acceptance of part-time and contract work. As the demographic composition of the labour force shifts, individuals, women, and native groups will increasingly develop skills in nontraditional areas and take on new responsibilities. Our society demands highly qualified and skilled workers, but at this time "one in five Canadian workers is

functionally illiterate and lacking in even the basic skills necessary for further learning" (Employment and Immigration, 1983, p. 22). The significance of the large number of illiterate workers in the workforce is an issue which must be resolved. These are also the people who tend not to respond to adult education programs because they view education as a function of social class (Advisory Council, 1982).

At the other end of the spectrum, in an analysis of university responsibilities, Campbell (1984) cites adult learners as the new majority because in "part-time credit courses and in formal noncredit programs they together outnumber the full-time student body" (p. xi). We have become a "credential-orientated society" (p. 79) and Campbell identifies issues related to postsecondary education as those common to all of adult learning: "the nature of teaching and learning, the relationship of inquiry to teaching, the connection between discipline and its application, the relationship of instructor to student, and the balance between instructor input and student initiative." Campbell also states an expectation for these issues to be reconceptualized during the next decade. We will move from short-term education, completed when high school or college ends, to lifelong education and retraining. The idea of a generalist education, which can include ABS, will become popular because the specialist trend now in vogue limits adaptation as these specialties become obsolete. A generalist with a commitment to lifelong education can change with the times.

Lawson (1984) sees the home as not just a place for cleaning, making, and mending but as a place for living. If living is really

education, the home is thus also a place where learning will occur, aided by the new technologies. As much of adult learning is self-planned--where the adult takes responsibility for the planning, the context, the timing, the method, and the setting--home learning is comfortable for adults of low educational achievement, those with transportation or physical problems, or those adults who are not group oriented. Lawson views computers as being able to truly individualize learning. This computer learning will then occur in the home when personal and family living, community, social, and recreational issues are not involved.

Hirsch (1976) sees a personalized approach as suitable for community or adult education because the student/teacher relationship must be viewed differently from the traditional concept. An enlarged concept of class--that being class as community--must prevail and our concept of education as preparatory and goal-orientated must give way to a concept where the process is an ongoing and vital concern to life.

For Parkyn (1973), the possibility of realistically considering curriculum as including all educational experiences in life will prevent the premature teaching of concepts that go beyond the experience and capacity of the learner.

The role of school will change. These institutions will need to become agencies which lay the foundation for lifelong education. They must "equip their pupils with the attitudes and interests, motives and abilities necessary for carrying on a lifetime of systematic learning" (Cropley and Dave, 1978, p. 21). As demographics change and our population ages, recognition that empty buildings and unemployed

teachers could be utilized as resources for the "new education" of lifelong learning requiring ABS, should change our vision of school.

The technological changes which occur will influence the work world and will require:

workers capable of resourcefulness and problem-solving rather than rote responses. The Orwellian uniformity machined into the mass synchronization of the present industrial workforce behavior needs to be replaced by flexibility and the capacity to respond to frequent task, product and organizational changes. In the emerging world people will plan, conceptualize, and manage the flow of information (Employment and Immigration, 1983, p. 22).

As our understanding of the world of work and learning evolves, it will demand an adaptation which can only come about by an acceptance of a totally new mode of education; a mode which will insist on the self-actualization of the person, if he/she is to survive.

Long (1983) identifies the influences on education in the 1980s as: (1) demography (changing population structure), (2) economics (inflation), (3) social conscience (consumer movement, status of women, and attitudes towards education), and (4) politics (attitudes toward education). These will influence the demand for, and response to, education trends which will require knowledge of ABS.

CHAPTER III

METHODOLOGY AND INSTRUMENTS

Population and Sample

The population studied was identified as adults from the City of Edmonton, Alberta. The population of Edmonton is approximately 600,000 according to the 1986 Census of Canada by Statistics Canada.

A random selection of 818 noninstitutionalized adult Edmontonians, aged 17 and over, living in a private household were the respondents for this research. Seven hundred and seventy cases, i.e., respondents in the research, were processed.

Sampling Procedure

Forty areas within the City of Edmonton, Alberta were selected. Selection was made randomly by visual dispersion on the Edmonton City Map. No industrial areas were included. Random selection was limited to a degree by accessibility of area and availability of interviewers to work in a given area. About one-half of the areas selected lie within a five kilometre radius from city centre (Jasper Avenue and 101 Street) and the other one-half beyond the five kilometre zone. Geographical size of an area was not an issue for the research.

Population density of an area was an issue for the research. Areas were to have a population of approximately 250 names. Areas with apartment buildings were geographically smaller than areas with single family housing. Once an area was selected, all addresses within that area were acquired using the 1986 Edmonton Street Address Directory. Of these addresses, a random selection of possible subjects was made. Random selection was by selecting every tenth, fifth, or third person within the identified area. Higher density areas allowed using tenth position in the listings; medium density allowed using fifth position in the listing; low density allowed using third position in the listing. The minimum number of responses selected in an area was ten, the maximum 30. Interviewers were hired (mainly university students) and then trained for ten hours in the expected methods of collecting the research data.

Forty-one interviewers were hired to collect data. Generally, only one interviewer worked in any area. Exceptions arose when an interviewer dropped out of the research project after beginning work in an area, in which case another interviewer would take over the area in addition to his/her own area. After reaching the maximum number of respondents in one area, an interviewer was allowed to select a new area to continue work if desired.

Some problems were encountered with recruiting respondents such as: no telephone answer, telephone always busy, disconnected telephone, moved or moving, too busy to participate, not interested, rejected, person over 18 years old never available. Based on feedback from the interviewers to the research coordinator, it was

conservatively estimated that at least 95 percent of respondents approached accepted participation in this research.

During the initial telephone call to an accepting respondent, the interviewer recorded name, sex, age, and address of the respondent. This information sheet was returned to the research office. By referring to these original data sheets, the research team attempted to maintain a balance of sex and age respondents as well as suitable representative respondent numbers within a given area. This information sheet also became a link between the respondent and the research office if any questions or difficulties arose.

Data Collection

After initial telephone calls (Appendix A) of research explanation and subject acceptance, the respondents were each delivered, by courier, a research package which included an introductory letter (Appendix B), the Profile of Adult Basic Skills (Appendix C), an instruction sheet (Appendix E), and a catalogue of Adult Basic Skills (Appendix D). The respondent had the research instruments for approximately one week to rate the importance of the Profile items. The interviewer then personally interviewed the respondent to collect demographic data and other related information (Appendix E).

Recommendations by interviewers for rejection of respondent participation and data occurred under the following conditions:

(a) Interviewer felt respondent was not reliable because of some given reason, e.g., language problem, age (i.e., elderly respondent

who could not follow task at hand), obvious uninterest, and thoughtless answers.

(b) Respondent did not answer the desired question--instead answered from a personal point of view, i.e., "Do I have these skills--if so they're important; if not, they're unimportant." In such cases the profile was rejected and the questionnaire pertaining to the model accepted.

(c) Insufficient portions of either the profile or questionnaire were filled out in order to provide meaningful data. The interviewer then returned all completed information to the research centre for this study in the Department of Industrial and Vocational Education, University of Alberta.

A member of the research team then considered the interviewers' recommendations for rejecting certain respondents from participating in the study. After reviewing all information available about the potential rejection of a respondent, the research team member made the decision to reject 48 respondents from the study.

Information was coded at the research centre. For the sex variables, males were coded as 1 and females as 2. Respondent ages were coded as exact ages. Key punching and then data processing was undertaken through the Computing Services facility in the Division of Educational Research at the University of Alberta. Because of some missing data from certain respondents in the study, the members of the research team decided to process 770 of the possible 818 respondent total.

Data Analysis Procedure

The Statistical Package for the Social Sciences (SPSS-X) (Norusis, 1983) was used as the instrument for statistical analysis. A two-way ANOVA was the preliminary test used to determine main effect by sex, age, and age within or by (x) sex. A probability level of .001 was chosen to determine significance. The large variety of items and the large sample population dictated this choice. This researcher felt (with advice from Educational Research Services in the Faculty of Education, University of Alberta) that a probability level of .05 would generate too many differences that were not truly highly significant differences to the research questions.

Secondly, One-Way Analysis of Variance (ANOVA) results were used to check for sex and age within sex mean differences in the ABS Profile ratings. This One-Way ANOVA, combined with a Scheffé test, was the writer's primary test to identify whether the difference of variance among the means of these groups was significant, or due to chance alone (Moore, 1983). A Scheffé multiple comparison test was used to indicate any significance in the age within sex mean differences, at the .001 level. The Scheffé test is the most conservative in indicating that differences do exist among the groups means (i.e., most conservative in the probability of rejecting a false null hypothesis) (Moore, 1983). The Scheffé Test requires larger differences than most other methods before significance is indicated (Norusis, 1983).

With advice from Educational Research Services, the author then concluded that a One-Way ANOVA and a Scheffé test would provide more stringent significance of the interaction effect of age within sex.

Categorizing Respondents by Sex and Age Groups

The author separated male and female respondents into age categories as presented in Table 1.

The author divided sex of respondent into male 1 (n=371) and female 2 (n=399) from a total of 770 respondents. Ages were categorized into three groups (≤ 29 years, young; 30-49 years, transitional; 50+ years, old). These division comparisons enabled the author to discuss societal influences in the study.

Method

The Incidence of Missed Responses

The researcher felt that the number of cases in which subjects gave no response was not large enough on any particular item to interfere with the research results.

On the Two-Way ANOVA the following tabulation gives the item, (whether skill, category, or cluster) followed by the median number of missed responses, out of a total of 770 cases processed:

Of 84 skills - per skill: 14.4

Of 9 categories - per category: 6

Of 3 clusters-per cluster: 10.

TABLE 1
NUMBER OF RESPONDENTS BY SEX AND AGE GROUPS

Age Group	Male	Female	Total
Young (Y)	103	120	223
Transitional (T)	169	177	346
Old (O)	99	102	201
Total	371	399	770

Young (Y) = \leq 29 years

Transitional (T) = 30-49 years

Old (O) = 50+ years

Use of the Five-Point Rating Scale

The use of the five-point scale apparently gave the subjects an adequate range in which to value-rate the items. Very Important (VI) had the highest possible value of one; this was followed by Important (I) with a value of two; next was Slightly Important (SI) with a value of three; next was Don't Know (DK) with a value of four; last in place was Not Important (NI) with a value of five. These values were chosen by the research team prior to the data coding.

Means of 1, 2, or 3 indicate that items are very important, important, or slightly important, respectively, as basic adult skills to the respondent. A mean value of 4 represents a value of neither importance or non-importance; mean value of 5 represents a negative value. Research results indicated a mean range from a high of 1.41 to a low of 3.14, from a scale of 1 (high value) to 5 (no value), with the point of 4 representing a "don't know" value.

Sectioning the sample by three age groups within sex allowed for a three-way comparison: young (Y) versus transitional (T), young (Y) versus old (O), and transitional (T) versus old (O). In years of age groupings the three-way comparison was of 29 years (Y) versus 30-49 years (T); ≤ 29 (Y) years versus 50+ years (O); 30-49 years (T) versus 50+ years (O).

CHAPTER IV

RESEARCH FINDINGS

The Profile of ABS listed 84 adult basic skills. These skills, previous to this research, were categorized by commonality of skills into nine categories. The nine categories were further compressed into three clusters to indicate the interrelationships of the adult basic skills to each other within a total skills context. Thus, there was a total of 96 items in this study.

Using the One-Way ANOVA and Scheffé tests to find the mean values for rating the 96 items, it was found that age groups **within the same sex** affected the value ratings of seven skills, two categories, and one cluster.

It was observed that predominantly the old female age group most highly valued the items of high significance.

Similarly it was observed that in the female sample the young groups versus the old groups showed greater significance than did the transitional versus the old groups. The young versus the old male groups showed greater significance difference than did the young versus the transitional male groups.

The research findings are presented with an introductory paragraph for each test used. Skills results are stated first, followed by category findings, and then cluster findings. Research findings tables are placed in relative order. The One-Way ANOVA and

Scheffé table provides the comparison information for three individual age groups within each sex in rating the importance of adult basic skills. The Two-Way ANOVA tables provide information to identify main effects of sex and/or age as well as two-way interactions of age group by sex in rating the importance of adult basic skills.

Summary of One-Way ANOVA and Scheffé Results,
Comparison of Age Groups Within Sex

Significant Differences

Table 2, Summary of One-Way ANOVA and Scheffé, was used for summarizing the highly significant differences of rating adult basic skills by comparison of means of age groups within sex (probability of less than .001). Each item was numbered and labelled according to the Profile of ABS, with expansion of findings immediately following each skill, category, and cluster.

Skill B9 - Understand the Deduction and Benefit Packages Available: There was a significant differences between young and old female's evaluation of this skill (mean difference of +.42 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.36 for old).

Skill B11 - Plan and Manage Retirement: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.35 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.35 for old).

TABLE 2

SUMMARY OF ONE-WAY ANOVA AND SCHEFFÉ:
COMPARISON OF AGE GROUPS WITHIN SEX

Item	Sex	Means			Significant (p < .001)		
		Y	T	O	Y vs. T	Y vs. O	T vs. O
Skill B9	Female	2.21	2.15	1.79		.42	.36
Skill B11	Female	1.76	1.75	1.41		.35	.35
Skill C8	Female	1.72	1.88	1.53			.35
Skill C14	Female	2.08	2.27	1.75		.32	.51
Skill C16	Female	2.30	2.48	1.75		.55	.73
Skill D6	Female	2.93	2.73	2.39		.55	.34
Skill D6	Male	3.14	2.76	2.52	.37	.62	
Skill I8	Female	3.10	2.90	2.50		.60	.40
Category C	Female	1.80	1.92	1.67			.25
Category D	Female	2.20	2.23	1.95		.25	.28
Cluster:							
Context Skills	Female	1.86	1.93	1.69		.16	.24

Young (Y) = ≤ 29 Years

Transitional (T) = 30-49 Years

Old (O) = 50+ Years

p = Probability Level

Skill C8 - Implement Budget: Be Effective in Purchasing Goods and Services: There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.35 for old).

Skill C14 - Understand, Identify, and Cope With Taxation Process: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.32 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference for +.51 for old).

Skill C16 - Develop an Estate Plan: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.55 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.73 for old).

Skill D6 - Participate in Community Affairs: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.55 for old). There was a significant difference between transitional and old female's evaluation of this skill (mean difference of +.34 for old).

There was also a significant difference between young and transitional male's evaluation of this skill (mean difference of +.37 for transitional). There was a significant difference between young and old male's evaluation of this skill (mean difference of +.62 for old).

Skill I8 - Understand Geometric Measurement: There was a significant difference between young and old female's evaluation of this skill (mean difference of +.60 for old). There was a significant

difference between transitional and old female's evaluation of this skill (mean difference of +.40 for old).

Category C - Manage Home and Family Responsibilities: There was a significant difference between transitional and old female's evaluation of this category (mean difference of +.25 for old).

Category D - Function As a Citizen: There was a significant difference between young and old female's evaluation of this category (mean difference of +.25 for old). There was a significant difference between transitional and old female's evaluation of this category (mean difference of +.28 for old).

Cluster: Context Skills - Includes Categories A, B, C, D: There was a significant difference between young and old female's evaluation of this cluster (mean difference of +.61 for old). There was a significant difference between transitional and old female's evaluation of this cluster (mean difference of +.23 for old).

Means of Each Group

Table 2 also states the mean value of each group's valuing of an item. They are presented from high to lower means in the following summary. The lower the mean, the higher to skill item was valued.

Skill B9 - Understand the Deduction and Benefit Packages Available: Old females valued this skill most highly (1.79), followed by transitional females (2.15), and young females (2.21).

Skill B11 - Plan and Manage Retirement: Old females valued this skill most highly (1.41), followed by transitional females (1.75), and young females (1.76).

Skill C8 - Implement Budget: Be Effective in Purchasing Goods and Services: Old females valued this skill most highly (1.53), followed by young females (1.72), and transitional females (1.88).

Skill C14 - Understand, Identify, and Cope with Taxation Process: Old females valued this skill most highly (1.75), followed by young females (2.08), and transitional females (2.27).

Skill C16 - Develop an Estate Plan: Old females valued this skill most highly (1.75), followed by young females (2.30), and transitional females (2.48).

Skill D6 - Participate in Community Affairs: Old females valued this skill most highly (2.39), followed by transitional females (2.73), and young females (2.93).

Old males valued this skill most highly (2.52), followed by transitional males (2.76), and young males (3.14).

Skill I8 - Understand Geometric Measurement: Old females valued this skill most highly (2.50), followed by transitional females (2.90), and young females (3.10).

Category C - Manage Home and Family Responsibilities: Old females valued this category most highly (1.67), followed by young females (1.80), and transitional females (1.92).

Category D - Function As a Citizen: Old females valued this category most highly (1.95), followed by young females (2.20), and transitional females (2.23).

Cluster: Context Skills - Includes Categories A - Protect/Maintain Health and Safety of Others, B - Earn a Living, C - Manage Home and Family Responsibilities, D - Function As a Citizen:

Old females valued this cluster most highly (1.69), followed by young females (1.86), and transitional females (1.93).

From a broad perspective, Summary Table 2 indicates the group comparisons showing high significance for value rating of items. Skill C16 was the only item, of a possible ten items, with high significance, that was more highly valued by the young female age group. Nine items were valued most highly by the old female age group. None of the items were most highly valued by the transitional group of females. Skill D6 was the only item having significance for the male age groups. It was rated most highly by the old male group.

Summary of Two-Way ANOVA Results,
Main Effect of Sex/Age and Interaction of
Age Groups Within Sex

Significant Differences

Using the Two-Way ANOVA for statistical analysis, this researcher found that age and/or sex may affect the value ratings of 17 skills, four categories, and one cluster. This is a total of 22 items of a possible 96 items that were rated. The researcher used this test to identify significant differences at a probability of .001 to check the main effects of sex and/or age, and the two-way interaction of age groups within sex in rating the importance of adult basic skills. Statistical summary used frequency (F), distribution of frequency (df), and level of probability ($p < .001$).

Tables 3-10 provide the summary of the Two-Way ANOVA. Table 3 provided a significant summary for skills labelled in the A Skills.

Skill A1 - Practice Personal Hygiene: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 14.528$, $df = [1,753]$, $p < .001$).

Skill A4 - Practice Traffic Safety: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 15.593$, $df = [1,753]$, $p < .001$).

Skill A6 - Store and Handle Food Safely: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 23.729$, $df = [1,749]$, $p < .001$).

There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly less than did young individuals ($F = 8.836$, $df = [2,749]$, $p < .001$).

Skill A8 - Recognize and Act Upon Unsafe Conditions: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly more than did young individuals ($F = 9.598$, $df = [2,749]$, $p < .001$).

Table 4 provided a significance summary for skills labelled in the B Skills.

TABLE 3

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** p < .001	F	df
Practice Personal Hygiene					
Skill A1	Male	1.48	**	14.53	(1, 741)
	Female	1.42			
	Age	1.30, 1.47, 1.36			
	Sex x Age (M)	1.54, 1.47			
	(F)	1.41, 1.25			
Practice Traffic Safety					
Skill A4	Male	1.58	**	15.59	(1, 753)
	Female	1.41			
	Age	1.57, 1.51, 1.37			
	Sex x Age (M)	1.69, 1.60, 1.44			
	(F)	1.47, 1.43, 1.31			
Store and Handle Food Safely					
Skill A6	Male	1.82	**	23.72	(1, 749)
	Female	1.57			
	Age	1.75, 1.76, 1.51			
	Sex x Age (M)	1.84, 1.89, 1.68			
	(F)	1.68, 1.63, 1.36			
Recognize and Act Upon Unsafe Conditions					
Skill A8	Male	1.82	**	9.50	(2, 749)
	Female	1.77			
	Age	1.88, 1.85, 1.59			
	Sex x Age (M)	1.95, 1.84, 1.64			
	(F)	1.82, 1.85, 1.55			

Age 1.30, 1.47, 1.36

where 1.30 = Young (≤ 29 years)

1.47 = Transitional (30-49 years)

1.36 = Old (50+ years)

F = Frequency

df = Distribution of Frequency

p = Probability Level

TABLE 4

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** p < .001	F	df
Participate in Appropriate Job Related Affiliations and Organizations					
Skill B10	Male	2.81			
	Female	2.79			
	Age	2.98, 2.84, 2.54	**	9.65	(2,745)
	Sex x Age (M)	3.12, 2.78, 2.55			
	(F)	2.85, 2.90, 2.54			
Plan and Manage Retirement					
Skill B11	Male	1.88	**	12.84	(1,747)
	Female	1.67			
	Age	1.83, 1.84, 1.57	**	8.06	(2,747)
	Sex x Age (M)	1.93, 1.93, 1.73			
	(F)	1.75, 1.75, 1.41			

Where 2.98 = Young (≤ 29 years)
2.84 = Transitional (30-49 years)
2.54 = Old (50+ years)

F = Frequency

df = Distribution of Frequency

p = Probability Level

Skill B10 - Participate in Appropriate Job Related Affiliations and Organizations: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly more than did young individuals ($F = 9.647$, $df = [2, 745]$, $p < .001$).

Skill B11 - Plan and Manage Retirement: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 12.840$, $df = [1, 747]$, $p < .001$).

There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly less than did young individuals ($F = 8.058$, $df = [2, 747]$, $p < .001$).

Table 5 provided a significance summary for skills labelled in the C Skills.

Skill C1 - Plan and Prepare Nutritious Meals: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 24.192$, $df = [1, 747]$, $p < .001$).

Skill C8 - Implement Budget: Be Effective in Purchasing Goods and Services: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill less than did young individuals ($F = 9.692$, $df = [2, 754]$, $p < .001$).

TABLE 5

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** p < .001	F	df
Plan and Prepare Nutritious Meals					
Skill C1	Male	1.89	**	24.19	(1,747)
	Female	1.63			
	Age	1.86,1.77,1.63			
	Sex x Age (M)	2.01,1.85,1.84			
	(F)	1.72,1.69,1.42			
Implement Budget: Be Effective in Purchasing Goods and Services					
Skill C8	Male	1.82	**	9.69	(2,754)
	Female	1.75			
	Age	1.75,1.89,1.63			
	Sex x Age (M)	1.77,1.90,1.72			
	(F)	1.72,1.89,1.53			
Understand, Identify, and Cope with Taxation Process					
Skill C14	Male	2.27	**	9.22	(2,751)
	Female	2.08			
	Age	2.16,2.31,1.96			
	Sex x Age (M)	2.25,2.34,2.18			
	(F)	2.08,2.28,1.75			
Develop an Estate Plan					
Skill C16	Male	2.40	**	21.32	(2,753)
	Female	2.24			
	Age	2.43,2.48,1.91			
	Sex x Age (M)	2.58,2.48,2.09			
	(F)	2.30,2.49,1.73			

Where 1.86 = Young (≤ 29 years)
 1.77 = Transitional (30-49 years)
 1.63 = Old (50+ years)

F = Frequency

df = Distribution of Frequency

p = Probability Level

Skill C14 - Understand, Identify, and Cope with Taxation

Process: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill less than did young individuals ($F = 9.216$, $df = [2,751]$, $p < .001$).

Skill C16 - Develop an Estate Plan: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly less than did young individuals ($F = 21.321$, $df = [2,753]$, $p < .001$).

Table 6 provided a significance summary for skills labelled in the D Skills.

Skill D2 - Abide by the Law: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 21.325$, $df = [1,753]$, $p < .001$).

Skill D6 - Participate in Community Affairs: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill more than did young individuals ($F = 19.733$, $df = [2,751]$, $p < .001$).

Skill D7 - Utilize Community Resources: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 17.292$, $df = [1,751]$, $p < .001$).

TABLE 6

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** p < .001	F	df
Abide by the Law					
Skill D2	Male	1.63	**	21.33	(1,753)
	Female	1.43			
	Age	1.56,1.57,1.41			
	Sex x Age (M)	1.77,1.61,1.52			
	(F)	1.37,1.53,1.32			
Participate in Community Affairs					
Skill D6	Male	2.81	**	19.73	(2,751)
	Female	2.70			
	Age	3.04,2.74,2.46			
	Sex x Age (M)	3.16,2.76,2.54			
	(F)	2.93,2.72,2.38			
Utilize Community Resources					
Skill D7	Male	2.88	**	7.29	(1,751)
	Female	2.60			
	Age	2.90,2.72,2.58			
	Sex x Age (M)	3.02,2.82,2.82			
	(F)	2.79,2.62,2.34			
Assume Responsibility for Individuals with Special Needs					
Skill D8	Male	2.52	**	7.88	(2,751)
	Female	2.29			
	Age	2.47,2.49,2.16			
	Sex x Age (M)	2.60,2.56,2.35			
	(F)	2.36,2.41,1.98			

Where 1.56 = Young (≤ 29 years)

1.57 = Transitional (30-49 years)

1.41 = Old (50+ years)

F = Frequency

df = Distribution of Frequency

p = Probability Level

Skill D8 - Assume Responsibility for Individuals with Special Needs: There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional individuals valued this skill slightly less than did young individuals ($F = 7.883$, $df = [2,751]$, $p < .001$).

Table 7 provided a significance summary for the skills labelled in the E Skills.

Skill E8 - Recognize Influences of Personal Culture, Tradition, and Customs: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 16.399$, $df = [1,747]$, $p < .001$).

Table 8 provided a significance summary for the skills labelled in the F Skills.

Skill F6 - Appreciate Cultural Differences: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill more highly than did males ($F = 21.802$, $df = [1,751]$, $p < .001$).

Table 9 provided a significance summary for the skills labelled in the I Skills.

Skill I8 - Understand Geometric Measurement: There was a significant difference between males' and females' evaluation of this skill. Females valued this skill less than did males ($F = 13.340$, $df = [1,739]$, $p < .001$).

There was a significant difference between ages in their evaluation of this skill. Both young and transitional individuals valued this skill less than did older individuals. Transitional

TABLE 7

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** p < .001	F	df
Recognize Influences of Personal Culture, Tradition, and Customs					
Skill E8	Male	2.45	**	16.40	(1,747)
	Female	2.16			
	Age	2.33, 2.36, 2.14			
	Sex x Age (M)	2.45, 2.55, 2.26			
	(F)	2.23, 2.19, 2.03			

Where 2.33 = Young (≤ 29 years)

2.36 = Transitional (30-49 years)

2.14 = Old (50+ years)

F = Frequency

df = Distribution of Frequency

p = Probability Level

TABLE 8

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** p < .001	F	df
Appreciate Cultural Differences					
Skill F6	Male	2.23			
	Female	1.94	**	21.80	(1,751)
	Age	2.05, 2.13, 2.02			
	Sex x Age (M)	2.23, 2.32, 2.09			
	(F)	1.91, 1.95, 1.95			

Where 2.05 = Young (≤ 29 years)
2.13 = Transitional (30-49 years)
2.02 = Old (50+ years)

F = Frequency

df = Distribution of Frequency

p = Probability Level

TABLE 9

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** p < .001	F	df
Understand Geometric Measurement					
Skill 18	Male	2.56			
	Female	2.87	**	13.34	(1,739)
	Age	2.93,2.75,2.44	**	9.47	(2,739)
	Sex x Age (M)	2.71,2.58,2.38			
	(F)	3.11,2.91,2.51			

Where 2.93 = Young (≤ 29 years)
2.75 = Transitional (30-49 years)
2.44 = Old (50+ years)

F = Frequency

df = Distribution of Frequency

p = Probability Level

individuals valued this skill more than did young individuals ($F = 9.474$, $df = [2,739]$, $p < .001$).

Table 10 provided a significance summary for categories and clusters.

Category A - Protect/Maintain Health and Safety of Others: There was a significant difference between males' and females' evaluation of this category. Females valued this category more highly than did males ($F = 22.316$, $df = [1,758]$, $p < .001$).

Category B - Earn a Living: There was a significant difference between ages in their evaluation of this category. Young and transitional individuals valued this category less than did older individuals. Transitional individuals valued this category slightly less than did young individuals ($F = 7.952$, $df = [2,758]$, $p < .001$).

Category C - Manage Home and Family Responsibilities: There was a significant difference between ages in their evaluation of this category. Young and transitional individuals valued this category less than did older individuals. Transitional individuals valued this category less than did young individuals ($F = 9.180$, $df = [2,758]$, $p < .001$).

Category D - Function As a Citizen: There was a significant difference between ages in their evaluation of this category. Young and transitional individuals valued this category less than did older individuals. Transitional individuals valued this category slightly more than did young individuals ($F = 10.128$, $df = [2,758]$, $p < .001$).

Cluster: Context Skills - Includes Categories A - Protect/Maintain Health and Safety of Others, B - Earn a Living, C - Manage Home and Family Responsibilities, D - Function As a Citizen:

TABLE 10

SUMMARY OF TWO-WAY ANOVA:
MAIN EFFECTS OF SEX/AGE AND INTERACTION
OF AGE GROUPS WITHIN SEX

Item	Dependent Variables	Means	Significant** p < .001	F	df	
Protect/Maintain Health and Safety of Others						
Category A	Male	1.80	**	22.32	(1,758)	p .001
	Female	1.64				
	Age	1.75,1.76,1.61				
	Sex x Age (M)	1.83,1.82,1.73				
	(F)	1.68,1.70,1.50				
Earn a Living						
Category B	Male	1.90	**	7.95	(2,758)	p .001
	Female	1.85				
	Age	1.90,1.92,1.76				
	Sex x Age (M)	1.96,1.91,1.81				
	(F)	1.85,1.92,1.71				
Manage Home and Family Responsibilities						
Category C	Male	1.94	**	9.18	(2,758)	p .001
	Female	1.82				
	Age	1.85,1.95,1.78				
	Sex x Age (M)	1.91,1.99,1.88				
	(F)	1.80,1.92,1.68				
Function As a Citizen						
Category D	Male	2.28	**	10.13	(2,758)	p .001
	Female	2.15				
	Age	2.29,2.25,2.06				
	Sex x Age (M)	2.40,2.27,2.18				
	(F)	2.20,2.23,1.95				
Includes Categories A - Protect/Maintain Health and Safety of Others, B - Earn a Living, C - Manage Home and Family Responsibilities, D - Function As a Citizen						
Cluster:	Male	1.96	**	14.17	(1,754)	p .001
Context	Female	1.85				
Skills	Age	1.92,1.96,1.79	**	10.41	(2,754)	p .001
	Sex x Age (M)	1.99,1.98,1.89				
	(F)	1.86,1.93,1.69				

Where 1.76 = Young (≤ 29 years)
1.76 = Transitional (30-49 years)
1.61 = Old (50+ years)

F = Frequency
df = Distribution of Frequency
p = Probability Level

There was a significant difference between males' and females' evaluation of this cluster. Females valued this cluster more highly than did males ($F = 14.168$, $df = [1,754]$, $p < .001$).

There was a significant difference between ages in their evaluation of this cluster. Young and transitional individuals valued this cluster less than did older individuals. Transitional individuals valued this cluster less than did young individuals ($F = 10.411$, $df = [2,754]$, $p < .001$).

Percentages of item groups affected by sex and/or age are noted:

By sex:	10 skills - 50%	1 category - 25%	1 cluster - 100%
By age:	<u>10</u> skills - 50%	<u>3</u> categories	<u>1</u> cluster - 100%
Total Possible:	20	4	2

Individual ABS ratings are affected equally by sex and age. Categories of skills ratings are more heavily determined by age at a ratio of 3:1 over sex. The cluster of context skills was totally affected by both sex and age.

General Summary of Findings of Two-Way, One-Way ANOVA, and Scheffé Results

Some general trends may be seen in the statistical results of the Two-Way ANOVA, the One-Way ANOVA, and the Scheffé study.

In all instances, younger females tended to place less value on items than did transitional or older females. Transitional females tended to place less value on most items than did old females.

In the case where males were cited, the ages of males and females tended to have similar values. The transitional males were also more

similar to old males than they were to young males, with the largest gap existing between young males and old males.

In all cases, older individuals valued the skills in the ABS more than young or transitional individuals.

Transitional individuals were predominantly more similar in values to young individuals than older individuals.

Females valued the skills in the Profile of ABS more, in general, than did males.

Older individuals of both sexes valued the skills in the Profile of ABS more than young or transitional individuals of both sexes.

Young and transitional individuals of both sexes were more similar in values than either group compared to older individuals of both sexes.

Of the 84 skills on the Profile of Adult Basic Skills, significant differences between male and female ratings occurred in 17 skills. Of these 17 skills, the area of mathematics (geometry) was the only skill valued more highly by males than by females. (See Tables 3-9.)

CHAPTER V

CONCLUSIONS, GENERAL DISCUSSION OF RESEARCH FINDINGS, AND IMPLICATIONS OF THE STUDY

Conclusions

In Chapter One of this thesis, the author stated that the purpose of this study was to identify from research respondent information whether significant differences existed between sex and/or age groups within sex in how each group perceived the importance of adult basic skills, as listed on the Profile of Adult Basic Skills. This researcher found that there were, indeed, some (although few) significant differences in the way adult males, females, and age groups perceive the importance of adult basic skills. Females value most of the adult basic skills more than males. Skill 1-8 Understand Geometric Measurement was the exception.

In Chapter One, the author posed three research questions that were answered by the analysis of the respondent data. The research questions are restated below with concise answers generated from the data analysis:

1. Are there significant differences between male and female ratings of each of the adult basic skills on the Profile of ABS?

Ten adult basic skills, out of a possible 84 skills, showed a significant difference between male and female ratings.

2. Is there a concentration of significant differences in any category or cluster of skills on the Profile?

Four categories, out of a possible nine categories, showed a concentration of significant differences by sex and/or age.

3. Are there significant differences between age groups within sex ratings of each of the adult basic skills on the Profile of ABS?

Eight skills showed a significant difference between female age groups in rating the adult basic skills on the Profile of ABS; one skill showed a significant difference between male age groups.

General Discussion of Research Findings

From this analysis, it is apparent from comparing age group means that age group within sex does effect valuing of adult basic skills. Also notable was the main effect of sex and/or age in valuing the identified adult basic skills.

It is clear also, that the value ratings of the Context Skills Cluster and its subgroups are highly associated with age groups of females. In part, this may reflect traditionally stereotypical nurturing roles and thus adult basic skills of females. However, in the Earn a Living, Category B, one may note the reflection of the great number of females in the workforce, particularly in developing their own small businesses.

Because only ten items out of a possible 96 items showed significant differences in age groups within sex, one may assume that most adult basic skills identified by this study are universal and are valued by most of the population of Edmonton.

Did the respondents in this study voluntarily choose "don't know" in valuing the item or since it was a forced choice were they simply voting against an extreme value of the item? The respondents may have been showing a preference toward valuing importance of a skill, rather than a preference toward showing moderation in valuing the skill.

On the Profile, a median response of 4 represented a value of neither importance or nonimportance. If one defines a mean response of one (1) on either side of 4, as showing a preference for importance or nonimportance, one can say that most subjects believe that most items are very important, important, or slightly important as adult basic skills. Thus, most items were highly valued, few items were noted as not important, and few items were rated with "do not know" value. It is believed that differences in the ratings were not exaggerated because the subjects did not have to choose from only the extreme levels of importance. Also from 1981-1986 numerous studies developed and refined the skills used on the Profile as identified important adult basic skills in Alberta. This author was interested in the degree of importance and expected very little negative values.

The concentration toward valuing the items as very important and important seems to reflect that these skills values are typical of Edmontonian adult males and females as they were in previous research encompassing the general Alberta population.

Young females value less the skills that are associated with nurturing. There may be a trend for young females in Edmonton to become more independent and task-oriented than were young females a generation ago. Results of this research support this view.

Independence and/or self-reliance leads to need for employment and therefore to possession of task-oriented skills.

Transitional females value items more similarly to young females than to older females. There may be a trend indicating that transitional aged females in Edmonton are becoming more independent and task-oriented than were transitional aged females a generation ago. However, they tend to be influenced more than the young females by the older females and the accompanying values of their generation. Daughters and mothers have more similarity in valuing items than do granddaughters and grandmothers. Results of this research support this view.

Except for skill D6, males showed no highly significant differences by age groups in valuing the items. This researcher accepts that there have been no men's movements that would significantly effect or alter the male values of the Profile items. A review of related literature supports that, by tradition, men have been task-oriented so values in related skills would be uniform. Also, males may not have adopted nurturing values for themselves as readily as females have adopted task-oriented values. If males traditionally have held superior positions, they may have felt less need to strive for greater independence and/or self-reliance that form the base of task-oriented skills and stereotyping. This superior position has not changed significantly during history (Bakan 1966), therefore neither have the values amongst male age groups.

Most of the 96 items were more highly valued by females than by males. Although females are moving toward independence, as noted by

differences in age groups, the reality remains that females are still more responsible for the majority of nurturing skills than are males.

The formula for successfully functioning adult males may not have significantly changed over the decades. Such a formula requires possession of task-oriented skills supported by individuals (i.e., women) with nurturing skills. The formula for a successfully functioning adult female appears to be the possession of both task-oriented skills and nurturing skills. Such assumptions would help explain the research findings that age, sex, and age groups within sex affect the ratings of the Profile items. This reflects a change in the formula for success for females, from a time when the possession of nurturing skills alone were viewed as the mark of a successfully functioning adult female. The majority of the skills discussed focus upon altruism, home and the family, and one's responsibility to society. Although these are worthy skills, they are not necessarily part of career success or independence. This may account for the underrepresentation of females in the workforce and in higher income brackets. However, the higher female values may reflect the new female highly involved in her own small business (Edmonton Journal, 1988). This situation of the 1980's female may require that she value the importance of all adult basic skills--whether stereotypically male or female. There may be a tendency for males to dominate the workforce and the higher income brackets may reflect the traditional values they place upon skills which develop self-reliance, business talents, and progression in society, but the significant difference in importance rating by females may reflect the new woman involved in her own small business.

The research findings determined that only 18 of the 84 adult basic skills showed highly significant differences of sex and/or age groups affecting the value ratings on the Profile. The remaining 67 skills may be universal skills that are of importance to all adults in Edmonton.

As society moves toward androgyny, individuals may no longer be successfully functioning adults by possessing only traditionally stereotypical skills. To be a successfully functioning adult in Edmonton, Alberta society, an individual should possess a combination of these skills and the intelligence and flexibility to determine which situations demand what skills. Change of attitudes by sex and age groups to meet such demands will be assisted by a new field of learning--andragogy.

Implications of the Study

There may be a strong focus in valuing only stereotypically male or female skills, without a balance the other way, leading to only partial successful functioning as an adult in society. An implication of the research findings may be that a combination of both male and female skills and the ability to adapt effectively to new situations may greatly increase the level of potential success for an adult in society. This balance between skills being seen as valuable may be the key to success. Stereotyping male or female skills and/or roles and then developing only those that pertain to one's sex, may leave huge gaps that negatively effect the adult's chances for success. In other words, reducing this human gap between males and females, so

that each possess more of the other's traditional skills and roles, could be of great benefit to both sexes.

Reducing this human gap may mean that maintenance learning becomes obsolete as future oriented learning proves to provide adults with the balance of skills they require.

To follow through on this style of future oriented learning, educators should be trained in a more androgynous method of teaching. They should be able to demonstrate the value of maintaining a balance of skills in order to facilitate attitude change toward valuing adult basic skills, and then be able to teach these skills. Then, the ability to decide which skills are most appropriate for different situations must also be instructed.

The author's understanding of the review of related literature in stereotyping of roles and skills, in attitudes, and in androgyny support that the results of this researcher's statistical tests have shown that society may not be moving toward androgyny as much as would be desirable.

Age groups within sex indicate few significant differences.

Older women did rate as more important the traditionally typical feminine skills than did younger women.

Older men also did rate as more important the traditionally typical masculine skills than did younger men.

There is a possibility of many skills being androgynous. A note of caution in interpretation of the skill item is in order because respondents may be indicating more of a preference for moderation than a real value choice of a skill.

Another implication of the research findings is that to assist the process of future oriented learning and the success of the adult in society, as an ongoing procedure, the concept of andragogy must be a focus within the educational system. If the importance of adult basic skills, future oriented learning, and andragogy are combined, then the success of all adults, regardless of age or sex, will be maximized. This can only benefit the society and quality of life, as a whole.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

This research indicated there are significant differences between male and female perceptions of the importance of adult basic skills. It also illustrated that age groups within sex may show significant differences. The one male item of significance may illustrate the steadiness of male values through stereotyped roles. The female significance items may illustrate the changing way of life for Edmonton female adults, i.e., more young single female parents required to maintain traditional female skills, and at the same time acquire new skills, that were once in the male domain, to be able to survive as head of the family (Edmonton Journal, May 1988).

Finally, the research indicated that there may be a concentration of significant differences in a category or cluster of skills. Indeed, there was significance for females in the Context Skills area which dealt with skills related to nurturing, earning a living, and citizen and community obligations. Again this may in part verify the circumstances of the 1980 Edmonton woman who must maintain a position as head of the family, both in nurturing and in economic aspects.

It may well be, in reality, that certain adult basic skills are valued because of the stereotyped attitudes of an individual. But it

could be argued that such reasoning may have little validity if one accepts that adult Edmontonians value adult basic skills for their androgynous merit.

The author does not wish to suggest that either males or females are less competent in valuing the adult basic skills. Rather, the author suggests that the 1980s have encouraged a change in attitudes that reflects in both sexes and all age groups positively valuing the adult basic skills.

While researchers and theorists may focus on the way situations should be, practitioners of andragogy may direct their attention to ensuring that all Edmonton adults be given the opportunities to possess and therefore highly value the identified adult basic skills in this research.

Different experiences and expectations of adults in life may result in a self-fulfilling prophecy. That is, adults may owe some portion of their successful functioning as an adult to the positive expectations of self and others; conversely adults may owe some portion of their unsuccessful functioning as an adult to the more negative expectations of self and others.

What is needed now is the applicability of these results to the secondary and postsecondary scenes. Only when the biases and confusions of the importance of adult basic skills are studied can society work at implementing these skills for all adult Edmontonians.

Independent Activities to Compliment Data

Reading of material by Stearns (1979), Unger (1979), and Frieze, Parsons, Johnson, Ruble, and Zellman (1978) provided the background for the author to undertake two independent activities to illustrate or strengthen the data.

Stereotyping Skills by Vocabulary Commonalities -

Two-Way ANOVA Results

The author has combined vocabulary commonalities in the skill label to identify nurturing aspects related to descriptive nouns and verbs within the label.

Skills A1-10 - Protect/Maintain Health and Safety of Others: The related literature review notes that these skills tend to be nurturing skills for self and family as related to stereotyped roles. As the ANOVA verifies, these skills were most highly valued by females.

Skills B6, 7, 9, 10, 11 - Earn a Living: Although in the "Earn a Living" category, these skills tend to be related to nurturing skills with words such as **Responsibilities, Needs of Others, Understand, and Participate.**

Skills D2, 4, 5, 6, 7, 8 - Function As a Citizen: Tend to be associated with nurturing, exemplified by words such as **Abide by, Understand, Responsibilities, Interpret, Participate, and Community.**

Skills E5-9 - Develop Self: Tend to be skills for personal well-being that promote nurturing, exemplified by words such as **Recognize, Adapt, and Culture.**

Skills F3-6 - Relate to Others: Tend to be nurturing skills, exemplified by words such as **Help, Accepting, Considerate, Values, and Culture.**

Skill G3 - Learn How to Learn: Tends to be a nurturing skill related learning in various situations, as exemplified by the word **Understand.**

Skills H3, 4 - Communicate: Tend to be nurturing skills as exemplified by words such as **Interpret and Comprehension.**

20-Person Panel

To compliment the main research data collected on Edmonton adult views of basic skills on the Profile of ABS, this researcher utilized a panel of 20 individuals (nine female, 11 male) to gather some informal data on the skills, categories, and clusters, as traditionally stereotypically male, female, or both/neither.

The panel consisted of two professors and 18 graduate students with varying backgrounds. No demographic information was required. Each individual received an instruction sheet and Profile, was to respond as an "average" member of adult society, on how society traditionally stereotyped each ABS skill, category, and cluster.

Any skill, category, or cluster validated as male or female by 80% or more of the panel was chosen by the researcher as significantly important to sex stereotyping.

These results, the researcher believes, when compared with the main data, indicate a linkage of attitudes, stereotyping, and role

behaviour with how adults perceive the importance of adult basic skills.

- No categories or clusters showed significantly high percentages of male or female stereotyping.

Only five out of 84 individual skills were traditionally stereotypically significant:

A6: Store and Handle Food Safely - 90% stereotypically female

C12: Plan and Use Leisure Time - 80% stereotypically male

C15: Manage Mobility (Effect of Moving on Family) - 100% stereotypically male

C1: Plan and Prepare Nutritious Meals - 100% stereotypically female

D1: Understand Purpose of Laws and Effects on Individual - 80% stereotypically male

Two skills were significantly traditionally stereotyped as female skills (A6 and C1). Three skills were significantly traditionally stereotyped as male skills (C12, C15, D1).

The panel rated five skills within categories A - Protect/Maintain Safety of Others, C - Manage Home and Family Responsibilities, and D - Function As a Citizen as being traditionally stereotyped as male or female. This provides some overlapping of items significantly affected by sex in the ANOVA analyses. Such overlapping justifies the consideration of associating role stereotyping in related literature with profile skill stereotyping.

Recommendations

In the Statement of the Problem section of Chapter One of this thesis, the author noted public concern in life management, family life, securing employment, underemployment, and holding a job as a reflection of some of the difficulties of living in Edmonton, Alberta in the 1980s. As stated in Chapter One, addressing the influence of sex and/or age on rating the importance of adult basic skills may reflect traditional stereotyping of sex roles and skills. Comparing skill ratings of age groups within a sex may highlight societal changes in attitude toward skills becoming androgynous. These research concerns relate the Significance of the Study as presented in Chapter One to the following recommendations.

The author suggests that if governments, educational networks, and individuals are interested in applying the research findings for the benefit of Edmonton adults, they may consider the following recommendations. These recommendations address the concerns of the relationships of sex/age and age within sex on the rating of the importance of adult basic skills.

1. That adult basic skills content base in the early childhood, elementary, junior, and senior school curricula be assessed and definite provisions for the approximately 1,000 catalogued ABS be made within the curricula.

This recommendation was most important to the researcher with the belief that the foundation in adult basic skills needs to be developed at the early level of our school systems. The One-Way ANOVA and Scheffé analysis of data indicated that of the three age groups

compared in the data, the oldest group (50+ years) valued the ABS most highly. A point of interest in assessing such results may be that the curricula of the school systems in Alberta have not adequately addressed the items of ABS on the Profile in the preadult years that would have influenced the 17-49 year olds in the research, i.e., post World War II to the present time.

2. That governments become more aware of the basic skills important to adults to function successfully in society.

The findings of the research indicate that all of the skills on the Profile of ABS were rated as important. The degree of importance varied. Governments spend extensive monies on a section of the population that is deficient in some basic skills deemed necessary for an adult to function successfully in society. Encouraging programs with adult basic skills as a foundation may provide numerous adults with new capabilities to function successfully and more independently with less government control. With the trend to lifelong learning, governments may budget monies toward adult educational programs, rather than toward adult enabling programs.

3. That the social sciences expend research and literature on adult basic skills to help reduce the sex and age group gaps in valuing individual skills.

The Two-Way ANOVA analysis of data presented in Table 10, page 50, reveals that Category 19 of the Profile of ABS, i.e., Protect/Maintain Health and Safety of Others, had the largest significant difference in how males and females rated the ABS. If this category is to remain a strong base for Alberta society, it may be necessary to remove, or at least decrease, the sex biased gap. Table 10 also

illustrates that Category B - Earn A Living, Category C - Manage Home and Family Responsibilities, and Category D - Function As a Citizen, showed significant differences between the three age groups in the research. Social science research and literature may capitalize on the wisdom of the 50+ years group to reduce the gap amongst age groups in valuing adult basic skills.

Our philosophy of learning and our view of adult learners as a product of, and reaction to, their environment, will shape and mold our relationships with students, whether they be six or 60 years old. Learners come to us with economic, political, and personal needs which must be satisfied in order for development to take place. This view of education demands that we accept a holistic view of the individual, concentrating on his/her development as a whole person; not just on one specific subject matter or part to which we must administer. The real life of the learner cannot be isolated and ignored in the learning/education process. This view is noted in the relationship of teaching adult basic skills and andragogy. As stated in Chapter One of this thesis relating to the Purpose of the Study, there is a trend in Canadian society today toward continuing education and lifelong learning of the adult. This researcher believes that if the theory of lifelong learning is accepted, an understanding of the lifelong learner is essential.

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APPENDIX A

DATA SHEET

RESPONDENT DATA SHEET

Step-by-Step Instructions

1. Record the date of the initial telephone contact with each respondent who agrees to participate in the research project.
2. Please PRINT all information legibly and accurately. Names must be correctly spelled, and addresses must be complete with postal code and apt. no. (if applicable). It is on the basis of this information that an address label and personalized letter for the respondent will be prepared. Problems with accuracy and/or legibility could prevent package delivery or delay it past the scheduled interview date, and could make contact difficult or impossible.
3. For your own convenience, record any information that might help you locate the respondent's residence and/or scheduled interview location.
4. This rough demographic information aids the research office in pre-screening respondents. While it is not crucial for us to know and should not be pursued if the respondent is reluctant, it can help us assess and adjust our respondent selection process on an ongoing basis.
5. Record the mutually arranged interview date and time. This appointment should be scheduled at least 10 days after the telephone contact to allow the research office sufficient time to prepare and deliver a respondent package, and to allow the respondent adequate time to complete the PROFILE. It is a good idea to mention to the respondent during the initial telephone contact that ideally the PROFILE should be completed before the interview, not at the time of the interview.

DATE

NAME
ADDRESS
TEL. NO.

DIRECTIONS

AGE CATEGORY
SEX
EDUCATION
OCCUPATIONINTERVIEW
SCHEDULED FOR

INTERVIEW
VERIFIED

6. It is an even better idea to telephone the respondent a day or so before the interview to confirm:
- a) that the respondent package has been received;
 - b) that the PROFILE has been completed; and
 - c) that the respondent will be available for the scheduled interview (or to reschedule if necessary).
- While verification is not essential from the standpoint of the research office, it is a good idea and could save you both travel time and/or time at the interview.

INTERVIEW
OCCURRED

7. Regardless of when the interview was scheduled, record the date when it actually occurred.

PKGE. MAILED
PKGE. RETURNED
COMMENTS
RESPONDENT NO.

8. This section is for research office use only.

INTERVIEWER
SUPERVISOR

9. Record your name and your supervisor's name. That way, if a problem or question arises with any respondent, the research office will know who to contact for information.

RESPONDENT DATA SHEET

(Please print and verify carefully)

Mr.
 Name: Mrs. _____
 Ms.

Date: J, F, _____

Address: Apt./ Bldg. No. _____
 Street _____
 Postal Code _____

Tel. No. 4 _____ - _____

Directions: _____

Age category: 20-30 _____ 51-60 _____
 31-40 _____ over 60 _____
 41-50 _____

Sex: M F

Education: El. _____ College _____
 Jr. _____ Univ. _____
 Sr. _____ Training _____

Occupation: _____

Interview Scheduled for: J, F, _____
 (Allow 10 days from Time _____ a.m.
 date of call) _____ p.m.

Int. verified: J, F, _____
 (Profile completed)

Int. occurred: J, F, _____

Package mailed: J, F, _____

Respondent No. _____

Package returned: J, F, _____

Comments: _____

Interviewer: _____

Supervisor: _____

APPENDIX B
INTRODUCTORY LETTER

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The University of Alberta
DEPARTMENT OF INDUSTRIAL AND VOCATIONAL EDUCATION

ADULT BASIC SKILLS PROJECT

October 24, 1986

Ms. Emmy
Ave.
EDMONTON, Alberta
T6C 1T5

Dear Ms.

Greetings, and welcome to our Adult Basic Skills research project. We would like to thank you for agreeing to participate in our study and provide you with a brief background to this work. By completing our questionnaire, you are helping us assess the value of past research efforts as well as providing direction for our future work. Your opinion is of great value to us.

The project had its origins in 1981 and since then several hundred people from throughout Alberta have helped us to identify the Adult Basic Skills. These persons have found their involvement in the research to identify skills needed by Albertans an interesting and often personally helpful experience. Identifying the skills in the Profile and Catalogue often helped them learn more about themselves. As you assist us in continuing our research we feel you will find value in your participation.

Our current research project consists of two components. The first of these involves the completion of the "PROFILE OF ADULT BASIC SKILLS" included in this package; the second segment requires a brief in-person interview in your home. Your task is to complete the Profile, and within a few days of receiving the package, you will be contacted to arrange a mutually convenient time for our interviewer to meet with you, collect your completed questionnaire, and gather some further information from you. Complete instructions concerning your immediate task are included on the green "STEP BY STEP INSTRUCTIONS" sheet accompanying this package.

Please be assured that any information you provide will be kept strictly confidential. If you have any questions or concerns about the completion of the questionnaire or any other aspect of the study, please feel free to contact our research office at 432-4792. We welcome your comments. We anticipate that our research findings will be available in the spring and we would be pleased to share them with you. Again, thank you for your co-operation in participating in this study. We appreciate your time and effort in helping us advance our research.

Sincerely,

Arthur K. Deane

Associate Professor, Faculty of Education
ABS Research Director



APPENDIX C
A PROFILE OF ADULT BASIC SKILLS



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APPENDIX D
CATALOGUE OF ADULT BASIC SKILLS

CATALOGUE OF
ADULT BASIC SKILLS

This catalogue is yours to keep

INTRODUCTION TO THE CATALOGUE

At first glance, this catalogue may appear somewhat confusing, but it is basically a simple reference tool, for your convenience. Please refer to this document when the meaning of any skill area (that is, any box on the Profile) is in any way.

To demonstrate its use and help familiarize you with the document, let's examine a specific skill and use the Catalogue to better understand it.

Let us imagine that we are working within the larger skill area entitled "CATEGORY B: EARNING A LIVING. Specific areas looking at the skill area (the box on the Profile) labelled B-4 FIND, APPLY FOR, AND GET A JOB.

To better understand this skill, we would turn to Page 4 of the Catalogue, in the left-hand column where we find the following information:

B 4	Find, Apply For, and Get a Job
B 4 A	Conduct a Job Search
B 4 A 1	Identify Employment Opportunities
B 4 A 2	Identify Job Characteristics and Job Requirements
B 4 A 3	Select Possible Employers
B 4 B	Apply for Job
B 4 B 1	Contact Potential Employers
B 4 B 2	Prepare Resumes
B 4 B 3	Maintain Diary of Job Applications
B 4 C	Conduct Interview
B 4 C 1	Plan for the Interview
B 4 C 2	Prepare Questions to Ask at the Interview
B 4 C 3	Demonstrate Appropriate Appearance and Deportment in the Interview
B 4 C 4	Promote Personal Strengths in Interview
B 4 D	Conduct Post Interview Follow Up
B 4 D 1	Deal with Job Offer
B 4 D 2	Deal with Refusal of Position

From this information, we would now know that the skill labelled FIND, APPLY FOR, AND GET A JOB consists of 4 sub-skills.

- (A) Conduct a Job Search
- (B) Apply for Job
- (C) Conduct Interview
- (D) Conduct Post Interview Follow Up

Further, we would also know that each sub-skill consists of several specific skills. For example, sub-skill (A) Conduct a Job Search consists of 3 specific skills

- (A1) Identify Employment Opportunities
- (A2) Identify Job Characteristics and Job Requirements
- (A3) Select Possible Employers

Similarly, sub-skills (B), (C), and (D) can be further analyzed in terms of their specific skills.

Every skill on the Profile is listed in the catalogue and a breakdown of sub-skills and specific skills is provided. Hopefully, this information will afford a better understanding of the skill area in question, and will permit you to more thoughtfully assess the importance of each skill.

Remember, help is available by telephoning 432-4792 if for any reason the catalogue fails to address all your concerns. Please feel free to contact our office should you find any of your questions unanswered.

Arthur N. Deane

Associate Professor, Faculty of Education
IBS Research Director

CATEGORY A "PROTECT/MAINTAIN HEALTH & SAFETY OF OTHERS"

A 1 Practice Personal Hygiene

- A 1 A 1 Practice Care and Cleanliness
- A 1 A 2 Seek Medical/Dental/Optometric Care when Necessary
- A 1 A 3 Be Aware of Personal Waste Disposal Practices
- A 1 A 4 Use Clean Clothes

- A 1 B 1 Aware of Customs and Etiquette
- A 1 B 2 Use Deodorant when Required
- A 1 B 3 Instruct/Assist Family Members with Regard to Personal Hygiene
- A 1 B 4 Remove Body Hair when Necessary
- A 1 B 5 Use Appropriate Clothing
- A 1 B 6 Use Common Facilities when Available

- A 1 C Consumer Awareness
- A 1 C 1 Be Aware of Hazardous Personal Products
- A 1 C 2 Evaluate Personal Hygiene Products which are Available

A 2 Recognize and Act Upon Symptoms of Illness

A 2 A Identify Actual Symptoms of Illness

- A 2 A 1 Recognize Physical Changes in the Individual that may Indicate Illness
- A 2 A 2 Recognize Unusual Behaviour Actions Displayed by the Individual that may Indicate Illness

A 2 B Take Required Action

- A 2 B 1 Provide Appropriate Home Care for an Illness
- A 2 B 2 Seek Medical Attention or Advice if Needed
- A 2 B 3 Follow Medical Directions given by Doctors
- A 2 B 4 Isolate Cause of Illness as Soon as Possible
- A 2 B 5 Take Preventive Measures to Ward off Becoming Ill

A 3 Responsibly Use Drugs and/or Alcohol

A 3 A Recognize Difference Between Use and Abuse of Drugs/Alcohol

- A 3 A 1 Realize Danger of Combining Drugs/Alcohol
- A 3 A 2 Realize Effects of Drugs/Alcohol on Physical/Mental State
- A 3 A 3 Understand Danger of Dependency on Alcohol/Drugs
- A 3 A 4 Recognize Signs of Abuse of Alcohol/Drugs
- A 3 A 5 Understand Danger of Using Other Persons' Prescriptions

- A 3 B Recognize Results of Abuse of Alcohol/Drugs
- A 3 B 1 Deal with Drug/Alcohol Abuse when Faced with the Problem
- A 3 B 2 Gain Information about Drug/Alcohol Abuse
- A 3 B 3 Utilize Support Systems for Drug/Alcohol Abuse

A 3 C Recognize Societal Pressures to Use Alcohol/Drugs

- A 3 C 1 Recognize Pressure from Media to Use Alcohol/Drugs
- A 3 C 2 Recognize Effects of Peer Pressure to Use Alcohol/Drugs
- A 3 C 3 Recognize Personal Pressure i.e. stress to Use Alcohol/Drugs

A 4 Practice Traffic Safety

- A 4 A Learn Traffic Laws
- A 4 A 1 Be Aware of/Understand Traffic Signs
- A 4 A 2 Understand Reasons for Traffic Laws being Established
- A 4 A 3 Be Aware of Consequences of Violating Traffic Laws
- A 4 A 4 Abide by Traffic Laws
- A 4 A 5 Be Aware of Unwritten Traffic Rules which Sometimes Apply

A 4 B Demonstrate Positive Traffic Attitudes

- A 4 B 1 Acknowledge Rights of Other Traffic
- A 4 B 2 Be Courteous to Fellow Travellers
- A 4 B 3 Practice Pedestrian Safety
- A 4 B 4 Assume Personal Responsibility in Traffic

A 4 C Learn to Operate the Vehicle (If You are a Driver or Cyclist)

- A 4 C 1 Obtain Valid Driver's License when Necessary
- A 4 C 2 Improve Personal Competence in Handling a Vehicle
- A 4 C 3 Practice Defensive Driving Habits
- A 4 C 4 Operate Vehicle Safely at all Times

A 4 D Recognize Existing Hazardous Environmental Conditions

- A 4 D 1 Recognize Unsafe Weather Conditions if they exist
- A 4 D 2 Recognize Unsafe Road/Traffic Conditions when they exist
- A 4 D 3 Assess Information about Road/Weather Conditions
- A 4 D 4 Equip Vehicle Appropriately according to Weather Conditions

A 4 E Recognize Detrimental Personal Conditions when Driving

- A 4 E 1 Recognize Personal Responsibility for Vehicle Operation
- A 4 E 2 Recognize Personal Fitness or Lack of Fitness for Driving
- A 4 E 3 Recognize Personal Activities that Interfere with Safe Operation of Vehicle

A 4 F Maintain Vehicle in Safe Working Order

- A 4 F 1 Learn Mechanical Fundamentals of Vehicle
- A 4 F 2 Recognize Unsafe Vehicle Conditions which Must be Corrected
- A 4 F 3 Practice Regular Vehicle Checkups and Maintenance

A 5 Use Emergency First Aid Techniques		A 7 Assist in the Maintenance of the Health and Safety of the Community	
A 5 A	Apply First Aid	A 7 A	Practice Preventive Health Care
A 5 A 1	Understand/follow First Aid Procedures	A 7 A 1	Acquire Knowledge of Preventive Health Care
A 5 B	Locate/Maintain Emergency Resources	A 7 A 2	Maintain Personal Well Being e.g. maintain Mental Balance
A 5 B 1	Contact Appropriate Person/Agency to Provide Emergency Service	A 7 A 3	Access Public Health Clinics
A 5 B 2	Locate First Aid Supplies and Emergency Equipment	A 7 B	Use Sources of Health and Safety Assistance
A 5 B 3	Use First Aid and Emergency Equipment	A 7 B 1	Identify Need for Health Care Help
A 5 C	Recognize Potential Hazards	A 7 B 2	Identify Type of Health Care Help Needed
A 5 C 1	Be Alert to Potential Safety Hazards	A 7 B 3	Identify Sources of Health and Safety Assistance
A 5 C 2	Take Measures to Reduce Safety Hazards	A 7 B 4	Select Appropriate Health Care Service
		A 7 B 5	Contact Appropriate Health Care Source
		A 7 B 6	Describe Specific Health/Safety Problem
		A 7 B 7	Request Appropriate Health/Safety Service
		A 7 B 8	Give/Follow Directions Regarding Health/Safety Services
A 6	Store and Handle Food Safely	A 7 C	Respond to Health and Safety Issues
A 6 A	Cleanliness	A 7 C 1	Be Aware of Health and Safety Issues
A 6 A 1	Ensure Clean Utensils are Used for Food	A 7 C 2	Provide Feedback on Quality of Health Services
A 6 A 2	Practice Personal Hygiene when Handling Food	A 7 C 3	Offer Assistance for Particular Health and Safety Issues
A 6 A 3	Maintain Clean Storage Areas for Food	A 7 C 4	Offer Assistance in Emergency Situations
A 6 B	Storage	A 8	Recognize and Act Upon Unsafe Conditions
A 6 B 1	Know Principles of Proper Food Storage	A 8 A	Become Informed About Unsafe Conditions
A 6 B 2	Store Hazardous Chemicals and Food Safely	A 8 A 1	Understand Meaning of Safety Signs
A 6 B 3	Know Hazards of Bulk Buying of Food	A 8 A 2	Recognize Environmental Hazards
A 6 C	Preserving Processes	A 8 A 3	Know about Health Hazards
A 6 C 1	Read and follow Instructions regarding Preserving of Food	A 8 A 4	Know Consequences of Hazards
A 6 C 2	Be Aware of Canning, Freezing, Smoking, Pickling, Salting, and Drying Methods for Foods	A 8 A 5	Anticipate Unsafe Conditions
A 6 D	Natural Foods	A 8 B	Take Preventive Actions
A 6 D 1	Recognize Edible Foods	A 8 B 1	Follow Instructions about Safe Procedures
A 6 D 2	Recognize Poison Plants Both Domestic and Wild	A 8 B 2	Inform/Educate Others about Possible Hazards
A 6 D 3	Process Fish, Game, and Fowl	A 8 B 3	Abide by Safety Regulations
A 6 E	Food Safety	A 8 C	Take Corrective Action
A 6 E 1	Recognize Dangerous Food Containers	A 8 C 1	Assess Severity of Safety Problem
A 6 E 2	Ensure Proper Preparation of Foods	A 8 C 2	Decide on Appropriate Action Regarding Safety Hazard when Problem Exists
A 6 E 3	Know Dangers of Improper Handling of Food	A 8 C 3	Contact Appropriate Person Agency to Provide Assistance
A 6 E 4	Check for Properly Functioning Food Appliances	A 8 C 4	Describe Hazard Related to the Unsafe Conditions
A 6 E 5	Know where to Get Consumer Information on Food	A 8 C 5	Follow Instructions to Cope with the Safety Related Condition
A 6 E 6	Recognize Symptoms and Consequences of Food Poisoning	A 8 C 6	Act on Unsafe Condition or Safety Related Emergency within own Capacity
A 6 E 7	Know Thawing Techniques of Food		
A 6 E 8	Avoid Improper Use of Pesticides and Herbicides on or near Food Products		
A 6 E 9	Read and Understand Date Stamps etc when Purchasing Food		

A 9 Practice Proper Sanitation

- A 9 A Water and Food Sources
 A 9 A 1 Be Aware of Primary Contaminants to Water/Food Supplies
 A 9 A 2 Be Aware of Water Bylaws and Water Authorities
 A 9 B Practice Good Waste and Sewage Disposal Methods
 A 9 B 1 Be Aware of Potential Dangers of Wastes to Health
 A 9 B 2 Handle Waste Disposal in a Safe Manner
 A 9 B 3 Assist in Controlling Community Litter
 A 9 B 4 Avoid Pollution of Work Site
 A 9 B 5 Consult Authorities and Bylaws about Disposal

A10 Identify and Interpret Safety Symbols

- A10 A Identify and Interpret Safety Symbols
 A10 A 1 Gain Knowledge about Safety Symbols
 A10 A 2 Understand Safety Related Symbols
 A10 A 3 Use Appropriate Action when Necessary

CATEGORY B "EARN A LIVING"

B 1 Obtain Knowledge of Occupational Options

- B 1 A Identify and Use Sources of Occupational Information
 B 1 A 1 Utilize Library in Seeking Occupational Information e.g. Canadian Classification and Dictionary of Occupations
 B 1 A 2 Talk to People about their Occupations
 B 1 A 3 Utilize Media that is Available Concerning Occupational Information
 B 1 A 4 Use Resources of Career Centre
 B 1 A 5 Observe People in a Work Setting
 B 1 A 6 Use Information Regarding Occupational Options Provided by Educational Institutions, Trade Unions, etc.
 B 1 A 7 Utilize Volunteer Opportunities and Volunteer Organizations in Seeking Occupational Information
 B 1 A 8 Utilize Government Agencies in Seeking Occupational Information
 B 1 B Be Aware of Employment Market Demands
 B 1 B 1 Survey Projected Employment Market Demands for Occupational Options
 B 1 B 2 Survey Current Employment Market Demands for Occupational Options

B 2 Assess Own Occupational Potential

- B 2 A Assess Personal Strengths and Limitations
 B 2 A 1 Identify Current Educational Level and Current Educational Aptitude
 B 2 A 2 Identify Physical Aptitudes i.e. Manual and Finger Dexterity Motor Coordination
 B 2 A 3 Assess Emotional Stability i.e. Temperament with Regard to Occupational Potential

B 2 B Assess Situational Strengths and Limitations

- B 2 B 1 Assess Economic Status with Regard to Occupational Potential
 B 2 B 2 Assess Family Status with Regard to Occupational Potential
 B 2 B 3 Recognize Importance of Prior Work Experience

B 2 C Identify Value System

- B 2 C 1 Assess Personal, Economic, and Social Values with Respect to Entering an Occupation

B 2 D Identify Personal Interests

- B 2 D 1 Review Past Work Experience
 B 2 D 2 Identify Likes and Dislikes
 B 2 D 3 Take Interest Test
 B 2 D 4 Discuss Interests with Counsellor

B 3 Acquire Marketable Skills

- B 3 A Identify and Consider Skills to Be Acquired
 B 3 A 1 Identify Skills to Be Acquired
 B 3 A 2 Consider Marketability of Skills
 B 3 A 3 Consider Economic/Time Constraints in Acquiring Skills
 B 3 A 4 Seek Occupational Counselling Related to Skill Requirements

B 3 B Assess Skill Requirements

- B 3 B 1 Identify Educational Requirements Related to Job Skills
 B 3 B 2 Identify Training Requirements Related to Job Skills
 B 3 B 3 Consider Necessary Aptitudes Related to Job Skills

B 3 C Undertake Educational Program

- B 3 C 1 Qualify and Enrol in Post Secondary Preparation
 B 3 C 2 Seek Part Time Employment
 B 3 C 3 Upgrade Skills Required for Part-time Employment
 B 3 C 4 Enrol in Extension or Continuing Education Programs

B 3 D Undertake Training Program

- B 3 D 1 Qualify and Enrol in Government Sponsored Programs e.g. Opportunity Corps, Manpower Programs
 B 3 D 2 Learn Job Skills through Individual Efforts
 B 3 D 3 Qualify and Enrol in Apprenticeship Program
 B 3 D 4 Apply for on the Job Training

B 4	Find, Apply for, and Get a Job	B 5 C 3	Deal with Stress on Job
		B 5 C 4	Develop Interests Outside of Job
B 4 A	Conduct a Job Search	B 5 D	Have a Positive Attitude
		B 5 D 1	Have Pride in Job
		B 5 D 2	Seek Satisfaction from Job
		B 5 D 3	Cooperate with Others in Work Place
B 4 A 1	Identify Employment Opportunities	B 5 D 4	Motivate Self to Improve Job Performance
		B 5 E	Communicate with Co-workers
B 4 A 2	Identify Job Characteristics and Job Requirements	B 5 E 1	Communicate Personal Objectives to Co-workers
		B 5 E 2	Communicate Job Needs with Co-workers
		B 5 E 3	Clarify Directions with Co-workers Related to Job
		B 5 E 4	Use and Apply Interpersonal Skills in Dealing with Co-workers
B 4 B	Apply for Job	B 5 F	Adjust Personal Life
		B 5 F 1	Adjust Family Needs in Accordance with Job
		B 5 F 2	Adjust Housing in Accordance with Job
		B 5 F 3	Maintain Mental and Physical Health in Order to Keep Job
B 4 B 1	Contact Potential Employers		
B 4 B 2	Prepare Resume		
B 4 B 3	Maintain Diary of Job Applications		
B 4 C	Conduct Interview		
B 4 C 1	Plan for the Interview		
B 4 C 2	Prepare Questions to Ask at the Interview		
B 4 C 3	Demonstrate Appropriate Appearance and Deportment in the Interview		
B 4 C 4	Promote Personal Strengths in Interview		
B 4 D	Conduct Post Interview Follow Up		
B 4 D 1	Deal with Job Offer		
B 4 D 2	Deal with Refusal of Position		
B 5	Keep a Job (Meet Job Requirements)	B 6	Determine If Job Meets Personal Expectations and Responsibilities
B 5 A	Know Job Requirements	B 6 A	Identify and Understand Needs
		B 6 A 1	Clarify Personal Needs of Job
		B 6 A 2	Clarify Economic Needs of Job
		B 6 A 3	Clarify Social Needs of Job
		B 6 A 4	Prioritize Personal Needs, Economic Needs, and Social Needs of Job
B 5 B	Perform the Job	B 6 B	Evaluate Job in Light of Needs
		B 6 B 1	Decide if Personal Needs are Met
		B 6 B 2	Decide if Social Needs are Met
		B 6 B 3	Decide if Economic Needs are Met
B 5 C	Demonstrate Responsible Work Habits	B 7	Identify with Needs/Roles of Others in Relation to Job
		B 7 A	Determine Needs/Motivation of Others Internal/External to the Organization
		B 7 A 1	Interpret Body Language
		B 7 A 2	Understand the Different Effects of Formal/Informal Communications
		B 7 A 3	Understand the Influence of Formal/Informal Relationships
B 5 C 1	Adhere to Work/Time Schedules	B 7 A 4	Know that Others have Limitations with Respect to Modes of Communication
		B 7 A 5	Listen Actively
		B 7 A 6	Speak Carefully
		B 7 A 7	Seek/Clarify Views of Others
B 5 C 2	Determine Limitations of Personal Job Stress		
B 5 C 3	Determine Personal Suitability to Job		

B 7 B	Determine Roles of Others	B 9	Understand the Deduction and the Benefit Packages Available
B 7 B 1	Read/Understand Job Related Charts and Job Related Documents	B 9 A	Understand Where to Get Information and Advice
B 7 B 2	Distinguish Between Formal and Informal Roles	B 9 A 1	Understand How to Obtain Information on Rights Regarding Occupational Deductions and Benefits
B 7 B 3	Understand Responsibilities/Duties of Others	B 9 A 2	Know Main Theme of Alberta Labour Act
B 7 B 4	Identify Outside Influences which Affect Roles	B 9 B	Have Knowledge of Compulsory Deductions/Benefits Plans
B 7 C	Relate the Needs/Roles of Others with Your Own Needs/Roles	B 9 B 1	Identify Employment Deductions and Benefits Established by Legislation
B 7 C 1	Relate the Needs/Roles of Others with Your Own Needs/Roles	B 9 B 2	Identify Employment Deductions and Benefits Established by Contracts
B 8	Plan and Manage Occupational Advancement/Development	B 9 C	Have Knowledge of Voluntary Deduction/Benefits Plans
B 8 A	Assess Consequences of Advancement	B 9 C 1	Be Aware of Benefits of Voluntary Insurance Plans
B 8 A 1	Determine Effects of Job Advancement on Personal Life	B 9 C 2	Be Aware of Benefits of Voluntary Saving Plans
B 8 A 2	Cope with Additional Job Responsibility	B 9 C 3	Be Aware of Benefits of Miscellaneous Services
B 8 A 3	Determine Compatibility of Skills with New Job	B 9 C 4	Be Aware of Opportunity to Contribute to Charities and Social Funds
B 8 A 4	Deal with Changing Personal Relationships Within New Job	B 9 D	Have Knowledge of Benefits Available At No Cost to Employees
B 8 B	Decide on Occupational Alternatives	B 9 D 1	Be Aware of Free Employee Benefits Available by Legislation
B 8 B 1	Gather Information Relevant to Job Advancement	B 9 D 2	Be Aware of Free Employee Benefits Provided by Contracts
B 8 B 2	Analyze Data Regarding Job Skills Effectively	B 10	Participate in Appropriate Job Related Affiliations and Organizations
B 8 B 3	Match Skills and Expectations to Job Requirements	B 10 A	Evaluate Job Related Affiliations and Organizations
B 8 B 4	Survey Current Employment Market Demands with Potential for Advancement	B 10 A 1	Know Different Types of Job Related Organizations/Affiliations
B 8 B 5	Develop Plan of Action for Advancement or Career Shift	B 10 A 2	Know Purpose and Need for Each Job Related Organization/Affiliation
B 8 B 6	Capitalize on Opportunities for Job Advancement	B 10 A 3	Identify Structure of Each Organization/Affiliation
B 8 C	Assess Marketable Skills	B 10 B	Evaluate Personal Participation within Organization
B 8 C 1	Assess Need for Re-training	B 10 B 1	Identify Benefits (Personal, Social, and Professional) to Be Gained from Organizational/Affiliations
B 8 C 2	Determine Probability of Success in New Career	B 10 B 2	Consider Disadvantages of Participation in Organizations/Affiliations
B 8 C 3	Survey Current Employment Market Demands for Occupational Alternatives	B 10 C	Know Responsibilities of Membership
B 8 C 4	Determine Feasibility of Re-training	B 10 C 1	Know/Practice General Organizational Responsibilities of Organizations/Affiliations
B 8 D	Further Growth and Development	B 10 C 2	Apply Interpersonal Skills in Dealing with Organizations/Affiliations
B 8 D 1	Identify New Job Requirements	B 10 C 3	Practice Loyalty and Responsibility in Organizations/Affiliations
B 8 D 2	Broaden Expertise in Accordance With New Job Requirements		
B 8 D 3	Develop Positive Self Concept with Regard to Job		
B 8 D 4	Gain Confidence in Ability to Accept Added Job Responsibility		
B 8 D 5	Use and Apply Interpersonal Skills to Enhance Occupational Development		
B 8 D 6	Market Self to Take Advantage of Advancement or Career Change Opportunities		
B 8 E	Make Long Range Plans		
B 8 E 1	Seek Additional Information for Making Long Range Career Plans		
B 8 E 2	Identify Long Range Career Goals/Aims/Ambitions		
B 8 E 3	Explore Opportunities for Further Education		
B 8 E 4	Acquire Additional Job Related Experience		
B 8 E 5	Evaluate Appropriateness of Long Range Career Plans		
B 8 E 6	Confirm/Modify Long Range Career Goals		

B11 Plan and Manage Retirement		C2 Plan a Family	
B11 A	Assess Consequences of Change	C2 A	Decide Whether to Bear/Father a Child
B11 A 1	Adjust Lifestyle as Necessary	C2 A 1	Consider Implications of Parenthood on Lifestyle
B11 A 2	Manage Finances for Family	C2 A 2	Consider Health Effects of Childbirth on Child/Mother
B11 A 3	Manage Time Effectively in Personal Life	C2 A 3	Consider Effects of Childbirth on Significant Others
B11 A 4	Determine Degree of Change to Lifestyle	C2 A 4	Assess Ability to Provide for the Well-Being of a Child
B11 A 5	Maintain Positive Self-Image during Retirement	C2 A 5	Access Community Resources Related to Parenting, Genetic Counselling, Day Care
B11 A 6	Adjust Interpersonal Relationships that Accompany Retirement	C2 A 6	Accept Full Responsibility for the Decision to Become Parent
B11 B	Determine Vocational Interests	C2 B	Decide Whether to Use Birth Control
B11 B 1	Explore Available Vocational Activities/areas	C2 B 1	Determine Legal Rights to Use Birth Control
B11 B 2	Utilize Available Community Resources to Determine Vocational Interests	C2 B 2	Consider Religious, Social, and Cultural Implications of Using Birth Control
B11 B 3	Match Vocational Interests with Resources in Community	C2 B 3	Investigate Available Options to Using Birth Control
B11 B 4	Consider Marketability of Vocational Interests	C2 B 4	Use Appropriate Method of Birth Control
C3 Parent Effectively		C3 Parent Effectively	
C3 A	Child Development and Behaviour	C3 A	Child Development and Behaviour
C3 A 1	Develop an Understanding of Intellectual Development in the Child	C3 A 1	Develop an Understanding of Intellectual Development in the Child
C3 A 2	Develop an Understanding of Spiritual Development in the Child	C3 A 2	Develop an Understanding of Spiritual Development in the Child
C3 A 3	Develop an Understanding of Physical Development in the Child	C3 A 3	Develop an Understanding of Physical Development in the Child
C3 A 4	Develop an Understanding of Emotional Development in the Child	C3 A 4	Develop an Understanding of Emotional Development in the Child
C3 B	Communicate	C3 B	Communicate
C3 B 1	Communicate Effectively with Child	C3 B 1	Communicate Effectively with Child
C3 C	Provide for Physical Needs of Family	C3 C	Provide for Physical Needs of Family
C3 C 1	Provide Food, Clothing, and Shelter for Family	C3 C 1	Provide Food, Clothing, and Shelter for Family
C3 C 2	Provide for Health Care needs of family	C3 C 2	Provide for Health Care needs of family
C3 C 3	Provide Materials for Recreation for family	C3 C 3	Provide Materials for Recreation for family
C3 C 4	Provide Materials for Education of family	C3 C 4	Provide Materials for Education of family
C3 D	Nurture Loving Relationships	C3 D	Nurture Loving Relationships
C3 D 1	Accept One's Self Recognizing Own Needs, Rights, etc	C3 D 1	Accept One's Self Recognizing Own Needs, Rights, etc
C3 D 2	Accept Child's Abilities and Inabilities	C3 D 2	Accept Child's Abilities and Inabilities
C3 D 3	Be Available to the Child	C3 D 3	Be Available to the Child
C3 D 4	Foster Attractive Growth in the Child	C3 D 4	Foster Attractive Growth in the Child
C3 D 5	Be a Friend to your Children	C3 D 5	Be a Friend to your Children
C3 D 6	Discipline Children Effectively	C3 D 6	Discipline Children Effectively
C3 E	Facilitate the Learning of Attitudes, Values and Culture in Children	C3 E	Facilitate the Learning of Attitudes, Values and Culture in Children
C3 E 1	Develop Sense of Responsibility and Cooperation in the Child	C3 E 1	Develop Sense of Responsibility and Cooperation in the Child
C3 E 2	Provide Role Models for the Child	C3 E 2	Provide Role Models for the Child
C3 E 3	Develop Sense of Community in the Child	C3 E 3	Develop Sense of Community in the Child

CATEGORY C "MANAGE HOME AND FAMILY RESPONSIBILITIES"

C1	Plan and Prepare Nutritious Meals
C1 A	Nutritional Rules
C1 A 1	Know Effects of Good/Poor Nutrition
C1 A 2	Learn Nutritional Components of Foods
C1 A 3	Know Types and Quantity of Food that Contribute to a Balanced Diet
C1 A 4	Be Aware of Sources of Nutritional Advice
C1 A 5	Apply Food Rules within the Context of the Individual's Culture, Values, etc.
C1 B	Use Organized Planning in Meal Preparation
C1 B 1	Know Sources and Variety of Locally Available Foods
C1 B 2	Plan Possible Menus that Can be Used
C1 B 3	Shop for Food/Groceries as a Wise and Informed Consumer
C1 B 4	Store Food when Necessary
C1 C	Preparing Foods
C1 C 1	Use Kitchen Appliances Correctly and Safely
C1 C 2	Interpret and Follow Recipes
C1 C 3	Maintain Standards of Cleanliness with Regard to Food Preparation
C1 C 4	Prepare Foods Using a Variety of Techniques

- C 3 E 4 Build Self Esteem in the Child
- C 3 E 5 Be Adaptable to Change in the Child
- C 3 E 6 Assist Child in Setting and Achieving Goals
- C 3 F Understand the Process of Family Dynamics
- C 3 F 1 Consider Parenting Style
- C 3 F 2 Recognize Implications of the Order of Birth for the Child
- C 3 F 3 Recognize Implications of Sexual Stereotyping for the Child
- C 3 F 4 Recognize Need of Child for Privacy

C 4 Meet the Needs of Spouse

- C 4 A Recognize Common Needs of Spouse
- C 4 A 1 Provide for Physical Needs of Spouse
- C 4 A 2 Provide for Love Needs of Spouse
- C 4 A 3 Provide for Esteem Needs of Spouse
- C 4 A 4 Provide for Actualization Needs of Spouse
- C 4 A 5 Identify Unmet Needs of Spouse if Possible
- C 4 B Continue to Provide for Met and Unmet Needs
- C 4 B 1 Agree to and Respect Roles of Each Marriage Partner
- C 4 B 2 Apply Interpersonal Skills in Dealing with Spouse
- C 4 B 3 Encourage Personal Development in Spouse
- C 4 B 4 Coordinate Needs of Spouse with Own Needs
- C 4 C Cope When Needs Cannot Be Met as Able as Possible
- C 4 C 1 Develop (with Spouse) Alternative Solutions to Problems

C 5 Plan a Budget

- C 5 A Determine Net Income (Take Home Pay)
- C 5 A 1 Identify Gross Income Earned
- C 5 A 2 Itemize Deductions From Income
- C 5 A 3 Calculate Income Averaging where Appropriate
- C 5 A 4 Determine Net Income
- C 5 B Identify Expenses Related to Basic Needs
- C 5 B 1 Establish Costs for Shelter
- C 5 B 2 Estimate Utilities Costs
- C 5 B 3 Estimate Food Costs
- C 5 B 4 Establish Clothing Expenses
- C 5 B 5 Identify Required Working Expenses
- C 5 B 6 Establish Payments to Maintain Insurance Coverage
- C 5 C Calculate Disposable Income
- C 5 C 1 Determine Income Available for Leisure Activity
- C 5 C 2 Determine Income Needed for Saving and Investment
- C 5 C 3 Consider Charitable Donations

- C 5 D Plan for Budget Implementation
- C 5 D 1 Determine when to Use Checks and Cash
- C 5 D 2 Know when to Consult Experts with Regard to Budget Implementation
- C 5 D 3 Determine if Credit is to Be Used
- C 5 D 4 Allow for Inflation Costs

C 6 Implement a Budget: Use Banking Services Effectively

- C 6 A Money Management and Recording Service
- C 6 A 1 Retain Cancelled Checks for One Year
- C 6 A 2 Pay Bills by Check or Cash
- C 6 A 3 Be Aware of Potential Problems with Chequing Accounts
- C 6 A 4 Complete Bank Deposit Forms and Bank Withdrawal Forms
- C 6 A 5 Understand Cash Transactions
- C 6 A 6 Reconcile Bank Statements
- C 6 A 7 Maintain Bank Record of Transaction
- C 6 A 8 Write Checks e.g. Post dated, Certified, Endorsement
- C 6 B Understand Kinds of Saving and Investment Services
- C 6 B 1 Be Aware of Types of Savings Accounts Available
- C 6 B 2 Know Interest Rates and Payment Dates
- C 6 B 3 Be Familiar with Costs of Savings and Investment Services
- C 6 C Be Familiar with Credit Services
- C 6 C 1 Seek Financial Advice when Necessary
- C 6 C 2 Define Overdrafts with Financial Institutions
- C 6 C 3 Be Familiar with After Hours Banking Procedures
- C 6 C 4 Define Cash Advances (e.g. Credit Cards, Demand Notes)
- C 6 C 5 Be Familiar with Loans (e.g. Consumer, Mortgage)
- C 6 D Be Aware of Miscellaneous Banking Services
- C 6 D 1 Demonstrate Knowledge of Financial Matters
- C 6 D 2 Be Aware of Alternate Methods of Financial Transactions
- C 6 E Be Aware of Banking Regulations
- C 6 E 1 Know Customer's Responsibility in Banking Transactions
- C 6 E 2 Be Aware of Bank's Responsibility in Banking Transactions
- C 6 E 3 Be Familiar with Forms Used by Banks
- C 6 E 4 Identify Bank Errors in a Systematic Way
- C 6 E 5 Know Limits of Bank Liability and Bank Insurance
- C 6 E 6 Understand Legal Accessibility to Bank Accounts and Safety Deposit Boxes

C 7 Implement Budget Use Credit Effectively

- C 7 A Determine Need for Credit
- C 7 A 1 Reassess Need for Goods to be Purchased
- C 7 A 2 Predict Ability to Make Payments for Purchased Goods
- C 7 B Acquire Knowledge of Sources and Types of Credit
- C 7 B 1 Identify Types of Loans for Credit

C 7 B 2	Evaluate Types of Consumer Credit	C 8 E 5	Evaluate Extent and Validity of Goods and Services Warranty
C 7 B 3	Evaluate Sources of Consumer Credit		
C 7 C 1	Recognize Costs of "Credit" Buying	C 8 F	Access Avenues of Recourse
C 7 C 1	Calculate Final Price of Goods and Services Including Credit Costs	C 8 F 1	Direct Consumer Complaints to Appropriate Person or Agency
C 7 C 2	Be Alert to Dangers of Over-Extended Buying	C 8 F 2	Utilize Telephone in Enquiring for Consumer Information
C 7 C 3	Distinguish Features of Credit Cards and Credit Systems	C 8 F 3	Compose Letters of Complaint with regard to Goods and Services
C 7 C 4	Understand how Interest Rates Inflate Costs	C 8 F 4	Return Unsatisfactory Goods for Refund or Exchange
C 7 D	Apply For Credit	C 8 F 5	Be Aware of Cool Off Buying Clause
C 7 D 1	Qualify for Consumer Credit Requirements		
C 7 D 2	Complete Consumer Credit Application Forms		
C 7 E	Implement Credit		
C 7 E 1	Recognize Advantages and Disadvantages of Consumer Credit	C 9	Obtain/Maintain Accommodation (Through Renting, Buying, Building)
C 7 E 2	Recognize and Understand Legal Responsibilities of Credit		
C 7 D 3	Use Credit to Purchase Goods and Services		
C 7 D 4	Establish and Maintain Good Credit Rating		
C 8	Implement Budget: Be Effective in Purchasing Goods and Services (Including Household Effects)		
C 8 A	Balance Needs With Resources		
C 8 A 1	Differentiate Between Needs and Wants with regard to Goods and Services	C 9 A	Assess Need
C 8 A 2	Determine Available Resources of Goods and Services	C 9 A 1	Assess Physiological Needs for Shelter
C 8 A 3	Balance Needs for Goods and Services with Available Resources	C 9 A 2	Assess Social and Emotional Needs for Shelter
C 8 A 4	Avoid Impulsive Buying		
C 8 B	Shop Comparatively	C 9 B	Assess and Inventory Resources
C 8 B 1	Compare Prices of Goods and Services	C 9 B 1	Assess Eligibility for All Housing Subsidies
C 8 B 2	Compare Quality of Goods and Services	C 9 B 2	Seek Assistance in Finding Housing from Varied Sources
C 8 B 3	Determine Best Value for Price of Goods and Services	C 9 B 3	Get Advice regarding Financial Arrangements and Subsidies with regard to accommodation
C 8 B 4	Demand Cost Estimate in Writing of Goods and Services	C 9 B 4	Take Advantage of Services Available in Obtaining Housing
C 8 C	Acquire Information Formally and Informally		
C 8 C 1	Check with Appropriate Agencies for Consumer Information	C 9 C	Examine and Evaluate Alternatives
C 8 C 2	Utilize Media as Information Source with regard to Goods and Services	C 9 C 1	Understand Legal Rights and Constraints Regarding Accommodation
C 8 C 3	Judge Reliability of Supplier of Goods and Services	C 9 C 2	Choose District According to Needs for Accommodation
C 8 C 4	Be Aware of Legal Rights and Obligations as Consumer	C 9 C 3	List Available Alternatives for Accommodation
		C 9 C 4	Balance Needs/Wants with Resources
		C 9 C 5	Inspect Available Accommodation
		C 9 C 6	Consider Long range Implications of Choice of Accommodation
		C 9 D	Make an Informed Choice
		C 9 D 1	Know Conditions of Sale of Purchased Accommodation
		C 9 D 2	Consider Terms of Rent and Rental Terminology
		C 9 D 3	Select from Available Accommodation
		C 9 D 4	Submit Offer of Purchase or Lease of Available Accommodation
		C 9 D 5	Negotiate Terms of Accommodation to Best Advantage of Self
		C 9 D 6	Finalize Transaction of Accommodation Lease/Purchase
C 8 D	Evaluate Advertising		
C 8 D 1	Separate Fact from Fiction in Advertising of Goods and Services	C 9 E	Assume Responsibility for Maintaining Accommodation
C 8 D 2	Recognize Advertising Techniques	C 9 E 1	Comply with Legal Obligations as Member of Rent
C 8 D 3	Ignore Superfluous Features of Advertised Items	C 9 E 2	Meet Financial Commitments for Mortgage or Rent
C 8 E	Recognize Sales Practices	C 9 E 3	Provide Regular Maintenance of Accommodation
C 8 E 1	Recognize High Pressure Sales Tactics	C 9 E 4	Maintain/Enforce Community, Sanitation Standards of Accommodation
C 8 E 2	Avoid Deceptive Sales Tactics		
C 8 E 3	Question Extravagant Sales Claims		
C 8 E 4	Appraise Unsolicited Services		

C10	Meet Transportation Needs		
C10 A	Identify Transportation Needs for Self/Family		
C10 A 1	Determine Extent of Travel Required for Business and Personal Needs	C12 B 3	Assess Physical Attributes Required for Leisure Time Activities
C10 A 2	Plan for Changing Needs for Transportation	C12 B 4	Ascertain Time Available for Leisure Time Activities
C10 A 3	Be Aware of Transportation Safety Factors	C12 C	Establish Personally Appropriate Use of Leisure Time
C10 A 4	Fulfill Legal Requirements Related to Transportation	C12 C 1	Select Meaningful Activities for Leisure Time
C10 B	Examine Various Modes of Transportation	C12 C 2	Develop Necessary Skills to Enable Participation in Leisure Time Activities
C10 B 1	Identify Personal Needs and Preferences for Transportation	C12 C 3	Participate in Meaningful Activities for Leisure Time
C10 B 2	Investigate Availability of Transportation	C12 C 4	Pursue Diverse Leisure Interests
C10 B 3	Compare Costs of Various Modes of Transportation		
C10 B 4	Analyze Budget for Transportation	C13	Maintain Records (e.g. Checking Account, Immunization, Health Records)
C10 B 5	Match Transport Modes to Needs		
C11	Meet Insurance Needs		
C11 A	Determine Needs of Self/Family	C13 A	Realize Importance of Maintaining Records
C11 A 1	Identify Insurable Risk Factors for Self/Family	C13 A 1	Be Consistent in Maintaining Personal Records
C11 A 2	Match Insurance Coverage with Risk Factors (e.g. protect Accommodation)	C13 A 2	Understand Consequences of Not Keeping Personal Records
C11 A 3	Develop Awareness of Present/Future Economic Conditions	C13 A 3	Be Aware of Benefits of Maintaining Records
C11 A 4	Anticipate Cost of Maintaining Life Style	C13 A 4	Predict Which Receipts and Documents to Save
C11 B	Understand Different Types of Coverage	C13 B	Seek Resources
C11 B 1	Identify Types of Optional Insurance Coverage	C13 B 1	Be Aware of Government Requirements for Personal Record Keeping
C11 B 2	Identify Statutory Requirements for Insurance Coverage	C13 B 2	Identify Individual Needs Based on Government Requirement for Record Keeping
C11 C	Select Appropriate Coverage	C13 B 3	Be Aware of Community and Other Resources that Assist with Personal Record Keeping
C11 C 1	Seek Information Regarding Various Types of Insurance Available	C13 B 4	Select Appropriate Community Resource to Assist with Personal Record Keeping
C11 C 2	Shop Comparatively for Insurance Coverage	C13 C	Keep a Record of Pertinent Events
C11 C 3	Research Credibility of Agent/Company Offering Insurance	C13 C 1	Classify Information Relating to Pertinent Personal Events
C11 C 4	Consider Options of Available Insurance Coverage	C13 C 2	Establish Personal Priorities for Records Based on Individual Needs
C11 C 5	Initiate Insurance Coverage	C13 C 3	Categorize Information of Personal Records
C11 C 6	Review Insurance Needs Periodically	C13 D	Organize a Record Keeping System
		C13 D 1	Choose Appropriate Storage System for Personal Records
		C13 D 2	Access Stored Information of Personal Records
C12	Plan and Use Leisure Time		
C12 A	Plan for Leisure Time	C14	Understand, Identify and Cope with Iteration Process
C12 A 1	Recognize Importance of Creating Leisure Time	C14 A	Rationale for Taxes
C12 A 2	Establish Need for Creating Leisure Time Activities	C14 A 1	Understand why Taxes must be collected
C12 A 3	Establish Balance of Leisure and Job Related Activities	C14 A 2	Understand various types of taxes assessed
C12 A 4	Prepare for Increased Leisure Time in the future	C14 B	Understand Federal and Provincial Taxes Income
C12 A 5	Allocate Resources to Provide for Leisure Time Activities	C14 B 1	Keep Necessary Related Tax Records and Worksheets
C12 B	Consider Constraints on Leisure Time	C14 B 2	File Tax Returns at Time Required
C12 B 1	Determine Affordability of Leisure Time Activities	C14 B 3	Know Deduction Categories for Tax Deductions
C12 B 2	Find Out what Leisure Time Activities are Available	C14 B 4	Be Aware of Institutional Categories of Taxes

C14 B 5 Know where to get help with regard to location process if necessary		C14 C Municipal Property Taxes	
C14 C 1 Be Aware of Property Tax Assessment		C14 C 1	Understand Purpose of Laws and Effects on Individual
C14 C 2 Be Aware of Mill Rate System Used with Regard to Taxation process		D 1 A	Understand the Development Process of Laws
C14 C 3 Distinguish Between Assessment Notice and Tax Notice		D 1 A 1	Understand Reasons for the Law to be Enacted and
C14 C 4 Be Aware of the Effect of Property Improvement on Taxes		D 1 A 2	Understand Origins of the System of Law
		D 1 A 3	Realize that Laws Change
C15 Manage Mobility (Effect of Moving on Family)		D 1 B	Identify the Different Types of Laws
		D 1 B 1	Recognize Criminal Laws
C15 A Evaluate the Need for Mobility		D 1 B 2	Recognize Civil Laws
C15 A 1 Apply Decision Making Process in Considering Move		D 1 B 3	Recognize Bylaws
C15 B Choose a New Location		D 1 C	Understand the Social and Legal Consequences of the
C15 B 1 Consider Community Services and Facilities Available		D 1 C 1	Different Types of Laws
C15 B 2 Consider Effects of Each New Location on Family and Friends		D 1 C 2	Identify Consequences of Criminal Law
C15 B 3 Consider Costs Associated with Each Location		D 1 C 3	Identify Consequences of Civil Law
C15 B 4 Consider Job Opportunities Presented by Each Location			Identify Consequences of Bylaws
C15 C Consider Logistics Involved Moving to New Location			
C15 C 1 Conclude Present Responsibilities before Moving		D 2	Abide by the Law
C15 C 2 Arrange Personal Move			
C15 C 3 Re-establish in New Location			
C15 D Consider Effects of Stress from Moving			
C15 D 1 Cope with Stress of Making Personal Move		D 2 A	Know the Law
C15 D 2 Consider Alternatives if Relocation Falls		D 2 A 1	Know Relevant Safety Laws
C15 D 3 Deal with Effects of Stress Created by Downward Mobility		D 2 A 2	Know Relevant Housing Laws
		D 2 A 3	Know Relevant Labour Laws
		D 2 A 4	Know Relevant Human Rights
		D 2 A 5	Know Relevant Traffic Laws
		D 2 A 6	Know Relevant Consumer Laws
		D 2 A 7	Know Relevant Family Laws
C16 Develop An Estate Plan		D 2 B	Obtain Legal Information
		D 2 B 1	Identify Sources of Legal Information Sources of Law
C16 A Manage Personal Assets		D 2 B 2	Utilize Legal Aid
C16 A 1 Take Inventory of Assets/Liabilities for Purposes of Estate Planning		D 2 B 3	Identify Sources of Information to Legal Aid
C16 A 2 Establish Priorities for the Management of Finances		D 2 B 4	Identify Sources of Information to Legal Aid
C16 A 3 Be Aware of Legal and Financial Resource Services		D 2 C	Respect the Law
C16 A 4 Choose Appropriate Resources for Assistance with Management of Finances		D 2 C 1	Know Social Consequences of Legal Actions
C16 A 5 Draw Up Estate Management Plan		D 2 C 2	Be Aware of Legal Penalties
C16 A 6 Review Estate Management Plan Periodically		D 2 C 3	Respect Legal Rights of Others
C16 B Plan for Distribution of Assets		D 2 C 4	Act within the Law
C16 B 1 Determine Legal Rights Regarding Distribution of Assets			
C16 B 2 Provide valid will			
C16 B 3 Anticipate Consequences of not Having a will			
C16 B 4 Coordinate will with Insurance			
C16 B 5 Select Appropriate Executor/Trustee for will			
C16 B 6 Review will Periodically			

CALLING OUT RELOCATION AS A CITIZEN

D 3	Seek and Use Legal Assistance as Needed	D 5	Interpret Current Events
D 3 A	Recognize When You Need Legal Assistance	D 5 A	Understand Media Distortion
D 3 A 1	Know when Law has Been Broken	D 5 A 1	Gain Knowledge about Types of Media Distortion
D 3 A 2	Know when Personal Rights Have Been Infringed Upon	D 5 A 2	Detect Propaganda Techniques Used by Media
D 3 A 3	Be Aware of Personal Rights and Responsibilities in Legal Transactions	D 5 A 3	Understand Media Profit and Political Motivation
D 3 A 4	Recognize Situations which Require Legal Efforts	D 5 A 4	Evaluate Impact of Media Mode of Delivery
D 3 B	Know Which Agencies to Contact for Legal Assistance	D 5 A 5	Evaluate Point of View and Credibility of Media Source of Information
D 3 B 1	Identify Government Agencies which may Provide Legal Aid e.g. Social Services	D 5 B	Relate Current Events to Self/Community
D 3 B 2	Seek Advice from Police Officers	D 5 B 1	Become Informed about Current Events
D 3 B 3	Choose Appropriate Lawyer	D 5 B 2	Evaluate Personal Point of View on Current Events
D 3 B 4	Utilize Small Claims Court when Necessary	D 5 B 3	Speculate on Causes of Current Events
D 3 B 5	Consult Non Profit Law Societies	D 5 B 4	Anticipate Possible Effects of Current Events on Self/Community
D 3 C	Know Your Rights When You Are In Jeopardy	D 5 B 5	Determine Degree of Relevance of Current Events to Self/Community
D 3 C 1	Know that a Person is Innocent until Proven Guilty	D 5 B 6	Decide if any Action is Necessary in Response Current Events
D 3 C 2	Know Constitutional Rights		
D 4	Understand/Exercise Rights, Responsibilities, and Privileges of a Citizen	D 6	Participate in Community Affairs
D 4 A	Be Familiar With Rights and Privileges	D 6 A	Provide Support for Community Services
D 4 A 1	Investigate Information Regarding Rights and Privileges of a Citizen	D 6 A 1	Share Expertise with Others in Community
D 4 A 2	Consider Implications of Exercising Rights and Privileges of a Citizen	D 6 A 2	Promote Use of Community Services
D 4 A 3	Choose Degree to which You Exercise Rights and Privileges of a Citizen	D 6 A 3	Volunteer Assistance with Community Services
D 4 B	Know Extent of Your Responsibilities	D 6 B	Identify Community Issues
D 4 B 1	Investigate Responsibilities Required by Local, Provincial, and Federal Laws	D 6 B 1	Determine Personal Response Capabilities to Community Issues
D 4 B 2	Be Aware of Acceptable Social Behaviour Expected of Each Citizen	D 6 B 2	Establish Level of Participation in Community Issues
D 4 B 3	Consider Decisions in Light of Personal Beliefs	D 6 B 3	Take Appropriate Action Regarding Community Issues
D 4 B 4	Live with Existing Laws	D 6 B 4	Review Results of Action Taken Relating to Community Issues
D 4 B 5	Be Aware of Consequences of Breaking the Laws		
D 4 C	Accept Responsibility of Citizenship in the Political Process	D 6 C	Identify Community Needs
D 4 C 1	Understand Existing Political Process	D 6 C 1	Raise Level of Awareness of Self/Others Regarding Community Needs
D 4 C 2	Develop Awareness of Other Political Systems	D 6 C 2	Initiate New Community Projects when Needed
D 4 C 3	Participate in Existing Political Process	D 6 C 3	Elicit Support for Community Projects
D 4 C 4	Make Conscientious Political Decisions		
		D 7	Utilize Community Resources
		D 7 A	Identify Individual Need for Resources
		D 7 A 1	Identify/Communicate Needs to Appropriate Community Resources
		D 7 B	Determine Available Resources
		D 7 B 1	Use Media to Find Out About Available Community Resources

- For a Given Need
- D 7 B 2 Select Appropriate Community Resources for a Given Need
 - D 7 C Make Contact With Agency
 - D 7 C 1 Identify Sources of Information About Agencies
 - D 7 C 2 Utilize Appropriate Mode of Communication to Contact Agency
 - D 7 C 3 Make Commitment to Utilize Available Community Resources
 - D 7 D Evaluate Usefulness of Resources
 - D 7 D 1 Provide Feedback about Community Resources
 - D 7 D 2 Consider Alternative Community Resources

- D 8 Assume Responsibility for Individuals with Special Needs
- D 8 A Raise Awareness Level of Self Regarding People With Special Needs
 - D 8 A 1 Gain/seek Additional Information about Individuals with Special Needs
 - D 8 A 2 Set Example in Dealing with Individuals with Special Needs
 - D 8 A 3 Meet People with Special Needs
 - D 8 A 4 Support Public Awareness Programs for Individuals with Special Needs
 - D 8 B Accept Individual Needs and Differences
 - D 8 B 1 Be Open-Minded to Circumstances Involving Individuals with Special Needs
 - D 8 B 2 Avoid Stereotyping People With Special Needs
 - D 8 B 3 Identify Personal Prejudices/Biases/Misconceptions Involving Individuals with Special Needs
 - D 8 B 4 Deal with Prejudices/Biases Involving Individuals with Special Needs to the Best of One's Ability
 - D 8 C Identify People With Special Needs
 - D 8 C 1 Distinguish Needs of Individuals Requiring Attention
 - D 8 C 2 Initiate Assistance for Individuals with Special Needs by Making Contact i.e. Getting Assistance
 - D 8 C 3 Continue Interest/Concern for the Individual with Special Needs
 - D 8 D Help Individuals with Special Needs
 - D 8 D 1 Determine Agencies that are Available in the Community for Individuals with Special Needs
 - D 8 D 2 Identify what Resources can be Offered for Individuals with Special Needs
 - D 8 D 3 Identify what Resources are Needed by the Agency for Individuals with Special Needs
 - D 8 D 4 Contact Agencies for Individuals with Special Needs to Determine Services Available
 - D 8 D 5 Select Appropriate Agencies With Individuals with Special Needs
 - D 8 D 6 Determine realistic Degree of Personal Commitment to Individuals with Special Needs
 - D 8 D 7 Provide Service/Resource to Individuals with Special Needs

CATEGORY E "DEVELOP SELF"

- E 1 Motivate Self, Developing a Positive Self Image
- E 1 A Be Aware that Action is Necessary
 - E 1 A 1 Recognize Interpersonal Obligations to Others
 - E 1 A 2 Recognize Self-Fulfillment Opportunities when Presented
 - E 1 A 3 Accept Responsibility for Things One Can Cope With
 - E 1 B Set Goals
 - E 1 B 1 Identify Own Interests and Abilities
 - E 1 B 2 Consider Appropriate Goal Range for Self e.g. Career Aspirations
 - E 1 B 3 Recognize and Deal With Obstacles to Achieving Goals
 - E 1 B 4 Integrate Present Goals with Earlier Accepted Goals
 - E 1 B 5 Establish Plan of Implementation to Reach Goals
 - E 1 B 6 Integrate Long and Short Term Goals as Required
 - E 1 B 7 Evaluate Progress Realistically
 - E 1 C Accept Feedback From Others
 - E 1 C 1 Develop Positive Feelings about Others
 - E 1 C 2 Listen Attentively to Others for Ideas and Information
 - E 1 C 3 Accept Compliments, Praise, and Encouragement when Given
 - E 1 C 4 Accept Suggestions, Criticism, and Limitations
 - E 1 D Recognize One's Own Achievements
 - E 1 D 1 Establish Period for Personal Reflection
 - E 1 D 2 List Accomplishments of Past
 - E 1 D 3 Admit Value of Accomplishment to Self
 - E 1 D 4 Relate Achievements with Previous Achievements
 - E 1 D 5 Relate Personal Achievements with Those of Others
 - E 1 D 6 Reward Self for Achievement
 - E 1 E Provide For Self Growth through Achievement
 - E 1 E 1 Realize that Known Limitations of Achievement will Affect Outcomes
 - E 1 E 2 Suspend Self-Doubt when Trying to Achieve
 - E 1 E 3 Seek Challenging Tasks
 - E 1 E 4 Seek Stimulation
 - E 1 E 5 Accept Degree of Risk for Self-Growth when Appropriate
 - E 1 E 6 Develop/Seek Out Support System for Self-Growth when Needed
 - E 1 E 7 Become Involved in Support System for Self-Growth or Others
 - E 1 E 8 Maintain Interests in Daily Living
 - E 1 E 9 Diversify/Specialize in Areas of Personal Interest
 - E 1 E 10 Consider Changes that may Occur as a Result of Criticism or Circumstance
 - E 1 E 11 Accept One has a Contribution to Make to Society

E 2	Recognize the Need For and the Application of Self Discipline	E 5	Recognize Personal Physical Needs
E 2 A	Recognize Need For Self Discipline	E 5 A	Be Aware of Basic Life Sustaining Needs
E 2 A 1	Clarify Values of Self	E 5 A 1	Know Individual Requirements for Sleep
E 2 A 2	Be Aware of Results of Actions	E 5 A 2	Know Importance of Adequate Food
E 2 A 3	Review and Reaffirm Decisions	E 5 A 3	Know Importance of Clean Air and Water
E 2 B	Develop and Implement a Plan of Self Discipline	E 5 A 4	Know Importance of Adequate Clothing
E 2 B 1	Identify Obstacles that Must Be Overcome for Self Discipline	E 5 A 5	Know Importance of Adequate Shelter
E 2 B 2	Seek Supportive Environment for the Plan of Self Discipline	E 5 A 6	Know Importance of Adequate Sex
E 2 B 3	Establish Reward System for Achievement	E 5 B	Be Aware of Preventive Health Care Procedures
E 2 B 4	Consider External Assistance to Help Achieve Plan	E 5 B 1	Know Importance of Cleanliness
		E 5 B 2	Know Importance of Maintaining Good Physical Conditioning
		E 5 B 3	Know Requirements for Good Nutrition
		E 5 B 4	Know and Follow Good Safety Practice, e.g. Pedestrians Safety and Defensive Driving
		E 5 B 5	Be Aware of Situations that Might Require Aid
E 3	Assert Self (Stand Up for What You Believe)	E 5 C	Be Aware of Second Level Needs
E 3 A	Recognition of Assertive Behaviour	E 5 C 1	Be Aware of Interdependence of Emotional and Spiritual Needs With Physical Needs
E 3 A 1	Recognize Behaviour Regarding Unmet Personal Needs in Self and Others	E 5 C 2	Be Aware of Need for Stimulation, Recreation, and Relaxation
E 3 A 2	Evaluate Level of Self Assertiveness		
E 3 A 3	Recognize Value and Consequences of Assertive Behaviour	E 6	Recognize and Maintain Personal Mental Needs
E 3 B	Application of Assertiveness Techniques	E 6 A	Know Basic Mental Needs
E 3 B 1	Recognize Time and Place for Assertive Behaviour	E 6 A 1	Know Importance of Mental Activity and Need for Stimulation
E 3 B 2	Use Communication Techniques both Verbal and Non Verbal	E 6 A 2	Know Importance of Mental Rest and Meditation
E 3 B 3	Recognize and Cope with Roles of Self and Others in Relation to Being Assertive	E 6 A 3	Know Importance of Communicating and Associating With Others
E 3 B 4	Display Image Others Can Respect	E 6 A 4	Know Importance of Maintaining Mental Balance
E 3 B 5	Develop Intuitive Skills in Dealing with Others	E 6 A 5	Know Importance of Providing Opportunity for Creativity
E 4	Responsible and Accountable For Own Actions/Behaviour	E 6 B	Aware of Difficulties Resulting From Unmet Needs
E 4 A	Identify Significant Behaviours	E 6 B 1	Recognize Symptoms Caused as a Result of Unmet Needs
E 4 A 1	Know Role Expectations Expected by Others	E 6 B 2	Recognize Situations where Mental Problems may Occur
E 4 B	Develop Techniques to Help Meet Role Expectations	E 6 B 3	Recognize Mental Health Problems
E 4 B 1	Accept that what has Happened is Past	E 6 C	Deal With Perceived Unmet Needs
E 4 B 2	Accept Responsibility for Own Action	E 6 C 1	Determine if Action is Needed Due to Mental Health Problems
E 4 B 3	Re-examine Values Periodically	E 6 C 2	Identify Mental Health Needs that Are Unmet
E 4 B 4	Recognize Individual's Control of Thoughts and Feelings	E 6 C 3	Take Steps to Meet Mental Health Needs
E 4 B 5	Identify Consequences of Proposed Behaviour	E 6 C 4	Seek Help from Others Regarding Mental Health
E 4 B 6	Accept Consequences of Behaviour	E 6 C 5	Use Stress Coping Techniques when Necessary
E 4 B 7	Choose Appropriate Behaviour for the Situation		
E 4 B 8	Avoid Repeating Counter Productive Behaviour	E 7	Recognize and Deal With Emos
		E 7 A	Recognize Emotional Needs of Self and Others
		E 7 A 1	Recognize Differences in Expression of Emotions

- E 7 A 2 Make Use of Support Systems for Help in Meeting Emotional Needs
- E 7 A 3 Recognize where Emotional Support to Others is Required
- E 7 B Deal With Emotions
- E 7 B 1 Identify Emotional Tactics/Techniques Used by Others to Influence/Manipulate
- E 7 B 2 Take Appropriate Action to Effectively Deal with Emotions

E 8 Recognize Influences of Personal Culture, Tradition, and Customs

- E 8 A Develop Self Awareness
- E 8 A 1 Recognize Influence of Culture on Behaviour
- E 8 A 2 Develop Awareness of Spiritual Beliefs
- E 8 A 3 Recognize Influence of Tradition and Customs on Behaviour
- E 8 A 4 Develop Personal Pride in Cultural Heritage

E 9 Adapt to Change

- E 9 A Accept the Idea of Change
- E 9 A 1 Recognize Stress as a Probable Result of Change
- E 9 B Identify that Change is Occurring
- E 9 B 1 Recognize Indicators that Change is Positive
- E 9 B 2 Determine Degree of Change
- E 9 B 3 Categorize Types of Lifestyle Change
- E 9 C Acquire Relevant Information Regarding Change
- E 9 C 1 Clarify All Aspects of Change
- E 9 C 2 Speculate on Possible Causes of Change
- E 9 C 3 Continue to Refine Possible Causes of Change

- E 9 D Develop Strategies to Cope With Change
- E 9 D 1 Apply Problem Solving Techniques to Cope With Change
- E 9 D 2 Deal with Stress that has Resulted from Change e.g. Downward Mobility

E 10 Cope with Crisis Situations

- E 10 A Cope With Crisis Situations
- E 10 A 1 Recognize Influence of Emotions on Crisis Situation
- E 10 A 2 Control One's Emotions
- E 10 A 3 Make Decisions to Effectively Cope with Crisis
- E 10 A 4 Apply Problem Solving Techniques to Cope with Crisis

CATEGORY F "RELATE TO OTHERS"

F 1 Acquire Interpersonal Skills

- F 1 A Develop Interpersonal Skills
- F 1 A 1 Assess Self with Regard to Interpersonal Skills
- F 1 A 2 Observe Others Practicing Interpersonal Skills
- F 1 A 3 Emulate the Skills of Others when Appropriate
- F 1 A 4 Relate to and Benefit from Past Experience with Regard to Interpersonal Skills
- F 1 A 5 Use and Apply Structured Study
- F 1 A 6 Practice Interpersonal Skills Faithfully

F 2 Recognize Achievement in Others

- F 2 A Identify Achievement
- F 2 A 1 Value Accomplishment in Others
- F 2 A 2 Apply Appropriate Observation Skills toward Achievement in Others
- F 2 A 3 Identify Situations where the Recognition of Achievement is Appropriate
- F 2 B Show Recognition Appropriately
- F 2 B 1 Communicate Effectively with Others Regarding Your Identification of their Achievements
- F 2 B 2 Be Sensitive to Appropriateness of the Recognition of Achievement
- F 2 B 3 Consider Own Relationship to the Other Person
- F 2 B 4 Recognize Achievement in a Manner which Encourages future Achievement

F 3 Respond to and Help Others

- F 3 A Accept Responsibility to Help Others
- F 3 A 1 Sacrifice for Others when Necessary
- F 3 A 2 Take Appropriate Risks for Others when Necessary
- F 3 B Relate to the Physical, Emotional, and Intellectual Needs of Others
- F 3 B 1 Recognize Interdependence of Individuals, Community, and Society
- F 3 B 2 Identify Needs of Others
- F 3 B 3 Respect Varying Needs of Others e.g. for Self Growth

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Q 5 C	Apply Convergent Thinking	G 7 A 2	Recognize Need to Make A Decision
Q 5 C 1	Project Possible Alternatives	G 7 B 3	Determine if Change is Desired
Q 5 C 2	Eliminate Inappropriate Ideas	G 7 B 4	Accept Ownership of the Problem
Q 5 C 3	Choose a Solution	G 7 A 5	Analyze Consequences of Indecision and/or Impulsiveness
		G 7 A 6	Accept Associated Risks with Decision Making
		G 7 A 7	Question Priorities
Q 5 D	Apply Critical Thinking	G 7 B 8	Gather/Collect Information
Q 5 D 1	Gather Background Information	G 7 B 1	Clarify All Aspects of Perceived Situation
Q 5 D 2	Draw on Past Experience	G 7 B 2	Determine Factors that may have Contributed to a Problem Situation
Q 5 D 3	Determine the Relevant Standard	G 7 B 3	Access Appropriate Resources for Problem Solving
Q 5 D 4	Compare Data with Standard	G 7 B 4	Organize Incoming Information into Meaningful Pattern
		G 7 B 5	Prioritize Information
		G 7 B 6	Further Define Problem
Q 5 E	Apply Analytical Thinking	G 7 C	Establish Parameters for Decision to be Made
Q 5 E 1	Recognize there is a Problem	G 7 C 1	Examine Constraints of Problem
Q 5 E 2	Define the Problem and Establish the Key Points (Components)	G 7 C 2	Consider Time Factor as a Constraint in Dealing with Problems
Q 5 E 3	Make Minor Decisions	G 7 C 3	Estimate Cost/Resource Factors in Dealing with Problems
Q 5 E 4	Construct Categories	G 7 C 4	Calculate Risk Factors in Dealing with Problems
Q 5 F	Apply Logic/Reason	G 7 C 5	Assess Impact of Others on Your Decision
Q 5 F 1	Describe Situation	G 7 C 6	Assess Impact of Decision on Others
Q 5 F 2	Identify Facets	G 7 C 7	Assess Impact of Circumstances & Conditions on Decisions to be Made
Q 5 F 3	Categorize Relevant and Irrelevant Facts	G 7 C 8	Define Absolute Limits on Decision
Q 5 F 4	Present Premises		
Q 5 F 5	Formulate Assumptions	G 7 D	Generate Alternatives
Q 5 F 6	Criticize Premises and Assumptions	G 7 D 1	List All Possible Alternatives in Problem Solving
Q 5 F 7	List Probable Conclusions	G 7 D 2	Determine if Enough Information has been Gathered About Problem
Q 5 F 8	Construct Inductive Arguments	G 7 D 3	Consult Others for Additional Ideas on Problem Solving
Q 5 F 9	Construct Inductive Arguments	G 7 D 4	Determine which Wants and Needs have Highest Priority
Q 5 F 10	Identify Faulty Logic		
Q 5 F 11	Evaluate Process	G 7 E	Evaluate Alternatives
		G 7 E 1	Weigh Pros and Cons of Problem Solving Alternatives
		G 7 E 2	Consider Criteria & Constraints of Problem Solving Alternatives
		G 7 E 3	Speculate Possible Outcomes of Problem Solving Alternatives
Q 6	Recall and Apply Data to New Situations	G 7 F	Make Decision
Q 6 A	Employ Recall Techniques	G 7 F 1	Select Best Problem Solving Alternative
Q 6 A 1	Apply Role Technique	G 7 F 2	Carry Out Decision re Problem Solving
Q 6 A 2	Apply Mnemonic Techniques	G 7 F 3	Decide When and How to Evaluate Problems
Q 6 A 3	Apply Note-Taking Techniques and Methods		
Q 6 A 4	Apply Review Techniques	G 7 G	Evaluate Results of Decisions
Q 6 A 5	Associate New Data with Prior Knowledge	G 7 G 1	Reflect on Consequences of Decision
Q 6 A 6	Apply Concentration Techniques	G 7 G 2	Accept Responsibility for Decision
Q 6 A 7	Participate in Competition	G 7 G 3	Relate Experience to Future Decisions
Q 6 A 8	Apply Spaced and Massed Practice		
Q 6 B	Apply Knowledge to New Situations		
Q 6 B 1	Extract Relevant Ideas		
Q 6 B 2	Compare Old Knowledge to New Situations		
Q 6 B 3	Study Related Fields		
Q 6 B 4	Categorize New Knowledge into Appropriate Context		
Q 6 B 5	Evaluate the Design/Procedure		
			CATEGORY H "COMMUNICATE"
Q 7	Apply Problem Solving Technique to Make Rational & Reasonable Decisions	H 1	Participate in Verbal Communications Including Sign Language
Q 7 A	Identify Problem	H 1 A	Convey Ideas and Information to Others
Q 7 A 1	Recognize Indications that Problems Exist	H 1 A 1	Use Vocabulary Appropriate to the Topic and Listener

M 1 A 2	Deal with Specific Topic (Ideas and Information)	M 2 B 2	Use Early Review/Repetition of Information Input
M 1 A 3	Organize Thoughts Clearly and Concisely	M 2 B 3	Apply or Practice Recalling Idea
M 1 A 4	Speak so Others Can Hear and Understand	M 2 B 4	Use Records in Assisting Recall
M 1 A 5	Use Appropriate Tone and Inflection		
M 1 A 6	Ensure Clarity of Verbal Presentation		
M 1 B	Receive Ideas and Information through Listening and Comprehension	M 3	Read and Interpret Signs and Labels
M 1 B 1	Listen Attentively to Others for Ideas and Information	M 3 A	Recognize Signs and Labels
M 1 B 2	Identify Main Idea and Supporting Details from Verbal Communication	M 3 A 1	Gain Exposure to Language Signs and Labels
M 1 B 3	Understand Inflections and Tones Used in Verbal Communication	M 3 A 2	Be Aware of Importance of Language Labels
M 1 B 4	Relate Verbal Information to Previous Knowledge and Experiences	M 3 A 3	Develop Habit of Attending to Language Labels
M 1 B 5	Draw Inferences from Presented Information	M 3 B	Appreciate Speed of Decoding Labels and Signs Increases with Practice
M 1 B 6	Appreciate Innovative Ideas Shared by Speaker	M 3 B 1	Read Words Commonly Found on Prescriptions, Garments, Foods, etc.
M 1 B 7	Evaluate All Ideas and Information	M 3 C	Utilize the Information Found in Signs and Labels
M 1 C	Be an Active Listener	M 3 C 1	Realize Purpose of Language Signs and Labels
M 1 C 1	Seek Clarification through Paraphrasing Ideas and Information Received	M 3 C 2	Understand Legal and Safety Implications of Language Signs and Labels
M 1 C 2	Seek Clarification through Asking Questions and Allowing for Responses	M 3 C 3	Follow Directions given by Language Signs and Labels
M 1 C 3	Provide Feedback to Other's Verbal Communication		
M 1 D	Utilize Conversational Skills	M 4	Read for Comprehension
M 1 D 1	Initiate a Conversation	M 4 A	Analyze
M 1 D 2	Determine where Conversation is Leading	M 4 A 1	Know Alphabet
M 1 D 3	Decide when to Speak and when to Listen	M 4 A 2	Sequence Letters
M 1 D 4	Get Back on Topic with Text	M 4 A 3	Learn Word Identification Skills
M 1 D 5	Change Conversation Topics	M 4 B	Attend
M 1 D 6	Deal with Opposing Points of View	M 4 B 1	Develop Own Powers of Concentration
M 1 D 7	Inspire and Draw forth Information	M 4 B 2	Focus on Task at Hand
M 1 D 8	Accommodate Others within Conversations	M 4 B 3	Discriminate Sounds and Symbols
M 1 D 9	Terminate a Conversation	M 4 B 4	Select Cues from Text and Experience
M 1 E	Understand Barriers and Enhancements to Verbal Communication	M 4 C	Predict Word; Meaning; Outcomes
M 1 E 1	Understand Effect of Body Language on Communication	M 4 C 1	Use Contextual Clues to Predict
M 1 E 2	Understand Need for Variety of Presentations	M 4 C 2	Recall Information
M 1 E 3	Understand Influence of External Factors	M 4 C 3	Combine Past Experience with Language
M 1 E 4	Understand Emotional State of Self and Others	M 4 C 4	Organize and Sequence Words into Sentences
M 1 E 5	Understand Relationship Role between Participants	M 4 C 5	Decode Words by Sound and Meaning
M 2	Recall Ideas and Information	M 4 D	Associate/Interpret
M 2 A	Apply a Variety of Techniques to Retain Incoming Information	M 4 D 1	Understand Main Idea
M 2 A 1	Select Information for Remembering	M 4 D 2	Differentiate Between Fact and Fiction when Reading
M 2 A 2	Use Techniques to Organize Information	M 4 D 3	Recognize Relationships and Ideas
M 2 A 3	Know Best Learning Mode for Self	M 4 D 4	Discriminate Sounds and Symbols
M 2 A 4	Apply Appropriate Learning Mode for Self	M 4 D 5	Answer Questions Regarding Material Read
M 2 A 5	Utilize More than One Sensory Input	M 4 D 6	Draw Inferences from Written Material
M 2 B	Use Recall Systems that are Comfortable	M 4 D 7	Ask Relevant Questions when Reading
M 2 B 1	Relate Associated Ideas/Places to the Present	M 4 D 8	Expand Vocabulary

H 4 E	Generalize	
H 4 E 1	Draw on Personal Experiences when Reading	
H 4 E 2	Make Inferences	
H 4 E 3	Relate Parts to New Words	
H 4 F	Synthesize	
H 4 F 1	Summarize Information of Written Material	
H 4 F 2	Understand Main Idea of Written Material	
H 4 F 3	Evaluate Relevance of Written Material	
H 4 F 4	Draw Conclusions from Written Material	
H 4 F 5	Interrelate and Compare Ideas of Written Material	
H 4 F 6	Extract Information from Written Material	
H 4 F 7	Use Recognition Skills and Recall Skills when Reading	
H 5	Interpret Graphical, Pictorial, and Symbolic Information	
H 5 A	Recognize Purposes and Uses	
H 5 A 1	Be Aware of Purpose of Graphs, Pictorials, and Symbolic Information	
H 5 A 2	Identify Types of Graphs	
H 5 B	Recognize and Interpret Various Components of Information	
H 5 B 1	Know Appropriate Symbols for Graphs	
H 5 B 2	Recognize Systems and Symbols of Graphs	
H 5 B 3	Differentiate Shapes, Patterns, and Colours	
H 5 B 4	Read Word and Number Legends	
H 5 B 5	Read Scales	
H 5 C	Synthesize Presented Information	
H 5 C 1	Perceive Meaning of Presented Information which utilizes Graphs, Pictorials, and Symbolic Information	
H 5 C 2	Identify Relationships and Associations of Information which utilizes Graphs, Pictorials, and Symbolic Information	
H 5 C 3	Relate (Graphs etc.) to Past Experiences	
H 5 C 4	Extract Relevant Information from Graphs, Pictorials, and Symbolic Information	
H 6	Write to Express an Idea or Convey Information	
H 6 A	Mechanics of Writing	
H 6 A 1	Construct Written Characters	
H 6 A 2	Use Grammar Correctly	
H 6 A 3	Spell Accurately	
H 6 A 4	Punctuate Properly	
H 6 A 5	Develop Vocabulary	
H 6 B	Analyze and Construct Sentences	
H 6 B 1	Identify and Use Phrases and Clauses	
H 6 B 2	Identify and Use Various Kinds of Sentences	
H 6 B 3	Translate Thoughts/Feelings into Appropriate Words	
H 6 B 4	Organize and Sequence Words Using Correct Grammatical Rules to Form Sentences	
H 6 C	Organize and Write a Paragraph	
H 6 C 1	Logically Organize and Sequence Ideas Expressed in Grammatically Accurate Sentences	
H 6 C 2	Differentiate Relevance from Irrelevance in Sentences	
H 6 C 3	Stay on Topic when Writing	
H 6 C 4	Include All Necessary Ideas when Writing	
H 6 C 5	Eliminate Ambiguities in Writing	
H 7	Communicate Using Electro Mechanical Aids	
H 7 A	Use of the Telephone	
H 7 A 1	Use Telephone Directory Effectively	
H 7 A 2	Use Good Telephone Procedures and Etiquette	
H 7 B	Use Mass Media Selectively	
H 7 B 1	Use Mass Media Selectively	
H 7 C	Become Knowledgeable of Rapidly Changing Communication Technology	
H 7 C 1	Be Familiar with Communications Technology as Applied to Every Day Life	
H 7 C 2	Be Familiar with Communications Technology as it Applies to the Job Employment	
I 1	Perform Basic Mathematical Operations on Whole Numbers	
I 1 A	Perform Basic Mathematical Operations on Whole Numbers	
I 1 A 1	Count	
I 1 A 2	Recognize the Number of Objects	
I 1 A 3	Write Numbers 0 - 9	
I 1 A 4	Identify Place Values	
I 1 A 5	Read Whole Numbers	
I 1 A 6	Write Whole Numbers	
I 1 A 7	Apply Previously Learned Skills to Problem Solving	
I 1 B	Add Whole Numbers	
I 1 B 1	Define Terms Related to Addition	
I 1 B 2	Add Single Digit Whole Numbers	
I 1 B 3	Round Off Whole Numbers	
I 1 B 4	Estimate Sums of Whole Numbers	
I 1 B 5	Add Numbers with Two or More Digits	
I 1 B 6	Compare Estimates with Actual Sums	
I 1 B 7	Apply Previously Learned Skills to Problem Solving	
I 1 C	Subtract Whole Numbers	
I 1 C 1	Define Terms Related to Subtraction	

CATEGORY I "USE MATHEMATICS"

- 1 1 C 2 Subtract Single Digit Whole Numbers
- 1 1 C 3 Estimate Whole Number Differences
- 1 1 C 4 Subtract Numbers with Two or More Digits
- 1 1 C 5 Compare Estimates with Actual Differences
- 1 1 C 6 Apply Previously Learned Skills to Problem Solving

- 1 1 D Multiply Whole Numbers
- 1 1 D 1 Define Terms Related to Multiplication
- 1 1 D 2 Multiply Single Digit Whole Numbers
- 1 1 D 3 Estimate Products
- 1 1 D 4 Multiply Numbers with Two or More Digits
- 1 1 D 5 Compare Estimates with Actual Products
- 1 1 D 6 Apply Previously Learned Skills to Problem Solving
- 1 1 E Divide Whole Numbers
- 1 1 E 1 Define Terms Related to Division
- 1 1 E 2 Divide Single Digit Whole Numbers
- 1 1 E 3 Divide Numbers with Two or More Digits
- 1 1 E 4 Check Answer by Multiplication
- 1 1 E 5 Apply Previously Learned Skills to Problem Solving

1 2 Perform Basic Mathematical Operations on Fractions

- 1 2 A Demonstrate an Understanding of Common Fractions
- 1 2 A 1 Explain the Concept of a Fraction
- 1 2 A 2 Identify Types of Fractions
- 1 2 A 3 Change Improper Fractions to Mixed Numbers and Vice Versa
- 1 2 A 4 Change Fractions to Equivalent Fractions in Higher Terms
- 1 2 A 5 Reduce Fractions
- 1 2 A 6 Order Fractions
- 1 2 A 7 Apply Previously Learned Skills to Problem Solving
- 1 2 B Add Fractions
- 1 2 B 1 Add Fractions with the Same Denominator
- 1 2 B 2 Identify Lowest Common Denominator
- 1 2 B 3 Change Fractions to Equivalent Form
- 1 2 B 4 Add Fractions with Different Denominators
- 1 2 B 5 Add Mixed Numbers
- 1 2 B 6 Add Whole Numbers to Proper Fractions and/or Mixed Numbers
- 1 2 B 7 Apply Previously Learned Skills to Problem Solving
- 1 2 C Subtract Fractions
- 1 2 C 1 Subtract Fractions with the Same Denominators
- 1 2 C 2 Subtract Fractions with Different Denominators
- 1 2 C 3 Subtract Mixed Numbers with Borrowing
- 1 2 C 4 Subtract Whole/Mixed Numbers from Whole/Mixed Numbers
- 1 2 C 5 Apply Previously Learned Skills to Problem Solving

- 1 2 D Multiply Fractions
- 1 2 D 1 Multiply Proper Fractions
- 1 2 D 2 Multiply All Types of Fractions
- 1 2 D 3 Apply Previously Learned Skills to Problem Solving
- 1 2 E Divide Fractions
- 1 2 E 1 Identify Reciprocals
- 1 2 E 2 Divide Proper Fractions

- 1 2 E 3 Divide All Types of Fractions
- 1 2 E 4 Apply Previously Learned Skills to Problem Solving

1 3 Perform Basic Mathematical Operations on Decimals

- 1 3 A Demonstrate an Understanding of Decimal Fractions
- 1 3 A 1 Explain the Concept of a Decimal
- 1 3 A 2 Identify Place Values
- 1 3 A 3 Convert Decimals to Fractions
- 1 3 A 4 Read and Write Decimals
- 1 3 A 5 Compare and Order Decimals
- 1 3 A 6 Round Off Decimals
- 1 3 A 7 Apply Previously Learned Skills to Problem Solving
- 1 3 B Add Decimals
- 1 3 B 1 Add Decimals
- 1 3 B 2 Apply Previously Learned Skills to Problem Solving
- 1 3 C Subtract Decimals
- 1 3 C 1 Subtract Decimals
- 1 3 C 2 Apply Previously Learned Skills to Problem Solving
- 1 3 D Multiply Decimals
- 1 3 D 1 Multiply Decimals
- 1 3 D 2 Apply Previously Learned Skills to Problem Solving
- 1 3 E Divide Decimals
- 1 3 E 1 Divide Decimals
- 1 3 E 2 Apply Previously Learned Skills to Problem Solving
- 1 3 F Change to Decimals
- 1 3 F 1 Change Fractions to Decimals
- 1 3 F 2 Change Mixed Numbers to Decimals

1 4 Perform Basic Mathematical Operations on Ratio, Proportion and Percent

- 1 4 A Demonstrate an Understanding of Ratios
- 1 4 A 1 Define Ratio
- 1 4 A 2 Write Ratios
- 1 4 A 3 Compare Ratios
- 1 4 A 4 Apply Previously Learned Skills to Problem Solving
- 1 4 B Demonstrate an Understanding of Proportions
- 1 4 B 1 Define Proportions
- 1 4 B 2 Find the Missing Term in a Proportion
- 1 4 B 3 Apply Previously Learned Skills to Problem Solving
- 1 4 C Demonstrate an Understanding of Percentages
- 1 4 C 1 Learn the Meaning of Percent
- 1 4 C 2 Change a Percent to a Decimal and a Decimal to a Percent
- 1 4 C 3 Change a Percent to a Fraction and a Fraction to a Percent
- 1 4 C 4 Apply Previously Learned Skills to Problem Solving

1 4 D	Find Percentages	1 7 C	Demonstrate an Understanding of Capacity
1 4 D 1	Find a Percent of a Number	1 7 C 1	Define Capacity
1 4 D 2	Find what Percent One Number is of Another	1 7 C 2	Estimate the Capacity of Objects
1 4 D 3	Find a Number when a Percent of it is Given	1 7 C 3	Measure the Capacity of Objects
1 4 D 4	Apply Previously Learned Skills to Problem Solving	1 7 C 4	Convert from One Unit to Another
1 4 E	Demonstrate an Understanding of Simple Interest	1 7 C 5	Apply Previously Learned Skills to Problem Solving
1 4 E 1	Define Simple Interest		
1 4 E 2	Calculate Simple Interest		
1 4 E 3	Apply Previously Learned Skills to Problem Solving		
1 5	Perform Basic Time Conversions	1 8	Understand Geometric Measurement
1 5 A	Demonstrate an Understanding of the 24 Hour Clock	1 8 A	Demonstrate an Understanding of Plane Figures
1 5 A 1	Understand the 24 Hour Clock	1 8 A 1	Identify Simple Plane Figures
1 5 A 2	Apply Previously Learned Skills to Problem Solving	1 8 B	Demonstrate an Understanding of Perimeter
1 5 B	Demonstrate an Understanding of Time Zones	1 8 B 1	Define Perimeter
1 5 B 1	Understand Time Zones	1 8 B 2	Find the Perimeter of Geometric Figures
		1 8 B 3	Apply Previously Learned Skills to Problem Solving
1 6	Interpret Charts and Graphs	1 8 C	Demonstrate an Understanding of Area
1 6 A	Demonstrate an Understanding of Interpreting Charts	1 8 C 1	Define Area
1 6 A 1	Read Charts	1 8 C 2	Find the Area of Rectangular Figures
1 6 A 2	Apply Previously Learned Skills to Problem Solving	1 8 C 3	Apply Previously Learned Skills to Problem Solving
1 6 B	Demonstrate an Understanding of Interpreting Graphs		
1 6 B 1	Read Graphs		
1 6 B 2	Apply Previously Learned Skills to Problem Solving		
1 7	Understand the S.I. System	1 9	Use Calculators
1 7 A	Demonstrate an Understanding of Metric Linear Units	1 9 A	Demonstrate an Understanding of the Use of Calculators
1 7 A 1	Define Metric Linear Units	1 9 A 1	Operate Simple Calculators
1 7 A 2	Estimate the Length of Objects	1 9 A 2	Apply Previously Learned Skills to Problem Solving
1 7 A 3	Measure the Length of Objects		
1 7 A 4	Convert from One Unit to Another		
1 7 A 5	Apply Previously Learned Skills to Problem Solving		
1 7 B	Demonstrate an Understanding of Mass		
1 7 B 1	Define Mass		
1 7 B 2	Estimate the Mass of Objects		
1 7 B 3	Measure the Mass of Objects		
1 7 B 4	Convert from One Unit to Another		
1 7 B 5	Apply Previously Learned Skills to Problem Solving		

APPENDIX E
INSTRUCTION SHEET

STEP BY STEP INSTRUCTIONS

1. Your research package should include the following items: (a) CATALOGUE OF ADULT BASIC SKILLS (b) A PROFILE OF ADULT BASIC SKILLS. Please ensure that you have received these materials.
2. Turn first to the CATALOGUE OF ADULT BASIC SKILLS. This information is provided for your reference only. There is nothing to be completed in this section, but please take some time to familiarize yourself with this reference material. To aid your understanding, an "INTRODUCTION TO THE CATALOGUE" appears in the preface to the catalogue.
3. You are now ready to complete the PROFILE OF ADULT BASIC SKILLS. As the first step, please read the section headed "INSTRUCTIONS" on the Profile. Do this now. As you have read, our study is interested in determining how important you feel each of the identified skill areas (each box on the Profile) is to a normally functioning adult. Please note that we are not concerned with your view of yourself, or in an assessment of you with respect to these skills. We are interested only in your opinion as to the importance of each skill to a normally functioning adult. You will respond on a 5 point scale by circling that answer which best reflects your opinion of the skill or ability under consideration. Please take your time, consider each skill area carefully before you answer, and be sure to respond with one and only one answer to every skill area (every box on the Profile). There are no right or wrong answers, and this is not a test. If you have any difficulties or questions concerning any given skill, please consult the Catalogue for more information and/or feel free to contact our research office. The "Don't Know" response should be selected only when you have no opinion as to the importance of a skill, not when a skill is unclear to you. Telephone help will be available from our research office at 432-4792.

Monday - Friday	8:00 am - 12:00 noon 1:00 pm - 4:00 pm 7:00 pm - 9:00 pm
Saturday	10:00 am - 1:00 pm

4. A few days after receiving this package, and after you have completed the Profile, you will be contacted by an interviewer concerning completion of the remainder of the study.

APPENDIX F
INTERVIEWER'S PROFILE QUESTIONS

Respondent No.

INTERVIEWER'S PROFILE QUESTIONS

- A1. CARDS: Which adjective(s) best describe your experience in completing the Profile portion of this research project? (circle all adjectives selected)

Boring	Easy	Fun
Challenging	Educational	Interesting
Confusing	Frustrating	Uninteresting
Difficult	Other (please specify):	

- A2. Did you learn anything about yourself and/or Adult Basic Skills from completing the Profile portion of this project?

..... YES

..... NO

If YES, what did you learn?

- A3. Would you care to learn more about Adult Basic Skills and/or this research project?

..... YES

..... NO

If YES, what would you like to learn?

- A4. How long did it take you to complete the Profile? (indicate time and unit of time)

A5. How difficult did you find this task? (circle one number)

-2	-1	0	+1	+2
Very	Diff.		Easy	Very
Diff.				Easy

A6. As you completed the Profile, what general question did you answer?

- (Respondent is to paraphrase the research question: i.e. "How important are these skills to a normally functioning adult?")
- (Interviewer should write down respondent's words as exactly as possible.)

.....

.....

.....

A7. (INTERVIEWER) Are all of the "boxes" on the Profile answered? (scan Profile)

..... YES NO

A8. (INTERVIEWER) Interviewer's overall impression of respondent's reliability on the Profile:

-2	-1	0	+1	+2
Very	Unrel.		Rel.	Very
Unrel.				Rel.

A9. (INTERVIEWER) Interviewer's recommendation:

..... Accept data Reject data

A10. (INTERVIEWER) General Comments:

.....

.....

.....

Q U E S T I O N N A I R E

Adult Basic Skills Research Project

SKILLS MODEL QUESTIONS

1. The sphere was selected to represent the total set of skills an adult may possess. Do you feel that the sphere is a good symbol or a bad symbol to help you understand the Model? (please circle one number)

-2	-1	0	+1	+2
Very Bad	Bad		Good	Very Good

Please state the reason(s) for your choice:

.....

.....

Is there any other symbol that would have better helped you understand this Model?

.....

.....

2. The cone was selected to represent a set of Adult Basic Skills identified by Albertans in previous research (see the Profile). Do you feel that the cone is a good symbol or a bad symbol to help you understand the Model? (please circle one number)

-2	-1	0	+1	+2
Very Bad	Bad		Good	Very Good

Please state the reason(s) for your choice:

.....

.....

Is there any other symbol that would have better helped you understand this Model?

.....

.....

3. Look at (C) (Adult Basic Skill Clusters) on the Model. Each of the 3 clusters is a group of skill categories that are related to each other. Do you agree or disagree that (C) is a good way to show how the 3 clusters are related? (please circle one number)

-2	-1	0	+1	+2
Strongly	Disagree		Agree	Strongly
Disagree				Agree

Please state the reason(s) for your choice:

.....

.....

Is there a better way to show how these 3 clusters are related?

.....

.....

4. Look at (d) (Adult Basic Skill Categories) on the Model. Each of the 9 categories is a group of skills that are related to each other. Do you agree or disagree that (d) is a good way to show how the 9 categories are related? (please circle one number)

-2	-1	0	+1	+2
Strongly	Disagree		Agree	Strongly
Disagree				Agree

Please state the reason(s) for your choice:

.....

.....

Is there a better way to show how these 9 categories are related?

.....

.....

5. Figure (c) shows INTERPERSONAL skills as being the core of the Adult Basic Skills "cone". The core is defined as being in the centre. The INTERPERSONAL skills then, are viewed as central to and supportive of skill development in the FOUNDATION and CONTEXT areas. Do you agree or disagree with the placement of INTERPERSONAL skills at the core or centre of the Model? (please circle one number)

-2	-1	0	+1	+2
Strongly	Disagree		Agree	Strongly
Disagree				Agree

Please state the reason(s) for your choice:

.....

.....

Is there a better way to show the relationship among these 3 clusters of skills?

.....

.....

6. The large cone at (d) is meant to show the relationship among the 3 clusters. Do you agree or disagree that this large cone is a good way to show how the 3 clusters are related? (please circle one number)

-2	-1	0	+1	+2
Strongly	Disagree		Agree	Strongly
Disagree				Agree

Please state the reason(s) for your choice:

.....

.....

Is there a better way to depict the relationship among the 3 clusters?

.....

.....

7. Do you agree or disagree that (a) (b) (c) and (d) provide enough information for you to understand the Model? (please circle one number)

-2	-1	0	+1	+2
Strongly	Disagree		Agree	Strongly
Disagree				Agree

Please state the reason(s) for your choice:

.....

.....

How would you change the Model (parts (a) (b) (c) (d)) to improve understanding?

.....

.....

8. The Profile (e) and exploded views (f) and (g) of the basic skills area "Motivate Self" are provided on the Model to help in understanding the catalogue of Adult Basic Skills. (Please answer both questions (a) and (b)).

(a) Do you agree or disagree that (e) (f) and (g) help explain the organization of the catalogue? (please circle one number)

-2	-1	0	+1	+2
Strongly	Disagree		Agree	Strongly
Disagree				Agree

(b) Do you agree or disagree that (e) (f) and (g) should appear on the Skills Model? (please circle one number)

-2	-1	0	+1	+2
Strongly	Disagree		Agree	Strongly
Disagree				Agree

9. How do you rate this Model of a cone and a sphere to depict the Adult Basic Skills? (please circle one number)

-2	-1	0	+1	+2
Very Bad	Bad		Good	Very Good
Model				Model

Can you suggest any other changes which would substantially improve this Model?

.....

.....)

.....

DEMOGRAPHIC INFORMATION

(Respondent may refuse to answer any question)

10. Age:
11. Sex: Male
..... Female
12. Are you presently:
..... an employee
..... an employer
..... self-employed
..... unemployed
..... retired
..... other (please specify):
13. Over the course of your work history, have you usually been:
..... an employee
..... an employer
..... self-employed
..... other (please specify):
14. Current occupation:
.....
15. Over the course of your work history, what has been your usual occupation:
.....

16. When you completed the Profile, from what occupational perspective were you answering:

.....

17. What is your level of education (in school years or fractions thereof):

University

College, Institute, Vocational
School (please specify name
of institution):

.....

High School

Junior High School

Elementary School

Comments:

.....

18. Other Education/Training: (please circle one number)

0	1	2	3	4
Not at all				Very
involved				involved

Of your Other Education/Training, what percent is in each of the following areas:

....% On-the-Job Training/Job Upgrading

....% Continuing Education (Academic)

....% Recreational/Leisure/General Interest

....% Other (please specify):

.....

19. Language/Culture/Ethnicity

a) What is the first language you learned as a child:

.....

b) What is your ethnic origin:

.....

c) What ethnic/cultural group do you feel most closely associated with:

.....

20. Area of Edmonton: (Community name - Interviewer should know the name of the area)

.....

21. Mathematics Education:

All respondents should read and complete PART (A)

PART (A) DEFINITIONS

--- Academic Math Courses

Those courses whose purpose may be to provide a basis for further study in the field of Mathematics (e.g. trigonometry, geometry, algebra, etc.)

--- General (Applied) Math Courses

Those courses whose main purpose is to provide skills for a field other than pure mathematics (e.g. business math, accounting math, vocational math, etc.)

PART (A) QUESTION - Please circle the highest level course(s) completed (with passing marks). Several categories may be checked, if necessary:

Elementary School:	Grade	1	2	3	4	5	6
Junior High School:	Grade	7	8	9			
High School - Academic:	Grade	10	11	12			
- General:	Grade	10	11	12			

If you have no post-secondary mathematics training, please skip to PART (C)

PART (B) DEFINITIONS

--- Junior Level Math Courses

Those courses designed for first or second year college or university students (no matter what year actually taken)

--- Senior Level Math Courses

Those courses designed for third or fourth year college or university students (no matter what year actually taken)

--- Graduate Level Math Courses

University courses designed for programs at the Master's level and above (no matter when actually taken)

PART (B) QUESTION - Please circle the highest level course(s) completed (with passing marks). Several categories may be checked, if necessary:

Technical School, Training Institute, Vocational School, etc.:

Academic	- 1st Year	2nd Year	Above
General	- 1st Year	2nd Year	Above

College:	Academic	- Jr Level	Sr Level	Grad Level
	General	- Jr Level	Sr Level	Grad Level

University:	Academic	- Jr Level	Sr Level	Grad Level
	General	- Jr Level	Sr Level	Grad Level

If you have additional mathematics training not already identified, please go on to PART (C)

PART (C) QUESTION - Mathematics training which does not fit any of the above categories should be described here. Include type of course, length of course (total hours), purpose of course, if possible. Any additional explanatory comments on any mathematics training may be included here:

.....
.....
.....
.....

INTERVIEWER'S SKILLS MODEL QUESTIONS

- B1. (INTERVIEWER) How long did it take to explain the Model and answer the Skills Model Questions? (indicate time and unit of time)
-

- B2. (INTERVIEWER) How difficult was this explanation and answering process for the respondent? (circle one number)

-2	-1	0	+1	+2
Very	Diff.		Easy	Very
Diff.				Easy

- B3. (INTERVIEWER) Interviewer's overall impression of respondent's reliability on the Model: (circle one number)

-2	-1	0	+1	+2
Very	Unrel.		Rel.	Very
Unrel.				Rel.

- B4. (INTERVIEWER) Interviewer's recommendation:

..... Accept data Reject data

- B5. (INTERVIEWER) General Comments:
-
-
-

APPENDIX G
SUMMARY OF ONE-WAY ANOVA AND SCHEFFE

TABLE G-1

SUMMARY OF ONE-WAY ANOVA AND SCHEFFÉ

Item	Sex	Means			Significant(S) 1 vs. 2	Not Significant (NS)	
		1*	2*	3*		1 vs. 3	2 vs. 3
Sk111 B9	Female	2.21	2.15	1.79	NS	.42 (S)	.36 (S)
Sk111 B11	Female	1.76	1.75	1.41	NS	.35 (S)	.35 (S)
Sk111 C8	Female	1.72	1.88	1.53	NS	NS	.35 (S)
Sk111 C14	Female	2.08	2.27	1.75	NS	.32 (S)	.51 (S)
Sk111 C16	Female	2.30	2.48	1.75	NS	.55 (S)	.73 (S)
Sk111 D6	Female	2.93	2.73	2.39	NS	.55 (S)	.34 (S)
Sk111 D6	Male	3.14	2.76	2.52	.37	.62 (S)	NS
Sk111 I8	Female	3.10	2.90	2.50	NS	.60 (S)	.40 (S)
Category C	Female	1.80	1.92	1.67	NS	NS	.25 (S)
Category D	Female	2.20	2.23	1.95	NS	.25 (S)	.28 (S)
Cluster: Context Skills	Female	1.86	1.93	1.69	NS	.16 (S)	.24 (S)

*1 = Young (18-29 years)

*2 = Transitional (30-49 years)

*3 = Old (50+ years)

APPENDIX H

SUMMARY OF TWO-WAY ANOVA.

SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Skill A1	Male	1.48				
	Female	1.32	S	14.53	(1,743)	p .001
	Age	1.30,1.47,1.36	NS	6.07	(2,753)	p .001
	Sex x Age (M)	1.38,1.54,1.47	NS	.47	(2,753)	p .001
	(F)	1.24,1.41,1.25				
Skill A4	Male	1.58				
	Female	1.41	S	15.59	(1,753)	p .001
	Age	1.57,1.51,1.37	NS	6.17	(2,753)	p .001
	Sex x Age (M)	1.69,1.60,1.44	NS	.24	(2,753)	p .001
	(F)	1.47,1.43,1.31				
Skill A6	Male	1.82				
	Female	1.57	S	23.72	(1,749)	p .001
	Age	1.75,1.76,1.51	S	8.84	(2,749)	p .001
	Sex x Age (M)	1.84,1.89,1.68	NS	.71	(2,749)	p .001
	(F)	1.68,1.63,1.36				
Skill A8	Male	1.82				
	Female	1.77	NS	.89	(1,749)	p .001
	Age	1.88,1.85,1.59	S	9.60	(2,749)	p .001
	Sex x Age (M)	1.95,1.84,1.64	NS	.67	(2,749)	p .001
	(F)	1.82,1.85,1.55				
Skill B10	Male	2.81				
	Female	2.79	NS	.11	(1,745)	p .001
	Age	2.98,2.84,2.54	S	9.65	(2,745)	p .001
	Sex x Age (M)	3.12,2.78,2.55	NS	2.40	(2,745)	p .001
	(F)	2.85,2.90,2.54				

TABLE H-1
(continued)

SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Skill B11	Male	1.88				
			S	12.84	(1,747)	p .001
	Female	1.67				
	Age	1.83,1.84,1.57	S	8.06	(2,747)	p .001
	Sex x Age (M)	1.93,1.93,1.73				
			NS	.47	(2,747)	p .001
	(F)	1.75,1.75,1.41				
Skill C1	Male	1.89				
			S	24.19	(1,747)	p .001
	Female	1.63				
	Age	1.86,1.77,1.63	NS	5.23	(2,747)	p .001
	Sex x Age (M)	2.01,1.85,1.84				
			NS	1.87	(2,747)	p .001
	(F)	1.72,1.69,1.42				
Skill C8	Male	1.82				
			NS	1.90	(1,754)	p .001
	Female	1.75				
	Age	1.75,1.89,1.63	S	9.69	(2,754)	p .001
	Sex x Age (M)	1.77,1.90,1.72				
			NS	1.15	(2,754)	p .001
	(F)	1.72,1.89,1.53				
Skill C14	Male	2.27				
			NS	8.21	(1,751)	p .001
	Female	2.08				
	Age	2.16,2.31,1.96	S	9.22	(2,751)	p .001
	Sex x Age (M)	2.25,2.34,2.18				
			NS	2.45	(2,751)	p .001
	(F)	2.08,2.28,1.75				
Skill C16	Male	2.40				
			NS	5.22	(1,753)	p .001
	Female	2.24				
	Age	2.43,2.48,1.91	S	21.32	(2,753)	p .001
	Sex x Age (M)	2.58,2.48,2.09				
			NS	2.45	(2,753)	p .001
	(F)	2.30,2.49,1.73				

TABLE H-1
(continued)

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SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Sk111 D2	Male	1.63				
	Female	1.43	S	21.33	(1,753)	p .001
	Age	1.56,1.57,1.41	NS	4.60	(2,753)	p .001
	Sex x Age (M)	1.77,1.61,1.52	NS	4.57	(2,753)	p .001
	(F)	1.37,1.53,1.32				
Sk111 D6	Male	2.81				
	Female	2.70	NS	3.11	(1,751)	p .001
	Age	3.04,2.74,2.46	S	19.73	(2,751)	p .001
	Sex x Age (M)	3.16,2.76,2.54	NS	.71	(2,751)	p .001
	(F)	2.93,2.72,2.38				
Sk111 D7	Male	2.88				
	Female	2.60	S	7.29	(1,751)	p .001
	Age	2.90,2.72,2.58	NS	6.39	(2,751)	p .001
	Sex x Age (M)	3.02,2.82,2.82	NS	1.58	(2,751)	p .001
	(F)	2.79,2.62,2.34				
Sk111 D8	Male	2.52				
	Female	2.29	NS	10.83	(1,751)	p .001
	Age	2.47,2.49,2.16	S	7.88	(2,751)	p .001
	Sex x Age (M)	2.60,2.56,2.35	NS	.83	(2,751)	p .001
	(F)	2.36,2.41,1.98				
Sk111 E8	Male	2.45				
	Female	2.16	S	16.40	(1,747)	p .001
	Age	2.33,2.36,2.14	NS	3.41	(2,747)	p .001
	Sex x Age (M)	2.45,2.55,2.26	NS	.50	(2,747)	p .001
	(F)	2.23,2.19,2.03				

TABLE H-1
(continued)

SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Skill F6	Male	2.23				
	Female	1.94	S	21.80	(1,751)	p .001
	Age	2.05,2.13,2.02	NS	1.05	(2,751)	p .001
	Sex x Age (M)	2.23,2.32,2.09	NS	1.06	(2,751)	p .001
	(F)	1.91,1.95,1.95				
Skill I8	Male	2.56				
	Female	2.87	S	13.34	(1,739)	p .001
	Age	2.93,2.75,2.44	S	9.47	(2,739)	p .001
	Sex x Age (M)	2.71,2.58,2.38	NS	.80	(2,739)	p .001
	(F)	3.11,2.91,2.51				
Category A	Male	1.80				
	Female	1.64	S	22.32	(1,758)	p .001
	Age	1.75,1.76,1.61	NS	7.47	(2,758)	p .001
	Sex x Age (M)	1.83,1.82,1.73	NS	.92	(2,758)	p .001
	(F)	1.68,1.70,1.50				
Category B	Male	1.90				
	Female	1.85	NS	2.46	(1,758)	p .001
	Age	1.90,1.92,1.76	S	7.95	(2,758)	p .001
	Sex x Age (M)	1.96,1.91,1.81	NS	1.74	(2,758)	p .001
	(F)	1.85,1.92,1.71				
Category C	Male	1.94				
	Female	1.82	NS	10.71	(1,758)	p .001
	Age	1.85,1.95,1.78	S	9.18	(2,758)	p .001
	Sex x Age (M)	1.91,1.99,1.88	NS	1.27	(2,758)	p .001
	(F)	1.80,1.92,1.68				

TABLE H-1
(continued)

SUMMARY OF TWO-WAY ANOVA

Item	Dependent Variables	Means	Significant(S) Not Significant (NS)	F	df	Probability
Category D	Male	2.28				
			NS	11.20	(1,758)	p .001
	Female	2.15				
	Age	2.29,2.25,2.06	S	10.13	(2,758)	p .001
	Sex x Age (M)	2.40,2.27,2.18				
	(F)	2.20,2.23,1.95	NS	2.18	(2,758)	p .001
Cluster: Context Skills	Male	1.96				
			S	14.17	(1,754)	p .001
	Female	1.85				
	Age	1.92,1.96,1.79	S	10.41	(2,754)	p .001
	Sex x Age (M)	1.99,1.98,1.89				
	(F)	1.86,1.93,1.69	NS	1.74	(2,754)	p .001

CURRICULUM VITAE

NAME: Virginia Ruth Tautchin

PLACE OF BIRTH: Wakaw, Saskatchewan

YEAR OF BIRTH: 1936

POST-SECONDARY EDUCATION: University of Alberta
Newman Theological College
Nechi Alcohol and Drug Abuse Training
Centre

RELATED WORK EXPERIENCE: Teaching from Kindergarten to adult education levels; extensive work with native, Metis, and white adults in the field of vocational preparation through life skills and career development programs; extensive work in Program and Curriculum Development, Administration, and Industrial and Vocational Education.

PUBLICATIONS:

Proceedings of the 7th Annual Conference of Canadian Association for the Study of Adult Education, May 1988. Published by Faculty of Continuing Education, The University of Calgary.

"On Campus: A Program at University for Adults With Severe Mental Disabilities."