A STUDY OF THE RELATIONSHIP BETWEEN TIME AND TASK PRIORITY FOR CONTINUING EDUCATION ADMINISTRATORS IN PRIVATE LIBERAL ARTS COLLEGES

by

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(ABSTRACT)

The administrator role of adult and continuing education is changing in some private four-year colleges. Among several variables contributing to this change is increased emphasis on expanding continuing education efforts. Yet additional resources for accommodating this growth has not been forthcoming, due in part, to limited financial resources. In this environment, the administrator of adult and continuing education must use his or her time more wisely.

This research identified the tasks adult and continuing education administrators performed, estimated the time they devoted to each task within a specified time category, and identified the priority the task had for the adult and continuing education administrator. Specifically, four research questions were addressed. These research questions were (1) What estimated amount of time do adult and continuing education administrators at private four-year colleges spend on each task they perform? (2) What priority

do adult and continuing education administrators place on each task? (3) What is the relationship between the estimated amount of time expended on each task and the perceived priority of the task? and (4) Is there a relationship between selected demographic variables and the variable of estimated amount of time spent on tasks?

The findings indicate that administrators spend the majority of their time on communication tasks while spending the least amount of time on staffing and staff development tasks. Also, a large variance of time existed among and between institutions surveyed. The tasks that received the highest priority rating by administrators were tasks 7 (developing publicity and public relations campaign for adult and continuing education), 45 (handling student problems), and 46 (teaching adult and continuing education classes). Finally, there were high positive correlations between time spent on task and several demographic variables. Other demographic variables showed little or no positive correlations with time spent on task.

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Chapter I

INTRODUCTION

During the past decade there has been increased
interest among four-year private colleges in serving the
educational needs of adults. In the November, 1984, issue
of Lifelong Learning, Sheila A. Rosenberg stated, "Many
institutions today are beginning both to recognize the need
and to find it advantageous to direct much of their
attention to adult student populations for non-credit as
well as credit programming" (p. 22). This increased
interest in adult and continuing education may have been
generated, in part, because of declining enrollments among
the traditional college age students. In addition,
increased interest has come from those adults who have
sought to expand their knowledge and skills in order to be
more competitive in the job market and who have a need to
learn new skills in order to maintain or expand their
employment status.

In responding, (1) to the diverse needs of adult
students and (2) a decline in on-campus enrollments of the
traditional-age college students, many private four-year
colleges have developed new and alternative instructional
systems for adult and continuing education programs. These
education programs have emphasized non-traditional delivery

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systems aimed at serving adult learners. Some delivery
systems are considered non-traditional in the sense that
they are offered off campus, scheduled in the evening hours,
or offered as non-credit courses, workshops, conferences or
other learning opportunities that are not normally
associated with the traditional four-year private college
curriculum.

In order to better meet the educational needs of
adults, some four-year private colleges have redesigned
their administrative structures. Ratchford (1977) stated
that there must be an appropriate administrative structure
with an administrator who is responsible to see that the
needs of adult learners are met. Within some redesigned
structures, many administrators of adult and continuing
education programs face a broader range of administrative
tasks, functions, and responsibilities.

Adult and continuing education administrative task
areas that have been identified in the literature include
program planning and development, budgeting and finance,
staffing and staff development, evaluation (personnel and
program), and supervision. In each task area, there is a
multitude of specific tasks that an administrator performs
on a regular basis while other tasks are performed less
frequently during the academic year.

Shandler (1980) suggested that the range of task areas
mentioned above shows that the adult and continuing
education administrator position seems to be evolving to a
more central position in the administrative structure of
many four-year private colleges. In addition, the adult and
continuing education administrator has taken on new roles
and functions with increasing enrollment. Thus,
administrators need the ability to meet the challenges of a
broader spectrum of educational programs. These programs
have contributed to the need for greater skill in the
management of adult and continuing education programs.

Background of the Study

Adult and continuing education programs, at four-year
private colleges, are designed to provide for specific
educational needs of adults. Therefore, administrators
strive to offer programs that best meet the educational
needs of their clientele. The capacity of these
administrators to accomplish their tasks may be influenced
by (1) the limited time they have available and (2) their
ability to prioritize their tasks from a personal and/or an
institutional point of view.

From the researcher's personal experiences, he was
intrigued with the duties, responsibilities, and tasks of

adult and continuing education administrators. From these
experiences, he observed that the amount of time allocated
to each task was influenced by the priority order of that
task in any given time period.

Since adult and continuing education programs seem to
be expanding, which is suggested by efforts of some
institutions to reach broader adult and continuing education
markets in a time of declining resources, priority for the
use of the administrator's time is becoming more important.
As more tasks and responsibilities are assigned to adult and
continuing education administrators, they may find it more
difficult to adequately perform all the expected tasks. The
amount of available time is fixed; however, tasks, duties,
and responsibilities seem to be increasing in some
institutional settings.

With duties and responsibilities of administrators
increasing, how does the administrator allocate his/her
available time to these tasks based on his/her perceived
priority in his/her institutional setting? The question may
revolve around the relationship between the time
administrators of adult and continuing education programs
spend on their tasks and the priority order of each task.
What tasks administrators of adult and continuing education
programs perform, what priority is placed on each task, and

the amount of time allocated to each task is important to
our understanding of adult and continuing education
programs.

Statement of the Problem

Enrollments in adult and continuing education programs
are growing at some private four-year colleges. This growth
has contributed to an expansion of the duties,
responsibilities, and administrative tasks of adult and
continuing education administrators in these institutions.
These variables in combination seem to contribute to a need
for administrators to manage their available time more
effectively by emphasizing those administrative tasks they
perceive to have the greatest priority at any given time
period. The task priority may be ordered personally or it
may be imposed by others.

The problem for this research study was to
systematically examine the relationship between the
estimated amount of time adult and continuing education
administrators devote to selected administrative tasks and
the priority order these tasks have for the administrators
during any given time period. A sub-part of the research
problem was to determine if selected personal and
institutional demographic variables influenced the

relationship between the amount of time devoted to selected administrative tasks and the priority order placed on each task by the administrator.

Although many studies have addressed time allocation, and task priority in business and industry, no studies have addressed the administrative tasks, time allocation, and priority of task associated with adult and continuing education administrators at private four-year colleges. In this regard, this study is exploratory.

Purpose of the Study

The purposes of this study were to determine:

1.   which tasks adult and continuing education administrators at private four-year colleges perform,

2.   the approximate amount of time administrators of adult and continuing education programs at private four-year colleges spend on each task,

3.   what priority these tasks may have for administrators of adult and continuing education programs at private four-year colleges, and

4.   the relationship between selected demographic variables and the dependent variable of time spent on tasks.

The purposes of this study were accomplished by asking administrators of adult and continuing education programs at

private four-year colleges to respond to statements set
forth in the data collection instrument (Appendix A). These
statements reflect tasks identified from the literature
related to administration of adult and continuing education.

The research was divided into two major parts. Part I
identified major administrative task areas. These areas
included budget and finance, communication, program
planning and development, staffing and staff development,
and evaluation (both program and performance). Each task
area was comprised of a list of specific items that
reflected the duties and responsibilities of adult and
continuing education administrators. These categories
served as a means for organizing discussion of responses and
to summarize research findings.

Part II of the survey included selected demographic
information about the administrator and the institution in
which the administrator works.

Research Questions

This study addressed the following research questions:

1. What estimated amount of time do adult and
continuing education administrators at private four-year
colleges spend on each task item listed in the data
collection instrument?

2.   What priorities do adult and continuing education
administrators at private four-year colleges place on each
task?

3.   What is the relationship between the estimated
amount of time expended on each task and the perceived
priority of the task?

4.   Is there a relationship between selected
demographic variable and the variable of estimated amount of
time expended on task.

Significance of the Study

Adult and continuing education administrators have a
certain amount of power and authority associated with their
position. They can use their power and authority to exert
influence and control over their adult and continuing
education programs. Significance for this study include
verifying some of the tasks adult and continuing education
administrators perform. Very few research studies have
focused on this area and none have focused on the
administrator in the private four-year college. Identifying
the level of priority of various tasks and the amount of
time devoted to each may provide improved understanding of
which tasks are important and/or whether or not the
administrator is devoting most of his/her time to the tasks

that are of highest priority. The findings may prove
beneficial to other adult and continuing education
administrators not included in the study by providing a
basis for comparison of administrative tasks and priority of
tasks. This comparison may help them to evaluate the use of
their time. This may provide a basis for improving their
productivity as administrators. Also, the findings may
indicate areas of preparation of A/CE administrators that
graduate schools may want to include in the curriculum.
Another significant aspect of this study is that the
methodology can be tested to determine if time on task and
priority of task can be measured using research procedures
outlined in the study.

The findings of this study may have several
implications. First, the research will contribute to an
area of literature that lacks a substantial amount of formal
research. Second, the research may suggest which tasks are
perceived as priority for adult and continuing education
administrators. Third, the research may be useful in
identifying which demographic variables appear to contribute
to the allocation of administrator time. Finally, the study
can provide the basis and impetus for further research.

Definition of Terms

In conducting this study, the following definitions apply:

1. Adult and continuing education administrators: The individuals assigned to performing adult and continuing education leadership tasks at institutions of higher education. These individuals are sometimes referred to as directors, deans, or program developers.

2. Daily Tasks: Tasks that are normally performed daily.

3. Weekly Tasks: Tasks that are performed at least once a week but not daily.

4. Monthly tasks: Tasks that are performed at least once a month but not weekly.

5. Semester Tasks: Tasks that are performed at least once a semester but not monthly.

6. Yearly Tasks: Tasks that are performed at least once a year but not every semester.

7. Long Range Tasks: Tasks that are performed occasionally but not yearly.

8. Delegated Tasks: Tasks for which the administrator of the adult and continuing education program is responsible but which are delegated to someone else.

9. Not Applicable Tasks: Tasks that are not performed by the administrator of the adult and continuing education program.

10. Time: The number of hours and/or minutes spent on tasks.

11. Priority: Superiority in rank.

12. Frequency category: The time frame (i.e. day, week, month) in which administrative tasks are performed.

Assumptions

In conducting this study, the following assumptions were made:

1. Each respondent will correctly and accurately respond to survey items.

2. The survey items, drawn from the literature, accurately reflect the tasks of adult and continuing education administrators at private four-year colleges.

Limitations of the Study

1. This study was limited to an exact stratified sampling of private four-year colleges located in North Carolina, South Carolina, and Virginia.

2. The data collected covered only the administrative task areas specified in the survey.

3. This study was limited by how well respondents can estimate the amount of time expended on tasks.

Delimitations of the Study

The study was delimited to only the current time administrators allocate to tasks and priority of tasks. It did not determine which tasks were performed successfully or unsuccessfully by the administrator.

Organization of the Study

Chapter II gives a review of the literature which includes an explanation of the theoretical framework for the study and a review of various tasks commonly performed by administrators of adult and continuing education programs. Chapter III includes the methodology used in the study. Chapter IV is a presentation and discussion of the research findings. Finally, Chapter V contains the summary, conclusions, and recommendations based on the data analysis.

Chapter II

REVIEW OF RELATED LITERATURE

Introduction

As stated in Chapter I, one of the most rapidly
expanding and complex aspects of higher education in the
United States is adult and continuing education. Interest
in adult and continuing education has been particularly
prominent in some private four-year colleges. Faced with a
decline in traditional student enrollments and diminished
funding, private four-year colleges began in the 1970s to
seriously seek the adult student (Butcher, 1980).

Since adult and continuing education programs at
private four-year colleges are designed to meet the
educational needs of adults, administrators spend some of
their time on administrative tasks related to meeting
program goals. However, the capacity of administrators to
accomplish program goals is influenced by the available time
and the priority each has at any given time. As additional
tasks are required of administrators of adult and continuing
education programs, the task priorities may change along
with the amount of time devoted to the tasks.

In order to better understand the focus of this study,
background information will be presented on adult and

continuing education, the private college movement, theories
of time management, and the tasks of an adult and continuing
education administrator. In presenting this information,
this chapter discusses the brief history of adult and
continuing education and the history of private colleges in
the United States. Next, selected theories related to time
management and time spent on task are summarized. Finally,
the various tasks performed by administrators of adult
continuing education programs are presented.

Brief History of Adult and Continuing Education

Private four-year colleges are the oldest and most
varied institutions of higher learning in the United States.
Their involvement in adult and continuing education has many
facets. Some conduct programs for alumni and for the
community in which they are located. Some operate on-campus
programs for selected clientele such as women, businesses,
and industry, as well as a variety of off-campus programs.
As private four-year colleges face declining enrollments,
some of these colleges have instituted, or expanded, adult
and continuing education programs in order to increase their
enrollments (Butcher, 1980). "In the United States . . .
the national adult education program has proliferated almost
haphazardly in response to myriad individual needs and

interests, institutional goals, and social pressures"
(Knowles, 1983, p.vii).

In order to understand the proliferation of adult and
continuing education at private four-year colleges, it is
helpful to understand the historical framework and forces
which shaped adult and continuing education. Five major
eras in the historical development of adult and continuing
education will be discussed in this chapter. The eras are
1600-1779, 1780-1865, 1866-1920, 1921-1966, and 1966-present
(Knowles, 1983).

In the first era (1600-1779), several forces helped
shape the educational consciousness in America. The most
basic force was the character of the immigrants and their
motivation for coming to the New World. They were
persecuted minority sectarian groups, and underemployed poor
people, who sought freedom and the opportunity to shape new
lives for themselves and their children. A second force was
the Protestant background of many newcomers. They wanted
education in order to be able to read and understand the
Bible. A third force was the work ethic that led them to
conclude that idleness was a sin and that education helped
prevent this (Knowles, 1983). Very early in the colonial
period, both children and adults were exposed to
apprenticeship (often required by law) -- the first form of

vocational education. No agency proved more enthusiastic in
fostering the developments and growth of education than the
churches, which were probably the most influential force for
the education of adults in the first two centuries of
America's national life. Churches helped found our first
universities or colleges, such as Harvard (1636), Yale
(1701), Princeton (1746), King's College (later Columbia,
1754), and the University of Pennsylvania (1755) (Knowles,
1983).

One of the strongest supporters of the churches'
educational efforts was Benjamin Franklin. He helped found
the Junto (an adult discussion group) in 1727, which has
been recognized by some historians as the first true adult
educational program in America. It is for this reason that
Franklin may deserve the title, "the patron saint of adult
education" (Knowles, 1983, pp. 10, 11).

In the next major development of adult education,
Americans were involved with the westward movement. With
this movement came the concepts of rugged individualism, new
industries, and the ideas of the European Enlightenment,
combined with interest in the natural sciences. These
forces "produced almost a compulsion for knowledge"
(Knowles, 1983, p. 12). In addition, Americans viewed adult
education as a means of transforming former subjects of a

tyrannical ruler into freedom-loving, productive citizens of
a free Republic.

These forces of adult education grew even stronger in
the second era (1780-1865). At the start, Thomas Paine's
book, Common Sense, and John Adams' book, The Federalist,
became powerful educational tools. Both had influenced
Benjamin Rush and Benjamin Silliman, promoters of education
in the natural sciences. Disciples of these men helped
create the Lowell Institute (1836) and the Cooper Union
(1859) that offered lectures and courses for adults
(Knowles, 1983). However, the major movement in adult
education is attributed to Josiah Holbrook, who was a
founder of the Lyceum Movement (1826). That movement
"spawned the idea of an integrated national system of local
groups organized primarily for adult education purposes"
(Knowles, 1983, p. 18).

During this period in history, events were occurring
which would increase adult education. The first event, the
introduction of the rotary cylinder printing press in 1846,
increased the numbers of educational materials in quantity
and quality. Magazines and newspapers soon numbered in the
hundreds.

Another event promoting adult education was the
Reformed Judaism movement in America. Through this

movement, Jewish citizens contributed to the founding of
evening schools (1850s) and the United States Agricultural
Society (1852), which played a substantial role in adult
education. This development had been predicted by Dr.
William E. Channing in a letter (1835) to the president of
Harvard. Channing spoke of the potential for adult
education as a community service (Knowles, 1983).

Clearly the potential for adult education had been set
before 1860 by the Lyceum, the Lowell Institute, the Cooper
Union, and the adult evening schools. With such excellent
beginnings, the third era of adult education (1866-1920)
leaped ahead. One of the landmarks came in 1878, with the
Chautauqua Literary and Scientific Circle, "the first
integrated core program of adult education on a national
scale" (Knowles, 1983, p. 37). It soon offered
correspondence courses on a broad scale--a process enlarged
by the International Correspondence Schools of Scranton,
Pennsylvania (1891) (Knowles, 1983).

The next important step was taken when congressmen, who
had noticed these developments in adult education and
addressed enthusiastic crowds on such issues, helped pass
the Morrill Land Grant Act (1862) and the Hatch Act (1887).
These two acts set the stage for the growth of agricultural
and vocational education. Contributions to agricultural and

vocational education were made by the Grange, the Farmer's Union, and the Cooperative Extension Service. Among labor unions, the American Federation of Labor was a potent force promoting adult education (Knowles, 1983).

Universities soon saw the advantage and necessity of getting more deeply involved in the adult education movement. In the last third of the 19th century, they established summer schools and university extension courses--both landmarks in adult education. These developments were advocated and promoted by the American Society for the Extension of University Teaching.

Other major influences in adult and continuing education of this period include the Smith Hughes Act in 1917, the G.I. Bill of Rights, and the advent of community colleges that opened educational opportunities for thousands of adults.

Between 1921 and 1966, the fourth era, "under the stimulus of two world wars, a great depression, and a rapidly accelerating pace of change in technological, economic, political, and cultural affairs--adult education became an integral part of the American way of life" (Knowles, 1983, p.154). New agencies now working in the field were the National University Extension Association (1915) and the Association of University Evening Colleges

(1939). They were, in part, the fruit of the labors of Frederick P. Keppel, who had helped found the American Association for Adult Education (1926), a forerunner of the Adult Education Association that came into being 25 years later. In 1952, the Council of National Organizations of the Adult Education Association of the U.S.A. was created. In 1959 it became the Council of National Organizations for Adult Education (Knowles, 1983).

Despite numerous challenges and problems, the fifth era (1966-present) is characterized by innovative, fruitful changes, expansion, and diversification. One major priority of the present era is educating the public, the students, the faculties, and the administrators on the nature and functions of adult and continuing education. Success in this endeavor will ensure that all education would become unified into a lifelong education movement.

Currently adult education is building on its strong base established decades ago. The adult education movement continues to expand in many segments of higher education, including private four-year colleges.

In order to understand the growth of adult and continuing education in private colleges, it is important to trace the historical framework of these colleges. From this framework one can understand the philosophical base upon which the adult and continuing education proliferated.

Brief History of Private Colleges

In 1636, the English colony of Massachusetts
established the first private college in the United States.
This college was named Harvard College in 1639, honoring a
benefactor, Rev. John Harvard. Harvard College and others
founded after it were designed to satisfy the needs and
aspirations of the people and their religions. They tended
to be church-related, to meet the spiritual needs of a new
continent (Tewksburg, 1932).

In the colonial era, there were nine permanent
institutions of higher learning. In the last two decades of
the 18th century, there were 16 more. From 1800 to 1839, in
the first decades of Manifest Destiny, 59 permanent colleges
were established. Most, as could be expected, were private
and church-related. Despite sectionalism, the slavery
controversy, and the approaching Civil War, 98 permanent
institutions of higher learning were founded. Of the 182
colleges and universities serving the people in 1860-1861,
at least 129 were private, church-related liberal arts
institutions (Tewksburg, 1932). Of the more than 50 other
colleges, which perished, the main factors in their demise
were "financial disaster, denominational competition,
unfavorable location, natural catastrophes, and internal
dissensions" (Tewksburg, 1932, p. 24).

Although the private colleges experienced difficulties, a significant Supreme Court decision, the Dartmouth College Decision in 1819, protected private colleges from undue governmental control or interference. This decision helped the established private college to grow stronger in terms of governance and administration of the curricula and business decisions of the colleges.

Another important consideration in the development of private colleges was the influence of European educators such as John Locke, Comenius, and August Hermann Franke who has supported the growth of disciplines that fostered intellectual ability. Those philosophers and their disciples favorably viewed "liberal arts," that is, history, philosophy, the abstract sciences, language, and other disciplines. From this framework, American colleges followed the example of Europe's medieval institutions of higher learning by teaching the seven liberal arts: arts, rhetoric, logic, arithmetic, geometry, music, and astronomy.

Significant strides were made since the first private liberal arts college was founded in the United States in 1636. Examples of these strides include that of Yale University, which in 1828 created a landmark by speaking out in defense of liberal arts education. Cornell University in 1868 opened still more doors by combining classical liberal

education with practical and applied programs.   In 1876 John
Hopkins launched an era of research and graduate study.
Almost 40 years later, in 1915, the Association of American
Colleges was founded.   The event was a manifesto on the part
of the free-standing liberal arts colleges that they were
not prepared to go out of existence, that they were prepared
to maintain their heritage, and that they expected to remain
a significant part of the evolving American higher
educational system (Pfnister, 1984).   By the last third of
the 19th century, every state had four-year liberal arts
colleges.   One of the most highly praised was Davidson
College, a private, four-year liberal arts college in North
Carolina.   Davidson College and some other colleges proudly
remained "liberal arts colleges," while others became small
units of large, multi-faceted universities.

Although there were many landmarks in the history of
private, liberal arts colleges in the United States, it is
important to review the major challenges to the continued
existence of liberal arts colleges.   The first challenge was
early in the 19th century, with the influx of radical,
humanistic ideas from the French Revolution.   The colleges
met this threat by broadening their curricula to include
socio-economic concepts of the more modern era.   The second
challenge came at the end of the 19th century, when

industrialization, urbanization, and the scientific revolution, plus immigration from non-English areas, greatly altered American society. The private colleges adapted by offering new educational programs and by using innovative teaching methods. The third challenge came in the 1970s, with declining enrollments and revenues. To meet this challenge, private colleges diversified their educational efforts and made better use of communications and public relations. It is important to note that the adaptability and strength of their mission helped four-year private colleges meet these challenges (Pfnister, 1984).

Theoretical Framework

This study deals with the time administrators of four-year private colleges spend on various tasks and how this time is influenced by task priority. In order to establish a conceptual framework for this study, a review of the related literature on time management was undertaken. Also, a literature review was conducted on the following administrative task areas: (1) Budgeting and Finance, (2) Communication, (3) Decision-making, (4) Evaluation (both performance and program), (5) Program Planning and Developing, and (6) Staffing and Staff Development. These tasks were selected with adult/continuing education administration in mind.

Time Management

The first major category, considered in the time-task study, deals with concepts of time management. This study focuses on two major concepts in time management--the Pareto rule and the concept that administrators spend most time on what is important to them (Riggs & Felix, 1983). Other concepts are presented within this chapter to support the two major concepts of time management. Time management is addressed because efficient performance of various administrative tasks may be related to how well administrators manage their time. Time is considered an important resource and to use it wisely requires efficient management of all the tasks administrators perform. According to Mali (1978) this is the basis of the work-focus productivity generator. Mali states, "Managers who can deliver through effective use of time, establish themselves as managers of productivity" (p. 295). Productivity is seen as "the measure of how well resources are brought together in organizations and utilized for accomplishing a set of results. Productivity is reaching the highest level of performance with the least expenditure of resources" (p. 6).

In order to understand the concept that administrators spend most of their time on what is important to them, the viewpoints of various authors are synthesized. For example,

rather than putting emphasis on time and motion, as is done in industrial settings, researchers in higher education have concentrated on factors such as ability, task difficulty, and effort. They note that if success followed time expended in performing a task, the result was attributed to one's ability. This ability plays an important role in improving organizations (Gronn, 1984).

Administrators seek more time to perform their various tasks. Undeniably, for more effective use of time by administrators of adult and continuing education programs, one must find out how they spend their time. To save time, one can delegate some tasks and reduce interruptions to their planning time (Ethel et al., 1984).

Most will agree with the concept that there is only a limited number of hours to perform tasks and that is why priorities must be set. Thomas Bachhuber and Gary L. McGrath (1979) agree that because of time limits, there is need to select those tasks which most deserve attention. They apply the "Pareto Principle or 80/20 Rule."

In measuring productivity, Vilfredo Pareto, an Italian economist and sociologist, has developed the principle that 80 percent of an administrator's time is spent on 20 percent of that person's tasks. This principle has been validated by many studies in the areas of business, government, and education (Mali, 1978; Riggs & Felix, 1983).

It is significant, in this context, that institutions achieving the most, minimize time lost. Those institutions achieving the most have discovered that overworking, wavering, and deferring are danger signals of poor time management (Frederick et al., 1979). In order for one to be in a better position to improve his use of time, the following items are necessary: (1) Objective and Priority Setting; (2) Planning; (3) Consolidation and Concentration of Effort; (4) Delegation; (5) Effectiveness; (6) Brevity; (7) Anticipation; (8) Imposing and Adhering to Deadlines; (9) Visibility; (10) Break-taking; and (11) Flexibility (Frederick et al., 1979).

In addition, according to Margaret K. Morgan (1978), anyone who spends one hour planning will save four hours in actual execution of some tasks. She also was able to find a high correlation between effectiveness and time spent on high-priority objectives.

One key management problem is not having sufficient time to perform tasks or the proper utilization of time. Howes (1974) suggests six steps for administrators to use in time management. He called these steps "imperatives of time management." These steps are (1) Setting Objectives; (2) Determining Priorities for Objectives; (3) Continuous Inventory of Available Time; (4) Minimize Time Wasters; (5)

Maximize Time Savers; and (6) Manage for Primary Goal
Results.

In assessing priorities, Dr. Will French of Stanford
University has created a Q'Sort technique for the purpose of
setting program priorities and to produce more meaningful
discussion of program priorities (Miller et al., 1982).

In addition, Miller et al. (1982) gives a list of 60
duties, in order of priority, for adult and continuing
education administrators. He states that the number one
priority for administrators of adult and continuing
education programs is to "assume responsibility for the
development and implementation of on and off-campus non-
credit courses, the interfacing of off-campus credit
courses, the administration of budget and coordination with
campus support operations necessary to effectively implement
the Community Services Program" (p. 18).

James Hayes (1979) in his article entitled "How to
Accomplish More Each Day" states that in managing time,
"productivity is a basic skill a good manager must learn"
(p. 18). He continues by stating that one must set
priorities and learn to say no. Michael Born (1979) offers
the following suggestions for improving time management:
(1) determine your goals, (2) analyze your time, (3)
delegate responsibility, and (4) organize your tasks.

In conclusion, effective time management involves reducing time wasters, setting priorities, planning, setting goals, and organizing. The administrator of adult and continuing education programs needs to reduce time wasters such as attempting to perform too many tasks at once, making snap decisions not well thought out, procrastinating, and lack of organization. By setting priorities, the adult and continuing education administrator can devote more time to those tasks that produce the most results. Planning and goal setting tends to create an organizational structure that results in a smooth running and productive system.

The adult and continuing education administrator normally performs a variety of tasks. These tasks include, but are not limited to, budgeting and finance, communications, evaluation, program planning and development, and staffing and staff development. The following presents an analysis of the administrative tasks normally performed by administrators of adult and continuing education programs.

Budgeting and Finance

Administrators of adult and continuing education programs are faced with financial pressures that accompany their duties and responsibilities. Reginald H. Green's (1979) article stated that finance is crucial. Too many

administrators of adult and continuing education programs at
private four-year colleges lack the necessary experience to
effectively monitor and control budgets. Financial problems
often grow out of new and innovative programs, and the
administrator of these programs must possess understanding
of budgets and finance if they are to be successful.

The best adult and continuing education administrator,
while holding himself or herself responsible for budgets,
often seeks assistance from the Budget and Finance Office of
the institution in making decisions affecting financial
matters. However, these administrators must have an
understanding of the budgetary procedures in order to make
appropriate decisions when there are declines in funding
and/or declines in enrollments. By having an understanding
of budgetary procedures, the administrator may be better
able to manage existing funds and maintain quality in the
adult and continuing education programs (Cherrington, 1979).

Communication

Another important task area is that of communication.
Communication, when properly done, weaves a fabric of
success for the adult and continuing education programs.
Valentine et al. (1975) have demonstrated not only its
value, but also the fact that a major portion of any
administrator's time is spent in communications. In a

sense, administrative behavior is communicative behavior. A word of caution is necessary at this point; namely, the content is as important in communication as quality. John Bowers states, "high quality communication of low quality content is worse than no communication at all...." (1977, p. 37).

In addition, it is important that adult and continuing education administrators work with others effectively in order to improve their communication and decision-making skills (Eckenrode, 1975).

Evaluation

The task of evaluation is important because any evaluation of adult and continuing education must take into account a number of significant problems and variables. "When evaluation is undertaken in adult education, peculiarities in the relationships of adults to education become especially significant" (Stakes, 1981, p. 4). The following points are especially important to consider: "(1) adults are more involved in their education endeavors, (2) adults tend to be task-oriented students with specific needs for which they seek immediate educational solutions, and (3) adults bring many and varied experiences to the educational situation" (p. 4).

Stufflebeam stated that "evaluation should play two roles--proactive (formative) and retroactive (summative). The proactive role provides information for decision-making, while the retroactive provides information for accountability. Adult educators agree that decision-making and accountability information are the major results of evaluation" (Stakes, 1981, p. 5). Another writer, Hampton (1973), stressed that evaluation has four main purposes: "(1) To determine the degree to which program objectives were met, (2) To identify reasons for success or failure, (3) To improve future programs, and (4) To improve organizational operations" (Stakes, 1981, p. 5). In view of these concepts, some feel that all persons capable of judging a program should be involved in the evaluation process.

Marianne B. McCarthy (1980) echoed the above ideas and found them useful because adult and continuing education is viewed as a public service and a large-scale business requiring evaluation. Logan Wilson said, "The most critical problem confronted in the social organization of any university is the proper evaluation of faculty services, and giving due recognition through the impartial assignment of status" (McCarthy, 1980, p. 8).

Most institutions of higher learning see ongoing evaluation of the learning process as essential. Central to this matter is performance evaluation. Although each group involved in the evaluation process regards evaluation of themselves and the educational programs in differing ways, they still recognize that joint participation in evaluation is productive when the tendency to polarize options can be reduced (Clift & Imrie, 1980).

Still others consider evaluation to be expensive and the lack of expertise as handicapping the evaluation process. Kuh and Ransdell (1980) argue that five criteria must be met for any evaluation program to be successful. They are (1) Cost, (2) Simplicity, (3) Comprehensibility, (4) Validity, and (5) Responsibilities. The evaluation model developed by Kuh and Ransdell is useful in establishing the above criteria.

Program Planning and Development

Adult continuing education programs are promoted through varied, multi-faceted avenues. Some are promoted through the mass media. Often, brochures are mailed to potential clients and advertisements appear in newspapers, magazines, and professional journals. Yet, analysis of various marketing studies show that consumers rarely rely exclusively on one information source in deciding whether or

not to participate in adult learning activities (Kristin,
Holmberg-Wright, 1983).

Travis Shipp (1981) in an article entitled "The
Marketing Concept and Adult Education" describes the
development of the marketing concept and discusses what
marketing techniques are appropriate for the adult
administrator. Educators in almost all institutions have
been "product" marketers, believing that "their services
would be in demand because education is inherently good and
valuable to prospective students" (p.8). These people see
the need to sell their product. Therefore, the "selling"
concept of marketing relies heavily on promotion to induce
the consumer to purchase the service.

Selling existing programs rather than designing a
program that will satisfy student needs often leads to
failures. The marketing concept, however, is based on the
premise that the needs of the students influence the entire
adult and continuing education program. The three
components of the marketing concept are needs, program, and
promotion. The needs component refers to formal research
into specific needs of specific clientele. The program
component refers to educational programs that are developed
to meet the student needs as determined by research.
Finally, the promotion component is the direct link between
client and institution (Shipp, 1981).

In another study by Edward J. Durnall (1978), the findings were different from Shipp. Durnall found that no one approach was most effective in developing and promoting non-credit adult and continuing education programs. Needs assessment was specifically described as non-productive by most adult and continuing education administrators interviewed. New programs originated either with staff members or potential part-time faculty from the community who brought ideas to the adult and continuing education office. Client groups were mentioned most frequently as sources of conferences and workshops.

Dennis R. Parks (1983) in his article entitled "Adults in Transition: Do Educational Programs Respond" found that adults' expectations of educational programs change over the course of one's life cycle. Flexibility in content and delivery must be built into educational offerings if they are to meet the educational and personal development needs of adult students in life cycle transition. Institutions of higher education must accept the fact that adult students enroll in educational programs for a variety of reasons and the educational institutions must be able to serve the needs of adults by providing different options for successful passage through transitions.

Since institutions of higher education cannot be all things to all people, faculty and administrators must be willing to say "no." Only if institutions can provide the necessary "options" for adult students to move successfully through their transition periods should they encourage admission to those students. To do otherwise, the institutions are doing a great disservice to the adult student.

Staffing and Staff Development

Obviously the facets, tasks, and problems of adult and continuing education are complex and varied. Staffing and staff development are important and significant tasks. Many institutions of higher learning have already established faculty development programs. These programs help faculty and staff to improve their skills while at the same time to lessen their fears related to evaluation and other issues (Hoyt & Howard, 1978).

Some of the adult and continuing education teachers will be beginners. Therefore, proper selection of new personnel merits careful consideration. Quality selection procedures are fostered when applicants exceed in number the positions available. However, one must be familiar with the fact that the selection process can be handicapped by excessive affirmative action demands and union pressures.

Despite this problem, the proper procedures should increase the odds of selecting the best applicant (Smith, 1980).

Judy Guilkey (1977) found that when teachers help in setting up educational programs, professional development occurs. However, too often, teachers play only a minor role, or no role, in the process. However, Lyle M. Ehrenberg and Ronald S. Brandt (1980) stated that studies are weakened by an inadequate analysis of evaluation data.

Educators realize that certain skills can be developed by proper education and training. However, the pressures of inflation, demands for accountability, and some public tendency to view adult and continuing education as being "frivolous" hamper administrators in their program planning and development. Nevertheless, in a study by the Rand Corporation, the results showed that focus on professional growth and development increases the chance for success (Ehrenberg & Brandt, 1980).

Gerald D. Firth in his article "Ten Issues on Staff Development" realized that "staff development is well established as a positive force in the improvement of education." He points out that "teachers judge the effectiveness of a staff development program on how successful the program is in leading them to acquire professionally relevant performance..." (1977, p. 216).

Firth's findings reflect the findings of other studies that show that people's performance depends largely upon their personal perception of their own competencies and abilities. Faced with this research-based finding, administrators must work to enhance the self-images of their faculty and staff. Part of the strategy involves acceptance, recognition, and providing appropriate resources (Burch & Danley, S., 1978).

Summary

Adult and continuing education programs enjoy a rich history of contributions in the United States. From the beginning colonial period to the present modern era, adult and continuing education organizations and agencies have demonstrated their ability to respond to the needs of adults through formal and informal patterns using multi-facted instructional techniques. Today, adult and continuing education organizations still are responding in new and innovative ways in order to meet the educational needs of adults. Private four-year colleges are just one group that has recently shown an increased interest in meeting the educational needs of adults.

This increased interest of private four-year colleges in adult and continuing education has been generated, in

part, because of declining enrollments. This decline in
enrollments of traditional-age college students has caused
some of these institutions to respond to the educational
needs of adults. Planned and organized degree and non-
degree programs have emerged on many campuses. At the same
time, adults have enrolled in many of these programs in
order to expand their knowledge and to increase their
employment opportunities.

The increase in enrollments in these programs has
resulted in administrators performing many and varied tasks.
Some of these tasks include (1) Program planning and
development, (2) Budgeting and finance, (3) Staffing and
staff development, and (4) Evaluation. In each of these
task areas, there is a multitude of specific tasks that an
administrator performs.

The capacity of administrators of adult and continuing
education programs at private four-year colleges to meet the
challenge brought on by a broader spectrum of educational
needs has created a need for greater skill in setting
priorities and managing time.

In addition, as noted within this chapter, the
literature supports the theory that an effective
administrator devotes 80 percent of his time to 20 percent
of his tasks. Also evident in the literature is support for

the theory that an administrator spends most of his time on high priority tasks. These high priority tasks vary from institution to institution depending on the organizational structure and institutional characteristics.

Within this study, the time administrators of four-year private colleges spend on various tasks will be presented. In addition, this study will address how this time is influenced by task priority. This study is intended to provide insights into the practices that have led to efficient productivity and effective use of time by adult and continuing education administrators.

Chapter III

METHODOLOGY

The purposes of this study were to determine:

1. Which tasks adult and continuing education administrators at private four-year colleges perform,

2. The approximate amount of time administrators of adult and continuing education programs at private four-year colleges spend on each task,

3. What priority these tasks may have for administrators of adult and continuing education programs at private four-year colleges, and

4. The relationship between several demographic variables and the dependent variable of time spent.

The methodology for this study was a combination of survey research, card sort, and on-site data collection. The survey portion focuses on identifying from the population those institutions that are grouped according to the following variables:

a. Number of years the institution has had an adult and continuing education program,

b. The size of their operating budget,

c. Location of programs (on and/or off campus), and

d. If off-campus programs existed, the permanency of
facilities. Grouping institutions by these variables
permited the selection of an exact sample of institutions
with homogenous characteristics (see Appendix C).

The card sort portion of the study allowed the adult
and continuing education administrator to sort the
administrative tasks into the following eight categories
according to time spent on the task:

0. Not applicable tasks,

1. Daily tasks,

2. Weekly tasks,

3. Monthly tasks,

4. Semester tasks,

5. Yearly tasks,

6. Long range tasks, and

7. Delegated tasks.

The on-site data collection portion of the study
allowed the adult and continuing education administrator to
record the amount of time spent on task and the priority of
the task as well as who contributed to ordering the priority
for each task.

Population of the Study

The population was comprised of 72 adult and continuing education programs at private four-year colleges located in Virginia, North Carolina, and South Carolina (see Appendix F).

Survey Methodology

On-Site Data Collection

The on-site data collection portion consisted of identifying the tasks performed by administrators of adult and continuing education programs, listing each task on a 5 x 8 index card, and asking the participants during an interview to sort the cards into eight categories depending upon the frequency the task is performed. The participants were asked to sort the index cards into the following eight categories:

0. Not applicable tasks (tasks that the administrator does not perform at all),

1. Daily tasks (tasks normally performed daily),

2. Weekly tasks (tasks that are performed at least once a week but not daily),

3. Monthly tasks (tasks that are performed at least once a month but not weekly),

4. Semester tasks (tasks that are performed at least once a semester but not monthly),

5. Yearly tasks (tasks that are performed yearly but not every semester,

6. Long-range tasks (tasks that are performed occasionally but not yearly), and

7. Delegated tasks (tasks that the administrator is responsible for but has delegated to someone else).

The above eight categories appeared to fall logically into the normal and routine activity of administrators of adult and continuing education. After the index cards were sorted into the above eight categories, the following information was recorded on the back of each index card:

1. First, the researcher circled the frequency category of the task using the following scale:

0 = no frequency (not applicable),

1 = daily task,

2 = weekly task,

3 = monthly task,

4 = semester task,

5 = yearly task,

6 = long-range task, and

7 = delegated task.

2. <u>Second</u>, the number of estimated hours devoted to the task were recorded for each frequency category by the respondent.

3. <u>Third</u>, the priority of the task was recorded by the respondent by circling one of the following for each frequency category:

0 = no priority (task not performed),

1 = low priority,

2 = average priority, and

3 = high priority.

4. <u>Fourth</u>, the priority category of the task was recorded by the respondent by circling one of the following for each frequency category:

0 = no priority category (task not performed),

1 = personal priority,

2 = institutional priority, and

3 = both personal and institutional priority.

The respondent was asked to report who established the task priority. These data were not reported. Rather, they were used in the data collection process to assist the respondent in clarifying which tasks were actually the highest priority.

The participants were asked to record on an index card other perceived important tasks that the administrator

performs but were omitted from the task list. Also, they were asked to complete the information requested on the back of the cards.

Finally, the researcher collected selected demographic data on the institution and the administrator according to the variables listed in Appendix B.

This data collection technique seemed appropriate for this study because the data needed to answer the research questions does not readily match the conventional mail survey research design. By being present for the on-site data collection, the researcher was able to explain the instructions, to interpret, and to respond to questions as well as to insure that proper procedures were followed.

Sample

The researcher used an exact sampling technique on administrators of adult and continuing education programs at 72 private four-year colleges located in the states of Virginia, North Carolina, and South Carolina (Appendix D). The exact sampling technique is a sampling strategy that allows the researcher to choose a sample of the total population by structuring the exactness of the sample to a prespecified set of variables. These prespecified variables included length of time the continuing education program has

been in existence at each institution, annual operating
budget, on- or off-campus classes, and use of facilities if
off-campus classes are held.

The variables were identified and chosen by designing a
preliminary questionnaire consisting of the characteristics
normally associated with adult and continuing education
programs at private four-year colleges (see Appendix C).
This questionnaire was administered by a telephone survey to
administrators of the adult and continuing education program
of the institutions chosen by random sample.

After the data was collected from this random sample,
institutions were classified into homogenous grouping of
similar characteristics based on the prespecified set of
variables previously described. One institution from each
classification stratified by the prespecified set of
variables was randomly selected and surveyed in order to
obtain responses that were representative of other
institutions in classification type and to obtain the
information required to answer research questions. Prior to
the visit, each administrator of the adult/continuing
education program of the selected institution was contacted
by telephone in order to arrange a suitable time to visit.

The exact sampling technique was an appropriate
research method for this study because it allowed the

researcher to randomly select relatively few institutions from the population and at the same time provide confidence that the sample was representative of the population.

Tasks Validity

The tasks that adult and continuing education administrators perform were identified by searching the related literature and drawing upon the personal experiences of the researcher. The instrument consisted of a deck of 5 x 8 index cards with a different administrative task listed on each card. To establish content validity of the administrative tasks, each statement was listed on index cards and mailed to selected administrators of adult and continuing education programs who were asked to serve as a panel of expert judges. Each panel member was asked to judge the representativeness of each task item and its clarity. The comments from the panel of experts was used in drafting the final list of task items.

Content validity refers to the degree to which the content of the task items measures the administrator's response. As Ary, Jacobs, and Razvieh (1972) point out, this is an appropriate type of validity to use in measuring how well the task items represent the universe of all items that might be included in the study.

Reliability

In order to obtain reliability, the test-retest method was used for the card sort. This was accomplished by administering the card sort to 12 administrators of various adult and continuing education programs at community colleges in Virginia and North Carolina. The instrument was administered to this group twice within a time interval of 10 working days. The paired scores from the instrument were correlated on each task item and for each frequency and time priority. The researcher used Winer's (1962) equation to obtain the reliability coefficient. A coefficient of .89 was obtained. The criterion for acceptance of each task item for the final card sort was .70. Ary, Jacobs, and Razavieh (1972) state that researchers are normally dissatisfied with coefficients below .70.

Summary of Procedures for Collecting Data

1. In order to develop a list of tasks typically performed by administrators of adult and continuing education programs, a survey of the related literature was performed. Also, the researcher was able to determine some tasks performed by administrators of adult/continuing education programs by reflecting on his own experiences. Since the study was to determine the relationship between

the amount of time administrators of adult and continuing education programs at private four-year colleges spend on administrative tasks and the priority of the tasks, it was necessary to create a list of tasks typically performed by these administrators.

2. From the list of tasks prepared, descriptive characteristics of adult and continuing education programs were prepared. These descriptive characteristics served as a basis for creating a preliminary survey (Appendix C).

3. Using the preliminary survey, the researcher conducted a random sample telephone interview of all private four-year colleges located in Virginia, North Carolina, and South Carolina. The purpose of this preliminary survey was to determine if homogeneity existed within the sample group. The results indicated that homogeneity did exist on the following characteristics:

a. Number of years the institution has had an adult/continuing education program,

b. The size of their operating budget,

c. Location of programs (on and/or off campus), and

d. If off-campus programs existed, the permanency of facilities.

4. Using the four homogenous characteristics identified in step 3, the total population was mailed a data gathering survey (Appendix C) in order to create a data base from which a random sample was made. Since there were 18 categories created as homogenous characteristics, a random sample was taken on the prespecified set of variables with one institution chosen from each category to participate in the modified interview card sort.

5. In order to establish content validity, the list of tasks identified was mailed to administrators of adult and continuing education programs, and they were requested to serve as a panel of expert judges to determine the representativeness of each task item and to review items for their clarity.

6. In order to obtain reliability, the test-retest method was used on the task items. This was accomplished by administering the card sort to 12 administrators of adult and continuing education at community colleges in Virginia and North Carolina.

7. Each administrator of the adult and continuing education program from the institutions chosen by the exact sampling procedure was contacted by telephone to arrange an appropriate time to visit and administer the card sort.

8. The data was collected from those chosen in the exact sampling technique by visiting each institution and administering the card sort to the administrator of the adult and continuing education program.

Statistical Treatment

Several different statistical tests were utilized in answering the research questions. Following is a list of the research questions and the statistical tests used in analyzing the data:

Research Question 1. What amount of time do adult and continuing education administrators at private-four year colleges spend on each task listed in Appendix A?

In answering Research Question 1, Time recorded in number of hours, was on the ratio measurement scale and means and standard deviations were computed on this variable. The mean, one measure of central tendency, will show the average number of hours administrators devote to each task and the standard deviation will show the variability.

Research Question 2. What priorities do adult and continuing education administrators at private four-year colleges place on each task listed in Appendix A?

In answering Research Question 2, a frequency table was tabulated showing the frequency of each task and the percentages for each task priority category. There were three categories of priorities ranging from lowest priority to highest priority. By preparing a frequency table showing percentages for each priority category, one was able to determine the priority for each priority level.

Research Question 3. What is the relationship between the time expended on each task and the perceived priority of the task?

In answering Research Question 3, the variable TIME was put into five (5) categories and the SPSSX computer program using CROSSBREAKS was run. Cell values for the dependent variable TIME were calculated showing means, counts, sums, and standard deviations. Also, CROSSTABS, with FREQUENCY CATEGORY crosstabulated with PRIORITY were computed. The SPSSX command produced a bivariate table of the variables FREQUENCY CATEGORY AND PRIORITY. The printed table provided cell counts and percentages. These cell entries provided information about the relationship between the two variables FREQUENCY CATEGORY and PRIORITY. Finally, the Pearson r was computed on each task.

Research Question 4. Is there a relationship between selected demographic variables and the variables of time spent on task and priority of tasks?

Since the scale of measurement was interval, the Pearson r was computed to obtain a correlation coefficient for each set of variables.

The general research method used in this study was survey research. However, the survey research method was modified to include a combination card sort and interview. The reason for this modification was because of the nature of the data; namely, an estimate of the amount of time spent on each task and priority the task had for administrators of adult and continuing education programs in their institutional setting. The researcher concluded that because of the difficulty in designing a survey instrument in which instructions were clear, the most efficient way to collect data would be a modified interview with card sort.

Chapter IV

PRESENTATION OF THE DATA

The population of this study consisted of 72 adult

continuing education programs at private four-year colleges

located in Virginia, North Carolina, and South Carolina. An

exact sampling technique was used to sample the population.

This technique allows one to choose representativeness from

a population by structuring the exactness of the sample to a

prespecified set of variables. The variables used in this

study were (1) length of time the continuing education

program had been in existence at the institution, (2) annual

operating budget of the adult and continuing education

program, (3) having on or off-campus classes, and (4) the

use of facilities if off-campus classes were held. Using

this technique, the researcher was able to identify 14

categories. One institution from each category was randomly

selected for the sample.

The adult and continuing education program

administrator from each institution was contacted by

telephone to determine his/her willingness to participate in

the study. All but one of the administrators agreed to

participate. Because one institution refused to

participate, the researcher randomly selected a replacement.

All adult and continuing education program administrators

selected agreed to a visit by the researcher in order to collect data.

During the visit, the administrator was asked to (1) sort 50 cards into eight categories according to the frequency of the task performed and (2) respond to questions regarding each of the 50 tasks. The list of tasks was selected from the literature and refined during the validation phase of the study. Three pieces of information were obtained for each task. They were (1) frequency the task is performed, (2) estimated amount of time spent on task, and (3) the priority of the task.

After the cards were sorted into eight categories, the administrator was asked to record on the reverse side of each card (1) the estimated amount of time spent on the task and (2) the priority of the task. The researcher coded the cards according to frequency category. For purposes of uniform comparison, the time categories were converted to a weighted yearly time. For example, one hour per day would equal 236 hours per year using the United States Labor Department's conversion formula (see Appendix E). All responses were recorded in hours per year or fractions of an hour per year.

Data were organized around four research questions. They were (1) What is the estimated amount of time

administrators of adult and continuing education programs
spend on each task? (2) What priority do administrators of
adult and continuing education programs place on each task?
(3) What is the relationship between the estimated amount of
time spent on each task and priority of the task? and (4)
What is the relationship between selected demographic
variables and the variable of time spent on task?

Research Questions

Time Spent of Task

The first research question sought to determine the
estimated amount of time spent on each task. To answer
research question one, means, standard deviations, and
ranges for time spent on each task were produced.

Although there were 14 administrators responding to the
survey, some tasks were not performed by all administrators.
Therefore, the sample size (N=14) for all tasks in the
following tables varies.

For comparison and analysis purposes, the researcher
selected those tasks the most time was devoted to (highest)
and conversely the least amount of time. The tasks
representing the most time spent were tasks 31 (preparing
reports and other written communications) and task 39
(conversing on the telephone with faculty, staff, and
others).

As can be seen from Table 1, the administrators spent an average of 339.79 hours per year on task 31 (preparing reports and other written communications). This averages to 1.4 hours per work day. A standard deviation of 228.28 and the range from 47 to 708 indicates that although task 31 represents the highest amount of time spent on all tasks, a large variance existed between institutions. This suggests that administrators at some institutions spend considerably less time on this task than other administrators.

In Table 1 task 39 (conversing on the telephone with faculty, staff, and others) had a mean of 314.14 and a standard deviation of 268.55 with a range of 5 to 1180 hours. Again, although a substantial amount of time was spent on the telephone by administrators, a large variance exists between institutions that suggests that some administrators spend only a few hours per year on this task while others spend an extremely large amount of time. Again, on a daily basis, this represents 1.3 hours per day.

There are several intervening variables that may explain the wide variations in the number of hours spent on tasks 31 and 39. For example, the size of the staff or the type of programming may influence the time spent on these tasks. The size of the budget may also contribute to this by increasing the staff size allowing this to relieve the administrator of these tasks.

Table 1

Hours Spent Per Year on Task
(Recorded in Hours)

Task No.	N	Mean	S.D.	Range (L-H)
01	14	30.29	41.51	1-147
02	14	169.43	302.37	4-1180
03	14	23.50	26.17	1-98
04	13	35.04	54.42	1-196
05	12	13.92	13.14	3-50
06	13	25.23	51.63	3-196
07	12	68.83	65.39	4-196
08	13	96.08	117.69	6-392
09	14	128.07	118.13	20-472
10	11	121.05	107.57	6-392
11	13	165.39	171.85	8-490
12	14	15.86	11.38	4-40
13	10	27.90	38.42	2-98
14	12	24.08	29.14	1-98
15	13	86.23	89.79	12-354
16	10	15.05	21.09	1-60
17	08	10.44	15.93	1-49
18	14	17.71	17.67	1-64
19	12	28.99	38.87	2-120
20	11	11.77	21.72	1-75
21	13	15.54	19.03	1-64
22	11	25.91	22.15	4-64
23	10	7.80	6.88	1-20
24	10	4.90	4.43	1-15
25	05	4.30	3.63	1-10
26	11	21.59	28.86	2-98
27	13	16.54	13.89	1-49
28	09	11.17	19.19	1-60
29	13	29.64	39.47	1-147
30	10	8.85	13.92	2-48
31	14	339.79	228.28	48-708
32	14	258.43	287.61	98-1180
33	14	225.68	112.10	74-472
34	14	157.14	67.69	48-245
35	12	92.75	35.10	24-147
36	13	53.83	51.38	4-147
37	13	66.15	125.94	2-392
38	14	26.14	64.20	1-245
39	14	314.14	268.55	5-1180
40	11	81.55	121.16	1-392
41	13	25.00	22.29	4-80
42	13	46.62	49.37	2-168
43	08	55.63	82.71	6-245
44	11	122.09	80.20	10-245
45	13	137.54	187.69	2-703
46	10	147.90	150.79	20-441
47	13	96.46	98.13	6-392
48	08	58.88	39.10	21-120
49	09	155.44	220.48	8-720
50	14	50.07	73.47	2-288

From Table 1, the tasks administrators spent the least amount of time were

Task Number 25: Conducting professional development needs assessment for faculty and staff.

Task Number 24: Conducting orientation activities for new faculty and staff.

Task Number 23: Planning orientation activities for new faculty and staff.

Task Number 30: Developing improved techniques for measuring adult and continuing education outcomes.

Table 1 shows task number 25 with only 5 of the 14 administrators performing the task, having a mean of 4.30 and a standard deviation of 3.63 with a range between 1 and 10 hours, task number 24 a mean of 4.90 and a standard deviation of 4.43 with a range between 1 and 15 hours, task number 23 a mean of 7.80 and standard deviation of 6.88 with a range between 1 and 20 hours, and task number 30 a mean of 8.85 and standard deviation of 13.92 with a range between 2 and 48 hours. Calculated on a daily basis, this averages .018 hours per day for task number 25, .020 hours per day for task number 24, .033 hours per day for task no. 23, and .038 hours per day for task no. 30. The above data suggests that administrators spend less than 10 hours per year performing each of these tasks. Since a very small amount

of time was spent performing these tasks, the literature (Bachhuber & McGrath, 1979; Gronn, 1984) suggests that these administrators may not consider these tasks as having a high priority for their time.

For convenience in analyzing the data, all 50 tasks were ranked by time spent on the task. In Table 2 time spent on tasks by rank order is reported. In analyzing all 50 tasks collectively, there were 26 tasks with means between 0.0 and 50.0 hours per year, 11 tasks with means between 50.1 and 100.0, and 13 tasks with means over 100. The 26 tasks with means between 0.0 and 50.0 represents 52 percent of all tasks. There were 22 percent of the tasks with means between 50.1 and 100 and 26 percent with means over 100. All time was converted from frequency categories to a weighted yearly time in order to obtain a uniform comparison.

In order to better understand time spent on various tasks, they were placed into one of the following seven discrete groups: (1) Mission, Goals, and Objectives, (2) Program Planning and Development, (3) Budget and Finance, (4) Staffing and Staff Development, (5) Evaluation, (6) Communication, and (7) Miscellaneous. Each task was placed in its group where it seemed to logically belong based on the content of the description of the task.

Table 2

Hours Spent Per Year on Task By Rank Order
(Recorded in Hours)

Rank	Task No.	N	Mean	S.D.	Range (L-H)
01	31	14	339.79	228.28	48-708
02	39	14	314.14	268.55	5-1180
03	32	14	258.43	287.61	98-1180
04	33	14	225.68	112.10	74-472
05	02	14	169.43	302.38	4-1180
06	11	13	165.39	171.85	8-490
07	34	14	157.14	67.69	48-245
08	49	09	155.44	220.48	8-720
09	46	10	147.90	150.79	20-441
10	45	13	137.54	187.69	2-708
11	09	14	128.07	118.13	20-472
12	44	11	122.09	80.20	10-245
13	10	11	121.05	107.57	6-392
14	47	13	96.46	98.13	6-392
15	08	13	96.08	117.69	6-392
16	35	12	92.75	35.10	24-147
17	15	13	86.23	89.79	12-354
18	40	11	81.55	121.16	1-392
19	07	12	68.83	65.39	4-196
20	37	13	66.15	125.94	2-392
21	48	08	58.88	39.10	21-120
22	43	08	55.63	82.71	6-245
23	36	13	53.83	51.38	4-147
24	50	14	50.07	73.47	2-288
25	42	13	46.62	49.37	2-168
26	04	13	35.04	15.42	1-196
27	01	14	30.29	41.51	1-147
28	29	13	29.64	39.47	1-147
29	19	12	28.99	38.87	2-120
30	13	10	27.90	38.42	2-98
31	38	14	26.14	64.20	1-245
32	22	11	25.91	22.15	4-64
33	06	13	25.23	51.63	3-196
34	41	13	25.00	22.29	4-80
35	14	12	24.08	29.14	1-98
36	03	14	23.50	26.17	1-98
37	26	11	21.59	28.86	2-98
38	18	14	17.71	17.67	1-64
39	27	13	16.54	13.89	1-49
40	12	14	15.86	11.38	4-40
41	21	13	15.54	19.03	1-64
42	16	10	15.05	21.09	1-60
43	05	12	13.92	13.14	3-50
44	20	11	11.77	21.72	1-75
45	28	09	11.17	19.19	1-60
46	17	08	10.44	15.93	1-49
47	30	10	8.85	13.92	2-48
48	23	10	7.80	6.88	1-20
49	24	10	4.90	4.43	1-15
50	25	05	4.30	3.63	1-10

As can be seen from Table 3, these tasks relate to mission, goals, and objectives. The mean for all tasks in this category is 64.57 per year. As can be seen from Table 10, this task category ranked fourth in time spent on all tasks on a yearly basis.

Table 4 presents the means for tasks 5-11 that are in the category of program planning and development. The mean for all tasks in this category is 88.37. As can be seen from Table 10, this category ranked third in time spent on tasks. It appears that the administrators in this study tended to view program planning as being a task that require a substantial amount of time when compared to the other task groups.

Table 5 presents the means for tasks 12-17 that represents the budgeting and finance tasks. The mean for all tasks in this category is 29.93. As can be seen from Table 10, this group ranked fifth in time spent on these tasks. This low ranking of time spent of administrative tasks may be explained by the findings in R. H. Green's (1979) article in which he states that many administrators at some colleges lack the necessary training and experience in financial matters. This lack of knowledge and inexperience by administrators could lead them to leave financial matters to business office personnel or others at the institution.

Table 3

Yearly Time Spent on Mission, Goals, and Objective Tasks
(Recorded in Hours)

Task No.	N	Mean	S. D.
01	14	30. 29	41. 51
02	14	169. 43	302. 37
03	14	23. 50	26. 17
04	13	35. 04	54. 42
Average amount of time spent on tasks.		64. 57	

Table 4

Yearly Time Spent on Program Planning and
Developmental Tasks
(Recorded in Hours)

Task No.	N	Mean	S.D.
05	12	13.92	13.14
06	13	25.23	51.63
07	12	68.83	65.39
08	13	96.08	117.69
09	14	128.07	118.13
10	11	121.05	107.57
11	13	165.39	171.85
Average amount of time spent on tasks.		88.37	

Table 5

Yearly Time Spent on Budget and Finance Tasks
(Recorded in Hours)

Task No.	N	Mean	S.D.
12	14	15.86	11.38
13	10	27.90	38.42
14	12	24.08	29.14
15	13	86.23	89.79
16	10	15.05	21.09
17	08	10.44	15.93
Average amount of time spent on tasks.		29.93	

In Table 6 the means for tasks 13-25 that represents the tasks in the group of staffing and staff development is reported. The mean for all tasks in this category is 14.61. As can be seen from Table 10, this group ranked seventh in time spent on these tasks. In any organization, staffing is important. Since this group ranked last in time spent on tasks, it may be that the administrators of adult and continuing education programs are satisfied with the size and development of staff. However, in many small private colleges, personnel from other areas of the college may be moved into adult and continuing education positions without giving serious thought to competencies required. Since the majority of the administrators surveyed had a small staff, it is not surprising to find this task ranking last in terms of time spent on tasks. The administrators may view their staff as too small to require time for staff development.

Table 7 presents the means for tasks 26-30 that represents the tasks in the group on evaluation. The mean for all tasks in this group was 17.56. As can be seen from Table 10, this group ranked sixth in time spent on tasks. Although most institutions of higher learning view evaluation as essential, the administrators surveyed in this study did not spend much time performing this task. It appears that these administrators either felt they did not

Table 6

Yearly Time Spent on Staffing and Staff
Development Tasks
(Recorded in Hours)

Task No.	N	Mean	S. D.
18	14	17.71	17.67
19	12	28.99	38.87
20	11	11.77	21.72
21	13	15.54	19.03
22	11	25.91	22.15
23	10	7.80	6.88
24	10	4.90	4.43
25	05	4.30	3.63
Average amount of time spent on tasks.		14.61	

Table 7

Yearly Time Spent on Evaluation Tasks
(Recorded in Hours)

Task No.	N	Mean	S. D.
26	11	21. 59	28. 86
27	13	16. 54	13. 89
28	09	11. 17	19. 19
29	13	29. 64	39. 47
30	10	8. 85	13. 92
Average amount of time spent on tasks.		17. 56	

have adequate time to devote to this task or that available evaluation techniques were too expensive and unproductive. Also, the administrators may view this task as having a low priority.

Table 8 presents the means for tasks 31-39 which represents the tasks in the group dealing with communication. The mean for all tasks in this group was 170.45. As can be seen from Table 10, this group ranked first in time spent on these tasks. Smeltzer and Waltman (1984) state that "more than 75 percent of a manager's time is spent communicating" (p. 2). Data from this study seems to support the point of view of Smeltzer and Waltman.

Table 9 presents the means for tasks 40-50 which represents the tasks in the miscellaneous group. The mean for all tasks in this group was 88.83. As can be seen from Table 10, this group ranked second in time spent on tasks.

The analysis of time spent on those tasks by groups clearly indicates that the communication category accounts for more than one-third of the total amount of time spent on all tasks. Substantial amounts of time were spent on miscellaneous tasks; program planning and development tasks; and mission, goals, and objective tasks. A smaller amount of time was spent on budget and finance tasks and evaluation tasks. The least amount of time was spent on staffing and

Table 8

Yearly Time Spent on Communication Tasks
(Recorded in Hours)

Task No.	N	Mean	S. D.
31	14	339.79	228.28
32	14	258.43	287.61
33	14	225.68	112.10
34	14	157.14	67.69
35	12	92.75	35.10
36	13	53.83	51.38
37	13	66.15	125.94
38	14	26.14	64.20
39	14	314.14	268.55
Average amount of time spent on tasks.		170.45	

Table 9

Yearly Time Spent on Miscellaneous Tasks
(Recorded in Hours)

Task No.	N	Mean	S.D.
40	11	81.55	121.16
41	13	25.00	22.29
42	13	46.62	49.37
43	08	55.63	82.71
44	11	122.09	80.20
45	13	137.54	187.69
46	10	147.90	150.79
47	13	96.46	98.13
48	08	58.88	39.10
49	09	155.44	220.48
50	14	50.07	73.47
Average amount of time spent on tasks.		88.83	

Table 10

Rank Order of Time on Tasks by Categories
(Recorded in Hours)

Rank	Category	Mean Year	Mean Week
1	Communications	170.45	21.3
2	Miscellaneous	88.83	11.1
3	Program Planning and Development	88.37	11.0
4	Mission, Goals, and Objectives	64.57	8.1
5	Budget and Finance	29.93	3.7
6	Evaluation	17.56	2.2
7	Staffing and Staff Development	14.61	1.8

Average work week =   59.2 hrs.

staff development tasks. In calculating the mean values for Table 10, the sum of the mean scores for each category was computed and then divided by the number of tasks for that category. Although 59.2 hours per week may appear somewhat high, this is what was reported by the participants.

In summary, administrators spent the highest amount of time (170.45 hours per year) on preparing reports, preparing other written communications, and conversing on the telephone while spending the least amount of time (14.61 hours per year) on staffing and staff development tasks. Also, a small amount of time was spent on developing improved techniques for measuring adult and continuing education outcomes. No doubt communication is considered a vital part of the activities of administrators of adult and continuing education.

Since the least amount of time was spent on staffing and staff development by administrators of adult and continuing education programs, it may suggest that this task receives little attention. There may be several reasons to explain the small amount of time spent on this task. For example, many of the programs at private colleges are small that would require a limited staff. Thus, there is little need for a large amount of time on this task. Also, there may be a small staff that would suggest that little time is

needed to train the staff. In addition, the college administration may view adult and continuing education as marginal activities and provide little or no funds for staff development.

Priority of Tasks

The second research question was to determine the priority of tasks. To answer the second research question, the participants checked either low, medium, or high priority for each task. Also, the participants indicated the frequency each task was performed by sorting the administrative tasks into the following frequency groups:

0. do not perform task,

1. daily task,

2. weekly task,

3. monthly task,

4. semester task,

5. yearly task,

6. long range task, and

7. delegated task.

A crosstabs table was completed on each task by displaying the percentage of respondents who rated the task as high, medium, or low priority. These percentages are shown on Table 11.

Table 11

Priority of Tasks Percentage Ratings with Categories

Category	Task	N	High	Med	Low
Mission	01	14	71.4	28.6	
Goals and	02	14	71.4	28.6	
Objective	03	14	57.1	42.9	
	04	13	61.5	30.8	7.7
Program	05	12	50.0	50.0	
Planning	06	13	69.2	23.1	7.7
and	07	12	91.7	8.3	
Development	08	13	69.2	30.8	
	09	14	28.6	71.4	
	10	11	60.0	30.0	10.0
	11	13	76.9	23.1	
Budget and	12	14	57.1	42.9	
Finance	13	10	40.0	60.0	
	14	12	41.7	41.7	16.7
	15	13		76.9	23.1
	16	10	30.0	60.0	10.0
	17	08	12.5	62.5	25.0
Staffing	18	14	42.9	35.7	21.4
and Staff	19	12	58.3	25.0	16.7
Development	20	11	18.2	54.5	27.3
	21	13	46.2	46.2	7.7
	22	11	63.9	36.1	
	23	10	40.0	60.0	
	24	10	50.0	40.0	10.0
	25	05	60.0	20.0	20.0
Evaluation	26	11	54.6	36.4	9.1
	27	13	61.5	30.8	7.7
	28	09	77.8	11.1	11.1
	29	13	30.8	61.5	7.7
	30	10	20.0	60.0	20.0
Communication	31	14	64.3	35.7	
	32	14	57.1	42.9	
	33	14	57.1	42.9	
	34	14	50.0	42.9	7.1
	35	12	16.7	16.7	66.7
	36	13	30.8	53.8	15.4
	37	13	53.9	30.8	15.4
	38	14	50.0	35.7	14.3
	39	14	50.0	42.9	7.1
Miscellaneous	40	11	54.5	45.5	
	41	13	53.8	46.2	
	42	13	69.2	23.1	7.7
	43	03	50.0	25.0	25.0
	44	11	33.3	16.7	
	45	13	84.6	7.7	7.7
	46	10	80.0	20.0	
	47	13	38.5	61.5	
	48	03	50.0	50.0	
	49	09	44.5	44.4	11.1
	50	14	78.6	21.4	

As can be seen from Table 11, the task with the highest percentage priority rating was task number 7 (developing publicity and public relations campaign for adult and continuing education) in which 91.7 percent of all administrators surveyed rated the task as a high priority. Also, receiving high priority ratings were task numbers 44 (providing academic advising to students), 45 (handling student problems), and 46 (teaching adult and continuing education courses) with 80 percent or more of the administrators rating these tasks as a high priority. The task receiving the lowest priority rating was task number 35 (engaging in casual conversation with colleagues and friends who "drop in" for an informal visit that may or may not relate to adult and continuing education) with 66.7 percent of administrators rating the task as a low priority.

As can be seen from Table 11, there were 34 tasks receiving a high priority rating from 50 percent or more of the administrators while only one task (task number 35) received a low priority from 50 or more percent of the administrators.

Table 12 presents the priority ratings of administrators by frequency categories. As can be seen from Table 12, of the 91.7 percent of administrators giving task number 7 (developing publicity and public relations campaign

Table 12

Priority of Tasks Percentages by Frequency Categories
(Rounded to Nearest Whole Number)

Task	H M L Daily	H M L Weekly	H M L Monthly	H M L Semester	H M L Yearly	H M L L. Range	H M L Delegated
01	00 00 00	07 07 00	00 07 00	00 00 00	36 07 00	29 07 00	00 00 00
02	29 00 00	29 00 00	00 14 00	14 14 00	00 00 00	00 00 00	00 00 00
03	00 00 00	07 00 00	00 07 00	07 14 00	36 14 00	07 07 00	00 00 00
04	00 00 00	08 00 00	23 00 00	08 15 00	15 08 08	08 08 00	00 00 00
05	00 00 00	00 00 00	00 00 00	33 25 00	08 08 00	00 00 00	08 17 00
06	00 00 00	00 00 00	00 00 00	54 08 00	08 08 00	00 00 08	08 08 00
07	00 00 00	25 00 00	33 00 00	33 08 00	08 00 00	00 00 00	00 00 00
08	08 00 00	23 08 00	08 00 00	08 00 00	15 23 00	08 00 00	00 00 00
09	08 00 00	21 57 00	00 07 00	00 07 00	00 00 00	00 00 00	00 00 00
10	10 10 00	30 20 10	20 00 00	00 00 00	00 00 00	00 00 00	00 00 00
11	39 00 00	08 00 00	08 08 00	23 15 00	00 00 00	00 00 00	00 00 00
12	00 00 00	00 00 00	00 00 00	36 29 00	21 07 00	00 07 00	00 00 00
13	00 00 00	20 00 00	00 10 00	10 10 00	10 30 00	00 00 00	00 10 00
14	00 00 00	08 17 00	08 00 00	08 17 00	17 08 08	00 00 08	00 00 00
15	00 15 00	00 54 23	00 08 00	00 00 00	00 00 00	00 00 00	00 00 00
16	00 00 00	10 30 00	00 00 00	00 30 00	10 00 00	00 10 10	00 00 00
17	00 00 00	00 13 00	00 00 00	00 13 00	00 00 00	13 38 25	00 00 00
18	00 00 00	00 00 00	00 00 00	00 00 00	50 29 00	00 07 14	00 00 00
19	00 00 00	00 00 00	08 00 00	50 25 08	00 00 08	00 00 00	00 00 00
20	00 00 00	00 00 00	00 00 00	18 00 00	00 27 09	00 18 18	00 09 00
21	00 00 00	00 08 00	00 00 00	31 31 00	08 00 08	08 08 00	00 00 00
22	00 00 00	00 09 00	09 00 00	36 18 00	09 00 00	09 09 00	00 00 00
23	00 00 00	00 00 00	00 00 00	10 40 00	20 10 00	10 00 00	00 10 00
24	00 00 00	00 00 00	00 00 00	20 20 10	20 10 00	10 00 00	00 10 00
25	00 00 00	00 00 00	00 00 00	20 00 00	20 20 00	20 00 20	00 00 00
26	00 00 00	09 00 00	18 09 00	18 00 00	09 18 09	00 09 00	00 00 00
27	00 00 00	08 00 00	15 00 00	31 00 08	08 31 00	00 00 00	00 00 00
28	00 00 00	00 00 00	00 00 00	33 00 00	44 11 11	00 00 00	00 00 00
29	00 00 00	08 23 00	08 08 00	15 15 08	00 08 00	00 08 00	00 00 00
30	00 00 00	00 00 00	00 00 00	10 00 10	10 30 10	00 30 00	00 00 00
31	29 21 00	21 08 00	14 07 00	00 00 00	00 00 00	00 00 00	00 00 00
32	50 36 00	07 07 00	00 00 00	00 00 00	00 00 00	00 00 00	00 00 00
33	36 36 00	21 07 00	00 00 00	00 00 00	00 00 00	00 00 00	00 00 00
34	43 29 00	07 07 07	00 07 00	00 00 00	00 00 00	00 00 00	00 00 00
35	08 00 17	08 17 42	00 00 08	00 00 00	00 00 00	00 00 00	00 00 00
36	00 08 08	15 39 08	08 00 00	00 08 00	08 00 00	00 00 00	00 00 00
37	00 00 00	15 00 00	15 08 00	08 08 00	08 15 08	00 00 00	08 00 03
38	00 00 00	07 00 00	29 29 00	14 07 07	00 00 07	00 00 00	00 00 00
39	43 43 00	07 00 07	00 00 00	00 00 00	00 00 00	00 00 00	00 00 00
40	00 00 00	18 09 00	09 00 00	00 00 00	00 00 00	00 00 00	27 36 00
41	00 00 00	00 00 00	00 00 00	46 31 00	08 00 00	00 00 00	00 15 00
42	00 00 00	00 00 00	15 00 00	46 15 00	00 00 08	00 00 00	08 08 00
43	00 00 00	25 13 00	00 00 00	13 00 13	00 00 00	00 00 00	13 13 13
44	00 00 00	67 08 00	00 00 00	08 00 00	00 00 00	00 00 00	08 08 00
45	15 00 00	39 08 08	15 00 00	00 00 00	08 00 00	00 00 00	08 00 00
46	00 00 00	30 00 00	00 00 00	50 10 00	00 10 00	00 00 00	00 00 00
47	00 00 00	23 23 00	08 31 00	00 08 00	08 00 00	00 00 00	00 00 00
48	00 00 00	13 00 00	25 13 00	00 00 00	13 38 00	00 00 00	00 00 00
49	00 00 00	11 22 00	22 00 00	11 11 00	00 00 11	00 11 00	00 00 00
50	00 00 00	00 00 00	14 00 00	29 00 00	36 21 00	00 00 00	00 00 00

for adult and continuing education) a high priority rating, 33.3 percent performed the task monthly, 25.0 percent weekly, and 33.3 percent on a semester basis. The remaining 8.3 percent performed the task on a yearly basis. The task receiving the lowest percentage priority rating was task number 35 (engaging in casual conversation with colleagues and friends who "drop in" for an informal visit that may or may not relate to adult/continuing education). As Table 12 indicates, of those rating the task as a low priority, 16.7 percent performed the task daily, 41.6 percent weekly, and 8.3 percent monthly. Of those giving the task a high priority, 8.3 percent performed the task daily and 8.3 percent weekly. The remaining 16.7 percent rated the task as a medium priority and performed the task weekly.

In Table 12 it is shown that 85.7 percent of the administrators performed task number 32 (reading written communications that come to my desk) daily and received a high priority rating from 50 percent and a medium priority rating from 35.7 percent. Of the remaining 14.3 percent, 7.1 percent rated the task as a high priority and performed the task weekly and 7.1 percent rated the task as a medium priority while performing the task weekly.

Table 12 shows that 78.5 percent of the administrators performed task number 9 (reading the literature to help

identify future trends and developments in adult and continuing education) on a weekly basis with 21.4 percent rating the task as a high priority and 57.1 percent a medium priority. Approximately 7 percent performed the task daily while another 7 percent performed the task on a semester basis and weekly basis.

Over 50 percent of the administrators performed task number 38 (presenting oral reports at faculty and staff meetings on adult and continuing education) on a monthly basis. Table 12 shows that 28.6 percent of those performing the task on a monthly basis rated the task as a high priority while another 28.6 percent rated the task as a medium priority.

Task number 19 (identifying qualified teachers each academic period) was performed more frequently on a semester basis than any other task. As Table 12 shows, 83.3 percent of the administrators performed task number 19 on a semester basis with 50 percent rating the task as a high priority, 25 percent as a medium priority, and 8.3 percent as a low priority.

Over 78 percent of the administrators performed task number 18 (determining the number of teaching positions needed in adult continuing education for the coming academic period) on a yearly basis. Table 12 shows that 50 percent

of the administrators rated task number 18 a high priority while 14 percent rated the task a low priority.

As Table 12 shows more administrators performed task number 17 (collecting student fees) on a long-range basis than any other task with 12.5 percent rating the task as a high priority, 37.5 percent as a medium priority, and 25 percent as a low priority.

Finally, the task that was most often delegated by administrators was task number 40 (processing admission applications). As Table 12 shows, 27.3 percent of those delegating task number 40 rated the task as a high priority and 36.4 percent as a medium priority.

Table 13 presents those tasks in which 75 percent or more of the administrators rated a high priority and at the same time spent less than 81 hours per year on the task.

Table 13 shows that 91.7 of the administrators rated task number 7 (developing publicity and public relations campaign for adult and continuing education) a high priority and spent an average of 68.83 hours per year performing the task. Seventy-seven percent of the administrators rated thast number 28 (meeting with faculty and staff members for their performance evaluations) high priority and spent only 11.17 hours per year performing the task. Eighty-three percent of the administrators rated task number 44

Table 13

Tasks Showing High Priority and Low Time

Task No.	High Priority (percent)	Time (hours per year)
07	91.7	68.83
28	77.8	11.17
44	83.3	80.20
50	78.6	73.47

(providing academic advising to students) a high priority and spent 80.20 hours per year on the task. Finally, 78.6 percent of the administrators rated task number 50 (attending professional meetings for professional growth and development) a high priority and spent 73.47 hours per year performing the task.

In summary, the administrative tasks that were rated the highest by administrators of adult and continuing education programs were task numbers 7, 45, and 46 while task number 35 received the lowest priority rating. Task number 7 (developing publicity and public relations campaign for adult and continuing education) received the highest percent priority rating where 91.7 percent of the administrators rating the task as a high priority while task 34 (engaging in casual conversation with colleagues and friends who "drop in" for an informal visit that may or may not relate to adult and continuing education) received a low priority rating from 66.7 percent of the administrators. When tasks are analyzed by frequency categories, most administrators performed task number 32 on a daily basis, task number 9 on a weekly basis, task number 38 on a monthly basis, task number 19 on a semester basis, task number 18 on a yearly basis, task number 17 on a long-term basis, and task number 40 was delegated most often.

Relationship Between Time on Task and Priority of Task

The third research question was to determine the
relationship between the estimated amount of time expended
on each task and the priority of the task. To answer this
research question, a Pearson correlation coefficient was
computed for each administrative task using the variables of
time and priority. Time was grouped into the following five
categories:

1. 0.0-7.0 hours,

2. 7.1-21.0 hours,

3. 21.1-49.0 hours,

4. 49.1-196.0 hours, and

5. over 196 hours.

Priority was coded into three categories of high,
medium, and low priority. The results of the Pearson
correlation computation are shown in Table 14. Table 14
indicates that only task numbers 7 (developing publicity and
public relations campaign for adult and continuing
education) and 32 (reading written communications that come
to my desk) show a positive correlation of .70 or higher.
Task number 7 shows a correlation of .72 while task number
32 had a correlation of .75.

Table 14 shows that only 12 administrative tasks showed
a positive correlation of .50 or higher. They are task

Table 14

Relationship between Time on Task and Priority of Task

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.00
	02	.50
	03	.34
	04	.69
Program Planning and Development	05	.30
	06	.36
	07	.72
	08	.45
	09	.45
	10	.27
	11	.59
Budget and Finance	12	.00
	13	.47
	14	.33
	15	.04
	16	-.01
	17	.21
Staffing and Staff Development	18	.63
	19	.53
	20	.08
	21	-.17
	22	-.01
	23	.00
	24	.14
	25	.38
Evaluation	26	.45
	27	.48
	28	.28
	29	.36
	30	.00
Communication	31	-.27
	32	.75
	33	.30
	34	.66
	35	.41
	36	.01
	37	.59
	38	.45
	39	.19
Other	40	.04
	41	.62
	42	.54
	43	.59
	44	.00
	45	.17
	46	.18
	47	.39
	48	.38
	49	.39
	50	.10

numbers 2, 4, 7, 11, 18, 19, 32, 34, 37, 41, 42, and 43.
When analyzing these tasks according to rank in time spent
on task and priority of task, the data shows that task
number 2 was ranked fifth in time spent on task and received
a high priority rating, task number 11 ranked sixth in time
spent on task with a high priority rating, task number 32
ranked third in time spent on task with a high priority
rating, and task number 34 ranked seventh in time spent on
task with a high priority rating. The remaining 8 tasks
ranked much lower in time spent on tasks. The data
indicates very few administrative tasks have a high positive
correlation between time and priority. Therefore, it
appears that more time spent on a task does not necessarily
show a high priority for that task. This suggests that
priority is based on other variables.

Table 14 shows other noteworthy data. For example,
task numbers 1 (identifying the mission and goal of adult
and continuing education), 12 (estimating the cost of
projected new program offerings), 23 (planning orientation
activities for new faculty and staff), 30 (developing
improved techniques for measuring adult and continuing
educational outcomes), and 44 (providing academic advising
to students) all showed a zero correlation. Accordingly,
there seems to be no relationship between time spent on

identifying the mission and goals of adult and continuing
education, estimating the cost of projected new program
offerings, planning orientation activities for new faculty
and staff, developing improved techniques for measuring
adult and continuing education outcomes, and the priority
administrators place on these tasks. Since all of the above
tasks shows a zero correlation, there is neither a positive
nor negative relationship between time spent on task and
priority of the task. This suggests that the variables of
time and priority play no role with these tasks.

In order to more completely analyze the relationship
between time on a task and priority of the task, a crosstabs
table was completed on each task by displaying the
percentage of respondents who rated the task as a high,
medium, or low priority by the five time categories.

As can be seen from Table 15, the task number with the
largest percent of respondents rating as a high priority in
the first time category (0.0-7.0 hours) was task number 28
(meeting with faculty and staff members for their
performance evaluation) in which 55.6 percent rating the
task as a high priority.

As Table 15 shows (1) task number 6 (conducting
orientation activities for students) had the highest percent
of respondents rating the task as a high priority in the

Table 15

Percentages of Time on Task by Priority of Task
(Rounded to Nearest Whole Number)

| | | | | | | | (N=14) | | | | | | | | |
| Task | 0-7 Hours | | | 7-21 Hours | | | 21-49 Hours | | | 49-196 Hours | | | 196-over Hours | | |
	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
01	07	14	00	43	00	00	14	07	00	07	07	00	00	00	00
02	07	07	00	00	07	00	07	14	00	36	00	00	21	00	00
03	14	29	00	14	00	00	21	14	00	07	00	00	00	00	00
04	08	08	08	15	23	00	23	00	00	15	00	00	00	00	00
05	17	25	00	25	25	00	08	00	00	00	00	00	00	00	00
06	15	08	08	46	15	00	08	00	00	00	00	00	00	00	00
07	00	08	00	08	00	00	42	00	00	42	00	00	00	00	00
08	00	08	00	21	15	00	15	00	00	08	08	00	23	00	00
09	00	00	00	00	08	00	00	14	00	14	43	00	14	07	00
10	00	00	00	00	00	00	10	00	00	30	30	10	20	00	00
11	00	00	00	15	08	00	08	15	00	08	00	00	46	00	00
12	14	07	00	29	29	00	14	07	00	00	00	00	00	00	00
13	10	30	00	10	20	00	00	10	00	20	00	00	00	00	00
14	08	08	17	17	17	00	17	08	00	00	08	00	00	00	00
15	00	08	00	00	39	15	00	23	08	00	08	00	00	00	00
16	20	30	10	00	20	00	10	00	00	00	10	00	00	00	00
17	13	25	25	00	25	00	00	13	00	00	00	00	00	00	00
18	00	21	14	29	14	00	14	00	00	07	00	00	00	00	00
19	08	17	17	25	08	00	08	00	00	17	00	00	00	00	00
20	09	36	18	09	09	09	00	09	00	00	00	00	00	00	00
21	23	08	08	23	23	00	00	08	00	00	08	00	00	00	00
22	09	09	00	27	09	00	18	09	00	09	09	00	00	00	00
23	20	40	00	20	20	00	00	00	00	00	00	00	00	00	00
24	30	30	10	20	10	00	00	00	00	00	00	00	00	00	00
25	40	20	20	20	00	00	00	00	00	00	00	00	00	00	00
26	09	27	00	18	00	09	18	09	00	09	00	00	00	00	00
27	15	23	00	08	08	08	39	00	00	00	00	00	00	00	00
28	56	11	11	11	00	00	00	00	00	11	00	00	00	00	00
29	00	31	00	15	08	08	08	23	00	08	00	00	00	00	00
30	10	50	10	10	00	10	00	10	00	00	00	00	00	00	00
31	00	00	00	00	00	00	03	00	00	21	07	00	36	29	00
32	00	00	00	00	00	00	00	00	00	14	43	00	43	00	00
33	00	00	00	00	00	00	00	00	00	14	21	00	43	21	00
34	00	00	00	00	00	00	00	07	00	18	36	07	36	00	00
35	00	00	00	00	00	00	00	00	25	17	17	42	00	00	00
36	08	08	00	00	08	08	15	23	00	08	15	08	00	00	00
37	15	15	08	08	08	08	08	08	00	08	00	00	15	00	00
38	21	21	14	14	14	00	07	00	00	00	00	00	07	00	00
39	00	07	00	00	00	00	00	00	00	00	00	00	50	35	07
40	09	18	00	00	09	00	27	00	00	09	18	00	09	00	00
41	08	08	00	15	31	00	08	08	00	23	00	00	00	00	00
42	08	00	08	08	23	00	08	00	00	46	00	00	00	00	00
43	00	00	13	25	13	13	00	13	00	13	00	00	13	00	00
44	00	00	00	17	08	00	08	00	00	50	08	00	08	00	00
45	08	00	00	08	00	00	23	00	00	23	08	08	23	00	00
46	00	00	00	10	00	00	20	10	00	30	10	00	20	00	00
47	00	08	00	00	00	00	08	23	00	23	31	00	08	00	00
48	00	00	00	00	13	00	25	25	00	25	13	00	00	00	00
49	00	00	00	00	22	00	11	00	00	22	22	11	11	00	00
50	00	07	00	29	00	00	36	07	00	07	07	00	07	00	00

second time category (7.1-21.0 hours). Forty-six percent of the respondents rated the task a high priority. (2) Task number 27 (evaluating and revising admissions procedures to facilitate easy access to adult and continuing education) had the highest percent of respondents rating the task as a high priority in the third time category (21.1-49.0 hours) in which 38.5 percent giving the task a high priority. (3) Task number 44 (providing academic advising to students) had the highest percent of respondents rating the task as a high priority in the fourth time category (49.1-196 hours) in which 50 percent rated the task as a high priority. (4) Task number 39 (conversing on the telephone with faculty, staff, and others) had the highest percent of respondents rating the task as a high priority in the fifth time category (over 196 hours) in which 50 percent rated the task as a high priority.

The above five tasks by administrative categories indicates that tasks 27 and 28 are related to evaluation, task 6 is related to mission, goals, and objectives, task 39 is related to communication, and task 44 is related to areas of miscellaneous tasks.

Task 27 (evaluating and revising admission procedures to facilitate easy access to adult and continuing education) had the highest percent of administrators rating the task as

a high priority in the time category of between 21 and 49 hours. Over one-third of the administrators spent between 21 and 49 hours per year on this task. Therefore, it would appear that the administrators view this task as relatively important.

Task 28 (meeting with faculty and staff members for their performance evaluation had the highest percent of administrators rating the task as a high priority in the time category of between 0 and 7 hours. Since evaluation normally occurs only once a year, it would appear that the time devoted to this task by this group is appropriate.

Task 6 (conducting orientation activities for students) had the highest percent of administrators rating the task as a high priority in the time category of between 7 and 21 hours. This group views this task as important but spends a small amount of time on the task.

Finally, task 39 (conversing on the telephone with faculty, staff, and others) had the highest percent of administrators rating the task as a high priority in the time category of over 196 hours. This task is viewed as important by this group and a substantial amount of time is spent on the task. Nevertheless, some writers think that there is a positive correlation between amount of time spent communicating and employee productivity (Smeltzer & Waltman, 1984).

Relationship between the Time Spent on a

Task and Selected Demographic Variables.

The fourth research question was to determine the
relationship between the time spent on a task and selected
demographic variables. To answer this research question, a
Pearson correlation coefficient was computed for each
administrative task using the variables of time and the
demographic variable. A complete list of the demographic
variables appears in Appendix B.

Table 16 shows the relationship between the time spent
on tasks and the first demographic variable (number of FTE
students enrolled in all college programs). As Table 16
indicates, task numbers 32 (reading written communications
that come to my desk), 38 (presenting oral reports at
faculty and staff meetings on adult continuing education),
and 49 (doing personal scholarship and research) had the
highest positive correlation coefficients of all
administrative tasks with coefficients of .86, .94, and .90
respectively. This data suggests (1) that as enrollment
increases in all college programs, more time is spent
reading written communications by the administrator, (2)
time spent presenting oral reports increases, and (3) time
spent doing personal scholarship and research increases.

Table 16

Relationship between Time on Task and the Demographic Variable
of Number of FTE Students Enrolled in All College Programs

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.17
	02	-.20
	03	.04
	04	.54
Program Planning and Development	05	.50
	06	-.35
	07	.44
	08	.23
	09	-.12
	10	.12
	11	.56
Budget and Finance	12	-.12
	13	.51
	14	-.04
	15	-.13
	16	.02
	17	.04
Staffing and Staff Development	18	-.20
	19	.05
	20	-.06
	21	-.04
	22	.10
	23	.07
	24	.18
	25	.60
Evaluation	26	.44
	27	.23
	28	.01
	29	.14
	30	-.36
Communication	31	-.50
	32	.86
	33	-.23
	34	.52
	35	-.33
	36	-.29
	37	.33
	38	.94
	39	-.12
Other	40	-.37
	41	.31
	42	.01
	43	-.17
	44	-.36
	45	-.53
	46	-.13
	47	.05
	48	-.10
	49	.90
	50	-.09

Also, Table 16 shows that there were 21 tasks with a
negative correlation between time spent on the task and the
first demographic variable (number of FTE students enrolled
in all college programs). This data indicates that as
enrollment increases, less time is spent on these 21 tasks.
However, the majority of these 21 tasks shows a low or small
negative correlation.

Table 17 shows the relationship between time spent on
tasks and the second demographic variable (number of FTE
students enrolled in adult and continuing education
classes). As Table 17 shows, task number 4 (working with
faculty, staff, and others in prioritizing adult and
continuing education program goals and objectives) had the
highest positive correlation of .72. This data suggest that
as the number of students enrolled in adult and continuing
education classes increases, more time is spent in
prioritizing adult and continuing education program goals
and objectives.

Also, Table 17 shows that there were 26 tasks with a
negative correlation between time spent on task and the
second demographic variable (number of FTE students enrolled
in adult and continuing education classes). These data
suggest that as enrollment increases, less time was spent on
these 26 tasks.

Table 17

Relationship between Time Spent on Task and the Demographic
Variable of Number of FTE Students Enrolled in
Adult and Continuing Education Programs

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.39
	02	.00
	03	.06
	04	.72
Program Planning and Development	05	.61
	06	-.41
	07	.11
	08	-.02
	09	-.16
	10	-.06
	11	.30
Budget and Finance	12	-.18
	13	.08
	14	-.11
	15	-.25
	16	.05
	17	-.04
Staffing and Staff Development	18	-.30
	19	-.24
	20	.21
	21	-.39
	22	-.53
	23	-.16
	24	-.26
	25	-.15
Evaluation	26	-.22
	27	.41
	28	.23
	29	.47
	30	-.45
Communication	31	-.55
	32	.50
	33	-.25
	34	.22
	35	-.33
	36	-.35
	37	.24
	38	.53
	39	-.13
Other	40	-.02
	41	.56
	42	-.27
	43	.27
	44	-.30
	45	-.22
	46	.29
	47	.04
	48	.09
	49	.58
	50	.28

Table 18 shows the relationship between time spent on tasks and the third demographic variable (number of adult and continuing education credit classes offered). As Table 18 indicates, there were no administrative tasks with a positive correlation coefficient of .70 or higher. Only task numbers 29 (personally learning more about performance and program evaluation by reading) and 46 (teaching adult and continuing education courses) had a positive correlation coefficient of .60 or higher. As Table 18 shows, task number 29 had a correlation coefficient of .62 and task number 46 a correlation of .63. These data suggest that there is very little positive correlation between time spent on tasks and the third demographic variable (number of adult and continuing education credit classes offered).

Table 19 indicates task numbers 25 (conducting professional development needs assessment for faculty and staff) and 26 (meeting with faculty, staff, and others to adopt educational standards for adult and continuing education) had the highest positive correlation coefficients with a coefficient of .84 and .83, respectively. These data suggest that as the number of non-credit classes offered increases, more time is spent by administrators meeting with faculty, staff, and others to adopt educational standards for adult and continuing education and conducting

Table 18

Relationship between Time Spent on Task and the Demographic
Variable of Number of Adult and Continuing Education Credit
Classes Offered During 1985-86

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.43
	02	-.07
	03	-.02
	04	.53
Program Planning and Development	05	.42
	06	-.22
	07	-.33
	08	-.15
	09	-.11
	10	.04
	11	-.12
Budget and Finance	12	-.28
	13	-.46
	14	-.25
	15	-.44
	16	.03
	17	-.14
Staffing and Staff Development	18	.09
	19	-.25
	20	.38
	21	-.25
	22	-.41
	23	-.01
	24	-.38
	25	.00
Evaluation	26	-.43
	27	.38
	28	.44
	29	.62
	30	-.32
Communication	31	-.52
	32	-.14
	33	.11
	34	.05
	35	.16
	36	.01
	37	.31
	38	-.24
	39	.06
Other	40	.21
	41	.48
	42	-.17
	43	.55
	44	-.15
	45	-.13
	46	.63
	47	-.04
	48	.25
	49	-.17
	50	.53

Table 19

Relationship between Time Spent on Task and the Demographic
Variable of Number of Non-Credit Adult and Continuing Education
Classes Offered During 1985-86

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.37
	02	.26
	03	.72
	04	-.14
Program Planning and Development	05	-.01
	06	-.16
	07	-.24
	08	-.35
	09	.14
	10	-.22
	11	-.06
Budget and Finance	12	.49
	13	.58
	14	.17
	15	.05
	16	.47
	17	-.22
Staffing and Staff Development	18	-.12
	19	.65
	20	.29
	21	-.11
	22	.44
	23	.11
	24	.77
	25	.84
Evaluation	26	.83
	27	.00
	28	.23
	29	.10
	30	-.13
Communication	31	.34
	32	-.08
	33	.08
	34	.25
	35	.04
	36	-.07
	37	.05
	38	.00
	39	-.14
Other	40	-.07
	41	-.30
	42	-.32
	43	-.07
	44	-.47
	45	-.28
	46	-.35
	47	-.04
	48	-.44
	49	-.32
	50	.26

professional development needs assessment for faculty and
staff.

Also, Table 19 shows that there are 24 tasks with a
negative correlation between time spent on task and the
fourth demographic variable (number of adult and continuing
education non-credit classes offered). Although the
majority of these negative correlations were small, these
data suggest that as the number of adult and continuing
education non-credit classes increases, less time is spent
on these 24 tasks.

Table 20 shows the relationship between time spent on
tasks and the fifth demographic variable (the number of
full-time staff in adult and continuing education program).
As Table 19 indicates, the administrative tasks with the
highest positive correlation coefficients were task numbers
5 (planning orientation activities for new students) and 28
(meeting with faculty and staff members for thier
performance evaluation). Task number 5 had a correlation
coefficient of .74 and task number 28 a correlation
coefficient of .83. These data suggest that as the number
of full-time staff in adult and continuing education
increases, the administrator of the program spends more time
planning orientation activities for new students and meeting
with faculty and staff for their performance evaluation.

Table 20

Relationship between Time Spent on Task and the Demographic
Variable of Number of Full-Time Staff in Adult and Continuing
Education Program

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.33
	02	-.05
	03	.50
	04	.20
Program Planning and Development	05	.74
	06	-.11
	07	-.02
	08	-.11
	09	.02
	10	-.10
	11	.13
Budget and Finance	12	.18
	13	.40
	14	.00
	15	-.32
	16	.45
	17	-.24
Staffing and Staff Development	18	.10
	19	.47
	20	.00
	21	-.20
	22	.23
	23	.41
	24	.43
	25	.69
Evaluation	26	.30
	27	-.20
	28	.83
	29	.03
	30	-.08
Communication	31	-.24
	32	.32
	33	.18
	34	.14
	35	.01
	36	-.26
	37	-.08
	38	.28
	39	-.05
Other	40	-.25
	41	.10
	42	-.11
	43	-.38
	44	-.11
	45	-.12
	46	-.07
	47	.01
	48	.05
	49	.27
	50	.20

However, there were 20 tasks that showed a negative correlation. Although the majority of these negative correlations were small, these data suggest that as the number of full-time staff increases, less time is spent on these 20 tasks.

Table 21 shows the relationship between time spent on tasks and the sixth demographic variable (the educational attainment of the director of the adult and continuing education program). As Table 21 indicates, there were no administrative tasks with a positive correlation coefficient of .70 or higher. However, task number 44 (providing academic advising to students) shows a negative correlation of -.71. This suggests that as the educational attainment of the director of the adult and continuing education program increases, less time is spent providing academic advising to students by the director.

However, there were 25 tasks performed that shows a negative correlation. Although the majority of these negative correlations were small, these data suggest that as the educational attainment of the director increases, less time is spent on these 25 tasks.

Table 22 shows the relationship between time spent on tasks and the seventh demographic variable (the size of the adult and continuing education budget). As Table 22 shows,

Tabla 21

Relationship between Time Spent on Task and the Demographic
Variable of Education Attainment of Director of
Adult and Continuing Education Program

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.31
	02	.26
	03	.26
	04	.34
Program Planning and Development	05	.19
	06	-.40
	07	-.42
	08	-.18
	09	.02
	10	.22
	11	.04
Budget and Finance	12	-.02
	13	-.18
	14	-.65
	15	.26
	16	-.21
	17	.43
Staffing and Staff Development	18	-.37
	19	-.11
	20	-.19
	21	-.07
	22	-.07
	23	-.26
	24	.09
	25	.58
Evaluation	26	.18
	27	-.05
	28	.27
	29	.28
	30	-.51
Communication	31	-.32
	32	.09
	33	-.50
	34	.19
	35	-.06
	36	.10
	37	-.19
	38	.19
	39	-.26
Other	40	-.28
	41	.00
	42	-.49
	43	.00
	44	-.71
	45	.04
	46	-.68
	47	.23
	48	.07
	49	.12
	50	-.10

Table 22

Relationship between Time Spent on Task and the Demographic
Variable of Size of Adult and Continuing Education Operating Budget

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.35
	02	-.23
	03	.14
	04	.53
Program Planning and Development	05	.45
	06	-.26
	07	-.21
	08	.02
	09	.21
	10	.41
	11	.15
Budget and Finance	12	-.10
	13	-.07
	14	-.34
	15	-.31
	16	.06
	17	-.04
Staffing and Staff Development	18	.00
	19	-.10
	20	-.32
	21	-.30
	22	-.18
	23	-.03
	24	-.01
	25	.60
Evaluation	26	-.23
	27	-.15
	28	.40
	29	.23
	30	-.40
Communication	31	-.70
	32	.26
	33	-.24
	34	.25
	35	.00
	36	.08
	37	.10
	38	.19
	39	-.14
Other	40	-.25
	41	.45
	42	-.15
	43	-.35
	44	-.05
	45	.30
	46	.35
	47	.39
	48	.67
	49	.44
	50	-.10

there were no administrative tasks with a positive correlation coefficient of .70 or higher. However, task number 31 (preparing reports and other written communications) shows a negative correlation of -.70. This suggests that as the size of the adult and continuing education budget increases, less time is spent on preparing reports and other written communications. This appears contrary to popular belief that a larger budget would necessitate more paper work. A total of 25 tasks had a negative correlation.

Table 23 shows the relationship between time spent on tasks and the eighth demographic variable (the age of the director of adult and continuing education program). As Table 22 shows, task numbers 25 (conducting professional development needs assessment for faculty and staff) and 26 (meeting with faculty, staff, and others to adopt educational standards for adult and continuing education) showed the highest positive correlation coefficients of .89 and .84, respectively. This shows that the older directors spend more time conducting professional development needs assessment for faculty and staff as well as spending more time meeting with faculty, staff, and others in adopting educational standards for the adult and continuing education program.

Table 23

Relationship between Time Spent on Task and the Demographic
Variable of Age of Director of Adult and Continuing Education Program

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.35
	02	.05
	03	.43
	04	.30
Program Planning and Development	05	.05
	06	-.03
	07	.20
	08	.16
	09	.00
	10	-.21
	11	.34
Budget and Finance	12	.05
	13	.40
	14	-.17
	15	.03
	16	.13
	17	-.17
Staffing and Staff Development	18	-.12
	19	.56
	20	-.01
	21	.27
	22	.63
	23	.18
	24	.63
	25	.89
Evaluation	26	.84
	27	.10
	28	.09
	29	.19
	30	.01
Communication	31	-.06
	32	.47
	33	-.06
	34	.55
	35	-.05
	36	-.12
	37	-.03
	38	.62
	39	.03
Other	40	-.20
	41	-.17
	42	-.13
	43	-.08
	44	-.56
	45	-.31
	46	-.56
	47	.08
	48	-.15
	49	.37
	50	-.04

However, a total of 20 tasks show a negative correlation. These data suggest that as the age of the director of adult and continuing education increases, less time is spent on these 20 tasks.

Table 24 shows the relationship between the time spent on tasks and the ninth demographic variable (number of years of experience in adult and continuing education of the director). As Table 24 shows, there were no administrative tasks with a positive correlation coefficient of .50 or higher. In fact, 20 administrative tasks had a negative correlation that indicates that as the number of years of experience of the director of adult and continuing education increases, less time is spent on these 20 tasks.

Table 25 shows the relationship between the time spent on tasks and the tenth demographic variable (number of hours in directors typical work week). As Table 25 shows, there were no administrative tasks with a positive correlation coefficient of .60 or higher. In fact, there were 27 administrative tasks with negative correlations that implies that as the number of hours in director's typical work week increases, less time is spent on these 27 tasks.

Table 24

Relationship between Time Spent on Task and the Demographic
Variable of Number of Years of Experience in
Adult and Continuing Education by Director

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	.34
	02	.33
	03	.22
	04	.00
Program Planning and Development	05	.14
	06	.17
	07	-.23
	08	.07
	09	-.25
	10	-.48
	11	.06
Budget and Finance	12	.18
	13	.11
	14	-.30
	15	.34
	16	-.26
	17	.18
Staffing and Staff Development	18	.26
	19	.35
	20	-.46
	21	.44
	22	.43
	23	.45
	24	.34
	25	-.01
Evaluation	26	.36
	27	.34
	28	.11
	29	.23
	30	.32
Communication	31	.46
	32	-.25
	33	-.06
	34	.07
	35	.30
	36	.03
	37	.16
	38	-.25
	39	.18
Other	40	-.51
	41	.00
	42	-.06
	43	-.43
	44	-.45
	45	-.34
	46	-.37
	47	-.34
	48	-.09
	49	-.43
	50	-.39

Table 25

Relationship between Time Spent on Task
and the Demographic Variable of Number of Hours
in Director's Typical Work Week

Category	Task Number	Correlation Coefficient (N=14)
Mission Goals and Objectives	01	-.08
	02	-.31
	03	-.09
	04	.19
Program Planning and Development	05	.34
	06	-.45
	07	-.06
	08	-.20
	09	-.04
	10	.37
	11	-.13
Budget and Finance	12	-.47
	13	-.11
	14	-.20
	15	-.33
	16	.11
	17	.01
Staffing and Staff Development	18	-.39
	19	-.29
	20	.32
	21	-.21
	22	-.23
	23	-.43
	24	-.42
	25	.13
Evaluation	26	-.13
	27	-.24
	28	.42
	29	.03
	30	-.61
Communication	31	-.58
	32	.25
	33	-.02
	34	.12
	35	.11
	36	.08
	37	-.42
	38	.32
	39	-.25
Other	40	.27
	41	.10
	42	-.28
	43	.58
	44	.05
	45	.11
	46	-.06
	47	.24
	48	.06
	49	.25
	50	.39

Chapter V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study including the problem statement, research questions, methodology, and results. Also, conclusions based on the results of the study are presented. Finally, implications and recommendations for further research are made.

Problem

The problem was to investigate the relationship between the time spent on tasks and the priority of tasks of administrators of adult and continuing education programs at 72 private four-year liberal art colleges located in the states of Virginia, North Carolina, and South Carolina. An exact sampling of these institutions identified 14 institutions in which data was collected in answering the following research questions:

(1) What is the estimated amount of time spent on each task?

(2) What is the priority of each task?

(3) What is the relationship between the time spent on task and priority of the task?

(4) What is the relationship between time spent on task and selected demographic variables?

Methodology

The methodology for this study consisted of a combination of survey research, card sort, and on-site data collection from a population of 72 private four-year liberal art colleges in Virginia, North Carolina, and South Carolina. An exact sampling from this population resulted in a sampling of 14 institutions from which the data was collected.

Each of the 14 institutions selected for the sample was visited and during the visit the director of the adult and continuing education program was asked to sort a deck of 5 x 8 index cards with an administrative task printed on each card into frequency categories. The director was asked to record the following information on the back of each card:

(1) Estimated amount of time spent performing the task listed on the card.

(2) Priority of the task.

Finally, the researcher collected selected demographic data on the institution and the administrator of the adult and continuing education program.

Statistical Treatment

Several different statistical tests were used to analyze the data. In answering research question 1, means,

standard deviations, and ranges were computed on the variable "time." A crosstabs table was completed in answering the second research question. Finally, correlation coefficients were computed in answering research questions 3 and 4.

Results

Research Question 1. What is the estimated amount of time spent on each task? The results of this research question indicate that administrators spent more time on task 31 (preparing reports and other written communications) than any other task with an average of 339.79 hours per year spent on the task. Another task that administrators spent a considerable amount of time was task 39 (conversing on the telephone with faculty, staff, and others) with an average of 314.14 hours per year spent on the task. However, there existed a wide range in hours spent on these tasks. Finally, when all tasks were grouped by categories, the communication tasks ranked first in the amount of time spent on tasks with an average of 21.3 hours per week spent on all communication tasks. This represented 36% of time spent on all tasks.

Research Question 2. What is the priority of the task? The results of this research question indicated that task 7

(developing publicity and public relations campaign for adult and continuing education), 45 (handling student problems), and 46 (teaching adult and continuing education courses) were rated the highest while task 35 (engaging in casual conversation with colleagues and friends who "drop in" for an informal visit that may or may not relate to adult and continuing education) received the lowest priority rating.

Research Question 3. What is the relationship between the time spent on a task and priority of the task? The results of research question 3 indicates that only task numbers 7 (developing publicity and public relations campaign for adult and continuing education) and 32 (reading written communications that come to my desk) had a positive correlation of .70 or higher. In fact, only 12 administrative tasks had a positive correlation of .50 or higher. Five tasks showed a zero correlation and 4 tasks a negative correlation.

Research Question 4. What is the relationship between time spent on task and selected demographic variables? The results of the analysis with the first demographic variable (number of FTE students enrolled in all college programs) showed task 32 (reading written communications that come to my desk), 38 (presenting oral reports at faculty and staff

meetings on adult and continuing education), and 49 (doing personal scholarship and research) had the highest positive correlations of .86, .94, and .90, respectively.

The results of the analysis with the second demographic variable (number of FTE students enrolled in adult and continuing education classes) showed that task 4 (working with faculty, staff, and others in prioritizing adult and continuing education program goals and objectives) had the highest positive correlation of .72.

The results of the analysis with the third demographic variable (number of credit adult and continuing education classes offered) showed that task numbers 29 (personally learning more about performance and program evaluation by reading), and 46 (teaching adult and continuing education courses) had the highest positive correlations of .62 and .63, respectively.

The results of the analysis with the fourth demographic variable (number of non-credit adult and continuing education classes offered) showed that task numbers 25 (conducting professional development needs assessment for faculty and staff) and 26 (meeting with faculty, staff, and others to adopt educational standards for adult and continuing education had the highest positive correlations of .84 and .83, respectively.

The results of the analysis with the fifth demographic variable (number of full-time staff in adult and continuing education) showed that task numbers 5 (planning orientation activities for new students) and 28 (meeting with faculty and staff members for their performance evaluation) had the highest positive correlations of .74 and .83, respectively.

The results of the analysis with the sixth demographic variable (educational attainment of the director of adult and continuing education program) showed no positive correlations above .70, but task number 44 (providing academic advising to students) showed a negative correlation of -.71.

The results of the analysis with the seventh demographic variable (size of adult and continuing education budget) showed no positive correlations of .70 or higher but task 31 (preparing reports and other written communications) showed a negative correlation of -.70.

The results of the analysis with the eighth demographic variable (age of director of adult and continuing education) showed that task numbers 25 (conducting professional development needs assessment for faculty and staff) and 26 (meeting with faculty, staff, and others to adopt educational standards for adult and continuing education) had the highest positive correlations of .89 and .84, respectively.

The results of the analysis with the ninth demographic variable (number of years of experience in adult and continuing education of the director) showed no administrative task with a positive correlation of .50 or higher. In fact, 20 tasks showed a negative correlation.

The results of the analysis with the tenth demographic variable (number of hours in directors typical work week) showed no administrative task with a positive correlation of .60 or higher. In fact, 27 tasks showed a negative correlation.

Conclusions

In answering Research Question 1, the following conclusions are based on the results of the study:

(1) Administrators of adult and continuing education programs at institutions included in this study spend the majority of their time on communication tasks such as preparing reports and talking on the telephone.

(2) The least amount of time is spent on staffing and staff development activities such as planning and conducting orientation activities for new faculty and staff, conducting professional needs assessment, and developing improved techniques for measuring adult and continuing education outcomes.

(3) A large variance of time exists among and between institutions surveyed. This is evidenced by the wide range in number of hours spent on various tasks among institutions. Many tasks had a high priority but little time was spent on these tasks.

In answering Research Question 2, the following conclusions are made:

(1) The administrative tasks rated highest by the majority of the administrators rating it a high priority were tasks 7 (developing publicity and public relations campaign for adult and continuing education), 45 (handling student problems), and 46 (teaching adult and continuing education classes).

(2) Task 35 (engaging in casual conversation with colleagues and friends who "drop in" for an informal visit) received the lowest priority rating for the majority of the administrators.

In answering Research Question 3, the following conclusions are made:

(1) There is a high positive correlation between time spent on tasks and priority of task for tasks 7 (developing publicity and public relations campaign) and 32 (reading communications that come to my desk).

(2) There are few administrative tasks that show a high positive correlation between time spent on task and priority of task.

In answering Research Question 4, the following conclusions are made:

(1) As enrollment in all college programs increases, more time is spent reading written communications, presenting oral reports, and doing personal scholarship and research.

(2) As the number of students enrolled in adult and continuing education classes increases, more time is spent prioritizing program goals and objectives.

(3) As the number of non-credit classes offered increases, more time is spent with faculty, staff, and others to adopt educational standards for adult and continuing education and in conducting professional needs assessment for faculty and staff.

(4) As the number of full-time staff in adult and continuing education increases, more time is spent planning orientation activities for new students and meeting with faculty and staff for their performance evaluation.

(5) As the educational attainment of the director of adult and continuing education increases, less time is spent providing academic advising to students.

(6) As the size of adult and continuing education budget increases, less time is spent preparing reports and other written communications.

(7) Older directors of adult and continuing education spend more time conducting professional needs assessment for faculty and staff as well as spending more time meeting with faculty, staff, and others in adopting educational standards for the adult and continuing education program.

(8) As the number of years of experience of the director of adult and continuing education increases, less time is spent on 20 different administrative tasks.

(9) As the number of hours in the director's typical work week increases, less time is spent on 27 different administrative tasks.

Implications

(1) Administrative tasks related to communications are important tasks of the directors of adult and continuing education in this study. Accordingly, one can expect the directors to continue spending a large amount of their time on communication-related tasks. These tasks could be expected to keep the director informed as well as informing students, faculty, and staff of the status of the adult and continuing education program. As enrollment in various

college and adult and continuing education programs
increases, the amount of time spent on communication tasks
can be expected to increase.

(2) Different institutional and adult and continuing
education characteristics account for the large range of
time spent on various tasks among institutions. Some adult
and continuing education programs have extensive program
offerings while others limited their offerings. Some of the
programs have larger staffs than others. Some offer both
credit and non-credit classes while others specialize in
only one type of class. These differences may be related to
factors such as geographic location of college, length of
time adult and continuing education program has been in
existence at the college, institutional commitment to adult
and continuing education, financial position of the college,
and commitment of administration and faculty.

(3) Directors of adult and continuing education in this
study put a high priority on taking care of the needs of
students. They may see students as essential to their
positions and the positions of the members of their staff.
They tend to promote their programs and want to stay in
touch with the needs of students. Seeing that student
problems and concerns receive attention would indicate that
directors view students as being important.

(4) Directors of adult and continuing education
programs in this study put a low priority on engaging in
casual conversation with colleagues and friends who "drop
in" for visits. Even though this task is rated as a low
priority, the directors probably view this task as necessary
in order to stay in touch with what is happening on campus.

(5) Although there were few administrative tasks that
showed a high positive correlation between time spent on the
task and the priority of task, there may be other variables
contributing to the time spent on tasks and priority of
tasks.

(6) The number of years of experience of the director
of adult and continuing education program and the number of
hours in the director's typical work week do not relate
positively to time spent on many tasks. The reason may be
that many tasks are being delegated to others.

(7) Administrators may be paying lip service to those
tasks they rate as high priority while spending little time
on these tasks. Also, administrators may sense some
frustration in their jobs since many tasks are considered
important but little time is spent on them.

(8) The findings have some implications for
institutions preparing adult and continuing education
administrators. Since the majority of one's time is spent

on communication tasks, professional training institutions may wish to consider including communication courses in its curriculum. Also, since task number 7 (developing publicity and public relations campaign for adult and continuing education) received the highest percent of participants rating the task a high priority, training institutions may need to consider training in this area. The same may apply for task number 28 (meeting with faculty and staff members for their performance evaluations), task number 44 (providing academic advising to students), and task number 50 (attending professional meetings for professional growth and development).

(9) Since task number 35 (engaging in casual conversation with colleagues and friends who "drop in" for an informal visit that may or may not relate to adult and continuing education), had the highest percent of administrators rating it a low priority, administrators may wish to attempt to design ways to reduce the amount of spent on this task.

(10) Since a large percent of administrator's time is spent on communication tasks and other public relations related activities, perhaps most of these colleges should consider hiring additional staff to assist the director of continuing education in public relations functions.

Recommendations

(1) Another study should be conducted of other institutional types such as community colleges using the same methodology in order to compare results to this study.

(2) A study should be conducted to determine which tasks are considered more important than other tasks of directors of adult and continuing education programs.

(3) A study should be conducted to determine which tasks are delegated to others.

(4) Another study should be conducted at other private four-year colleges in a different geographic region of the United States in order to compare results to this study.

(5) Further research is needed to determine what are the personal and institutional consequences of the feeling by administrators of adult and continuing education that many tasks are important but little time is spent on them.

(6) A study is needed to determine how administrators of adult/continuing education feel regarding the fact that many tasks are considered important but little time is spent on them.

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APPENDIX A

List of Tasks

1. Identifying the mission and goals of adult and continuing education.

2. Explaining the mission, goals, and objectives of adult and continuing education to colleagues, clientele, and others.

3. Composing and refining program goals and objective statements.

4. Working with faculty, staff, and others in prioritizing adult and continuing education program goals and objectives.

5. Planning orientation activities for new students.

6. Conducting orientation activities for students.

7. Developing publicity and public relations campaign for adult and continuing education.

8. Conducting, analyzing, and interpreting educational needs assessment of the adult and continuing education clientele.

9. Reading the literature to help identify future trends and developments in adult and continuing education.

10. Scheduling quiet uninterrupted time to contemplate the adult and continuing education program.

11. Providing general supervision to adult and continuing education to insure academic standards are maintained.

12. Estimating the cost of projected new program offerings.

13. Meeting with faculty, staff, and others for their input in deciding how resources will be allocated among program objectives.

14. Implementing alternative strategies for containing overhead operating costs.

15. Approving requisitions, purchase orders, and other routine expenditures.

16. Preparing routine status reports on the current operating budget.

17. Collecting student fees.

18. Determining the number of teaching positions needed in adult and continuing education for the coming academic period.

19. Identifying qualified teachers each academic period.

20. Writing job descriptions for vacant faculty and staff positions.

21. Reviewing the credentials of applicants for faculty and staff positions.

22. Interviewing potential candidates for vacant faculty and staff positions.

23. Planning orientation activities for new faculty and staff.

24. Conducting orientation activities for new faculty and staff.

25. Conducting professional development needs assessment for faculty and staff.

26. Meeting with faculty, staff, and others to adopt educational standards for adult and continuing education.

27. Evaluating and revising admissions procedures to facilitate easy access to adult and continuing education.

28. Meeting with faculty and staff members for their performance evaluations.

29. Personally learning more about performance and program evaluation by reading.

30. Developing improved techniques for measuring adult and continuing educational outcomes.

31. Preparing reports and other written communications.

32. Reading written communications that come to my desk.

33. Responding to written communications that come to my desk.

34. Engaging in face-to-face informal conversation with faculty, staff, and others on issues and concerns about adult and continuing education.

35. Engaging in casual conversation with colleagues and friends who "drop in" for an informal visit that may or may not relate to adult and continuing education.

36. Following up on unclear communications.

37. Making presentations on adult and continuing education to community groups.

38. Presenting oral reports at faculty and staff meetings on adult and continuing education.

39. Conversing on the telephone with faculty, staff, and others.

40. Processing admission applications.

41. Conducting registration activities.

42. Scheduling adult and continuing education teachers and courses at my institution.

43. Providing career counseling services.

44. Providing academic advising to students.

45. Handling student problems.

46. Teaching adult and continuing education courses.

47. Performing community service functions not directly related to my professional work.

48. Holding office in professional organizations.

49. Doing personal scholarship and research.

50. Attending professional meetings for professional growth and development.

APPENDIX B

List of Demographic Variables

1. Number of students (FTE) enrolled in all college programs.

2. Number of students (FTE) enrolled in adult and continuing education programs.

3. Number of adult and continuing education credit classes offered during 1985-86.

4. Number of adult and continuing education non-credit classes offered during 1985-86.

5. Number of full-time staff in adult and continuing education program.

6. Educational attainment of director of adult and continuing education.

7. Size of the adult and continuing education operating budget.

8. Age of the director of the adult and continuing education program.

9. Number of years of experience in adult and continuing education by the director.

10. Number of hours in a typical work week of the director of adult and continuing education.

Adult and Continuing Education Survey

Instructions: Please answer the following questions by
                checking ( ) the appropriate column.

1. Is an adult and continuing education program currently
    in place at your institution?

_____YES   _____NO

(If you checked NO, STOP HERE and return the questionnaire
    in the enclosed stamped, self-addressed envelope,
    otherwise, please continue.)

2. How long has the adult and continuing education program
    been in place at your institution?

_____ a. Less than or equal to 5 years

_____ b. More than 5 years

3. What is the annual operating budget for adult and
    continuing education at your institution?

_____ a. Less than or equal to $100,000

_____ b. Greater than $100,0000

_____ c. Not responsible for budgeting the adult and
            continuing education program.

4. Does the program offer off-campus credit or non-credit
    classes?

_____ a. YES   _____ b. NO

5. If you answered YES to Question number 4, check one of
    the following.

_____ a. We used the same facilities each term

_____ b. We have to secure facilities each term

Please return in the enclosed stamped, self-addressed
    envelope by April 14. Thank you.

APPENDIX D

List of Colleges

Belmont Abbey College

Catawba College

Converse College

Gardner-Webb College

Greensboro College

High Point College

Lenoir Rhyne College

Lynchburg College

Meredith College

Pfeiffer College

Salem College

Randolph-Macon Women's College

Sacred Heart College

Wake Forest University

APPENDIX E

Conversion Formula

236 days per year

48 weeks per year

2 semesters per year

12 months per year

1 work day = 8 hrs.

1 work week = 40 hrs.

1 work month = 160 hrs.

1 work year = 236 X 8

APPENDIX F

Characteristics of Population

1. All offer B. S. degrees

2. Some offer graduate programs

3. Most are church-related

4. Enrollment ranges from 500 to 8,000

5. Majority have a continuing education program

6. Of those institutions having a continuing education
    program, most were started within the last ten years