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Appendix 1 4.1

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by

Kenneth R.W. Brewer and John Goodhew

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Nature of the surveys.

The National Educational Survey, 1977, is a survey of students enrolled in the major sectors of post-secondary education in Australia - Universities, Colleges of Advanced Education (CAEs) and Technical and Further Education Colleges (TAFE). It interlocks with the National Survey of Post-Secondary Teaching Staff, 1977, allowing comparisons to be made of the attitudes of students and staff to common issues.

The Committee of Inquiry into Education and Training commissioned the University of Sydney Sample Survey Centre to conduct the surveys on its behalf.

It required the surveys to probe aspects of students' career planning and history, educational experience and expectations. Staff were surveyed for their views on these matters as well as their expectations about the future of post-secondary education in Australia.

The surveys were conducted over the short period necessitated by the Committee's reporting deadlines. A consequence was that reprocessing of secondary data which might have allowed greater sophistication in the sample design phase was not feasible. This had its most serious effect in the TAFE sector where the official staff and student statistics are not as completely defined as they are in the University and CAE sectors.

The instruments reflect a heavy dependence on existing scale items from both Australia and overseas.¹ Instruments used for students and staff appear in Appendix 4 and 5 respectively. As the first nationwide survey of post-secondary education, it was expected that national and cross-sectoral norms could be created for benchmarking earlier surveys limited in their geographic and sectoral coverage. The Committee commissioned another project in which an objective was to compare findings from surveys in one sector with the national norms derived from the present work.²

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1. The main source works consulted were Beswick, D.G., and Harman, G.S., (eds) Survey Instruments in the Study of Regional Colleges, Canberra, ANU Press, 1975; Trow, M.A. (ed) Teachers and Students: Aspects of American Higher Education, New York, McGraw Hill, 1975; Halsey, A.H., and Trow, M.A., The British Academics, London, Faber and Faber, 1971.
 2. The Centre for the Study of Higher Education, University of Melbourne, was commissioned by the Committee to conduct special analyses of data from the Career Development Project and the International Education Association surveys in Australia (Populations II and IV).

Self-completion questionnaires were mailed to a sample of students and teaching staff in selected universities and colleges. The universities and colleges of advanced education were divided into strata reflecting their character, e.g. very old large scale universities; provincial universities; central institutes; regional colleges; metropolitan multischool colleges. Technical colleges were divided into State strata and within each State, distinctions were drawn between various types of technical colleges, e.g. suburban, country, evening classes.

Sites for the survey were randomly selected from within these strata: the number of institutions selected was limited to the maximum number of sites that could feasibly be visited and serviced by the Project Director and Interstate Coordinators in the brief time allotted for field preparations. At each site a random start was assigned for lists of full-time and part-time students and a sampling selection skip interval was assigned with regard to the size of the enrolment.

Completed questionnaires were received from 8,220 students and 4,153 members of the teaching staff. The response rate was over 80 percent for students in the universities and colleges of advanced education, and 56 percent for technical colleges. Nearly two-thirds of the teaching staff in universities and technical colleges responded while 59 percent responded in the colleges of advanced education.

The coding, editing and final data preparation for the surveys was performed by a special clerical staff assembled within the Sample Survey Centre for the duration of the project. Many of the codes are based on those used in the Career Development Project (CDP).³ We are particularly indebted to Dr. Neil Bardsley of the Western Australian Institute of Technology for his assistance in adapting the CDP codebook for our use. Other coding frames and procedures were specially devised, including reorganizing lists of institutions, courses, qualifications and geographic area codes.

The survey data files have been established as SPSS Files⁴ using SPSS 6000 Version 7.0, available on the University of Sydney Computing Centre's CDC CYBER 72. Because the one questionnaire type was used in the National

3. Baldock, M.D., Harvey, P., and Langford, J. Career Development Project: Survey Instruments and Coding Instruments, Canberra, Education Research Unit, Australian National University, March, 1977.

4. Nie, N.H., Hull, C.H., Jenkins, J.G., Steinbrenner, K., and Bent, B.H. Statistical Package for Social Sciences, (2nd edn.), New York, McGraw Hill, 1975.

Educational Survey, there is only one file with identical formats for each sector. There are three files for the National Survey of Post-Secondary Teaching Staff, due to variations in the questionnaire used in each of the three sectors. All tapes are 9 track and can be made available in CYBER or industry compatible form.

Establishing a survey management and production team

The mounting of a complex series of national surveys, on short notice, dictated that a survey management team be developed rapidly. The first distinction was drawn between the design and implementation phases of survey production.

On the design side a survey subcommittee of the Committee of Inquiry was formed under the Chairman,⁵ as depicted in Fig.1. On the implementation side, a survey head office staff was assembled in Sydney and coordinators were appointed to manage survey affairs in each state. Beyond this level teams of casual data processing workers were appointed to cope with the processing load as the demand arose.

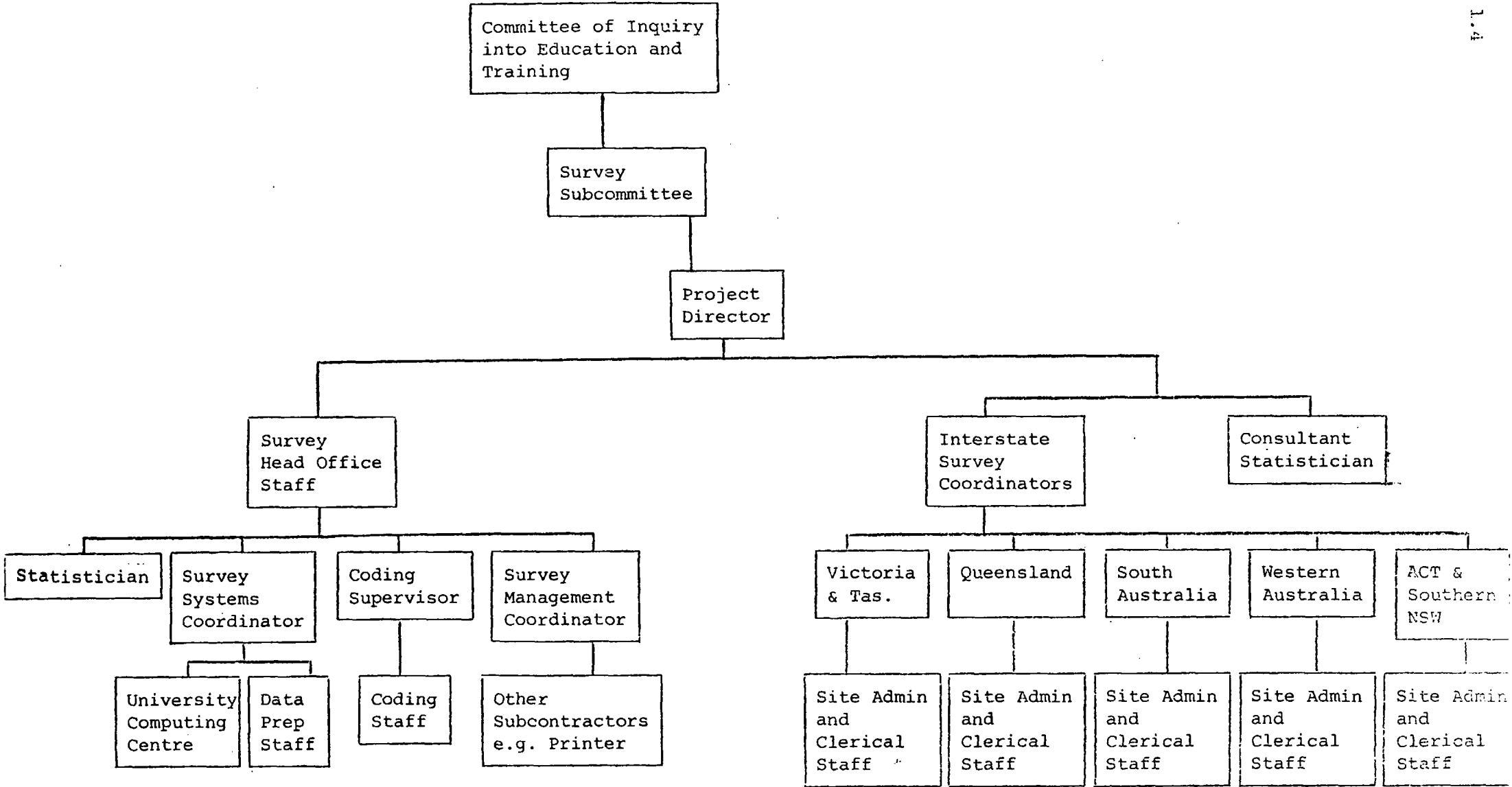
At each site selected in the sample, Interstate Coordinators contacted key administrative and clerical people to facilitate sampling from student and staff lists. The program could not have proceeded without careful maintenance of contact with these individuals. At the distribution stage, subcontractors were appointed to package and handle the many thousands of survey mailing kits, and a contract was let for all printing operations. A consultant statistician was appointed to perform sample design work and another statistician was appointed to monitor and document sampling procedures at the implementation stage. The list of personnel in Appendix 1 contains the names of key members in the survey management team.

Obtaining the consent of heads of institutions selected in the sample

It was essential to contact Vice-Chancellors, Principals and Directors to secure their cooperation in the implementation of the surveys. In the CAE and TAFE sectors, contact was made with chairmen of the various Boards of Advanced Education and with Directors of Technical and Further Education

5. The survey subcommittee included the Chairman, Professor B.R. Williams; The Secretary, Dr. C. Selby Smith; Mr. J. Pratt; Professor D. Beswick; Dr. G.S. Harman and Dr. T.W. Beed. Later, the subcommittee was expanded to include Professor W.M. O'Neil.

Fig.1 Survey Management Structure



in each state. This was done by a combination of personal visits and telephone discussions by the Chairman of the Committee and the Project Director, and met with complete cooperation nationwide. As the survey program progressed, institution heads were kept informed of key developments. This included the circulation (and discussion) of advanced draft questionnaires, plans for survey monitoring systems and reports of survey response at their home institutions. Correspondence with institution heads was given a very high priority throughout the survey program: it encompassed many letters and memoranda written between June, 1977 and June, 1978.

Devising a 'link' system of survey response management

Self completion questionnaires distributed through the mail are open to low response for a number of reasons, such as level of interest in the subject matter, length, format, question wording, and respondent motivation. The survey researcher who uses this method lacks the ability to make personal contact with the respondent to see that everything has been done to secure a response. A compromise in the self completion survey is to repeat several times the mailing to those who have not responded in the hope that this will act as a reminder to reply. Like call-backs to non-responding households in personal interview surveys, repeated mailings are subject to diminishing marginal returns and we quickly reach a point where it is uneconomic to pursue the respondent. Also, there is little point in jeopardising the good will of the non-responding population by over-zealous mailing campaigns.

The specification for the Committee's surveys was therefore moulded around the need to maximize response through repeated mailings; the avoidance of alienation of ultimate non-responders; and an overriding desire to uphold the individual's right to privacy, such that at no stage would a respondent's name be attached to a questionnaire.

This was achieved by a 'link' system of response management. Institutions included in the first stage sample were asked to follow a set procedure of drawing a given sample: every n th entry from a given starting point in a student or staff name list.⁶ To this list of names was matched a series of identification numbers devised by the Sample Survey Centre. In almost

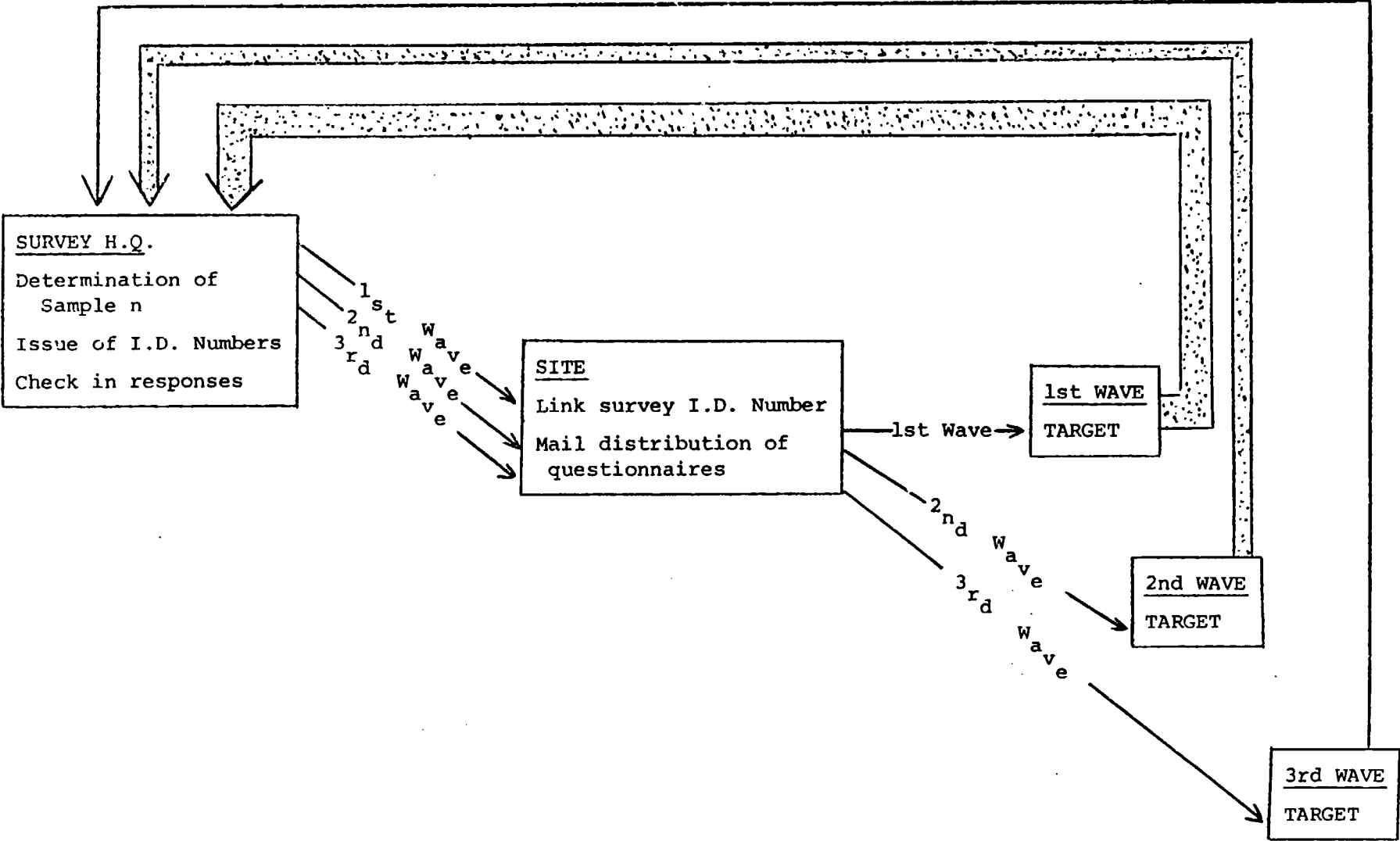
6. For details of sample selection procedures, see Appendix 2.

every case,⁷ the linked list of names and numbers was kept at the included institution. The procedure may be appreciated by consulting Fig.2.

After the completion of a wave of mailings, the Sample Survey Centre furnished amended lists of non-responding identification numbers to each site. These were used to strike off the individuals who had responded, leaving the site list ready for a repeat mailing with a minimum of overlap for those whose questionnaires were in the mail at the time of reconstituting a list. In this way the Sample Survey Centre was in a position to selectively repeat its mailings to non-respondents without knowing the names and addresses of individuals included in the sample.

7. In a very few cases, institutions lacked the administrative and clerical resources necessary to perform the second stage sample draw and to restructure mailing lists after each successive wave. In these cases, heads of institutions consented to staff of the Sample Survey Centre performing these tasks, either at the nominated institutions or at the Centre itself.

Fig.2 Flow of Questionnaires from Survey Headquarters to Sites and Target Samples of Individuals



PART 2 NATIONAL EDUCATIONAL SURVEY, 1977

Sample Design

The three sectors of tertiary education were looked at separately. The population was defined as undergraduate students in the University and CAE sectors and students from streams 1-5 in the TAFE sector. The total number of students is given in the following table.

Tertiary Students in Australia, 1976

Sector	(000's)	No. of Students
University undergraduates		140.5
CAE undergraduates		139.8
TAFE (streams 1-5)		506.4
		<hr/> 786.7

In each sector some form of stratification of institutions was employed. Within strata, institutions were selected with probability proportional to size, with approximately optimal allocation. In the final stage students were selected from institutions by a systematic random sample. Every student had the same chance of selection, within a given stratum; the sample was allocated proportionally between strata. A list of institutions included in the universe, by sector, appears in Appendix 3.

Some comments need to be made about the mode of stratification and the selection of the sample in the final stage.

Stratification

(a) University. There were 19 universities in Australia in 1977

and these were classified into seven strata, based on a consideration of age, size and location of the institution. The University of Tasmania was thought to be a special case; it was a small, but old university and the only one in its state; it was, therefore, placed in a stratum on its own (see Table 2). One university was selected from each stratum with probability proportional to undergraduate student enrolment in 1976 (the latest figures available).

(b) CAEs. There were 78 CAEs in Australia in 1977 and these were grouped into five strata based on a consideration of size, age and degree of specialization of courses. Eleven institutions was thought to be the maximum manageable number from which staff and student samples could be drawn; these institutions were selected with probability proportional to 1976 undergraduate enrolment;

Table 1

NATIONAL EDUCATIONAL SURVEY, 1977

DISTRIBUTION OF POPULATION AND SAMPLE BY SECTOR AND STRATUM

SECTOR	STRATUM	POPULATION*				SAMPLE					
		INSTITUTIONS		STUDENTS		INSTITUTIONS		STUDENTS		NO. STUDENTS IN SELECTED INSTITUTIONS ('000)	
		NO.	%	NO.	%	NO.	%	NO.	%		
University	A. Very old, large scale	2	10.5	28.4	20.2	1	14.3	809	20.9	13.8	
	B. Old - capital city	3	15.8	33.6	23.9	1	14.3	936	24.2	8.4	
	C. Post-war, large scale	2	10.5	27.3	19.4	1	14.3	761	19.7	15.3	
	D. Fairly recent, outer suburban & Canberra	4	21.1	26.7	19.0	1	14.3	746	19.3	9.2	
	E. Provincial	5	26.3	18.0	12.8	1	14.3	434	11.2	4.4	
	F. Very recent	2	10.5	3.1	2.2	1	14.3	83	2.1	1.2	
	G. Tasmania	1	.5	3.4	2.4	1	14.3	95	2.5	3.4	
	TOTAL	19		140.5		7		3864			
C.A.E.	A. Central Institutes	8	10.3	53.0	37.9	3	27.3	1544	39.9	28.6	
	B. Metropolitan multi- school colleges	13	16.7	21.1	15.1	2	18.2	547	14.1	5.5	
	C. Regional multi- school colleges	10	12.8	20.2	14.4	2	18.2	599	15.5	5.3	
	D. Single school colleges (Teacher's)	31	39.7	39.4	28.2	3	27.3	1022	26.4	7.0	
	E. Other (incl. special purpose colleges)	16	20.5	6.1	4.4	1	9.1	157	4.1	.6	
	TOTAL	78		139.8		11		3871			
T.A.F.E.											
N.S.W.	1. Sydney Technical College	1	.4	36.6	6.9	1	4.2	177	4.5	36.6	
	2. Metropolitan	17	6.2	86.3	16.2	3	12.5	476	12.2	18.2	
	3. Country	66	23.9	71.4	13.4	3	12.5	474	12.2	5.6	
	4. College of External Studies	1	.4	13.2	2.5	1	4.2	71	1.8		
	5. Other T.A.F.E.	-	-	-	-	-	-	420	10.8		
VIC	1. R.M.I.T.	1	.4	14.5	2.7	1	4.2	93	2.4	14.5	
	2. Metropolitan	49	17.8	66.5	12.5	2	8.3	406	10.4	10.9	
	3. Country	30	10.9	19.4	3.6	1	4.2	152	3.9	1.9	
	4. Evening Classes in High Schools	15	5.4	13.3	2.5	1	4.2	66	1.7	1.4	
S.A.	1. Metropolitan and Elizabeth	16	5.8	66.4	12.5	2	8.3	475	12.2	9.2	
	2. Country	12	4.3	9.2	1.7	1	4.2	60	1.5	1.4	
QLD	1. Metropolitan	11	4.0	23.0	4.3	1	4.2	185	4.7	4.4	
	2. Country	11	4.0	11.0	2.1	1	4.2	42	1.1	.6	
	3. Correspondence	2	.7	10.7	2.0	1	4.2	107	2.7	4.9	
W.A.	1. Technical Colleges	14	5.1	58.9	11.1	2	8.3	431	11.1	8.0	
	2. Technical Centres	23	8.3	7.0	1.3	1	4.2	56	1.4	.7	
TAS	1. Technical Colleges	6	2.2	12.2	2.3	1	4.2	106	2.7	4.6	
A.C.T.	1. Canberra	1	.4		2.5	1	4.2	100	2.6	13.3	
TOTAL		276		532.9		24		3897			

*Sources: University Sector: Australian Bureau of Statistics, Universities, 1976
 C.A.E. Sector: Australian Bureau of Statistics, Colleges of Advanced Education, 1976
 T.A.F.E. Sector: Unpublished data made available by T.A.F.E.C., Canberra, 1977

(c) TAFE. There were 276 TAFE institutions in Australia in 1977.

Although Universities and CAEs are fairly homogeneous, TAFE in each state differs very greatly. It was, therefore, felt best to treat each state as a separate domain of study. Strata were defined in each state reflecting the differences in each TAFE system. Generally the strata were the main capital city college (if it was very large), metropolitan (suburban), and country. TAFEC in Canberra assisted in deciding upon this stratification plan. Only students in streams 1-5 were included in the frame. Stream 6 students were not vocationally oriented and were therefore outside the scope of this survey. For practical reasons, institutions with an enrolment of less than 100 students were excluded from the survey. Twenty-four institutions were selected with probability proportional to 1976 enrolments and with approximately optimal allocation.

Initially TAFE in the ACT and the College of External Studies in New South Wales were excluded. They were included at a later stage and therefore were placed in separate strata.

After contacting DFE Language Centre in South Australia (one of the selected TAFE colleges) it was realised that virtually none of the students there would be able to answer the questionnaire because of language barriers. Another college in the Metropolitan and Elizabeth stratum was chosen to replace it. A small sample of students from DFE was also selected, and given a modified questionnaire under supervision, so that some information would be available on students who have language barriers.

Sample selection

It was earlier decided that a mail survey would be a practical way of running this survey with up to two follow-up mailings of people who did not respond in the previous mailing. A possible interview follow-up of a subsample of non-respondents after the third mailing was envisaged. Given these constraints, it was felt that an initial sample of about 12,000 students would be economically feasible. The sample was to be split equally between the three tertiary sectors.

Names were selected at the site of the institution (except for some of TAFE in New South Wales whose names and addresses were recorded on a central

computer). Random starting numbers and skip intervals were provided to each selected institution so that a systematic random selection could be drawn. If after selection a student was found to have discontinued, then the name was marked as such, but no replacement name was chosen. Each selected name was numbered by the institution.

To ensure confidentiality of replies and of names and addresses, the institution concerned sent out all letters and questionnaires to students. The completed questionnaires were returned to the Sample Survey Centre (SSC) at the University of Sydney. Each questionnaire was numbered prior to mailing and the SSC used these to monitor responses. The identification number of those students who had not replied by the end of the first mailing period were forwarded to the institution concerned which then matched these numbers with the name and address of the student, and then sent out another copy of the questionnaire with an accompanying letter, both provided by the SSC.

Response rates

Response to the survey was fairly uniform in the university sector: an overall response rate of 82.7 percent with the lowest being 79.2 percent and the highest 86.0 percent. In the CAE sector, all of the eleven colleges selected had response rates over 70 percent. The overall response rate was 80.1 percent with a high of 85.5 percent and a low of 70.3 percent:

	Selected Sample	Dead Letters	Possible Responses	Returns	Response Rate (percentage of possible returns)
University	3864	72	3792	3137	82.7
CAE	3871	99	3772	3020	80.1
TAFE	3897	216	3681	2063	56.0

Details of the response from each site are shown in Table 2. Unfortunately, the TAFE sector did not achieve such good results. No institution had a response rate of more than 70 percent and only a few were less than 50 percent. Institutions in NSW and ACT performed worst. In each of these cases and also in the replacement college for DFE language school, mailings were delayed due to forces outside the control of the SSC and of the institutions concerned. In three cases, institutions were selected late and only two mailings were possible. In the other cases (which were all in New South Wales) great difficulty was experienced in obtaining names and addresses from the computer tape. Again, this meant that not all non-respondents received two follow-up mailings.

Table 2

NATIONAL EDUCATIONAL SURVEY, 1977 (STUDENTS)

ANALYSIS OF SURVEY RESPONSE

	Total distribution	Dead letters	Net distribution	Outstanding	Replies in hand	Response rate %	Variation from sector mean %
University	3864	72	3792	655	3137	82.7	
C.A.E.	3871	99	3772	752	3020	80.1	
T.A.F.E.	3897	216	3681	1618	2063	56.0	
University of N.S.W.	761	18	743	147	596	80.2	-2.5
Macquarie University	746	7	739	113	626	84.7	+2.0
University of Newcastle	434	8	426	68	358	84.0	+1.3
University of Melbourne	809	1	808	130	678	83.9	+1.2
Griffith University	83	6	77	16	61	79.2	-3.5
Adelaide University	936	30	906	168	738	81.5	-1.2
University of Tasmania	95	2	93	13	80	86.0	+3.3
N.S.W. Institute of Technology	499	16	483	138	345	71.4	-8.7
Riverina C.A.E.	317	7	310	92	218	70.3	-9.8
Newcastle C.A.E.	356	4	352	51	301	85.5	+5.4
R.M.I.T.	473	6	467	75	392	83.9	+3.8
Footscray Institute of Technology	279	6	273	44	229	83.9	+3.6
State College Victoria	291	8	283	45	238	84.1	+4.0
Darling Downs	282	11	271	42	229	84.5	+4.4
Queensland Agric. College	159	1	158	26	132	83.5	+3.4
Torrens C.A.E.	268	9	259	48	211	81.5	+1.4
Kingston C.A.E.	375	9	366	65	301	82.2	+2.1
W.A.I.T.	572	22	550	126	424	77.1	-3.0
Sydney Tech.	177	12	165	82	83	50.3	-5.7
Granville Tech.	165	9	156	88	68	43.6	-12.4
Liverpool Tech.	121	9	112	65	47	42.0	-14.0
Strathfield Tech.	190	8	182	88	94	51.6	-4.4
Albury Tech.	150	7	143	71	72	50.3	-5.7
Lithgow Tech.	173	6	167	81	86	51.5	-4.5
Wagga Tech.	151	9	142	65	77	54.2	-1.8
R.M.I.T. Tech.	93	5	88	37	51	58.0	+2.0
Collingwood Evening	267	11	256	109	147	57.4	+1.4
Preston Tech.	139	5	134	51	83	61.9	+5.9
Cheltenham Evening	66	4	62	26	36	58.1	+2.1
Ballarat Mines	152	3	149	52	97	65.1	+9.1
Ithaca	185	10	175	70	105	60.0	+4.0
Queensland Secondary	107	10	97	48	49	50.5	-5.5
Maryborough	42	1	41	16	25	61.0	+5.0
Kensington Park	269	22	247	132	115	46.6	-9.4
Elizabeth Community College	206	7	199	76	123	61.8	+5.8
South East Community College	60	1	59	21	38	64.4	+8.4
Mt. Lawley	227	16	211	65	146	69.2	+13.2
W.A. Balga	204	6	198	70	128	64.6	+8.6
W.A. Victoria Park	56	1	55	26	29	52.7	-3.3
Hobart Tech.	106	7	99	37	62	62.6	+6.6
N.S.W. College External Stds.	71	4	67	32	35	52.2	-3.8
Canberra - Bruce	100	7	93	48	45	48.4	-7.6
N.S.W. T.A.F.E. Certificate	420	36	384	162	222	57.8	+1.8

Distribution timetable

In the National Educational Survey of students, three mailing waves were used for most of the sites included in the sample. Details of the dates of despatch from the SSC to sites, interstate coordinators and ultimately, the sample, are given below. The dates of despatch from the SSC direct to the sample for institutions requesting this form of distribution are shown in the right hand column:

National Educational Survey, 1977 - Distribution/Mailing Dates				
Mailing Wave	From SSC to Sites/ Interstate Coordinators	From Sites to Sample	From Sites to Sample	
1	16 Sept	19-29 Sept	27 Sept-4 Oct 10-18 Nov 30 Nov	(Vic) (NSW) (SA)
2	4, 7 Nov	8-17 Nov and 2 Dec (Qld) (a)	10 Nov 7 Dec 6 Dec	(Vic) (NSW) (SA)
3	25 Nov-2 Dec	28 Nov-6 Dec and 20 Dec (Qld) (a)	2 Dec 16 Dec 16 Dec	(Vic) (NSW) (SA)

(a) The main problem causing the delays in the second and third distributions for Queensland institutions was the apparent loss of instructions and mailing lists somewhere between the SSC and the Queensland State Coordinator. For one institution this resulted in omission of the second mailing.

Several procedural steps were necessary for the successful completion of each mailing. These steps are detailed in the remainder of this section.

First stage survey packaging - Automail Pty. Ltd.

After the cut-off date for each mailing the SSC generated response update number labels for non-respondents at each institution. These were delivered to Automail Pty. Ltd. which completed the following tasks:

- (a) Cheshire-labelling respondent number labels onto forms¹
- (b) folding forms and covering letters
- (c) inserting forms, covering letters and Business Reply Post (BRP) envelopes into Committee of Inquiry envelopes
- (d) bundling survey packages into institution lots

1. For the third mailing to students, non-respondent numbers were produced on Avery labels and this operation was performed manually at the SSC after the packages were received from Automail. This change was made to ensure greater control over the timing of mailings.

Cut-off dates were determined both by monitoring of the pattern of response rates and by deadlines imposed by time constraints of the study, i.e. the dates at which respondent number labels and update mailing lists had to be ready for the next round of mailings.

Second Stage Packaging - Distribution from SSC to Sites

The packaging tasks performed at the SSC for each institution lot were as follows:

- (a) check that packages were in ascending respondent number sequence or attach respondent number labels to forms
- (b) using an update list of respondents since production of the non-respondent update number labels, remove packages corresponding to these recent respondents
- (c) bundle packages and labels with institution number and range of respondent numbers

Distribution from the SSC was via air or surface courier either to interstate coordinators or in some cases directly to administrative staff of the institution. A third group of institutions had their packages mailed directly to respondents from the SSC.

Third Stage Packaging - Distribution from Sites to Sample

With the survey packages, each institution was also sent packaging and mailing instructions, and for follow-up (second and third wave) mailings a list of non-respondent update number codes for that mailing.

Institutions performed the following tasks:

- (a) keying of the respondent number codes, sequentially from 1 to the institution's sample size, to the student sample list
- (b) preparation of name and address labels
- (c) with the adhering of each address label, checking that the respondent number code on the form corresponded with the number recorded on the sample list against the address
- (d) insertion of an additional covering letter from the institution where applicable
- (e) sealing, franking and mailing of envelopes

Special Arrangements for Distribution from the SSC to the Sample

Some institutions arranged to send their sample lists to the SSC and the third stage of packaging for each mailing wave was performed at the SSC.

Distribution and mailing dates for this group of institutions varied considerably from dates for other institutions due to specific problems

encountered in the survey production process detailed below.

The institutions involved were New South Wales and Australian Capital Territory (ACT) TAFE colleges; Riverina CAE; Victorian TAFE colleges; Footscray Institute of Technology and the South Australian TAFE college at Kensington Park.

In New South Wales and the ACT, sample lists were to be obtained via a 2-stage selection process involving manual selection from student course enrolments which were not part of the New South Wales Department of Technical and Further Education computer enrolment record system. Also, the SSC was to devise a computer-assisted selection from tapes of Trade and Certificate Course enrolments supplied by the New South Wales Department of Technical and Further Education.

The second of these tasks proved difficult given the strict time limits of the survey program. Samples were obtained for the selected colleges from Trade Course enrolments. However, selection of the remainder of the college samples from the tape containing Certificate Course enrolments had to be abandoned. The alternative procedure adopted was to select the balance of respondents from Certificate course enrolments in all New South Wales TAFE colleges.

Processing of the tape of student data from Riverina CAE was delayed with processing of the New South Wales TAFE tapes. Kensington Park TAFE college in South Australia was a late selection and replaced the DFE Language Centre, Adelaide, where problems were encountered because the majority of students could not speak English.

The variables

There are 180 SPSS variables, each of which is defined in the codebook section following. These were housed on 3 cards for each respondent and the card and column locations for each variable are listed in the following table. Alphanumeric variables are denoted by (A) after the column location in the table.

It should be noted that the code values of certain variables have been suppressed and documented accordingly in the survey codebook. This applies particularly to site identifiers, and is designed to maintain the anonymity of respondents. In other instances, additional variables have been formed by regrouping the original discrete code values into ranges of values with upper and lower limits.

Location of the Variables by Card and Column

All Students

<u>CARD 1</u>	<u>COL</u>	<u>COL</u>	<u>COL</u>	<u>COL</u>
INSTCD1	1- 2	RNUMB1	4- 7	CARDN1 8 Q1SEX 9
Q2AGE	10-11	Q3AYEAR	12-13	Q3BFORM 14 Q3CSTATE 15
Q3CTOWN	16(A)	Q3CCNTRY	17	Q3DCERTF 18 Q3DDTAIL 19(A)
Q3ESKOOL	20	Q3FSPECL	21	Q3FCOURS 22-23 Q3GHWELL 24
Q4QUALIF	25	Q4DETAIL	26(A)	Q5DETAIL 27-28 Q6NROLIM 29
Q7DEGREE	30	Q7TYPE	31(A)	Q7INST1T 32(A) Q7YEAR 33-34
Q8CONSEC	35	Q9NOWENR	36	Q9AINSTA 37(A) Q9AINSTB 38(A)
Q9BLOCNA	39(A)	Q9BLOCNB	40(A)	
Q9CCORSA	43(A)	Q9CCORSB	44(A)	Q9EQUALA 45(A) Q9EQUALB 46(A)
Q9FSANDA	47	Q9FSANDB	48	
				Q9HSTRTA 53-54 Q9HSTRTB 55-56
Q9ICMPLA	57-58	Q9ICMPLB	59-60	Q10EMPL 61 Q10AOCN 62-63
Q10BLOCN	64(A)	Q10CHRS	65-66	Q10WKREL 67 Q10DTAIL 68
Q11GIVUP	69	Q11DTAIL	70(A)	Q11AINTF 71 Q11BATMS 72
Q11CCONT	73	Q11DFNCL	74	Q11EFAIL 75 Q11FDECR 76
Q11GDSTR	77	Q11HSTND	78	Q11IUSFL 79 Q11JNEWI 80(A)

CARD 2

INSTCD2	1- 2	RNUMB2	4- 7	CARDN2 8 Q11KBORE 9
Q11LOTHR	10(A)	Q12ACONT	11	Q12BNOTH 12 Q12CFULL 13
Q12DPART	14	Q12EEXTL	15	Q12FTRVL 16 Q12GHOME 17
Q12HNOPL	18	Q13ACONF	19	Q13BSTIM 20 Q13CEXPL 21
Q13DSEK	22	Q13EBEST	23	Q13FENTH 24 Q13GMARK 25
Q13HPLAN	26	Q13IPERS	27	Q14AWORK 28 Q14BTIME 29
Q14CHOUR	30	Q14DVOC	31	Q14FSECN 33 Q16BEDUC 37
Q15ADEGR	34	Q15BTERT	35	Q16ATNAN 36 Q16FMOST 41(A)
Q16CPRNT	38	Q16DFILL	39	Q17B1SHB 44 Q17B2SSH 45
Q17A1DHB	42	Q17A2DSH	43	Q18DPO 47-48 Q18DEO 49-50
Q17CUMII	46(A)			Q191STPF 51(A) Q19INPRF 52(A) Q19RDNEF 53(A)
		Q21CLGEE	55	Q22CRSEO 56 Q23CRSEP 57
Q20CRSEI	54	Q24TYPEB	59(A)	Q25JOBAB 60 Q26JOBPR 61-62
Q24BONDS	58	Q28VOCCH	65(A)	Q29KESCA 66 Q29RESCT 67
Q27JOBEX	63-64	Q30VPLNS	69	Q31OCCNF 70-71 Q32EDMOT 74 Q32EDFAT 75
Q29DETLS	68(A)			
Q31OCCNM	72-73			
Q33HIGHQ	78(A)			

CARD 3

INSTCD3	1- 2	RNUMB3	4- 7	CARDN3 8 Q34ATPUN 9
Q34ATPCA	10	Q34ATPTA	11	Q34BECUN 12 Q34BECCA 13
Q34BECTA	14	Q34CDEUN	15	Q34CDECA 16 Q34CDETA 17
Q34DGPUN	18	Q34DGPCA	19	Q34DGPTA 20 Q35ACYB 21
Q35ACMB	22	Q35ACFB	23	Q35BYAS 24(A) Q35BYAM 25(A)
Q35BYAF	26(A)	Q36RDR	27	Q37AMRGE 28 Q37BCHLD 29
Q38ARFTJ	30(A)	Q38BPTWK	31	Q38CDEPP 32 Q38DDEPS 33
Q38ETEAS	34	Q38FED	35	Q38GOTHR 36 Q39YPI 37(A)
Q39PIRY	38(A)	Q39YIF	39(A)	Q40FFD1 40(A) Q40FFD2 41(A)
Q40FFD3	42(A)	Q40FFD4	43(A)	Q40FFD5 44(A) Q41CET1 45(A)
Q41CET2	46(A)	Q41CET3	47(A)	Q41CET4 48(A) Q41CET5 49(A)

LIST FILEINFO Codebook for the National Educational Survey

The codebook section following is the documentation of the SPSS System File established for the surveys by the SSC. It was computer written using programs devised by the SSC and an option available under SPSS - LIST FILEINFO. The codebook completely defines some variables but for others, intermediate steps were used to produce the final codes - most notably in the case of open-ended questions.

An example of a variable completely defined by the codebook is Q1SEX. LIST FILEINFO defines this at REL POS 6, gives it a label SEX (under column headed variable label) and defines its values as 1. MALE, and 2. FEMALE. For this type of variable, the respondent's nomination on the questionnaire served as the direct source of data for entry (via punch card) to the data file. The numbers under the heading REL POS in LIST FILEINFO are simply ordinal and are convenient markers for items comprising the list.

Variable Q3CTOWN is an example of a variable which required an intermediate classification step between the respondent's nomination and entry to the data file. Respondents simply answered by writing the name of the town in the space provided. SSC coders used a series of supplementary codebooks to assign these places to the geographic zones (e.g. NSW SYDNEY; NSW OTH PR URBAN, etc.) before they were entered on the data file. These supplementary codebooks are not published in this document but they are held at the SSC. Most were created especially for the Committee's surveys.

Some variables were redefined by a process of categorization to assist comprehension of survey tabulations. These redefined variables appear in sequence in LIST FILEINFO. Examples are Q2AGEM1 and Q2AGEM2 (REL POS 8 and 9). Q2AGEM1 compresses the age tables from seven pages of output to one by grouping the respondents' ages as defined in the values list. Q2AGEM2 carries this even further and describes age in terms of 3 groups only - 14-16 yrs, 30-39 yrs, and 40 years and over. These adjustments are self-explanatory for all but the occupation variables of which the entries at REL POS 24 and 25 are examples. The originally-defined list has been heavily compressed by casting its components into the occupational status categories devised by Baldock and others.¹ The logic of this may be understood by referring to REL POS 24 Q5DETAIL: all occupations listed in the tens are 'upper professional', those in the twenties are 'lower professional', and so on - as described in the values of the new variable Q5DETAM1 (REL POS 25).

1. Baldock, M.D. et al, op.cit.

DUMP OF DOCUMENTARY INFORMATION..

79/05/30.DATA CLEANING AND MISSING VALUE ASSIGNMENTS.
-----NUMERIC ALPHA
VALUE VALUE

COMMENTS

-2

RESPONSE NOT BLANK AND OUTSIDE VALID RANGE.
SUGGESTED SOURCES
1. QUESTION NOT UNDERSTOOD BY RESPONDENT.
2. FACETIOUS RESPONSE.
3. MULTIPLE-RESPONSE TO SINGLE RESPONSE
QUESTION.
4. DATA TRANSCRIPTION ERROR.

79/07/19.RELATIONSHIP TO WC579DS

ONLY CHANGE IS VALUE LABELS OF Q9AINSTA, Q9AINSTB
AND POSITIONAL ORDERING IN FILE OF Q9AINAM1, Q9AINBM1
DATA IDENTICAL TO WC579DS

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

FILE WC779DS CREATED 79/07/19.
NATIONAL EDUCATIONAL SURVEY - 1977

CONTAINS 182 VARIABLES..

LIST OF THE 1 SUBFILES COMPRISING THE FILE..

WC779DS N= 8232

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
1	SEQNUM		NONE 0
2	SUBFILE		NONE A
3	CASWCT		NONE 4
4	INSTCD1	INSTITUTION	NONE 0
		0 VARIABLE SUPPRESSED	
5	RNUMB1		NONE 0
		0 VARIABLE SUPPRESSED	
6	Q1SEX	SEX	-2. 0
		1. MALE	
		2. FEMALE	
7	Q2AGE	AGE IN YEARS	-2. 0
8	Q2AGEM1	AGE IN YEARS	-2. 0
		1. 14 - 17 YEARS	
		2. 18 - 20 YEARS	
		3. 21 - 25 YEARS	
		4. 26 - 30 YEARS	
		5. 31 + YEARS	
9	Q2AGEM2	AGE IN YEARS	-2. 0
		1. 14 - 16 YEARS	
		101. 30 - 39 YEARS	
		102. 40 + YEARS	
10	Q3AYEAR	LEAVE 2NDRY - YEAR 19XX	-2. 0
11	Q3AYEAM1	LEAVE 2NDRY - YEAR	-2. 0
		1. - 1938	
		2. 1939-45	
		3. 1946-49	
		4. 1950-54	
		5. 1955-59	
		6. 1960-64	
		7. 1965-69	
		8. 1970-72	
		9. 1973-75	
		10. 1976-77	
12	Q3BFORM	LEAVE 2NDRY - FORM	-2. 0
		1. FORM 1	
		2. FORM 2	
		3. FORM 3	
		4. FORM 4	
		5. FORM 5	
		6. FORM 6	
		7. YEAR 7	
		8. YEAR 8	
		9. YEAR 9	
		10. YEAR 10	
		11. YEAR 11	
		12. YEAR 12	
13	Q3CSTATE	LEAVE 2NDRY - STATE	-2. 0
		1. QUEENS LAND	
		2. N. S. W.	
		3. VICTORIA	
		4. TASMANIA	
		5. SOUTH AUST.	
		6. WESTERN AUST.	
		7. NORTHERN TTY.	
		8. A. C. T.	

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

14	Q3CTOWN	LEAVE 2NDRY - TOWN	-2. 0
	1.	NSW SYDNEY	
	2.	NSW NEWC W GONG	
	3.	NSW OTH PR URBAN	
	4.	NSW OTHER	
	5.	VIC MELBNE	
	6.	VIC GEELONG	
	7.	VIC OTH PR URBAN	
	8.	VIC OTHER	
	9.	QLD BRISBANE	
	10.	QLD OTH PR URBAN	
	11.	QLD OTHER	
	12.	S.A. ADELAIDE	
	13.	SA. OTH PR URBAN	
	14.	S.A. OTHER	
	15.	W.A. PERTH	
	16.	WA. OTH PR URBAN	
	17.	W.A. OTHER	
	18.	TAS. HOBART	
	19.	TAS OTH PR URBAN	
	20.	TAS. OTHER	
	21.	N.T. DARWIN	
	22.	NT. OTH PR URBAN	
	23.	N.T. OTHER	
	24.	A.C.T. CANBERRA	
	25.	A.C.T. OTHER	
	26.	OUTSIDE AUST.	
	33.	UNIDENTIFIABLE	
15	Q3CCNTRY	LEAVE 2NDRY - COUNTRY	-2. 0
	0	AUSTRLIA	
	2.	BRITAIN	
	3.	OTH ENGLSPEAKING	
	4.	NORTHERN EUROPE	
	5.	SOUTHERN EUROPE	
	6.	EASTERN EUROPE	
	7.	ASIA OR PACIFIC	
	8.	OTHER COUNTRY	
16	Q3DCERTF	LEAVE 2NDRY - ANY CERTIFICATE	-2. 0
	1.	YES	
	2.	NO	
17	Q3DDTAIL	LEAVE 2NDRY - DETAILS OF CERTIFICATE	-2. 0
	1.	12TH YR CERTIF	
	2.	10TH YR CERTIF	
	3.	11TH YR CERTIF	
	4.	9TH YR CERTIF	
	5.	OTHER YR CERTIF	
	33.	UNIDENT EQUIV	
18	Q3ESKOOL	LEAVE 2NDRY - TYPE OF SCHOOL	-2. 0
	1.	GOVNMNT - STATE	
	2.	IND CATHOLIC	
	3.	IND NON-CATHOLIC	
	6.	CWEALTH GOVNMNT	
	8.	APS-GPS OTH PRVT	
19	Q3FSPECL	FINAL YR 2NDRY - SPECIALISING	-2. 0
	1.	YES	
	2.	NO-MIXED OR GNRL	
20	Q3FCOURS	FINAL YR 2NDRY - AREA OF SPECIALISATION	-2. 0
	3.	SCIENCE	
	4.	SOCIAL STUDIES	
	5.	HUMANITS	
	6.	COMMERCIAL	
	7.	LANGUAGES	
	8.	TECHNCAL	
21	Q3GHWELL	FINAL YR 2NDRY - RESULTS VS OTHERS LEVEL	-2. 0
	1.	BELOW AVERAGE	
	2.	AVERAGE	
	3.	ABOVE AVERAGE	
	4.	TOP 20PC CLASS	
	5.	NEAR TOP CLASS	

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

PEL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
22	Q4QUALIF	LEAVE 2NDRY - PLAN 3RY QUALIFICATION	-2. 0
		1. YES	
		2. NO	
23	Q4DETAIL	LEAVE 2NDRY - PLANNED QUALIFICATIONS	-2. 0
		1. TAFE ADULT ED	
		2. TAFE PREPARAT	
		3. TAFE OTH SKILLED	
		4. TAFE APPRENTC	
		5.	
		6. TAFE PARAPROF	
		7. TAFE PROF DIP	
		8. U,C 1YR TERTCERT	
		9. U,C 2YR DIPLOMA	
		10. U,C 3YR DIPLOMA	
		11. UNI,CAE BACHLORS	
		12. UNI,CAE MISC	
		13. HONOURS, M. QUAL	
		14. POSTGRAD DIPLOMA	
		15. 2ND BACHELORS	
		16. MASTERS DEGREE	
		17. DOCTORT PH D	
		18.	
		19. FURTHER IN FIELD	
		20. DON'T KNOW	
		21. SPECIFC VOC QUAL	
		22. UNIDENTIFIABLE	
24	Q5DETAIL	LEAVE 2NDRY - SPECIFIC CAREER, JOB IDEA	-2. 0
		10. PRFSSNAL OTHER	
		11. DOCTOR DENTIST	
		12. LAWYER ECONMST	
		13. GEOLOGST ENGINR	
		14. SCIENTST	
		15. AGR VET PARK RNG	
		16. ARCHITCT	
		17. SOCIAL SCIENCES	
		18. TEACHER - DEGREE	
		19. PUBLIC SERVANT	
		20. LOWR PRO - OTHER	
		21. PARA MED	
		22. NURSE	
		23. SOC SCI NONDGREE	
		24. TEACHER NONDGREE	
		25. JOURNLST	
		26. LIBRARN	
		27. SCIENCE NONDGREE	
		28. ART MUSIC	
		29. AUDITOR ACCNTNT	
		30. EMPLOYR MNGR OTH	
		31. PUBLIC ADMIN	
		32. LOC GOV INSPECTR	
		33. MANAGER MANUFACT	
		34. MANAGER BUILDING	
		35. MANAGER STORAGE	
		36. MNGR FIN PERSONL	
		37. MANAGER SERVICES	
		38. MNGR OWN 2RY IND	
		39. MNGR OWN PRI IND	
		40. SELF EMP OTHER	
		41. SHOP OWNER	
		42. SALESMAN SLF EMP	
		43. MNGR SML BUSINSS	
		50. NON MANL OTHER	
		51. CLERK SKILLED	
		52. SUPERS PBLC SVC	
		53. SUPRVSRY CLERKS	
		54. TRANSPRT INSPCTR	
		55. ARMD FRC N.C.O.	
		56. SECRETRY PROFNL	
		57. SALESMAN EMPLD	
		60. CLERICAL OTHER	
		61. TYPIST BNK CLRK	
		62. NONSUPER PBLC SV	
		63. SALESREP	
		64. POSTAL OFFICER	

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

65.	POLICE	LOWR LVL		
66.	SHOP	ASSISTNT		
67.	CLERK	LOWR GRD		
70.	TRADES	OTHER		
71.	JEWELLER	FITTER		
72.	MECHANIC	MOULDER		
73.	BUILDING	FOREMAN		
74.	PLUMBER	WELDER		
75.	ELECTRCN	TV TECN		
76.	CARPENTR	CABINET		
77.	BRICKLYR	PLASTRR		
78.	PRINTER	COMPOSTR		
79.	PAINTER	BAKER		
81.	PROCESS	WORKER		
82.	DRIVER			
83.	SERVICE	WORKER		
84.	MINER			
85.	FARM	RURAL		
86.	LABOURER			
87.	ARMD FRC	LOWER		
90.	FARMER	UNSPFCD		
91.	FM WHEAT	SHEEP		
92.	GRAZIER			
93.	PRIMARY	PRODUCER		
94.	FARMER	MIXED		
95.	FARMER	DAIRY		
96.	FARMER	OTHER		
97.	FARMER	RICE		
98.	HOUSE	WIFE		
99.	STUDENT			
25	Q5DETAM1	LEAVE 2NDRY - SPECIFIC CAREER, JOB IDEA	-2.	0
		1. UPPER PROF		
		2. LOWER PROF		
		3. EMPL-MGR LARGE		
		4. EMPL-MGR SMALL		
		5. INTERMED NON-MAN		
		6. CLERICAL		
		7. SUPVR - SKILLED		
		8. SEMISKILL UN		
		9. FARMER		
		98. HOUSEWIFE		
		99. STUDENT		
26	Q6NROLIM	IMMEDIATE ENROLMENT IN UNI, COLLEGE	-2.	0
		1. YES		
		2. NO		
27	Q7DEGREE	3RY QUALIF - ANY COMPLETED	-2.	0
		1. YES		
		2. NO		
28	Q7TYPE	3RY QUALIF - TYPE HELD	-2.	0
		1. TAFE ADULT ED		
		2. TAFE PREPARAT		
		3. TAFE OTH SKILLED		
		4. TAFE APPRENTC		
		5. TAFE OTHER		
		6. TAFE PARAPROF		
		7. TAFE PROF DIP		
		8. U,C 1YR TERTCERT		
		9. U,C 2YR DIPLOMA		
		10. U,C 3YR DIPLOMA		
		11. UNI,CAE BACHLORS		
		12. UNI,CAE MISC		
		13. HONOURS, M. QUAL		
		14. POSTGRAD DIPLOMA		
		15. 2ND BACHELORS		
		16. MASTERS DEGREE		
		17. DOCTORT PH D		
		18.		
		19. FURTHER IN FIELD		
		20. DON'T KNOW		
		21. SPECIFIC VOC QUAL		
		22. UNIDENTIFIABLE		

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

29	Q7INSTCT	3RY QUALIF - INSTITUTION		-2.	0
		1.	UNI VOLD LARGE		
		2.	UNI OLD CAPITAL		
		3.	UNI POSTWAR LRGE		
		4.	UNI RCNT OUTRSUB		
		5.	UNI PROVINCL		
		6.	UNI VERY RECENT		
		7.	CAE CENTRAL		
		8.	CAE METROP		
		9.	CAE REGIONAL		
		10.	CAE SNGL SCHOOL		
		11.	CAE OTHR SPECIAL		
		12.	TAFE NSW METROP		
		13.	TAFE NSW BAL,EXT		
		14.	TAFE VIC EVNG HS		
		15.	TAFE VIC TC METR		
		16.	TAFE VIC TC CNTY		
		17.	TAFE SA METR,ELZ		
		18.	TAFE SA COUNTRY		
		19.	TAFE QLD METROP		
		20.	TAFE QLD COUNTRY		
		21.	TAFE QLD CORRESP		
		22.	TAFE WA TECH COL		
		23.	TAFE WA TECH CEN		
		24.	TAFE TASMANIA		
		25.	UNI NONSPEC		
		26.	CAE NONSPEC		
		27.	TAFE NONSPEC		
		28.	EMPLOYER INSTN		
		29.	O'SEAS INSTN		
		30.	UNIDENTIFIABLE		
		31.	VOC COL HOSPITAL		
		33.	HIGH SCH EVNG CL		
30	Q7YEAR	3RY QUALIF - YEAR OBTAINED 19XX		-2.	0
31	Q7YEARML	3RY QUALIF - YEAR OBTAINED		-2.	0
		1.	- 1938		
		2.	1939-45		
		3.	1946-49		
		4.	1950-54		
		5.	1955-59		
		6.	1960-64		
		7.	1965-69		
		8.	1970-72		
		9.	1973-75		
		10.	1976-77		
32	Q8CONSEC	GT 6 MONTHS FULLTIME WORK SINCE 2NDRY		-2.	0
		1.	YES		
		2.	NO		
33	Q9NOWENR	PRESENTLY ENROLLED IN UNI OR COLLEGE		-2.	0
		1.	YES		
		2.	NO		
34	Q9AINSTA	PRESENT COURSE - INSTITUTION		NONE	0
		0	VARIABLE SUPPRESSED		
35	Q9AINAML	PRESENT COURSE - INSTITUTION		-2.	0
		1.	UNI SECTOR		
		2.	CAE SECTOR		
		3.	TAFE SECTOR		
		4.	OTHER		
36	Q9AINSTB	LAST COURSE - INSTITUTION		NONE	0
		0	VARIABLE SUPPRESSED		
37	Q9AINBML	LAST COURSE - INSTITUTION		-2.	0
		1.	UNI SECTOR		
		2.	CAE SECTOR		
		3.	TAFE SECTOR		
		4.	OTHER		
38	Q9BLOCNA	PRESENT COURSE - LOCATION		-2.	0
		1.	NSW SYDNEY		
		2.	NSW NEWC W GONG		
		3.	NSW OTH PR URBAN		
		4.	NSW OTHER		
		5.	VIC MELBRNE		
		6.	VIC GEELONG		

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

7. VIC OTH PR URBAN
8. VIC OTHER
9. QLD BRISBANE
10. QLD OTH PR URBAN
11. QLD OTHER
12. S.A. ADELAIDE
13. SA. OTH PR URBAN
14. S.A. OTHER
15. W.A. PERTH
16. WA. OTH PR URBAN
17. W.A. OTHER
18. TAS. HOBART
19. TAS OTH PR URBAN
20. TAS. OTHER
21. N.T. DARWIN
22. NT. OTH PR URBAN
23. N.T. OTHER
24. A.C.T. CANBERRA
25. A.C.T. OTHER
26. OUTSIDE AUST.
33. UNIDENTIFIABLE

39 Q9BLOCNE LAST COURSE - LOCATION

-2. 0

1. NSW SYDNEY
2. NSW NEWC W GONG
3. NSW OTH PR URBAN
4. NSW OTHER
5. VIC MELBNE
6. VIC GEELONG
7. VIC OTH PR URBAN
8. VIC OTHER
9. QLD BRISBANE
10. QLD OTH PR URBAN
11. QLD OTHER
12. S.A. ADELAIDE
13. SA. OTH PR URBAN
14. S.A. OTHER
15. W.A. PERTH
16. WA. OTH PR URBAN
17. W.A. OTHER
18. TAS. HOBART
19. TAS OTH PR URBAN
20. TAS. OTHER
21. N.T. DARWIN
22. NT. OTH PR URBAN
23. N.T. OTHER
24. A.C.T. CANBERRA
25. A.C.T. OTHER
26. OUTSIDE AUST.
33. UNIDENTIFIABLE

40 Q9CCORSA PRESENT COURSE - FIELD

-2. 0

1. TAFE APPL SCI
2. TAFE ART DES
3. TAFE BLDG
4. TAFE BUS STUD
5. TAFE ENG
6. TAFE RUR HORT
7. TAFE MUSIC
8. TAFE PARAMED
9. TAFE IND PERS NC
10. TAFE GEN STUD
12. CAE AGRICULTURE
13. CAE APPL SCI
14. CAE ART DESIGN
15. CAE BLDG ARCH SV
16. CAE COMM BUS
17. CAE ENG TECH
18. CAE LIBERAL STUD
19. CAE MUSIC
20. CAE PARAMED
21. CAE TEACHER ED
22. UNI ARCH BLDG
23. UNI AGRIC FOREST
24. UNI ECON COMM
25. UNI EDUCATION
26. UNI ENG TECH

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

27. UNI HUMANITIES
28. UNI FINE ARTS
29. UNI DENTISTRY
30. UNI LAW
31. UNI MEDICINE
32. UNI NAT SCIENCE
33. UNI SOC BEHAVSC
34. UNI VET SCIENCE
35. UNI OTHER

41 Q9CCORSB LAST COURSE - FIELD

-2. 0

1. TAFE APPL SCI
2. TAFE ART DES
3. TAFE BLDG
4. TAFE BUS STUD
5. TAFE ENG
6. TAFE RUR HORT
7. TAFE MUSIC
8. TAFE PARAMED
9. TAFE IND PERS NC
10. TAFE GEN STUD
12. CAE AGRICULTURE
13. CAE APPL SCI
14. CAE ART DESIGN
15. CAE BLDG ARCH SV
16. CAE COMM BUS
17. CAE ENG TECH
18. CAE LIBERAL STUD
19. CAE MUSIC
20. CAE PARAMED
21. CAE TEACHER ED
22. UNI ARCH BLDG
23. UNI AGRIC FOREST
24. UNI ECON COMM
25. UNI EDUCATION
26. UNI ENG TECH
27. UNI HUMANITIES
28. UNI FINE ARTS
29. UNI DENTISTRY
30. UNI LAW
31. UNI MEDICINE
32. UNI NAT SCIENCE
33. UNI SOC BEHAVSC
34. UNI VET SCIENCE
35. UNI OTHER

42 Q9EQUALA PRESENT COURSE - QUALIFICATION

-2. 0

1. TAFE ADULT ED
2. TAFE PREPARAT
3. TAFE OTH SKILLED
4. TAFE APPRENTC
5. TAFE OTHER
6. TAFE PARAPROF
7. TAFE PROF DIP
8. U,C 1YR TERTCERT
9. U,C 2YR DIPLOMA
10. U,C 3YR DIPLOMA
11. UNI,CAE BACHLORS
12. UNI,CAE MISC
13. HONOURS, M. QUAL
14. POSTGRAD DIPLOMA
15. 2ND BACHELORS
16. MASTERS DEGREE
17. DOCTORT PH D
18.
19. FURTHER IN FIELD
20. DON'T KNOW
21. SPECIFC VOC QUAL
22. UNIDENTIFIABLE

43 Q9EQUALB LAST COURSE - QUALIFICATION

-2. 0

1. TAFE ADULT ED
2. TAFE PREPARAT
3. TAFE OTH SKILLED
4. TAFE APPRENTC
5.
6. TAFE PARAPROF

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		7. TAFE PROF DIP	
		8. U,C 1YR TERTCERT	
		9. U,C 2YR DIPLOMA	
		10. U,C 3YR DIPLOMA	
		11. UNI,CAE BACHLORS	
		12. UNI,CAE MISC	
		13. HONOURS, M. QUAL	
		14. POSTGRAD DIPLOMA	
		15. 2ND BACHELORS	
		16. MASTERS DEGREE	
		17. DOCTORT PH D	
		18.	
		19. FURTHER IN FIELD	
		20. DON'T KNOW	
		21. SPECIFIC VOC QUAL	
		22. UNIDENTIFIABLE	
44	Q9FSANDA	PRESENT COURSE - FT, PT, SAND, EXT, BLCK	-2. 0
		1. PART TIME	
		2. FULL TIME	
		3. SANDWICH BLOCK	
		4. EXTERNAL	
45	Q9FSANDB	LAST COURSE - FT, PT, SAND, EXT, BLOCK	-2. 0
		1. PART TIME	
		2. FULL TIME	
		3. SANDWICH BLOCK	
		4. EXTERNAL	
46	Q9HSTRTA	PRESENT COURSE - START YEAR 19XX	-2. 0
47	Q9HSTAML	PRESENT COURSE - START YEAR 19XX	-2. 0
		1. 1931-69	
48	Q9HSTRTB	LAST COURSE - START YEAR 19XX	-2. 0
49	Q9HSTBML	LAST COURSE - START YEAR 19XX	-2. 0
		1. 1931-69	
50	Q9ICMPLA	PRESENT COURSE - COMPLETION YEAR 19XX	-2. 0
51	Q9ICMPLB	LAST COURSE - COMPLETION YEAR 19XX	-2. 0
52	Q10EMPL	CURRENT FORM OF EMPLOYMENT	-2. 0
		1. YES REG FT JOB	
		2. YES REG PT JOB	
		3. YES CASL WORK	
		4. YES SAND OR BLCK	
		5. NO FT STUDY	
		6. HOMEDUTY CHILDCR	
		7. UNEMPLD SEEK JOB	
		8. UNEMPLD NOT SEEK	
53	Q10AOCCN	CURRENT OCCUPATION	-2. 0
		10. PRFSSNAL OTHER	
		11. DOCTOR DENTIST	
		12. LAWYER ECONMST	
		13. GEOLOGST ENGINR	
		14. SCIENTST	
		15. AGR VET PARK RNG	
		16. ARCHITCT	
		17. SOCIAL SCIENCES	
		18. TEACHER - DEGREE	
		19. PUBLIC SERVANT	
		20. LOWR PRO - OTHER	
		21. PARA MED	
		22. NURSE	
		23. SOC SCI NONDGREE	
		24. TEACHER NONDGREE	
		25. JOURNALST	
		26. LIBRARN	
		27. SCIENCE NONDGREE	
		28. ART MUSIC	
		29. AUDITOR ACCNTNT	
		30. EMPLOYR MNGR OTH	
		31. PUBLIC ADMIN	
		32. LOC GOV INSPECTR	

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING CRT
VALUES FMT

33. MANAGER MANUFACT
34. MANAGER BUILDING
35. MANAGER STORAGE
36. MNGR FIN PERSHL
37. MANAGER SERVICES
38. MNGR OWN 2RY IND
39. MNGR OWN PRI IND
40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SELF EMP
43. MNGR SML BUSINESS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PBLC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETARY PROFNL
57. SALESMAN EMPLD
60. CLERICAL OTHER
61. TYPIST BUK CLRK
62. NONSUPER PBLC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN
74. PLUMBER WELDER
75. ELECTRON TV TECH
76. CARPENTR CABINET
77. BRICKLYR PLASTRR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPECD
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

54 Q10AOCM1 CURRENT OCCUPATION

-2. 0

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED
8. SEMISKILL UN
9. FARMER
98. HOUSEWIFE
99. STUDENT

55 Q10BLOCN CURRENT EMPLOYMENT LOCATION

-2. 0

1. NSW SYDNEY
2. NSW NEWC W GONG
3. NSW OTH PR URBAN
4. NSW OTHER
5. VIC MELBNE
6. VIC GEELONG
7. VIC OTH PR URBAN
8. VIC OTHER

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		9. QLD BRISBANE	
		10. QLD OTH PR URBAN	
		11. QLD OTHER	
		12. S.A. ADELAIDE	
		13. SA. OTH PR URBAN	
		14. S.A. OTHER	
		15. W.A. PERTH	
		16. WA. OTH PR URBAN	
		17. W.A. OTHER	
		18. TAS. HOBART	
		19. TAS OTH PR URBAN	
		20. TAS. OTHER	
		21. N.T. DARWIN	
		22. NT. OTH PR URBAN	
		23. N.T. OTHER	
		24. A.C.T. CANBERRA	
		25. A.C.T. OTHER	
		26. OUTSIDE AUST.	
		33. UNIDENTIFIABLE	
56	Q10CHRS	CURRENT EMPLOYMENT - HRS TYPICAL WEEK	-2. 0
57	Q10CHRM1	CURRENT EMPLOYMENT - HRS TYPICAL WEEK	-2. 0
		1. 1 - 9 HPW	
		2. 10 - 19 HPW	
		3. 20 - 29 HPW	
		4. 30 - 39 HPW	
		5. 40 - 49 HPW	
		6. 50 - 59 HPW	
		7. 60 + HPW	
58	Q10WKREL	CURRENT EMPLOYMENT - RELATED TO STUDIES	-2. 0
		1. YES	
		2. NO	
59	Q10DTAIL	CURRENT EMPLOYMENT - RELATION TO STUDIES	-2. 0
		1. CADET SHIP	
		2. APPRENTICE	
		3. SANDWICH	
		4. PART TM RELEASE	
		5. FT TEACH TIMEOFF	
		6. OTHER RELATED	
60	Q11GIVUP	CHANGE STUDY IN LAST YEAR OR SO	-2. 0
		1. YES	
		2. NO	
61	Q11DTAIL	CHANGE STUDY - DETAILS OF CHANGE	-2. 0
		1. GIVE UP STUDY	
		2. CHANGE MAJOR FLD	
		3. CHNG CRS WTHN FL	
		4. DEFERRED	
62	Q11AINTF	CHANGE STUDY - INTERFERENCE SOCIAL LIFE	-2. 0
		1. VERY IMPORTANT	
		5. NOT AT ALL IMPT	
63	Q11BATMS	CHANGE STUDY - UNFRIENDLY ATMOSPHERE	-2. 0
		1. VERY IMPORTANT	
		5. NOT AT ALL IMPT	
64	Q11CCONT	CHANGE STUDY - UNEXPECTED COURSE CONTENT	-2. 0
		1. VERY IMPORTANT	
		5. NOT AT ALL IMPT	
65	Q11DFNCL	CHANGE STUDY - LOSS OF FINANCIAL SUPPORT	-2. 0
		1. VERY IMPORTANT	
		5. NOT AT ALL IMPT	
66	Q11EFAIL	CHANGE STUDY - FAILURE IN COURSE WORK	-2. 0
		1. VERY IMPORTANT	
		5. NOT AT ALL IMPT	
67	Q11FDECR	CHANGE STUDY - DECREASING JOB OPPORTUNTS	-2. 0
		1. VERY IMPORTANT	
		5. NOT AT ALL IMPT	

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PCT VALUES PCT
68	Q11GDSTR	CHANGE STUDY - TOO MANY DISTRACTIONS 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0
69	Q11HSTED	CHANGE STUDY - FAIL OWN STANDARDS ACHIEV 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0
70	Q11IUSFL	CHANGE STUDY - TO MORE SOCIALLY USEFUL 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0
71	Q11JNEWI	CHANGE STUDY - NEW INTEREST OTHER STUDY 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0
72	Q11KBORE	CHANGE STUDY - COURSE BORING 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0
73	Q11LOTHR	CHANGE STUDY - OTHER REASONS 1. DISC NEW INTEREST 2. PERSONAL PROBLMS 3. CLASH STAFF 4. BOREDOM DISINTST 5. POOR STD COURSE 6. WORKLOAD V. HEAVY 7. JOB, OTHR NOT FIT 8. PRACTICL CONTING 9. HATE CITY 10. INSUF GROUNDNG 11. PREF CRS AVAILBL 12. NEXT CRS NOT AVL	-2. 0
74	Q12ACONT	NOT ENROLLED PLANS - CONTINUE SAME JOB 1. YES 2. NO 3. QUESTION MARK	-2. 0
75	Q12BNOTH	NOT ENROLLED PLANS - FIND ANOTHER JOB 1. YES 2. NO 3. QUESTION MARK	-2. 0
76	Q12CFULL	NOT ENROLLED PLANS - FULL TIME STUDY 1. YES 2. NO 3. QUESTION MARK	-2. 0
77	Q12DPART	NOT ENROLLED PLANS - PART TIME STUDY 1. YES 2. NO 3. QUESTION MARK	-2. 0
78	Q12EEXTI	NOT ENROLLED PLANS - EXTERNAL STUDY 1. YES 2. NO 3. QUESTION MARK	-2. 0
79	Q12FTRVL	NOT ENROLLED PLANS - TRAVEL 1. YES 2. NO 3. QUESTION MARK	-2. 0
80	Q12GHOME	NOT ENROLLED PLANS - HOME, CHILD CARE 1. YES 2. NO 3. QUESTION MARK	-2. 0
81	Q12HNOPL	NOT ENROLLED PLANS - NOTHING FIXED 1. YES 2. NO 3. QUESTION MARK	-2. 0
82	Q13ACONF	TYP TEACHER - KNOWLEGE INSPIRES CONFDNCE 1. AGREE STRONGLY	-2. 0

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		5. DISAGREE STRONGLY	
83	Q13BSTIM	TYP TEACHER - STIMLT CURIOSITY, IND THINK 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
84	Q13CEXPL	TYP TEACHER - EXPLAINS CLEARLY, STUD LEV 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
85	Q13DSEEK	TYP TEACHER - TREATS AS CO-SEEKER 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
86	Q13EBEST	TYP TEACHER - MOTIVATES TO BEST WORK 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
87	Q13FENTH	TYP TEACHER - ENTHUSIASM FOR SUBJECT 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
88	Q13GMARK	TYP TEACHER - CAREFULLY MARKS WRITTEN WK 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
89	Q13HPLAN	TYP TEACHER - MAJOR ROLE IN CAREER PLAN 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
90	Q131PERS	TYP TEACHER - MAJOR ROLE PERSONL DEVELOPT 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
91	Q14AWORK	COURSE - GENERAL WORK PRESSURE TOO GREAT 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
92	Q14BTIME	COURSE - NOT ENOUGH PRIVATE STUDY TIME 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
93	Q14CHOUR	COURSE - TOO MANY HOURS IN CLASS 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
94	Q14DVOCT	COURSE - TOO MUCH NARROW VOCATIONAL TRNG 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
95	Q14EMECH	COURSE - TOO MUCH MECHANICAL THINKING 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
96	Q14FSECN	COURSE - TOO MUCH LIKE SECONDARY SCHOOL 1. AGREE STRONGLY 5. DISAGREE STRONGLY	-2. 0
97	Q15ADEGR	QUALIFICATION MORE IMPORTANT THAN CONTNT 1. STRONGLY AGREE 2. AGREE 3. DISAGREE 4. STRONGLYDISAGREE	-2. 0
98	Q15BTERT	3RY IMPROVED GR RELEVNC LIFE, PROBLEMS 1. STRONGLY AGREE 2. AGREE 3. DISAGREE 4. STRONGLYDISAGREE	-2. 0
99	Q16ATRAM	CUR ENROL - TO GET TRAINING FOR A JOB 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0
100	Q16DEDUC	CUR ENROL - GET A BASIC GENRL EDUCATION 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

Q	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
101	Q16CPRNT	CUR ENROL - TO PLEASE PARENTS 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0
102	Q16DFILL	CUR ENROL - FILL IN TIME UNTIL DECIDE 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0
103	Q16ESTDY	CUR ENROL - STUDY IN FIELD REALLY INTRST 1. VERY IMPORTANT 5. NOT AT ALL IMPT	-2. 0
104	Q16PHOST	CUR ENROL - MOST IMPORTANT REASON ABOVE A JOB TRAINING B BASIC GENL EDN C PLEASE PARENTS D FILL IN TIME E FIELD OF INTERST	* A
105	Q17A1DHD	EMPHASIS PERSONAL,SOCL DEVMT-HAS BEEN 1. GREAT EMPHASIS 5. LITTLE EMPHASIS 6. NOT SURE	-2. 0
106	Q17A2DSH	EMPHASIS PERSONAL,SOCL DEVMT-SHOULD BE 1. GREAT EMPHASIS 5. LITTLE EMPHASIS 6. NOT SURE	-2. 0
107	Q17B1SHB	EMPHASIS SKILLS, TECHNIQUES - HAS BEEN 1. GREAT EMPHASIS 5. LITTLE EMPHASIS 6. NOT SURE	-2. 0
108	Q17B2SSH	EMPHASIS SKILLS, TECHNIQUES - SHOULD BE 1. GREAT EMPHASIS 5. LITTLE EMPHASIS 6. NOT SURE	-2. 0
109	Q17CUMII	MOST IMPORTANT - Q17A VS Q17B A PERSONAL SOCIAL B SKILLS PROFESSN	* A
110	Q18DPO	RETRAINING - PREVIOUS OCCUPATION 10. PRFSSNAL OTHER 11. DOCTOR DENTIST 12. LAWYER ECONMST 13. GEOLOGST ENGINR 14. SCIENTST 15. AGR VET PARK RNG 16. ARCHITCT 17. SOCIAL SCIENCES 18. TEACHER - DEGREE 19. PUBLIC SERVANT 20. LOWR PRO - OTHER 21. PARA MED 22. NURSE 23. SOC SCI NONDGREE 24. TEACHER NONDGREE 25. JOURNALST 26. LIBRARN 27. SCIENCE NONDGREE 28. ART MUSIC 29. AUDITOR ACCNTNT 30. EMPLOYR MNGR OTH 31. PUBLIC ADMIN 32. LOC GOV INSPECTR 33. MANAGER MANUFACT 34. MANAGER BUILDING 35. MANAGER STORAGE 36. MNGR FIN PERSNL 37. MANAGER SERVICES 38. MNGR OWN 2RY IND 39. MNGR OWN PRI IND 40. SELF EMP OTHER 41. SHOP OWNER	-2. 0

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

42. SALESMAN SLF EMP
43. MNGR SML BUSINSS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PBLC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETRY PROFNL
57. SALESMAN EMPLD
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PBLC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN
74. PLUMBER WELDER
75. ELECTRON TV TECN
76. CARPENTR CABINET
77. BRICKLYR PLASTRR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPEC'D
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

111 Q18DPOM1 RETRAINING - PREVIOUS OCCUPATION

-2. 0

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED
8. SEMISKILL UN
9. FARMER
98. HOUSEWIFE
99. STUDENT

112 Q18DEO RETRAINING - EXPECTED OCCUPATION

-2. 0

10. PRFSSNAL OTHER
11. DOCTOR DENTIST
12. LAWYER ECONMST
13. GEOLOGST ENGINR
14. SCIENTST
15. AGR VET PARK RNG
16. ARCHITCT
17. SOCIAL SCJENCES
18. TEACHER - DEGREE
19. PUBLIC SERVANT
20. LOWR PRO - OTHER
21. PARA MED
22. NURSE
23. SOC SCI NONDGREE
24. TEACHER NONDGREE
25. JURNLST
26. LIBRARN

NATIONAL LONGITUDINAL SURVEY, 1977 - ALL STUDENTS

REL VARIABLE VARIABLE LABEL
PUG NAME

MISSING PRT
VALUES ENT

27. SCIENCE NONDGREE
28. ART MUSIC
29. AUDITOR ACCOUNT
30. EMPLOYR MNGR OTH
31. PUBLIC ADMIN
32. LOC GOV INSPECTR
33. MANAGER MANUFACT
34. MANAGER BUILDING
35. MANAGER STORAGE
36. MNGR FIN PERSONL
37. MANAGER SERVICES
38. MNGR OWN 2RY IND
39. MNGR OWN PRI IND
40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SLF EMP
43. MNGR SML BUSINSS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PBLIC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETRY PROFNL
57. SALESMAN EMPLO
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PBLIC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN
74. PLUMBER WELDER
75. ELECTRON TV TECN
76. CARPENTR CABINET
77. BRICKLYR PLASTRR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPECD
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

113 Q18DEOM1 REFRAINING - EXPECTED OCCUPATION

-2. 0

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED
8. SEMISKILL UN
9. FARMER
98. HOUSEWIFE
99. STUDENT

114 Q191STPF 1ST PREFERENCE - WANTED COURSE

-2. 0

1. TAFE APPL SCI
2. TAFE ART DES

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

3. TAFE BLDG
4. TAFE BUS STUD
5. TAFE ENG
6. TAFE RUR PORT
7. TAFE MUSIC
8. TAFE PARAMED
9. TAFE IND PERS NC
10. TAFE GEN STUD
12. CAE AGRICULTURE
13. CAE APPL SCI
14. CAE ART DESIGN
15. CAE BLDG ARCH SV
16. CAE COMM BUS
17. CAE ENG TECH
18. CAE LIBERAL STUD
19. CAE MUSIC
20. CAE PARAMED
21. CAE TEACHER ED
22. UNI ARCH BLDG
23. UNI AGRIC FOREST
24. UNI ECON COMM
25. UNI EDUCATION
26. UNI ENG TECH
27. UNI HUMANITIES
28. UNI FINE ARTS
29. UNI DENTISTRY
30. UNI LAW
31. UNI MEDICINE
32. UNI NAT SCIENCE
33. UNI SOC BEHAVSC
34. UNI VET SCIENCE
35. UNI OTHER

115 Q19INPRF 1ST PREFERENCE - WANTED INSTITUTION

-2. 0

1. UNI VOLD LARGE
2. UNI OLD CAPITAL
3. UNI POSTWAR LRGE
4. UNI RCNT OUTRSUB
5. UNI PROVINCL
6. UNI VERY RECENT
7. CAE CENTRAL
8. CAE METROP
9. CAE REGIONAL
10. CAE SNGL SCHOOL
11. CAE OTHR SPECIAL
12. TAFE NSW METROP
13. TAFE NSW BAL,EXT
14. TAFE VIC EVNG HS
15. TAFE VIC TC METR
16. TAFE VIC TC CNTY
17. TAFE SA METR,DLZ
18. TAFE SA COUNTRY
19. TAFE QLD METROP
20. TAFE QLD COUNTRY
21. TAFE QLD CORRESP
22. TAFE WA TECH COL
23. TAFE WA TECH CEN
24. TAFE TASMANIA
25. UNI NONSPEC
26. CAE NONSPEC
27. TAFE NONSPEC
28. EMPLOYER INSTN
29. O'SEAS INSTN
30. UNIDENTIFIABLE
31. VOC COL HOSPITAL
33. HIGH SCH EVNG CL

116 Q19RDNEP 1ST PREFERENCE - REASON DID NOT ENROL

-2. 0

1. MARKS TOO LOW
2. NOT ACCEPTED
3. LACK OF FINANCE
4. NO JOBS, NARROW
5. ACCTNCE TOO LATE
6. NO EXT, PT AVEL
7. FORCED- JOB,EMPR
8. QUOTA FILLED
9. CHANGED PREF

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL VARIABLE VARIABLE LABEL
POS NAME

MIS. NO. INT
VALUES FOR

		10.	FAILED 1ST CRSE	
		11.	HELP TO JOB	
		12.	LECT TME DIFFCLT	
		13.	PARENTS, FRIENDS	
		14.	SEXIST FACTOR	
		15.	OTHER	
		16.	IRRELVNT REASON	
117	Q20CRSEI	HOW INTERESTING IS COURSE		-2. 0
		1.	VERY BORING	
		2.	RATHER DULL	
		3.	FAIRLY INTERSTG	
		4.	VERY INTERSTG	
		5.	EXTREMELY INTERSTG	
118	Q21CLGEE	OVERALL EVALUATION OF INSTITUTION		-2. 0
		1.	VERY SATISFD	
		2.	SATISFD	
		3.	ON THE FENCE	
		4.	DISATSFD	
		5.	VERY DISATSFD	
119	Q22CRSEO	USEFULNESS OF COURSE FOR PLANND OCCUPTN		-2. 0
		1.	VERY USEFUL	
		2.	FAIRLY USEFUL	
		3.	NOT VERY USEFUL	
		4.	SLIGHT RELEVANC	
		5.	ALMOST USELESS	
120	Q23CRSEP	COURSE PERFORMANCE VS OTHER STUDENTS		-2. 0
		1.	BELOW AVERAGE	
		2.	AVERAGE	
		3.	ADOVE AVERAGE	
		4.	TOP 20PC	
		5.	NEAR TOP CLASS	
121	Q24BONDS	BONDED TO EMPLOYER		-2. 0
		1.	YES EDUC DPT	
		2.	YES OTHER	
		3.	NO	
122	Q24TYPEP	BONDED - EXC EDN DEPT - EMPLOYER		-2. 0
		4.	PUBLIC SERVICE	
		5.	ARMED FORCES	
		6.	PRIVATE COMPANY	
		7.	O'SEAS GOVT	
		9.	CADETSHP	
		10.	OTHER, NOTIDENT	
123	Q25JOBVAV	AFTER COURSE - GETTING JOB SUIT TRAINING		-2. 0
		1.	VERY EASY	
		2.	FAIRLY EASY	
		3.	DIFFICLT	
		4.	VERY DIFFICLT	
124	Q26JOBPR	AFTER FORMAL EDN - PREFERRED OCCUPATION		-2. 0
		10.	PRFSSNAL OTHER	
		11.	DOCTOR DENTIST	
		12.	LAWYER ECONMST	
		13.	GEOLOGST ENGINR	
		14.	SCIENTST	
		15.	AGR VET PARK RNG	
		16.	ARCHITCT	
		17.	SOCIAL SCIENCES	
		18.	TEACHER - DEGREE	
		19.	PUBLIC SERVANT	
		20.	LOWR PRO - OTHER	
		21.	PARA MED	
		22.	NURSE	
		23.	SOC SCI NONDGREE	
		24.	TEACHER NONDGREE	
		25.	JOURNALST	
		26.	LIBRARN	
		27.	SCIENCE NONDGREE	
		28.	ART MUSIC	
		29.	AUDITOR ACCNTNT	
		30.	EMPLOYR MNGR OTH	

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

31. PUBLIC ADMIN
32. LOC GOV INSPECTR
33. MANAGER MANUFACT
34. MANAGER BUILDING
35. MANAGER STORAGE
36. MNGR FIN PERSNL
37. MANAGER SERVICES
38. MNGR OWN 2RY IND
39. MNGR OWN PRI IND
40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SLF EMP
43. MNGR SML BUSINSS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PBLC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETRY PROFNL
57. SALESMAN EMPLD
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PBLC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOKEMAN
74. PLUMBER WELDER
75. ELECTRCN TV TECN
76. CARPENTR CABINET
77. BRICKLYR PLASTRR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPEC'D
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

125 Q26JOBM1 AFTER FORMAL EDN - PREFERRED OCCUPATION

-2. 0

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED
8. SEMISKILL UN
9. FARMER
98. HOUSEWIFE
99. STUDENT

126 Q27JOBEX AFTER FORMAL EDN - EXPECTED OCCUPATION

-2. 0

10. PRFSSNAL OTHER
11. DOCTOR DENTIST
12. LAWYER ECONMST
13. GEOLOGST ENGINR
14. SCIENTST
15. AGR VET PARK RNG

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PCT
VALUES INT

16. ARCHITECT
17. SOCIAL SCIENCES
18. TEACHER - DEGREE
19. PUBLIC SERVANT
20. LOWR PRO - OTHER
21. PARA MED
22. NURSE
23. SOC SCI NONDEGREE
24. TEACHER NONDEGREE
25. JOURNALIST
26. LIBRARIAN
27. SCIENCE NONDEGREE
28. ART MUSIC
29. AUDITOR ACCOUNTANT
30. EMPLOYR MNGR OTH
31. PUBLIC ADMIN
32. LOC GOV INSPECTR
33. MANAGER MANUFACT
34. MANAGER BUILDING
35. MANAGER STORAGE
36. MNGR FIN PERSNL
37. MANAGER SERVICES
38. MNGR OWN 2RY IND
39. MNGR OWN PRI IND
40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SLF EMP
43. MNGR SML BUSINESS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PBLC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETARY PROFNL
57. SALESMAN EMPLOD
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PBLC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTANT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN
74. PLUMBER WELDER
75. ELECTRON TV TECN
76. CARPENTR CABINET
77. BRICKLYR PLASTRR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPECD
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

127 Q27JOBM1 AFTER FORMAL EDN - EXPECTED OCCUPATION

-2. 0

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		5. INTERMED NON-MAN	
		6. CLERICAL	
		7. SUPVR - SKILLED	
		8. SEMISKILL UN	
		9. FARMER	
		98. HOUSEWIFE	
		99. STUDENT	
128	Q28VOCCH	VOCATION CHOICE. - WHEN MADE	-2. 0
		1. PRIMARY SCHOOL	
		2. 1ST YRS 2RY SCHL	
		3. LAST YRS 2RY SCH	
		4. END 2RY SCHOOL	
		5. 1ST CHOI UNAVBL	
		6. YEAR+ IN RELV CR	
		7. YEAR+ IN OTHR CR	
		8. YEAR+ WORKING	
		9. NO CHOIC AS YET	
129	Q29RESCA	CAREER RESTRICTED - SUBJ UNAVAIL SCHOOL	-2. 0
		1. YES	
		2. NO	
130	Q29RESCT	CAREER RESTRICTED - SUBJ TAKEN IN SCHOOL	-2. 0
		1. YES	
		2. NO	
131	Q29DETL	CAREER RESTRICTED DUE SCHOOL - DETAILS	-2. 0
		1. SUBJECTS UNAVBL	
		2. WRNG FLD OF STDY	
		3. LEVELS TOO LOW	
		4. NOT KNOW BAD ADV	
		5. NOT KNOW CAREER	
		6. NARROWED BY TAKEN	
		7. NOT TAKE NECSSRY	
		8. TOO GEN- ERAL	
		9. OTHER	
		10. RESTRCTD BUTHAPPY	
		11. IRRELVNT RESPNSE	
		12. NARROWED-SEXIST..	
		14. INSUFF RESPNSE	
132	Q30VPLNS	VOCATIONAL PLANS - HOW DEFINITE	-2. 0
		1. KNOW EXACTLY	
		2. CONSIDER 2 OR 3	
		3. CONSIDER 4+	
		4. DONT KNOW	
133	Q31OCCNF	FATHER'S OCCUPATION	-2. 0
		10. PRFSSNAL OTHER	
		11. DOCTOR DENTIST	
		12. LAWYER ECONMST	
		13. GEOLOGST ENGINR	
		14. SCIENTST	
		15. AGR VET PARK RNG	
		16. ARCHITCT	
		17. SOCIAL SCIENCES	
		18. TEACHER - DEGREE	
		19. PUBLIC SERVANT	
		20. LOWR PRO - OTHER	
		21. PARA MED	
		22. NURSE	
		23. SOC SCI NONDGREE	
		24. TEACHER NONDGREE	
		25. JOURNLST	
		26. LIBRARN	
		27. SCIENCE NONDGREE	
		28. ART MUSIC	
		29. AUDITOR ACCNTNT	
		30. EMPLOYR MNGR OTH	
		31. PUBLIC ADMIN	
		32. LOC GOV INSPECTR	
		33. MANAGER MANUFACT	
		34. MANAGER BUILDING	
		35. MANAGER STORAGE	
		36. MNGR FIN PERSNL	
		37. MANAGER SERVICES	

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRE
VALUES FMT

38. MNGR OWN 2RY IND
39. MNGR OWN PRI IND
40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SLF EMP
43. MNGR SML BUSINSS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PBLC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETRY PROFNL
57. SALESMAN EMPLO
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PBLC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN
74. PLUMBER WELDER
75. ELECTRON TV TECN
76. CARPENTR CABINET
77. BRICKLYR PLASTRR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPECD
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

134 Q310CFM1 FATHER'S OCCUPATION

-2. 0

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED
8. SEMISKILL UN
9. FARMER
98. HOUSEWIFE
99. STUDENT

135 Q310CCNM MOTHER'S OCCUPATION

-2. 0

10. PRFSSNAL OTHER
11. DOCTOR DENTIST
12. LAWYER ECONMST
13. GEOLOGST ENGINR
14. SCIENTST
15. AGR VET PARK RNG
16. ARCHITCT
17. SOCIAL SCIENCES
18. TEACHER - DEGREE
19. PUBLIC SERVANT
20. LOWR PRO - OTHER
21. PARA MED
22. NURSE

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

23. SOC SCI NONDGREE
24. TEACHER NONDGREE
25. JOURNALST
26. LIBRARN
27. SCIENCE NONDGREE
28. ART MUSIC
29. AUDITOR ACCNTNT
30. EMPLOYR MNGR OTH
31. PUBLIC ADMIN
32. LOC GOV INSPECTR
33. MANAGER MANUFACT
34. MANAGER BUILDING
35. MANAGER STORAGE
36. MNGR FIN PERSNL
37. MANAGER SERVICES
38. MNGR OWN 2RY IND
39. MNGR OWN PRI IND
40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SLF EMP
43. MNGR SML BUSINSS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PBLC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETRY PROFNL
57. SALESMAN EMPLD
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PBLC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN
74. PLUMBER WELDER
75. ELECTRCN TV TECH
76. CARPENTR CABINET
77. BRICKLYR PLASTRR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPEC
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

136 Q310CM1 MOTHER'S OCCUPATION

-2. 0

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED
8. SEMISKILL UN
9. FARMER
98. HOUSEWIFE
99. STUDENT

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
137	Q32EDMOT	MOTHER'S EDUCATION	-2. 0
		1. SOME PRIMARY	
		2. COMPLETD PRIMARY	
		3. LT 4YRS SECONDRY	
		4. 4 YEARS SECONDRY	
		5. 3RY CERTIFICATE	
		6. 5 OR 6YR 2NDRY	
		7. SOME UNI	
		8. TERTIARY DIPLOMA	
		9. COMPLETD UNI	
138	Q32EDFAT	FATHER'S EDUCATION	-2. 0
		1. SOME PRIMARY	
		2. COMPLETD PRIMARY	
		3. LT 4YRS SECONDRY	
		4. 4 YEARS SECONDRY	
		5. 3RY CERTIFICATE	
		6. 5 OR 6YR 2NDRY	
		7. SOME UNI	
		8. TERTIARY DIPLOMA	
		9. COMPLETD UNI	
139	Q33HIGHQ	HIGHEST QUALIFICATION WISH TO ACQUIRE	-2. 0
		1. TAFE ADULT ED	
		2. TAFE PREPARAT	
		3. TAFE OTH SKILLED	
		4. TAFE APPRENTC	
		5. TAFE OTHER	
		6. TAFE PARAPROF	
		7. TAFE PROF DIP	
		8. U,C 1YR TERTCERT	
		9. U,C 2YR DIPLOMA	
		10. U,C 3YR DIPLOMA	
		11. UNI,CAE BACHLORS	
		12. UNI,CAE MISC	
		13. HONOURS, M. QUAL	
		14. POSTGRAD DIPLOMA	
		15. 2ND BACHELORS	
		16. MASTERS DEGREE	
		17. DOCTORT PH D	
		18.	
		19. FURTHER IN FIELD	
		20. DON'T KNOW	
		21. SPECIFC VOC QUAL	
		22. UNIDENTIFIABLE	
140	Q34ATPUN	EMPHASIS THEORETICAL-PRACTICAL - UNI	-2. 0
		1. THEORETICAL	
		7. PRACTIC-CAL	
141	Q34ATPCA	EMPHASIS THEORETICAL-PRACTICAL - CAE	-2. 0
		1. THEORETICAL	
		7. PRACTIC-CAL	
142	Q34ATPTA	EMPHASIS THEORETICAL-PRACTICAL - TAFE	-2. 0
		1. THEORETICAL	
		7. PRACTIC-CAL	
143	Q34BECUN	RELEVANCE FOR COMMUNITY NEEDS - UNI	-2. 0
		1. ESSENT- IAL	
		7. NO RELE-VANCE	
144	Q34BECCA	RELEVANCE FOR COMMUNITY NEEDS - CAE	-2. 0
		1. ESSENT- IAL	
		7. NO RELE-VANCE	
145	Q34BECTA	RELEVANCE FOR COMMUNITY NEEDS - TAFE	-2. 0
		1. ESSENT- IAL	
		7. NO RELE-VANCE	
146	Q34CDEUN	ACADEMIC STANDARD - UNI	-2. 0
		1. DEMAND- ING	
		7. EASY TO PASS	
147	Q34CDECA	ACADEMIC STANDARD - CAE	-2. 0
		1. DEMAND- ING	

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		7. EASY TO PASS	
148	Q34CDETA	ACADEMIC STANDARD - TAFE	-2. 0
		1. DEMAND-ING	
		7. EASY TO PASS	
149	Q34DGPUN	CAREER PREPARATION - UNI	-2. 0
		1. GOOD	
		7. LIMITED	
150	Q34DGPCA	CAREER PREPARATION - CAE	-2. 0
		1. GOOD	
		7. LIMITED	
151	Q34DGPTA	CAREER PREPARATION - TAFE	-2. 0
		1. GOOD	
		7. LIMITED	
152	Q35ACYB	COUNTRY OF BIRTH	-2. 0
		1. AUSTRLIA	
		2. BRITAIN	
		3. OTHR ENG SPEAKNG	
		4. NORTHERN EUROPE	
		5. SOUTHERN EUROPE	
		6. EASTERN EUROPE	
		7. ASIA PACIFIC	
		8. OTHER	
153	Q35ACMB	COUNTRY OF BIRTH - MOTHER	-2. 0
		1. AUSTRLIA	
		2. BRITAIN	
		3. OTHR ENG SPEAKNG	
		4. NORTHERN EUROPE	
		5. SOUTHERN EUROPE	
		6. EASTERN EUROPE	
		7. ASIA PACIFIC	
		8. OTHER	
154	Q35ACFB	COUNTRY OF BIRTH - FATHER	-2. 0
		1. AUSTRLIA	
		2. BRITAIN	
		3. OTHR ENG SPEAKNG	
		4. NORTHERN EUROPE	
		5. SOUTHERN EUROPE	
		6. EASTERN EUROPE	
		7. ASIA PACIFIC	
		8. OTHER	
155	Q35BYAS	BORN O'SEAS - YEARS IN AUSTRALIA	-2. 0
		1. ONE YEAR	
		2. TWO YEARS	
		3. THREE YEARS	
		4. FOUR YEARS	
		5. FIVE YEARS	
		6. SIX YEARS	
		7. SEVEN YEARS	
		8. EIGHT YEARS	
		9. NINE YEARS	
		10. 10 - 14 YEARS	
		11. 15 - 19 YEARS	
		12. 20 + YEARS	
156	Q35BYAM	BORN O'SEAS - MOTHER - YRS IN AUSTRALIA	-2. 0
		1. ONE YEAR	
		2. TWO YEARS	
		3. THREE YEARS	
		4. FOUR YEARS	
		5. FIVE YEARS	
		6. SIX YEARS	
		7. SEVEN YEARS	
		8. EIGHT YEARS	
		9. NINE YEARS	
		10. 10 - 14 YEARS	
		11. 15 - 19 YEARS	
		12. 20 + YEARS	

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157	Q35BYAF	BORN O'SEAS - FATHER - YRS IN AUSTRALIA	-2.	0
		1. ONE YEAR		
		2. TWO YEARS		
		3. THREE YEARS		
		4. FOUR YEARS		
		5. FIVE YEARS		
		6. SIX YEARS		
		7. SEVEN YEARS		
		8. EIGHT YEARS		
		9. NINE YEARS		
		10. 10 - 14 YEARS		
		11. 15 - 19 YEARS		
		12. 20 + YEARS		
158	Q36RDR	RELIGIOUS DENOMINATION IN WHICH RAISED	-2.	0
		1. ANGLICAN		
		2. OTHER PROT		
		3. ROMAN CATHOLIC		
		4. JEWISH		
		5. OTHER		
		6. NONE		
159	Q37AMRGE	MARRIED	-2.	0
		1. YES		
		2. NO		
160	Q37BCHLD	DEPENDENT CHILDREN	-2.	0
		1. YES		
		2. NO		
161	Q38ARFTJ	FINANCIAL SUPPORT - REG FULL TIME JOB	-2.	0
		1. ONLY SOURCE		
		2. MAIN SOURCE		
		3. SOME HELP		
		4. NONE		
162	Q38BPTWK	FINANCIAL SUPPORT - CAS OR PART TIME JOB	-2.	0
		1. ONLY SOURCE		
		2. MAIN SOURCE		
		3. SOME HELP		
		4. NONE		
163	Q38CDEPP	FINANCIAL SUPPORT - PARENTS	-2.	0
		1. ONLY SOURCE		
		2. MAIN SOURCE		
		3. SOME HELP		
		4. NONE		
164	Q38DDEPS	FINANCIAL SUPPORT - SPOUSE	-2.	0
		1. ONLY SOURCE		
		2. MAIN SOURCE		
		3. SOME HELP		
		4. NONE		
165	Q38ETEAS	FINANCIAL SUPPORT - T. E. A. S.	-2.	0
		1. ONLY SOURCE		
		2. MAIN SOURCE		
		3. SOME HELP		
		4. NONE		
166	Q38FED	FINANCIAL SUPPORT - EDN DEPT STUDENTSHIP	-2.	0
		1. ONLY SOURCE		
		2. MAIN SOURCE		
		3. SOME HELP		
		4. NONE		
167	Q38GOTHR	FINANCIAL SUPPORT - OTHER	-2.	0
		1. ONLY SOURCE		
		2. MAIN SOURCE		
		3. SOME HELP		
		4. NONE		
168	Q39YPI	PRESENT INCOME	-2.	0
		1. LT 50 \$ PW		
		2. 50 - 100 \$ PW		
		3. 101-150 \$ PW		
		4. 151-200 \$ PW		
		5. AVERAGE \$200 PW		
		6. ABOVE AVERAGE		
		7. WELL ABOVE AVERAGE		
		8. NO IDEA		

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		9. PREFER NO ANSWR	
169	Q39PIRY	PARENTS INCOME IN RECENT YEARS	-2. 0
		1. LT 50 \$ PW	
		2. 50 - 100 \$ PW	
		3. 101-150 \$ FW	
		4. 151-200 \$ PW	
		5. AVERAGE \$200 PW	
		6. ABOVE AVERAGE	
		7. WELL ABOVE AVERAGE	
		8. NO IDEA	
		9. PREFER NO ANSWR	
170	Q39YIF	EXPECTED INCOME IN 5-10 YEARS	-2. 0
		1. LT 50 \$ PW	
		2. 50 - 100 \$ PW	
		3. 101-150 \$ FW	
		4. 151-200 \$ PW	
		5. AVERAGE \$200 PW	
		6. ABOVE AVERAGE	
		7. WELL ABOVE AVERAGE	
		8. NO IDEA	
		9. PREFER NO ANSWR	
171	Q40FFD1	EFFECT FINANCIAL ON CAREER DEVELOPMNT -1	-2. 0
		1. TEAS ESSENTL	
		2. TEAS INADEQT	
		3. TEAS RESTRCTV	
		4. PARENTS ESSENTL	
		5. SCRAP TEAS	
		6. OTHER MONEY	
		7. LIKE TO HAVE JOB	
		8. TEMP STP STUDY	
		9. PERM STP STUDY	
		10. MIGHT STP STDY	
		11. MONEY DISRUPTN	
		12. TRAVEL CONCESNS	
		13. UNSPEC HARDSHIP	
		14. CRSE FOR MONEY	
		15. FINANCE NOT IMPT	
		16. OTHER	
		17. IRRELVNT RESPNSE	
172	Q40FFD2	EFFECT FINANCIAL ON CAREER DEVELOPMNT -2	-2. 0
		1. TEAS ESSENTL	
		2. TEAS INADEQT	
		3. TEAS RESTRCTV	
		4. PARENTS ESSENTL	
		5. SCRAP TEAS	
		6. OTHER MONEY	
		7. LIKE TO HAVE JOB	
		8. TEMP STP STUDY	
		9. PERM STP STUDY	
		10. MIGHT STP STDY	
		11. MONEY DISRUPTN	
		12. TRAVEL CONCESNS	
		13. UNSPEC HARDSHIP	
		14. CRSE FOR MONEY	
		15. FINANCE NOT IMPT	
		16. OTHER	
		17. IRRELVNT RESPNSE	
173	Q40FFD3	EFFECT FINANCIAL ON CAREER DEVELOPMNT -3	-2. 0
		1. TEAS ESSENTL	
		2. TEAS INADEQT	
		3. TEAS RESTRCTV	
		4. PARENTS ESSENTL	
		5. SCRAP TEAS	
		6. OTHER MONEY	
		7. LIKE TO HAVE JOB	
		8. TEMP STP STUDY	
		9. PERM STP STUDY	
		10. MIGHT STP STDY	
		11. MONEY DISRUPTN	
		12. TRAVEL CONCESNS	
		13. UNSPEC HARDSHIP	
		14. CRSE FOR MONEY	

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL VARIABLE VARIABLE LABEL
PCO NAME

MISSING PRT
VALUES FMT

		15.	FINANCE NOT IMPT	
		16.	OTHER	
		17.	IRRELVNT RESPNSE	
174	Q40FFD4	EFFECT FINANCIAL ON CAREER DEVELOPMNT	-4	-2. 0
		1.	TEAS ESSENTL	
		2.	TEAS INADEQT	
		3.	TEAS RESTRICTV	
		4.	PARENTS ESSENTL	
		5.	SCRAP TEAS	
		6.	OTHER MONEY	
		7.	LIKE TO HAVE JOB	
		8.	TEMP STP STUDY	
		9.	PERM STP STUDY	
		10.	MIGHT STP STDY	
		11.	MONEY DISRUPTN	
		12.	TRAVEL CONCESNS	
		13.	UNSPEC HARDSHIP	
		14.	CRSE FOR MONEY	
		15.	FINANCE NOT IMPT	
		16.	OTHER	
		17.	IRRELVNT RESPNSE	
175	Q40FFD5	EFFECT FINANCIAL ON CAREER DEVELOPMNT	-5	-2. 0
		1.	TEAS ESSENTL	
		2.	TEAS INADEQT	
		3.	TEAS RESTRICTV	
		4.	PARENTS ESSENTL	
		5.	SCRAP TEAS	
		6.	OTHER MONEY	
		7.	LIKE TO HAVE JOB	
		8.	TEMP STP STUDY	
		9.	PERM STP STUDY	
		10.	MIGHT STP STDY	
		11.	MONEY DISRUPTN	
		12.	TRAVEL CONCESNS	
		13.	UNSPEC HARDSHIP	
		14.	CRSE FOR MONEY	
		15.	FINANCE NOT IMPT	
		16.	OTHER	
		17.	IRRELVNT RESPNSE	
176	Q41CET1	COMMENTS ON EDUCATION AND TRAINING	-1	-2. 0
		1.	CRSE JOB UNRELTD	
		2.	CRSE TOO VOCATNL	
		3.	CRSE NOT PRACTCL	
		4.	CRSE TOO PRACTCL	
		5.	CRSE NOT THEORTL	
		6.	CRSE TOO THEORTL	
		7.	MRE EMP BSC SKLS	
		8.	CRSE TOO LONG	
		9.	CRSE TOO SHORT	
		10.	GUIDANCE NEEDVOC	
		11.	GUIDANCE NEEDSTD	
		12.	WORK TOO HEAVY	
		13.	TOO LTL OPENNESS	
		14.	TOO MUCH OPENNSS	
		15.	TOO LTL EQUALITY	
		16.	TOO MUCH EQUALTY	
		17.	ENTRYTOO DIFFCLT	
		18.	ENTRY TOO EASY	
		19.	ENTRY UNSATIS	
		20.	NO RLVNC PERSONL	
		21.	STATUS U-C-T	
		22.	POST SEC INTERFC	
		23.	MATURE STUDENTS	
		24.	WOMEN STUDENTS	
		25.	DISADV STUDENTS	
		26.	ADEQUATE COMMUN	
		27.	INADEQTE COMMUN	
		28.	UNSATISFD TEACHNG	
		29.	TOO MUCHEMP CERT	
		30.	OTHER CONSTRTV	
		31.	REJECTS SYSTEM	
		32.	GENERAL SATISFCN	
		33.	EMPLYMNT WORRIES	
		34.	OTHER NEGATIVE	

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

177 Q41CET2 COMMENTS ON EDUCATION AND TRAINING -2 -2. 0

1. CRSE JOB UNRELT
2. CRSE TOO VOCATNL
3. CRSE NOT PRACTCL
4. CRSE TOO PRACTCL
5. CRSE NOT THEORTL
6. CRSE TOO THEORTL
7. MRE EMP BSC SKLS
8. CRSE TOO LONG
9. CRSE TOO SHORT
10. GUIDANCE NEEDVOC
11. GUIDANCE NEEDSTD
12. WORK TOO HEAVY
13. TOO LTL OPENNESS
14. TOO MUCH OPENNSS
15. TOO LTL EQUALITY
16. TOO MUCH EQUALTY
17. ENTRYTOO DIFFCLT
18. ENTRY TOO EASY
19. ENTRY UNSATIS
20. NO RLVNC PERSONL
21. STATUS U-C-T
22. POST SEC INTERFC
23. MATURE STUDENTS
24. WOMEN STUDENTS
25. DISADV STUDENTS
26. ADEQUATE COMMUN
27. INADEQTE COMMUN
28. UNSATSPD TEACHNG
29. TOO MUCHEMP CERT
30. OTHER CONSTRTV
31. REJECTS SYSTEM
32. GENERAL SATISFCN
33. EMPLOYMNT WORRIES
34. OTHER NEGATIVE

178 Q41CET3 COMMENTS ON EDUCATION AND TRAINING -3 -2. 0

1. CRSE JOB UNRELT
2. CRSE TOO VOCATNL
3. CRSE NOT PRACTCL
4. CRSE TOO PRACTCL
5. CRSE NOT THEORTL
6. CRSE TOO THEORTL
7. MRE EMP BSC SKLS
8. CRSE TOO LONG
9. CRSE TOO SHORT
10. GUIDANCE NEEDVOC
11. GUIDANCE NEEDSTD
12. WORK TOO HEAVY
13. TOO LTL OPENNESS
14. TOO MUCH OPENNSS
15. TOO LTL EQUALITY
16. TOO MUCH EQUALTY
17. ENTRYTOO DIFFCLT
18. ENTRY TOO EASY
19. ENTRY UNSATIS
20. NO RLVNC PERSONL
21. STATUS U-C-T
22. POST SEC INTERFC
23. MATURE STUDENTS
24. WOMEN STUDENTS
25. DISADV STUDENTS
26. ADEQUATE COMMUN
27. INADEQTE COMMUN
28. UNSATSPD TEACHNG
29. TOO MUCHEMP CERT
30. OTHER CONSTRTV
31. REJECTS SYSTEM
32. GENERAL SATISFCN
33. EMPLOYMNT WORRIES
34. OTHER NEGATIVE

179 Q41CET4 COMMENTS ON EDUCATION AND TRAINING -4 -2. 0

1. CRSE JOB UNRELT
2. CRSE TOO VOCATNL
3. CRSE NOT PRACTCL

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

4. CRSE TOO PRACTCL
5. CRSE NOT THEORTL
6. CRSE TOO THEORTL
7. MRE EMP BSC SKLS
8. CRSE TOO LONG
9. CRSE TOO SHORT
10. GUIDANCE NEEDVOC
11. GUIDANCE NEEDSTD
12. WORK TOO HEAVY
13. TOO LTL OPENNESS
14. TOO MUCH OPENNSS
15. TOO LTL EQUALITY
16. TOO MUCH EQUALTY
17. ENTRYTOO DIFFCLT
18. ENTRY TOO EASY
19. ENTRY UNSATIS
20. NO RLVNC PERSONL
21. STATUS U-C-T
22. POST SEC INTERFC
23. MATURE STUDENTS
24. WOMEN STUDENTS
25. DISADV STUDENTS
26. ADEQUATE COMMUN
27. INADEQTE COMMUN
28. UNSATSFD TEACHNG
29. TOO MUCHEMP CERT
30. OTHER CONSTRTV
31. REJECTS SYSTEM
32. GENERAL SATISFCN
33. EMPLYMNT WORRIES
34. OTHER NEGATIVE

180 Q41CET5 COMMENTS ON EDUCATION AND TRAINING -5

-2. 0

1. CRSE JOB UNRELTD
2. CRSE TOO VOCATNL
3. CRSE NOT PRACTCL
4. CRSE TOO PRACTCL
5. CRSE NOT THEORTL
6. CRSE TOO THEORTL
7. MRE EMP BSC SKLS
8. CRSE TOO LONG
9. CRSE TOO SHORT
10. GUIDANCE NEEDVOC
11. GUIDANCE NEEDSTD
12. WORK TOO HEAVY
13. TOO LTL OPENNESS
14. TOO MUCH OPENNSS
15. TOO LTL EQUALITY
16. TOO MUCH EQUALTY
17. ENTRYTOO DIFFCLT
18. ENTRY TOO EASY
19. ENTRY UNSATIS
20. NO RLVNC PERSONL
21. STATUS U-C-T
22. POST SEC INTERFC
23. MATURE STUDENTS
24. WOMEN STUDENTS
25. DISADV STUDENTS
26. ADEQUATE COMMUN
27. INADEQTE COMMUN
28. UNSATSFD TEACHNG
29. TOO MUCHEMP CERT
30. OTHER CONSTRTV
31. REJECTS SYSTEM
32. GENERAL SATISFCN
33. EMPLYMNT WORRIES
34. OTHER NEGATIVE

181 SUBGROUP SUBPOPULATION SEX AND. SECTOR

-2. 0

1. MALES UNI
2. MALES C.A.E.
3. MALES T.A.F.E.
11. FEMALES UNI
12. FEMALES C.A.E.
13. FEMALES T.A.F.E

182 SECTOR EDUCATIONAL SECTOR

-2. 0

1. UNI.
2. C. A. E.
3. T. A. F. E.

PART 3 NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977

Sample Design

The three sectors of tertiary education were again looked at separately. The population was defined as full-time teachers in the University and C.A.E. sectors and teachers of streams 1-5 in the T.A.F.E. sector. The total number of staff are given in the following table.

Tertiary Staff in Australia, 1977

<u>Sector.</u>	<u>No. of Staff.</u>
University	10,622
C.A.E.	8,625
T.A.F.E.	<u>8,333</u>
	27,580

Stratification

It was decided to use the same strata for the staff survey as were chosen for the student survey. Given the time constraint, it was not possible to obtain measures of size of staff for each institution, and also to liaise with each of these newly selected institutions to gain their support in running the survey. It was therefore decided to use the same institutions selected for the student survey and consequently the same measures of size. This does not bias the results of the survey, but may decrease their efficiency.

Sample Selection

This survey was also designed to be executed by mail. Up to three mailings were envisaged, but only two were possible. A sample of half the size of the student survey was economically feasible, split equally between the three sectors (i.e., 2,000 from each). A systematic example was selected at the site of each institution, with the sample size to be approximately half that of the student sample at that institution.

This procedure worked well for the universities and fairly well for the C.A.E's. However, as the number of full-time at C.A.E.s was often quite small, it happened that the sample size to be selected was just under or just over the number of staff. In these cases all full-time staff were surveyed. In one C.A.E. in South Australia the number of full-time staff was only about 15% of the required sample size. Using only these staff would have led to misrepresentation in the stratum, so in this case only, an additional institution was selected to obtain the required sample size.

T.A.F.E. presented a problem as each institution employs a lot of part-time teachers so that often the sample size to be selected would have been greater than the number of full-time staff at the College. This would have necessitated the selection of a number of new colleges. Hence for this sector a different

strategy was employed. With the exception of Victoria, all T.A.F.E. teachers are employed by the State education or technical education departments, and it was possible to have names and addresses selected from full-time payroll lists, by departmental officers. Thus there was only one stage of sampling - there was no stratification and no selection of institutions. In Victoria, about 25% of T.A.F.E. teachers were employed by six autonomous colleges. A sample of three institutions was selected and the appropriate proportion of the total sample size for Victoria was allocated to these institutions and the sample allocated proportionally to staff size within this group. The remainder of Victoria was sampled in the same manner as for the rest of Australia.

To ensure confidentiality of results, the institutions or departments concerned selected all staff names and sent out all questionnaires, as in the student survey. Responses were returned directly to the Sample Survey Centre.

Response Rates

Response rates in the University and C.A.E. sectors were not as high as in the student survey. Universities fared best with an overall response rate of 66.3% with the lowest being 57.0% and the highest 85.4%. In the C.A.E. sector only one institution had a response rate of less than 50%, all others were in the late 50's to early 70%. T.A.F.E. response rates varied between 59.5% and 81% with an overall response rate of 64.6%. The overall response rate for all sectors was 63.5%. Details of the response at each site are shown in Table 3.

There would appear to be two reasons for the lower response rate in the staff survey: the fact that there were only two mailings and also the fact that the survey was run late in the year, the second mailing being sent out in mid-December when a number of institutions were in recess.

	<u>Selected Sample</u>	<u>Dead Letters</u>	<u>Possible Responses</u>	<u>Returns</u>	<u>Response Rate (percentage of returns possible)</u>
University	2133	16	2117	1403	66.3
C.A.E.	2135	18	2097	1249	59.0
T.A.F.E.	2217	47	2170	1401	64.6

Table 3

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977

ANALYSIS OF SURVEY RESPONSE

	Total distribution	Dead letters	Net distribution	Outstanding	Replies in hand	Response rate %	Variation from sector mean %
University	2133	16	2117	714	1403	66.3	
C.A.E.	2135	18	2097	848	1249	59.0	
P.A.F.E.	2217	47	2170	769	1401	64.6	
University of N.S.W.	404	5	399	146	251	62.9	-3.4
Macquarie University	389	3	386	147	239	61.9	-4.4
University of Newcastle	276	3	273	75	198	72.5	+6.2
University of Melbourne	446	2	444	140	304	68.5	+2.2
Griffith University	80	1	79	34	45	57.0	-9.3
Adelaide University	489	1	488	163	325	66.6	+0.3
University of Tasmania	49	1	48	7	41	85.4	+19.1
N.S.W. Institute of Technology	281	0	281	163	118	42.0	-17.0
Queensland C.A.E.	163	7	156	47	109	69.9	+10.9
Newcastle C.A.E.	167	1	166	63	103	62.0	+3.0
N.M.I.T.	296	2	294	124	170	57.8	-1.2
Footscray Institute of Technology	171	3	168	72	96	57.1	-1.9
State College Victoria	201	0	201	85	116	57.7	-1.3
Marling Downs	179	0	179	58	121	67.6	+8.6
Kingston C.A.E.	28	0	28	12	16	57.1	-1.9
N.A.I.T.	219	0	219	65	154	70.3	+11.3
Adelaide College	107	2	105	46	59	56.2	-2.8
Sturt C.A.E.	49	1	48	14	34	70.8	+11.8
Queensland Agric. College	94	2	92	36	56	60.9	+1.9
Correns C.A.E.	160	0	160	63	97	60.6	+1.6
N.S.W. T.A.F.E.	858	41	817	331	486	59.5	-5.1
Victoria T.A.F.E.	594	0	594	221	373	62.8	-1.8
Queensland T.A.F.E.	214	1	213	39	174	81.7	+17.1
South Australia T.A.F.E.	201	4	197	69	128	65.0	+0.4
Western Australia T.A.F.E.	261	0	261	76	185	70.9	+6.3
Tasmania T.A.F.E.	89	1	88	33	55	62.5	-2.1

Distribution Timetable

Two mailing waves were used in the National Survey of Post-Secondary Teaching Staff. The two wave strategy was dictated largely by the late start for the survey - November - and the need to conclude all mailings before Christmas. Questionnaire packages were distributed to respondents via their institutions. In only one case were questionnaires distributed direct to respondents from the SSC at the request of that institution. The distribution timetable is detailed below.

National Survey of Post-Secondary Teaching Staff, 1977 Distribution/Mailing Dates		
Mailing Wave	From SSC to Sites/ Interstate Coordinators	From Sites to Sample
1	14 Nov	17 Nov-1 Dec and 9-20 Dec
2	6 Dec 15 Dec	6-18 Dec 16 Dec-3 Jan

Stages of Production

The packaging stages for each mailing were similar to those outlined for the student survey in the previous section of this document with the following exceptions:

- (a) distribution from sites to sample was carried out through the selected institutions' internal mail systems
- (b) With the exception of Victoria, there was no first stage sampling of TAFE institutions. Staff samples were selected from the respective State Departments of Technical and Further Education (or equivalent) records. Survey packages were distributed to internal college addresses via college principals who received sufficient packages by certified mail from the SSC.

The variables

Unlike the survey of students, three different questionnaires were used in the staff surveys, although many questions were common to all three instruments. Consequently there are three separate codebook listings of the variables, and the number of variables is different for each sector of post secondary education. There are 222 SPSS variables in the university sector, 224 in the CAE sector, and 191 in TAFE.

As in the case of the survey of students, the code values of certain variables have been suppressed to ensure anonymity among respondents. This is particularly the case with site identifiers. Certain other variables have

been redefined by regrouping of the original code values into range categories. These changes are noted at the appropriate positions in the codebooks.

Records on each respondent extend over 4 cards for each respondent in the university and CAE sectors and over 3 cards for those in the TAFE sector. A listing of the column allocation by variable name appears for each sector in the following tables.

University of Maryland

CARD 1	COL	COL	COL
INSTNCD1 1- 2		RNUMB1 3- 7	CARDN1 8
Q1PRTPOS 9		Q2ACTFLD 10-11	Q2BFIELD 12-13
Q3AUNIST 14-15		Q3BINSTM 16-17	Q4AAHOLD 18
Q4ABAPT 19		Q4BAHEAD 20	Q4BBFLEC 21
Q5CONDTH 22		Q6ADEGNA 23 (A)	Q6BDIPNA 24 (A)
Q6CERTNA 25 (A)		Q6ADEGNA 26 (A)	Q6BDIPNB 27 (A)
Q6CERTNB 28 (A)		Q6ADEGNC 29 (A)	Q6BDIPNC 30 (A)
Q6CERTWC 31 (A)		Q6AHDEGA 32 (A)	Q6BPGRDA 33 (A)
Q6CPRFPA 34 (A)		Q6AHDEGB 35 (A)	Q6BPGRDB 36 (A)
Q6CPRFNB 37 (A)		Q6AHDEGC 36 (A)	Q6BPGRDC 39 (A)
Q6CPRFPC 40 (A)		Q7ABPOSN 41-42	Q7ACPOSN 43 (A)
Q7BPOSNB 45-46		Q7BPOSNC 47 (A)	Q7POSNCB 49-50
Q7POSNCC 51 (A)		Q8AENROL 53	Q8BDEGRE 54 (A)
Q8CINSTN 56 (A)		Q9ARTCL1 57 (A)	Q9ARTCL2 58
Q9BOOKS1 59 (A)		Q9BOOKS2 60	Q10TEACH 61
Q11LARG1 62 (A)		Q11SMALL1 63 (A)	Q11SMALL2 66
Q11LARG2 63-64			
Q12LECTS 67-68		Q12SEMYR 69-70	Q12SUPVN 71-72
Q12INDST 73-74		Q12MARKG 75-76	Q12DESGN 77-78
Q12ADMIN 79-80			
CARD 2			
INSTNCD2 1- 2		RNUMB2 3- 7	CARDN2 8
Q12COMWK 9-10		Q12WRTNG 11-12	Q12RLACT 13-14
Q12OTHER 15-16		Q13ADMIN 17	Q13BCOMM 18
Q13CTCHG 19		Q13DCONT 20	Q13EWRTG 21
Q14AALIB 22		Q14ABLIB 23	Q14BAOCC 24
Q14BBOCC 25		Q14CATRN 26	Q14CETRN 27
Q14DARCH 28		Q14DBRCH 29	Q15ACHNC 30
Q15BATTD 31		Q15CREST 32	Q15DVOCL 33
Q15EFLDS 34		Q15PCRSE 35	Q15GSTAF 36
Q15HEQIP 37		Q16WRITE 38	Q17AVLVL 39
Q18AJOB 40		Q18BASED 41	Q18CPLSP 42
Q18DFLT 43		Q18ESTDY 44	Q18FIMPT 45 (A)
Q19SUITJ 46		Q20AWKPR 47	Q20BPRST 48
Q20CLSHR 49		Q20DEMPV 50	Q20EMECH 51
Q20FSCDY 52		Q20GNREL 53	Q21LASTAF 54
Q21BADMP 55		Q21CRSCN 56	Q21DISPL 57
Q21EDEGR 58		Q22ASOCL 59	Q22BUNFR 60
Q22CRSNT 61		Q22DFINL 62	Q22EFLCR 63
Q22FDCOP 64		Q22GDIST 65	Q22HSTND 66
Q22IUSFL 67		Q22JOTHF 68	Q22KBORG 69
Q22LFMLY 70		Q22MAOTH 71 (A)	Q22MBOTH 72
Q23SZUNI 73		Q24ACONF 74	Q24BINTL 75
Q24CEXPL 76		Q24DSEK 77	Q24EMOTV 78
Q24FENTH 79		Q24GMARK 80	
CARD 3			
INSTNCD3 1- 2		RNUMB3 3- 7	CARDN3 8
Q24HCPLN 9		Q24IPERS 10	Q25AGRAD 11
Q25BCONT 12		Q25CMETH 13	Q25DTUTS 14
Q26AUNIV 15		Q26BCAE 16	Q26CTAFE 17
Q27EXPND 18		Q28AMATR 19	Q28BDISA 20
Q28CUNGR 21		Q29AUNIS 22	Q29BCAES 23
Q29CAEUN 24		Q30SUGGN 25 (A)	Q31AATHE 26
Q31ABPRA 27		Q31ACEMP 28	Q31BAESS 29
Q31BBREL 30		Q31BCOMM 31	Q31CADEM 32
Q31CBEAS 33		Q31CCPAS 34	Q31DAGDP 35
Q31DBLTD 36		Q31DCARP 37	Q32AMULT 38
Q32BCOUN 39		Q32CAPPT 40	Q32DGOAL 41
Q32EUPGR 42		Q33AMALG 43	Q33BWHYA 44 (A)
Q34ALIBR 46		Q34BSALR 47	Q34CSNRS 48
Q34DJNRS 49		Q34ESTAF 50	Q34FGENM 51
Q34GFNCL 52		Q34HTCHG 53	Q34IRSCH 54
Q34JIMPT 55 (A)		Q35A3YRS 56	Q35B6YRS 57
Q35C9YRS 58		Q36ARETR 59	Q36BHRET 60
Q37JOBSP 61		Q38ANTCN 62	Q38BUNIS 63
Q38CUNIH 64		Q38DUNIL 65	Q38ECAES 66
Q38FCAEH 67		Q38GCAEL 68	Q38HTCHS 69
Q38ITCHH 70		Q38JTCHL 71	Q38KINDS 72
Q38LINDH 73		Q38MINDL 74	Q38NPUBS 75
Q38OPUBH 76		Q38PPUBL 77	
CARD 4			
INSTNCD4 1- 2		RNUMB4 3- 7	CARDN4 8
Q39ATENR 9		Q39BPUBL 10	Q39CRSCH 11
Q39DTCHG 12		Q39EGCOL 13	Q39FPROM 14
Q39GCHNG 15		Q40AFEDU 16 (A)	Q40CFOCC 17-18
Q40EMEDU 19 (A)		Q40DMOCC 20-21	Q41AACNY 22
Q41ABDEG 23		Q41BYEAR 24-25	Q42AGENW 26-27
Q43SEX 28		Q7AAPSN 29-30	Q7BPSNA 31-32
Q7POSNCA 33-34		Q44ACOMM 35 (A)	Q44BCOMM 36 (A)

Location of the Variables by Card and Column

CARD 1		CAE Sector		CARDN1	
COL	COL	COL	COL	COL	COL
INSTNCD1 1- 2		RNUMB1 3- 7		CARDN1 8	
Q1 9		Q2AOTFLD 11-12		Q2BFIELD 13-14	
Q3A 15-16		Q3B 17-18		Q4AAHOLD 19	
Q4ABAPPT 20		Q4BAHEAD 21		Q4DBELEC 22	
Q5 23		Q6ADEGNA 24 (A)		Q6BDIPNA 25 (A)	
Q6CERTNA 26 (A)		Q6ADEGNB 27 (A)		Q6BDIPNB 28 (A)	
Q6CERTNB 29 (A)		Q6ADEGNC 30 (A)		Q6BDIPNC 31 (A)	
Q6CERTNC 32 (A)		Q6AHDEGA 33 (A)		Q6BPGRDA 34 (A)	
Q6CPROFA 35 (A)		Q6AHDEGB 36 (A)		Q6BPGRDB 37 (A)	
Q6CPROFJA 38 (A)		Q6AHDEGC 39 (A)		Q6BPGRDC 40 (A)	
Q6CPROFC 41 (A)		Q7ABPOSN 42-43		Q7ACPOSN 44 (A)	
Q7BPOSNB 46-47		Q7BPOSNC 48 (A)		Q7POSNCB 50-51	
Q7POSNCC 52 (A)		Q8AENROL 54		Q8BDEGRE 55 (A)	
Q8CINSTN 57 (A)		Q9ARTCL1 58 (A)		Q9ARTCL2 59	
Q9BOOKS1 60 (A)		Q9BOOKS2 61		Q1C 62	
Q11LARGE 63-65		Q11SMALL 66 (A)		Q11SMALL2 67	
Q12LECTS 68-69		Q12SEMNR 70-71		Q12SUPVN 72-73	
Q12INDST 74-75		Q12MARKG 76-77		Q12DESGN 78-79	

CARD 2

CARD 2		CARDN2	
COL	COL	COL	COL
INSTNCD2 1- 2		CARDN2 8	
Q12ADMIN 9-10		Q12WRTNG 13-14	
Q12RLACT 15-16		Q13ADMIN 19	
Q13BCOMM 20		Q13DCONT 22	
Q13EWRTG 23		Q14ABLIB 25	
Q14BAOCC 26		Q14CARCH 28	
Q14CBRCH 29		Q15BATTD 31	
Q15CREST 32		Q15EFLDS 34	
Q15FCRSE 35		Q15HEQIP 37	
Q16 38		Q18A 40	
Q18B 41		Q18D 43	
Q18E 44		Q19 46	
Q20A 47		Q20C 49	
Q20D 50		Q20F 52	
Q20G 53		Q21B 55	
Q21C 56		Q21E 58	
Q22A 59		Q22C 61	
Q22D 62		Q22F 64	
Q22G 65		Q22I 67	
Q22J 68		Q22L 70	
Q22HAOTH 71 (A)		Q23 73	
Q24A 74		Q24C 76	
Q24D 77		Q24F 79	
Q24G 80			

CARD 3

CARD 3		CARDN3	
COL	COL	COL	COL
INSTNCD3 1- 2		CARDN3 8	
Q24H 9		Q25A 11	
Q25B 12		Q25D 14	
Q25E 15		Q25G 17	
Q26AUNIV 18		Q26CTAFE 20	
Q27 21		Q28BDISA 23	
Q28CUNGR 24		Q29BCAES 26	
Q29CAEUN 27		Q31AATHE 29	
Q31ABPRA 30		Q31BAESS 32	
Q31BBREL 33		Q31CADEM 35	
Q31CBEAS 36		Q31DAGDP 38	
Q31DBLTD 39		Q32A 41	
Q32B 42		Q32D 44	
Q32E 45		Q33B 47 (A)	
Q34A 49		Q34C 51	
Q34D 52		Q34F 54	
Q34G 55		Q34I 57	
Q34JIMPT 58 (A)		Q35B6YRS 60	
Q35C9YRS 61		Q36BHRET 63	
Q37 64		Q38BCAES 66	
Q38CCAEL 67		Q38EUNIS 69	
Q38FUNI 70		Q38HTCHS 72	
Q38ITCHH 73		Q38KINDS 75	
Q38LINDH 76		Q38NPUBS 78	
Q38OPUBH 79			

CARD 4

CARD 4		CARDN4	
COL	COL	COL	COL
INSTNCD4 1- 2		CARDN4 8	
Q39A 9		Q39C 11	
Q39D 12		Q39F 14	
Q39G 15		Q40CFOCC 17-18	
Q40BMEDU 19 (A)		Q41AACNY 22	
Q41ABDERG 23		Q42 26-27	
Q43 28		Q7BPOSNA 31-32	
Q7POSNCA 33-34		Q44BCOMM 36 (A)	
Q44CCOMH 37 (A)			

Location of the Variables by Card and Column

TAFE Sector

CARD 1	COL		COL		COL
----	----		----		----
INSTNCD1	1- 2	RNUMB1	3- 7	CARDN1	8
Q1A	9-10	Q1B	11-12	Q3PMAPPT	14
Q3TMAPPT	15-16	Q4	17	Q5	18-19
Q6ADEGNA	20 (A)	Q6BDIPNA	21 (A)	Q6CERTNA	22 (A)
Q6ADEGNA	23 (A)	Q6BDIPNB	24 (A)	Q6CERTNB	25 (A)
Q6ADEGNC	26 (A)	Q6BDIPNC	27 (A)	Q6CERTNC	28 (A)
Q7ABPOSN	29-30	Q7ACPOSN	31 (A)	Q7BPOSNB	33-34
Q7BPCSNB	35 (A)	Q7POSNCB	37-38	Q7POSNCC	39 (A)
Q8AENROL	41	Q8BDEGRE	43 (A)	Q8CINSTN	44 (A)
Q9ARTCL1	45 (A)	Q9ARTCL2	46	Q9BOOKS1	47 (A)
Q9BOOKS2	48	Q10LARGE	49-51	Q10SMALL	52 (A)
Q10SMAL2	53	Q11LECTS	54-55	Q11SUPVN	56-57
Q11INDST	58-59	Q11MARKG	60-61	Q11DESGN	62-63
Q11ADMIN	64-65	Q11COMWK	66-67	Q11WRTNG	68-69
Q11RLACT	70-71	Q11OTHER	72-73	Q12ADMIN	74
Q12BCOMM	75	Q12CTCHG	76	Q12DCONT	77
Q12EWRTG	78				
CARD 2					
INSTNCD2	1- 2	RNUMB2	3- 7	CARDN2	8
Q13ACHNC	9	Q13BATTD	10	Q13CREST	11
Q13DEQIP	12	Q14LITRY	13	Q14NUMRL	14
Q15	15	Q16A	16	Q16B	17
Q16C	18	Q16D	19	Q16E	20
Q16F	21 (A)	Q17	22	Q18A	23
Q18B	24	Q18C	25	Q18D	26
Q18E	27	Q18F	28	Q18G	29
Q19A	30	Q19B	31	Q19C	32
Q19D	33	Q19E	34	Q19F	35
Q19G	36	Q19H	37	Q19I	38
Q19J	39	Q19K	40	Q19L	41
Q19MAOTH	42 (A)	Q19MBOTH	43	Q20	44
Q21A	45	Q21B	46	Q21C	47
Q21D	48	Q21E	49	Q21F	50
Q21G	51	Q22A	52	Q22B	53
Q22C	54	Q23AUNIV	55	Q23BCAE	56
Q23CTAFE	57	Q24	58	Q25A	59
Q25B	60	Q25C	61	Q26ATAFE	62
Q26BTAFE	63	Q26CTAFE	64	Q27	65 (A)
Q28AATHE	66	Q28ABPRA	67	Q28ACEMP	68
Q28BAESS	69	Q28BBREL	70	Q28BCOMM	71
Q28CADEM	72	Q28CBEAS	73	Q28CCPAS	74
Q28DAGDP	75	Q28DBLTD	76	Q28DCARP	77
CARD 3					
INSTNCD3	1- 2	RNUMB3	3- 7	CARDN3	8
Q29A	9	Q29B	10	Q29C	11
Q29D	12	Q30A	13	Q30B	14 (A)
Q31A	16	Q31B	17	Q31C	18
Q31D	19	Q31E	20	Q31F	21
Q31G	22	Q31H	23	Q31I	24
Q31J	25 (A)	Q32A3YRS	26	Q32B6YRS	27
Q32C9YRS	28	Q33ARETR	29	Q33BHRET	30
Q34	31	Q35A	32	Q35B	33
Q35C	34	Q35D	35	Q35E	36
Q35F	37	Q35G	38	Q36AABEN	39
Q36ABDIS	40	Q36BABNF	41	Q36BBSR	42
Q37ANTCN	43	Q37BTCHS	44	Q37CTCHH	45
Q37DTCHL	46	Q37ECAES	47	Q37FCAEH	48
Q37GCAEL	49	Q37HUNIS	50	Q37IUNIH	51
Q37JUNIL	52	Q37KINDS	53	Q37LINDH	54
Q37MINDL	55	Q37NPUBS	56	Q37OPUBH	57
Q37PPUBL	58	Q38AFEDU	59 (A)	Q38CFOCC	60-61
Q38BMEDU	62 (A)	Q38DMOCC	63-64	Q39AACNY	65
Q39ABDEG	66	Q39BYEAR	67-68	Q40	69-70
Q41	71	Q7AAPOSN	72-73	Q7BPOSNA	74-75
Q7POSNCA	76-77	Q42A	78 (A)	Q42B	79 (A)
Q42C	80 (A)				

LIST FILEINFO Codebooks for the National Survey of Post-Secondary Teaching Staff

As in the case of the student surveys we have reproduced a LIST FILEINFO as a codebook for the staff surveys but with one listing for each sector. These follow in sequence for the universities, CAE and TAFE colleges. Again, many of the variables are completely defined in the codebook listing but some had to be passed through intermediate coding stages before final definition - especially the open-ended questions.

Users of the staff files are directed to the discussion of the LIST FILEINFO codebook for the National Educational Survey in Part 2 of this report. This provides a general orientation to use of the codebooks following, including an explanation of reconstituted variables such as the categorizations of respondents age and occupation groups.

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - UNI

DUMP OF DOCUMENTARY INFORMATION..

79/05/29.DATA CLEANING AND MISSING VALUE ASSIGNMENTS.

NUMERIC ALPHA
VALUE VALUE

COMMENTS

-2

**

RESPONSE NOT BLANK AND OUTSIDE VALID RANGE.
SUGGESTED SOURCES

1. QUESTION NOT UNDERSTOOD BY RESPONDENT.
2. FACETIOUS RESPONSE.
3. MULTIPLE-RESPONSE TO SINGLE RESPONSE QUESTION.
4. DATA TRANSCRIPTION ERROR.

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - UNI

FILE WC579DU CREATED 79/05/29.

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - UNI

CONTAINS 222 VARIABLES..

LIST OF THE 1 SUBFILES COMPRISING THE FILE..

WC579DU N= 1403

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
1	SEQNUM		NONE 0
2	SUBFILE		NONE A
3	CASWGT		NONE 4
4	INSTNCD1	INSTITUTION WHERE STAFF MEMBER 0 VARIABLE SUPPRESSED	NONE 0
5	RNUMB1	0 VARIABLE SUPPRESSED	NONE 0
6	Q1PRTPOS	WHAT IS YOUR PRESENT POSITION AT UNI 1. PROFESSOR 2. ASC PROF, READER 3. SENIOR LECTURER 4. LECTURER 5. PRINCIPAL TUTOR 6. SNR TUT-DEM, ALEC 7. DEM, TUT, TCHG FEL 8. OTHER	-2. 0
7	Q2AOTFLD	0 VARIABLE SUPPRESSED	-2. 0
8	Q2AOTFMI	OTHER MAIN FIELD OF TEACHING 1. ARCH, BLDG, ENG, TECH 2. MED, DENT, VET SC 3. ECON, GOVT, SOC BEHV S 4. EDN, LAW, HUM, OTHER 5. NAT SC, AGR, FORESTRY	-2. 0
9	Q2BFIELD	0 VARIABLE SUPPRESSED	-2. 0
10	Q2BFLDM1	WHAT IS YOUR MAIN FIELD OF TEACHING 1. ARCH, BLDG, ENG, TECH 2. MED, DENT, VET SC 3. ECON, GOVT, SOC BEHV S 4. EDN, LAW, HUM, OTHER 5. NAT SC, AGR, FORESTRY	-2. 0
11	Q3AUNIST	HOW LONG BEEN ACAD STAFF MEMBER AT UNI	-2. 0
12	Q3AUNIM1	HOW LONG BEEN ACAD STAFF MEMBER AT UNI 1. 1 - 3 YEARS 2. 4 - 7 YEARS 3. 8 - 10 YEARS 4. 11 - 15 YEARS 5. 16 - 20 YEARS 6. 21 - 25 YEARS 7. 25 + YEARS	-2. 0
13	Q3BINSTM	HOW LONG BEEN ACAD STAFF MEMBER AT INST	-2. 0
14	Q3BINSMI	HOW LONG BEEN ACAD STAFF MEMBER AT INST 1. 1 - 3 YEARS 2. 4 - 7 YEARS 3. 8 - 10 YEARS 4. 11 - 15 YEARS 5. 16 - 20 YEARS 6. 21 - 25 YEARS 7. 25 + YEARS	-2. 0
15	Q4AAHOLD	HELD-HOLD PSTN AS DEAN-HEAD OF SCH-FACTY 1. POSITION HLD NOW 2. POSTN HLD - PAST	-2. 0

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - UNI

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		3. POSTN NEVER HELD	
16	Q4ABAPPT	ELECTED-APPTED AS DEAN-HEAD OF SCH-FACTY	-2. 0
		1. ELECTED	
		2. APPOINTED	
		3. NOT APPLICABLE	
		4. MULTIPLE ANSWER	
17	Q4BAHEAD	HELD-HOLD PSTN AS HEAD DPT-DISPL TEACHNG	-2. 0
		1. POSITION HLD NOW	
		2. POSTN HLD - PAST	
		3. POSTN NEVER HELD	
18	Q4BBELEC	ELECT54-APPTED AS HEAD DPT-DISPL TEACHNG	-2. 0
		1. ELECTED	
		2. APPOINTED	
		3. NOT APPLICABLE	
		4. MULTIPLE ANSWER	
19	Q5CONDTH	CONDITIONS OF PRESENT APPOINTMENT	-2. 0
		1. TENURED	
		2. PROBATIONARY	
		3. CONTRACT-FIX TRM	
		4. CONT APT,NLG TEN	
20	Q6ADEGNA	1ST DEGREE,DIPLOMA OR CERTIF NOW HELD	-2. 0
		1. ADULT EDUCATION	
		2. PREPARATORY	
		3. OTH CKILLED N-AP	
		4. APPRENTSHIP TRADE	
		5. POST-APPTSHP TRD	
		6. PARA-PROFESNAL	
		7. PROFESSIONAL	
		8. UNDERGRAD CERT	
		9. ASSOC DIP OR DIP	
		10. FELLOWSHIP DIP	
		11. BACHELORS DEGREE	
		12. NON-DEG,MISC SUB	
		13. BACH-HON,PR-MAST	
		14. POST-GRAD DIPLMA	
		15. 2ND BACHLR DEGREE	
		16. MASTERS DEGREE	
		17. DOCTORATE OR PHD	
		19. NON-SPEC FUTH ST	
		21. FUTH SPEC VOC QL	
		22. UNIDENTIFIABL QL	
		28. SCHOOL QUALIFCTN	
21	Q6BDIPNA	YR 1ST DEGREE,DIP OR CERT OBTAINED	A
		A 1977	
		B 1976	
		C 1975	
		D 1974	
		E 1973	
		F 1972	
		G 1971	
		H 1970	
		J 1960-1969	
		K 1950-1959	
		L 1940-1949	
		M 1930-1939	
		N PRE 1929	
22	Q6CERTNA	INST 1ST DEGREE,DIPLOMA OR CERT OBTAINED	-2. 0
		1. UNI VOLD LARGE	
		2. UNI OLD CAPITAL	
		3. UNI POSTWAR LRGE	
		4. UNI RCNT OUTRSUB	
		5. UNI PROVINCL	
		6. UNI VERY RECENT	
		7. CAE CENTRAL	
		8. CAE METROP	
		9. CAE REGIONAL	
		10. CAE SNGL SCHOOL	
		11. CAE OTHR SPECIAL	
		12. TAFE NSW METROP	
		13. TAFE NSW BAL,EXT	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - UNI

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES PRT
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14.	TAFE VIC EVNG HS
15.	TAFE VIC TC METR
16.	TAFE VIC TC CNTY
17.	TAFE SA METR, ELZ
18.	TAFE SA COUNTRY
19.	TAFE QLD METROP
20.	TAFE QLD COUNTRY
21.	TAFE QLD CORRESP
22.	TAFE WA TECH COL
23.	TAFE WA TECH CEN
24.	TAFE TASMANIA
25.	UNI NONSPEC
26.	CAE NONSPEC
27.	TAFE NONSPEC
28.	EMPLOYER INSTN
29.	NON UNI O'SEAS
30.	UNIDENTIFIABLE
31.	VOC COL HOSPITAL
33.	HIGH SCH EVNG CL
32.	UNI O'SEAS

23	Q6ADEGNB	2ND DEGREE, DIPLOMA OR CERTIF NOW HELD	-2.	0
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1.	ADULT EDUCATION
2.	PREPARATORY
3.	OTH SKILLED W-AP
4.	APPRENTSHIP TRADE
5.	POST-APPENHP TRD
6.	PARA-PROFESNAL
7.	PROFESSIONAL
8.	UNDERGRAD CERT
9.	ASSOC DIP OR DIP
10.	FELLOWSHIP DIP
11.	BACHELOPS DEGREE
12.	NON-DEG, MISC SUB
13.	BACH-HON, PR-MAST
14.	POST-GRAD DIPLMA
15.	2ND BACHLR DEGRE
16.	MASTERS DEGREE
17.	DOCTORATE OR PHD
18.	NON-SPEC FUTH ST
21.	FUTH SPEC VOC QL
22.	UNIDENTIFIABL QL
28.	SCHOOL QUALIFCTN

24	Q6BDIPNB	YR 2ND DEGREE, DIP OR CERT OBTAINED	*	A
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A	1977
B	1976
C	1975
D	1974
E	1973
F	1972
G	1971
H	1970
J	1960-1969
K	1950-1959
L	1940-1949
M	1930-1939
N	PRE 1929

25	Q6CENTRB	INST 2ND DEGREE, DIPLOMA OR CERT OBTAINED	-2.	0
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1.	UNI VOLD LARGE
2.	UNI OLD CAPITAL
3.	UNI POSTWAR LRGE
4.	UNI RCNT OUTRSUB
5.	UNI PROVINCL
6.	UNI VERY RECENT
7.	CAE CENTRAL
8.	CAE METROP
9.	CAE REGIONAL
10.	CAE SNGL SCHOOL
11.	CAE OTHR SPECIAL
12.	TAFE NSW METROP
13.	TAFE NSW BAL, EXT
14.	TAFE VIC EVNG HS
15.	TAFE VIC TC METR
16.	TAFE VIC TC CNTY
17.	TAFE SA METR, ELZ

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - UNI

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		18. TAFE SA COUNTRY	
		19. TAFE QLD METROP	
		20. TAFE QLD COUNTRY	
		21. TAFE QLD CORRESP	
		22. TAFE WA TECH COL	
		23. TAFE WA TECH CEN	
		24. TAFE TASMANIA	
		25. UNI NONSPEC	
		26. CAE NONSPEC	
		27. TAFE NONSPEC	
		28. EMPLOYER INSTN	
		29. NON UNI O'SEAS	
		30. UNIDENTIFIABLE	
		31. VOC COL HOSPITAL	
		33. HIGH SCH EVNG CL	
		32. UNI O'SEAS	
26	Q6ADEGNC	3RD DEGREE, DIPLOMA OR CERTIF NOW HELD	-2. 0
		1. ADULT EDUCATION	
		2. PREPARATORY	
		3. OTH SKILLED N-AP	
		4. APPRENTSHIP TRADE	
		5. POST-APPTSHP TRD	
		6. PARA-PROFESNAL	
		7. PROFESSIONAL	
		8. UNDERGRAD CERT	
		9. ASSOC DIP OR DIP	
		10. FELLOWSHIP DIP	
		11. BACHELORS DEGREE	
		12. NON-DEG, MISC SUB	
		13. BACH-HON, PR-MAST	
		14. POST-GRAD DIPLMA	
		15. 2ND BACHLR DEGRE	
		16. MASTERS DEGREE	
		17. DOCTORATE OR PHD	
		19. NON-SPEC FUTH ST	
		21. FUTH SPEC VOC QL	
		22. UNIDENTIFIABL QL	
		28. SCHOOL QUALIFCTN	
27	Q6BDIPNC	YR 3RD DEGREE, DIP OR CERT OBTAINED	* A
		A 1977	
		B 1976	
		C 1975	
		D 1974	
		E 1973	
		F 1972	
		G 1971	
		H 1970	
		J 1960-1969	
		K 1950-1959	
		L 1940-1949	
		M 1930-1939	
		N PRE 1929	
28	Q6CERTNC	INST 3RD DEGREE, DIPLOMA OR CERT OBTAINED	-2. 0
		1. UNI VOLD LARGE	
		2. UNI OLD CAPITAL	
		3. UNI POSTWAR LRGE	
		4. UNI RCNT OUTRSUB	
		5. UNI PROVINCL	
		6. UNI VERY RECENT	
		7. CAE CENTRAL	
		8. CAE METROP	
		9. CAE REGIONAL	
		10. CAE SNGL SCHOOL	
		11. CAE OTHR SPECIAL	
		12. TAFE NSW METROP	
		13. TAFE NSW BAL, EXT	
		14. TAFE VIC EVNG HS	
		15. TAFE VIC TC METR	
		16. TAFE VIC TC CNTY	
		17. TAFE SA METR, ELZ	
		18. TAFE SA COUNTRY	
		19. TAFE QLD METROP	
		20. TAFE QLD COUNTRY	
		21. TAFE QLD CORRESP	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - UNI

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		22. TAFE WA TECH COL	
		23. TAFE WA TECH CEN	
		24.. TAFE TASMANIA	
		25. UNI NONSPEC	
		26. CAE NONSPEC	
		27. TAFE NONSPEC	
		28. EMPLOYER INSTN	
		29. NON UNI O'SEAS	
		30. UNIDENTIFIABLE	
		31. VOC COL HOSPITAL	
		33. HIGH SCH EVNG CL	
		32. UNI O'SEAS	
29	Q6AHDEGA	1ST HGHR DEG, POSTGRAD DIP OR PROF QUAL	-2. 0
		1. ADULT EDUCATION	
		2. PREPARATORY	
		3. OTH SKILLED N-AP	
		4. APPRENTSHP TRADE	
		5. POST-APPTSHP TRD	
		6. PARA-PROFESNAL	
		7. PROFESSIONAL	
		8. UNDERGRAD CERT	
		9. ASSOC DIP OR DIP	
		10. FELLOWSHIP DIP	
		11. BACHELORS DEGREE	
		12. NON-DEG, MISC SUB	
		13. BACH-HON, PR-MAST	
		14. POST-GRAD DIPLMA	
		15. 2ND BACHLR DEGRE	
		16. MASTERS DEGREE	
		17. DOCTORATE OR PHD	
		19. NON-SPEC FUTH ST	
		21. FUTH SPEC VOC QL	
		22. UNIDENTIFIABL QL	
		28. SCHOOL QUALIFCTN	
30	Q6BPGRDA	YR 1ST HGHR DEG, PGRAD DIP, PROF QUAL OBTN	• A
		A 1977	
		B 1976	
		C 1975	
		D 1974	
		E 1973	
		F 1972	
		G 1971	
		H 1970	
		J 1960-1969	
		K 1950-1959	
		L 1940-1949	
		M 1930-1939	
		N PRE 1929	
31	Q6CPROFA	INST 1ST HR DEG, PGRAD DIP, PROF QUAL OBTN	-2. 0
		1. UNI VOLD LARGE	
		2. UNI OLD CAPITAL	
		3. UNI POSTWAR LRGE	
		4. UNI RCNT OUTRSUB	
		5. UNI PROVINCL	
		6. UNI VERY RECENT	
		7. CAE CENTRAL	
		8. CAE METROP	
		9. CAE REGIONAL	
		10. CAE SNGL SCHOOL	
		11. CAE OTHR SPECIAL	
		12. TAFE NSW METROP	
		13. TAFE NSW BAL, EXT	
		14. TAFE VIC EVNG HS	
		15. TAFE VIC TC METR	
		16. TAFE VIC TC CNTY	
		17. TAFE SA METR, ELZ	
		18. TAFE SA COUNTRY	
		19. TAFE QLD METROP	
		20. TAFE QLD COUNTRY	
		21. TAFE QLD CORRESP	
		22. TAFE WA TECH COL	
		23. TAFE WA TECH CEN	
		24. TAFE TASMANIA	
		25. UNI NONSPEC	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		26. CAE NONSPEC	
		27. TAFE NONSPEC	
		28. EMPLOYER INSTN	
		29. NON UNI O'SEAS	
		30. UNIDENTIFIABLE	
		31. VOC COL HOSPITAL	
		32. UNI O'SEAS	
		33. HIGH SCH EVNG CL	
32	Q6AHDEGE	2ND HGHR DEG, POSTGRAD DIP OR PROF QUAL	-2. 0
		1. ADULT EDUCATION	
		2. PREPARATORY	
		3. OTH SKILLED N-AP	
		4. APPRENTSHIP TRADE	
		5. POST-APPTSHIP TRD	
		6. PARA-PROFESSIONAL	
		7. PROFESSIONAL	
		8. UNDERGRAD CERT	
		9. ASSOC DIP OR DIP	
		10. FELLOWSHIP DIP	
		11. BACHELORS DEGREE	
		12. NON-DEG, MISC SUB	
		13. BACH-HON, PR-MAST	
		14. POST-GRAD DIPLMA	
		15. 2ND BACHLR DEGREE	
		16. MASTERS DEGREE	
		17. DOCTORATE OR PHD	
		19. NON-SPEC FUTH ST	
		21. FUTH SPEC VOC QL	
		22. UNIDENTIFIABL QL	
		25. SCHOOL QUALIFCTN	
33	Q6EPGRDB	YR 2ND HGHR DEG, PGRAD DIP, PROF QUAL OBTN	* A
		A 1977	
		B 1976	
		C 1975	
		D 1974	
		E 1973	
		F 1972	
		G 1971	
		H 1970	
		J 1960-1969	
		K 1950-1959	
		L 1940-1949	
		M 1930-1939	
		N PRE 1929	
34	Q6CPROFB	INST 2ND HR DEG, PGRAD DIP, PROF QUAL OBTN	-2. 0
		1. UNI VOLD LARGE	
		2. UNI OLD CAPITAL	
		3. UNI POSTWAR LRGE	
		4. UNI RCNT OUTRSUB	
		5. UNI PROVINCL	
		6. UNI VERY RECENT	
		7. CAE CENTRAL	
		8. CAE METROP	
		9. CAE REGIONAL	
		10. CAE SNGL SCHOOL	
		11. CAE OTHR SPECIAL	
		12. TAFE NSW METROP	
		13. TAFE NSW DAL, EXT	
		14. TAFE VIC EVNG HS	
		15. TAFE VIC TC METR	
		16. TAFE VIC TC CNTY	
		17. TAFE SA METR, ELZ	
		18. TAFE SA COUNTRY	
		19. TAFE QLD METROP	
		20. TAFE QLD COUNTRY	
		21. TAFE QLD CORRESP	
		22. TAFE WA TECH COL	
		23. TAFE WA TECH CEN	
		24. TAFE TASMANIA	
		25. UNI NONSPEC	
		26. CAE NONSPEC	
		27. TAFE NONSPEC	
		28. EMPLOYER INSTN	
		29. NON UNI O'SEAS	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		30. UNIDENTIFIABLE	
		31. VOC COL HOSPITAL	
		32. UNI O'SEAS	
		33. HIGH SCH EVNG CL	
35	Q6AIDECC	3RD HGHR DEG, POSTGRAD DIP OR PROF QUAL	-2. 0
		1. ADULT EDUCATION	
		2. PREPARATORY	
		3. OTH SKILLED N-AP	
		4. APPRENTSHIP TRADE	
		5. POST-APPTSHIP TRD	
		6. PARA-PROFESNAL	
		7. PROFESSIONAL	
		8. UNDERGRAD CERT	
		9. ASSOC DIP OR DIP	
		10. FELLOWSHIP DIP	
		11. BACHELORS DEGREE	
		12. NON-DEG, MISC SUB	
		13. BACH-HON, PR-MAST	
		14. POST-GRAD DIPLMA	
		15. 2ND BACHLR DEGRE	
		16. MASTERS DEGREE	
		17. DOCTORATE OR PHD.	
		19. NON-SPEC FUTH ST	
		21. FUTH SPEC VOC QL	
		22. UNIDENTIFIABL QL	
		28. SCHOOL QUALIFCTN	
36	Q6BPGRDC	YR 3RD HGHR DEG, PGRAD DIP, PROF QUAL OBTN	A
		A 1977	
		B 1976	
		C 1975	
		D 1974	
		E 1973	
		F 1972	
		G 1971	
		H 1970	
		J 1960-1969	
		K 1950-1959	
		L 1940-1949	
		M 1930-1939	
		N PRE 1929	
37	Q6CPROFC	INST 3RD HR DEG, PGRAD DIP, PROF QUAL OBTN	-2. 0
		1. UNI VOLD LARGE	
		2. UNI OLD CAPITAL	
		3. UNI POSTWAR LRGE	
		4. UNI RCNT OUTRSUB	
		5. UNI PROVINCL	
		6. UNI VERY RECENT	
		7. CAE CENTRAL	
		8. CAE METROP	
		9. CAE REGIONAL	
		10. CAE SNGL SCHOOL	
		11. CAE OTHR SPECIAL	
		12. TAFE NSW METROP	
		13. TAFE NSW BAL, EXT	
		14. TAFE VIC EVNG HS	
		15. TAFE VIC TC METR	
		16. TAFE VIC TC CNTY	
		17. TAFE SA METR, ELZ	
		18. TAFE SA COUNTRY	
		19. TAFE QLD METROP	
		20. TAFE QLD COUNTRY	
		21. TAFE QLD CORRESP	
		22. TAFE WA TECH COL	
		23. TAFE WA TECH CEN	
		24. TAFE TASMANIA	
		25. UNI NONSPEC	
		26. CAE NONSPEC	
		27. TAFE NONSPEC	
		28. EMPLOYER INSTN	
		29. NON UNI O'SEAS	
		30. UNIDENTIFIABLE	
		31. VOC COL HOSPITAL	
		32. UNI O'SEAS	
		33. HIGH SCH EVNG CL	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
38	Q7AAPOSN	1ST MOST RECENT FT POSITION-YEAR FROM	-2. 0
39	Q7ABPOSN	1ST MOST RECENT FT POSITION-YEAR TO	-2. 0
40	Q7ACPOSN	SECTOR 1ST MOST RECENT FT POSITION HELD	* A
		A COLLEGE	
		B UNIVERSITY	
		C TAFE	
		D SCHOOL TEACHING	
		E INDUSTRY, COMMRCE	
		F PUBLIC SERVICE	
		G OTHER	
41	Q7BPOSNA	2ND MOST RECENT FT POSITION-YEAR FROM	-2. 0
42	Q7BPOSNB	2ND MOST RECENT FT POSITION-YEAR TO	-2. 0
43	Q7BPOSNC	SECTOR 2ND MOST RECENT FT POSITION HELD	• A
		A COLLEGE	
		B UNIVERSITY	
		C TAFE	
		D SCHOOL TEACHING	
		E INDUSTRY, COMMRCE	
		F PUBLIC SERVICE	
		G OTHER	
44	Q7POSNCA	3RD MOST RECENT FT POSITION-YEAR FROM	-2. 0
45	Q7POSNCB	3RD MOST RECENT FT POSITION-YEAR TO	-2. 0
46	Q7POSNCC	SECTOR 3RD MOST RECENT FT POSITION HELD	* A
		A COLLEGE	
		B UNIVERSITY	
		C TAFE	
		D SCHOOL TEACHING	
		E INDUSTRY, COMMRCE	
		F PUBLIC SERVICE	
		G OTHER	
47	Q8AENROL	ARE YOU NOW ENROLLED FOR HR DEG, BACH, DIP	-2. 0
		1. YES	
		2. NO	
48	Q8BDEGRE	DEGREE OR DIPLOMA NOW STUDYING FOR	-2. 0
		1. ADULT EDUCATION	
		2. PREPARATORY	
		3. OTH SKILLED N-AP	
		4. APPRENTSHIP TRADE	
		5. POST-APPTSH TRD	
		6. PARA-PROFESNAL	
		7. PROFESSIONAL	
		8. UNDERGRAD CERT	
		9. ASSOC DIP OR DIP	
		10. FELLOWSHIP DIP	
		11. BACHELORS DEGREE	
		12. NON-DEG, MISC SUB	
		13. BACH-HON, PR-MAST	
		14. POST-GRAD DIPLMA	
		15. 2ND BACHLR DEGRE	
		16. MASTERS DEGREE	
		17. DOCTORATE OR PHD	
		19. NON-SPEC FUTH ST	
		21. FUTH SPEC VOC QL	
		22. UNIDENTIFIABL QL	
		28. SCHOOL QUALIFCTN	
49	Q8CINSTN	INSTITUTION WHERE NOW ENROLLED	-2. 0
		0 VARIABLE SUPPRESSED	
50	Q8CINTML	INSTITUTION WHERE NOW ENROLLED	-2. 0
		1. UNI	
		2. CAE	
		3. TAFE	
		4. OTHER	
51	Q9ARTCLE	APPROX HOW MANY YOUR ARTICLES-PUBLISHED	-2. 0

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		100.	100 - 149		
		110.	150 - 199		
		120.	200 - 249		
		130.	250 - 299		
		140.	300 +		
52	Q9BOOKS	APPROX HOW MANY YOUR BOOKS-PUBLISHED		-2.	0
		100.	100 - 149		
		110.	150 - 199		
		120.	200 - 249		
		130.	250 - 299		
		140.	300 +		
53	Q10TEACH	WHAT ARE YOUR TEACHING RESP THIS YEAR		-2.	0
		1. ENTIRELY UNDGRAD			
		2. UNDGRAD AND GRAD			
		3. ENTIRELY GRAD			
		4. NT TCHNG THIS YR			
54	Q11SMALL	UNDGRADS IN YOUR SMALLEST CLASS THIS TRM		-2.	0
		100.	100 - 149		
		110.	150 - 199		
		120.	200 - 249		
		130.	250 - 299		
		140.	300 +		
55	Q11SMAML	UNDGRADS IN YOUR SMALLEST CLASS THIS TRM		-2.	0
		1. 1 - 10			
		2. 11 - 20			
		3. 21 - 40			
		4. 41 - 60			
		5. 61 - 80			
		6. 81 - 100			
		7. 101 +			
56	Q11LARGE	UNDGRADS IN YOUR LARGEST CLASS THIS TERM		-2.	0
		999. 1000 AND OVER			
57	Q11LARM1	UNDGRADS IN YOUR LARGEST CLASS THIS TERM		-2.	0
		1. 1 - 20			
		2. 21 - 40			
		3. 41 - 60			
		4. 61 - 80			
		5. 81 - 100			
		6. 101 - 200			
		7. 201 +			
58	Q12LECTS	AV WKLY HRS-GIVING LECTURES		-2.	0
59	Q12SEMNR	AV WKLY HRS-TUTORIALS AND SEMINARS		-2.	0
60	Q12SUPVN	AV WKLY HRS-LAB CLASS,SUPV FLD WK,FR TCH		-2.	0
61	Q12INDST	AV WKLY HRS-OUT CLASS CONT,INDV STUDENTS		-2.	0
62	Q12MARKG	AV WKLY HRS-MARKING STUDENTS WORK-EXAMS		-2.	0
63	Q12DESGN	AV WKLY HRS-PREP,DESIGN NEW COURSES-LECT		-2.	0
64	Q12ADMIN	AV WKLY HRS-ADMINISTRATION		-2.	0
65	Q12COMWK	AV WKLY HRS-COMMITTEE WORK		-2.	0
66	Q12WRTNG	AV WKLY HRS-RESEARCH,WRITING PAPERS-BOOK		-2.	0
67	Q12RLACT	AV WKLY HRS-RELVNT PUB,COMMUN ACTIVITIES		-2.	0
68	Q12OTHER	AV WKLY HRS-OTHER ACTIVITIES		-2.	0
		99. UNFEASIBLE NUMBER			
69	Q13ADMIN	HOW INTERESTING-ADMINISTRATION		-2.	0
		1. VERY BORING			
		2. RATHER DULL			
		3. FAIRLY INTRSTNG			
		4. VERY INTERESTING			
		5. EXTRMLY INTRSTNG			
70	Q13BCOMM	HOW INTERESTING-COMMITEE WORK		-2.	0
		1. VERY BORING			
		2. RATHER DULL			

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
71	Q13CTCHG	HOW INTERESTING-TEACHING	-2. 0
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
72	Q13DCONT	HOW INTERESTING-NON-CLASS CONT,IND STDNT	-2. 0
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
73	Q13EWRTG	HOW INTERESTING-RESEARCH AND WRITING	-2. 0
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
74	Q14AALIB	PROVD UNDGRADS BROAD LIB ED-PERSONAL IMP	-2. 0
		1. VERY IMPORTANT	
		2. IMPORTANT	
		3. UNIMPORTANT	
75	Q14ABLIB	PROVD UNDGRADS BROAD LIB ED-INST EXPTATN	-2. 0
		1. VERY IMPORTANT	
		2. IMPORTANT	
		3. UNIMPORTANT	
76	Q14BAOCC	PREP UNDGRADS, OCCPTN-PERSONAL IMPORTANCE	-2. 0
		1. VERY IMPORTANT	
		2. IMPORTANT	
		3. UNIMPORTANT	
77	Q14BBOCC	PREP UNDGRADS, OCCPTN-INST EXPECTATION	-2. 0
		1. VERY IMPORTANT	
		2. IMPORTANT	
		3. UNIMPORTANT	
78	Q14CATRN	TRAIN GRAD STUDENTS-PERSONAL IMPORTANCE	-2. 0
		1. VERY IMPORTANT	
		2. IMPORTANT	
		3. UNIMPORTANT	
79	Q14CBTRN	TRAIN GRAD STUDENTS-INST EXPECTATION	-2. 0
		1. VERY IMPORTANT	
		2. IMPORTANT	
		3. UNIMPORTANT	
80	Q14DARCH	ENGAGE IN RESEARCH-PERSONAL IMPORTANCE	-2. 0
		1. VERY IMPORTANT	
		2. IMPORTANT	
		3. UNIMPORTANT	
81	Q14DBRCH	ENGAGE IN RESEARCH-INST EXPECTATION	-2. 0
		1. VERY IMPORTANT	
		2. IMPORTANT	
		3. UNIMPORTANT	
82	Q15ACHNC	CHANCE FOR EVERYONE TO GO TO UNIVERSITY	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	
83	Q15BATTD	UNI ATTENDANCE, PRIVILEGE NOT A RIGHT	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	
84	Q15CREST	RESTRICT UNIS-TRAD ACADEMIC, PROF FIELDS	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
85	Q15DVOCL	RESTRICT CAES-VOCATIONAL, TECHNICAL FIELD 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
86	Q15EFLDS	TEACHING, LEARNING-SAME FLDS AT ALL UNIS 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
87	Q15FCRSE	UNIS.SPEC, AVOID DUP-LOW STUD DEMAND CRSE 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
88	Q15GSTAF	UNIS SPEC, AVOID DUP-LTD OUTSTANDING STAFF 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
89	Q15HEQIP	UNIS SPEC, AVOID DUP-EXP EQUIPMENT REQMT 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
90	Q16WRITE	COMPARE NEW ST ABIL WRITE EXPOSTRY PROSE 1. IMPROVED 2. DETERIORATED 3. REMAINED UNCHNGD	-2. 0
91	Q17AVLVL	EXP POST-SEC ED-AFFECTD AVG LFVL ST ABIL 1. LOWERED CONSDBL 2. LOWERED SOME EXT 3. NO APPRECHL CHNG 4. LEVEL RISEN	-2. 0
92	Q18AJOBT	REASON ENROLMNT UNI-GET JOB TRAINING 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
93	Q18BASED	REASON ENROLMNT UNI-BASIC GENERAL EDUCN 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
94	Q18CPLSP	REASON ENROLMNT UNI-TO PLEASE PARENTS 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
95	Q18DFLTH	REASON ENROLMNT UNI-FILL IN TIME 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
96	Q18ESTDY	REASON ENROLMNT UNI-STUDY INTERESTED FLD 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
97	Q18FIMPT	MOST IMPORT REASON STUDENTS ENROL AT UNI A JOB TRAINING B BASIC GENERAL ED C TO PLEASE PARNTS D FILL IN TIME E STUDY INTRST FLD K MULTIPLE ANSWER	* A
98	Q19SUITJ	DIFFICULTY FOR STUD GET SUIT JOB AFT CRS 1. VERY EASY 2. FAIRLY EASY 3. DIFFICULT 4. VERY DIFFICULT	-2. 0
99	Q20AWKPR	YOUR CRS-GENERAL WORK PRESSURE TOO GREAT 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
100	Q20BPRST	YOUR CRS-NOT ENOUGH TIME, PRIVATE STUDY 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
101	Q20CLSHR	YOUR CRS-TOO MANY HOURS IN CLASS 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
102	Q20DEMPV	YOUR CRS-TOO MUCH EMPHASIS VOCAT TRAING 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
103	Q20EMECH	YOUR CRS-TOO MUCH MECH LEARN,NT IND THKG 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
104	Q20FSCDY	YR CRS-TOO MUCH LIKE SECONDARY SCHOOL 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
105	Q20GNREL	YOUR CRS-NOT RELEVANT TO CAREER 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
106	Q21LASTAF	UNDGRADS DEC-ROLE ON STAFF APPT + PROMTN 1. CONTROL 2. VOTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	-2. 0
107	Q21BADMP	UNDGRAD DEC-ROLE ON UNDGRADS ADM POLICY 1. CONTROL 2. VOTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	-2. 0
108	Q21CRSCN	UNDGRAD DEC-ROLE ON PROV + COURSE CONTNT 1. CONTRCL 2. VOTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	-2. 0
109	Q21DISPL	UNDGRAD DEC-ROLE ON STUDENT DISCIPLINE 1. CONTROL 2. VOTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	-2. 0
110	Q21EDEGR	UNDGRAD DEC-ROLE ON EACH DEGREE REQRMTS 1. CONTROL 2. VOTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	-2. 0
111	Q22ASOCL	RSN CRS GIVN UP-SOCL LIFE INTF WTH STUDY 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
112	Q22BUNFR	RSN CRS GIVN UP-UNFRIENDLY ATMOSPHERE 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
113	Q22CRSNT	RSN CRS GIVN UP-CRS CONTENTS NT AS EXPTD 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
114	Q22DFINL	RSN CRS GIVN UP-LOSS OF FINANCIAL SUPPRT 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
115	Q22EFLCR	RSN CRS GIVN UP-FAILURE IN COURSE WORK 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
116	Q22FDCOP	RSN CRS GIVN UP-DECR JOB OPPORT RLV CRS 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
117	Q22GDIST	RSN CRS GIVN UP-TOO MANY DISTRACTIONS	-2. 0

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			1. VERY IMPORTANT	
			5. NT AT ALL IMPORT	
116	Q22HSTND	RSN CRS GIVN UP-NT MEASRG UP OWN STNDRDS		-2. 0
			1. VERY IMPORTANT	
			5. NT AT ALL IMPORT	
119	Q22IUSFL	RSN CRS GIVN UP-DO SOMTHG NR USFL SOCTY		-2. 0
			1. VERY IMPORTANT	
			5. NT AT ALL IMPORT	
120	Q22JOTHF	RSN CRS GIVN UP-NEW INTEREST IN OTHR FLD		-2. 0
			1. VERY IMPORTANT	
			5. NT AT ALL IMPORT	
121	Q22KBORG	RSN CRS GIVN UP-COURSE WAS BORING		-2. 0
			1. VERY IMPORTANT	
			5. NT AT ALL IMPORT	
122	Q22LFMLY	RSN CRS GIVN UP-FAMILY RESPONSIBILITIES		-2. 0
			1. VERY IMPORTANT	
			5. NT AT ALL IMPORT	
123	Q22MAOTH	RSN CRS GIVN UP-OTHER REASONS		* A
		A DOM,PERS PROBLMS		
		B UNABLE TO COPE		
		C LACK OF MOTIVATN		
		D CRS TOO DIFFICLT		
		E NEGTV CRS QUALTS		
		F PRAC CONTINGCIES		
		G FINANCIAL		
		H JOB,OTH COMMTMNT		
		J LAZINESS		
		K OTHER		
124	Q22MBOTH	RSN CRS GIVN UP-OTHER		-2. 0
			1. VERY IMPORTANT	
			5. NT AT ALL IMPORT	
125	Q23SZUNI	OPINION CONCERNING SIZE OF YOUR UNI		-2. 0
			1. TOO LARGE	
			2. TOO SMALL	
			3. ABOUT RIGHT	
126	Q24ACONF	AVRG LECT-INSPIRES CONF IN KNWLG OF SUBJ		-2. 0
			1. STRONGLY AGREE	
			5. STRNGLY DISAGREE	
127	Q24BINTL	AVRG LECT-STIMULTD STUD INTLCT CURIOSITY		-2. 0
			1. STRONGLY AGREE	
			5. STRNGLY DISAGREE	
128	Q24CEXPL	AVRG LECT-EXPLAINS CLEARLY AT STUD LEVL		-2. 0
			1. STRONGLY AGREE	
			5. STRNGLY DISAGREE	
129	Q24DSEEK	AVRG LECT-TREATS. STUD,CO-SEEKR OF KNOWL		-2. 0
			1. STRONGLY AGREE	
			5. STRNGLY DISAGREE	
130	Q24EMOTV	AVRG LECT-MOTIVATED STUD TO DO BEST WORK		-2. 0
			1. STRONGLY AGREE	
			5. STRNGLY DISAGREE	
131	Q24FENTH	AVRG LECT-SHOWS ENTHUSIASM FOR SUBJ MATR		-2. 0
			1. STRONGLY AGREE	
			5. STRNGLY DISAGREE	
132	Q24GMARK	AVRG LECT-ALWAYS CAREFULLY MARKS WRTH WK		-2. 0
			1. STRONGLY AGREE	
			5. STRNGLY DISAGREE	
133	Q24HCPLN	AVRG LECT-PLAY MAJ ROLE,STUD CAREER PLNS		-2. 0
			1. STRONGLY AGREE	
			5. STRNGLY DISAGREE	
134	Q24IPERS	AVRG LECT-MAJ ROLE,STUD PERSONAL DEVLPMNT		-2. 0
			1. STRONGLY AGREE	
			5. STRNGLY DISAGREE	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PNT VALUES PNT
135	Q25AGRAD	UNI ED IMPRV IF-GRADING WERE ABOLISHED 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
136	Q25BCONT	UNI ED IMPRV IF-ACAD MOR CONTACT WK PLCE 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
137	Q25CMETH	UNI ED IMPRV IF-LECTR TK CRS,TEACH METHD 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
138	Q25DTUTS	UNI ED IMPRV IF-LG LECT,LAB CL-MORE TUTS 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
139	Q26AUNIV	IN 10 YRS,STUDENTS ENTERING UNI SHD BE 1. DOUBLE PRES LEVL 2. INCREASE BY 50PC 3. INCREASE BY 25PC 4. HLD AT PRES LEVL 5. DECREASED	-2. 0
140	Q26BCAE	IN 10 YRS,STUDENTS ENTERING CAE SHD BE 1. DOUBLE PRES LEVL 2. INCREASE BY 50PC 3. INCREASE BY 25PC 4. HLD AT PRES LEVL 5. DECREASED	-2. 0
141	Q26CTAFE	IN 10 YRS,STUDENTS ENTERING TAFE SHD BE 1. DOUBLE PRES LEVL 2. INCREASE BY 50PC 3. INCREASE BY 25PC 4. HLD AT PRES LEVL 5. DECREASED	-2. 0
142	Q27EXPND	SHD NO OF STUD IN YR DISCPL BE EXPANDED 1. NO 2. YES,UNDER 25PC 3. YES,BETW 25-75PC 4. YES,OVER 75PC	-2. 0
143	Q28AMATR	STANDARDS OF ADM FOR MATURE-AGE STUDENTS 1. SHD BE RELAXED 2. SHD BE TIGHTENED 3. SHD BE LFT AS IS	-2. 0
144	Q28BDISA	STANDARDS OF ADM FOR MEMB DISADVAN GRPS 1. SHD BE RELAXED 2. SHD BE TIGHTENED 3. SHD BE LFT AS IS	-2. 0
145	Q28CUNGR	STANDARDS OF ADM FOR ALL UNDRAD STUDNT 1. SHD BE RELAXED 2. SHD BE TIGHTENED 3. SHD BE LFT AS IS	-2. 0
146	Q29AUNIS	REG ON STUD TRANSF BETW UNIS SHOULD BE 1. EASED 2. LEFT UNCHANGED 3. TIGHTENED	-2. 0
147	Q29BCAES	REG ON STUD TRANSF FRM UNI-CAE SHOULD BE 1. EASED 2. LEFT UNCHANGED 3. TIGHTENED	-2. 0
148	Q29CAEUN	REG ON STUD TRANSF FR CAE-UNI SHOULD BE 1. EASED 2. LEFT UNCHANGED 3. TIGHTENED	-2. 0
149	Q30SUGGN	ANY SUGGESTIONS,HOW SITUATION EASED A OFFRD NO SUGGSTN B MORE SYMPH EVAL	A

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		C JUDGED ON MERIT	
		D STANDARDISE CRS	
		E HR CO-OP BET INS	
		F 1ST YR SUB SIMLR	
		G TEP COMM ADM CDT	
		H CDT CRSES PASSED	
		I OTHER	
150	Q31AATHE	THEORY VS PRACTICAL-UNI	-2. 0
		1. THEORTCL EMPHSIS	
		7. PRACTCL EMPHASIS	
151	Q31ABPRA	THEORY VS PRACTICAL-CAE	-2. 0
		1. THEORTCL EMPHSIS	
		7. PRACTCL EMPHASIS	
152	Q31ACEMP	THEORY VS PRACTICAL-TAFE	-2. 0
		1. THEORTCL EMPHSIS	
		7. PRACTCL EMPHASIS	
153	Q31BAESS	ESSENTIALITY FOR COMMUNITY NEED-UNI	-2. 0
		1. ESSENTIAL	
		7. NO RELEVANCE	
154	Q31BBREL	ESSENTIALITY FOR COMMUNITY NEED-CAE	-2. 0
		1. ESSENTIAL	
		7. NO RELEVANCE	
155	Q31BCOMM	ESSENTIALITY FOR COMMUNITY NEED-TAFE	-2. 0
		1. ESSENTIAL	
		7. NO RELEVANCE	
156	Q31CADEM	ACADEMCLLY DEMANDG VS EASY TO PASS-UNI	-2. 0
		1. ACADEM DEMANDING	
		7. EASY TO PASS	
157	Q31CBEAS	ACADEMCLLY DEMANDG VS EASY TO PASS-CAE	-2. 0
		1. ACADEM DEMANDING	
		7. EASY TO PASS	
158	Q31CCPAS	ACADEMCLLY DEMANDG VS EASY TO PASS-TAFE	-2. 0
		1. ACADEM DEMANDING	
		7. EASY TO PASS	
159	Q31DAGDP	GOOD VS LIMITED CAREER PREPARATION-UNI	-2. 0
		1. GOOD PREPARATION	
		7. LIMITED PREPARTN	
160	Q31DELTD	GOOD VS LIMITED CAREER PREPARATION-CAE	-2. 0
		1. GOOD PREPARATION	
		7. LIMITED PREPARTN	
161	Q31DCARP	GOOD VS LIMITED CAREER PREPARATION-TAFE	-2. 0
		1. GOOD PREPARATION	
		7. LIMITED PREPARTN	
162	Q32AMULT	UNIS SHD BE MULTIPURPS + VOC TRAIING IMPT	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	
163	Q32BCOUN	MORE DATA FOR STUD CAREER COUNSELLING	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	
164	Q32CAPPT	INCR PROPORTN OF FIXD-TERM APPTS UNJUST	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	
165	Q32DCOAL	GEN ED GOALS,DIFF BETW UNIS + OTHER INST	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	
166	Q32EUPGR	ESTAB NEW UNIS SHOULD UPGRADE OTHR INSTS	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	
167	Q33ABNLC	AMALGAMATE UNIS WITH NEARBY CAES	-2. 0

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			1. APPROVE		
			2. DISAPPROVE		
168	Q33EWYX	REASON-AMALGAMATING UNIS + CAES		*	A
		A	PRACTL NECESSITY		
		B	TOO MANY CAES		
		C	ACHIEVE BET BALN		
		D	EA SPECIF CASES		
		E	TOO MANY INSTNS		
		F	USEFUL INTERACTN		
		J	OTHER-APPROVAL		
		K	AIMS, NEEDS DIFFR		
		L	STAND, QUAL DIFFR		
		M	LWR ST STAFF-CAE		
		N	DIFFICULT, ADMNST		
		O	LOST TRADITIONS		
		P	CRS NOT UP-I STND		
		Q	CAE SHD BE VOCTL		
		R	UNI-CAES TOO LGE		
		S	INST WOULD SUPFR		
		T	LIKE AS IS		
		W	OTHER-DISAPPROVE		
		Y	NEITHER, EITHER		
169	Q34ALIBR	FUNDS FOR LIBRARIES + LABORATORIES-CUTS		-2.	0
		1.	LAST TO CUT		
		2.	IF CUT NECESSARY		
		3.	FIRST TO CUT		
170	Q34BSALR	ACADEMIC STAFF SALARIES-CUTS		-2.	0
		1.	LAST TO CUT		
		2.	IF CUT NECESSARY		
		3.	FIRST TO CUT		
171	Q34CSNRS	NUMBER OF SENIOR ACADEMIC STAFF-CUTS		-2.	0
		1.	LAST TO CUT		
		2.	IF CUT NECESSARY		
		3.	FIRST TO CUT		
172	Q34DJNRS	NUMBER OF JUNIOR ACADEMIC STAFF-CUTS		-2.	0
		1.	LAST TO CUT		
		2.	IF CUT NECESSARY		
		3.	FIRST TO CUT		
173	Q34ESTAF	NUMBER OF SUPPORT STAFF-CUTS		-2.	0
		1.	LAST TO CUT		
		2.	IF CUT NECESSARY		
		3.	FIRST TO CUT		
174	Q34FGENM	GENERAL MANAGEMENT-CUTS		-2.	0
		1.	LAST TO CUT		
		2.	IF CUT NECESSARY		
		3.	FIRST TO CUT		
175	Q34GENCL	FINACIAL ASSISTANCE TO STUDENTS-CUTS		-2.	0
		1.	LAST TO CUT		
		2.	IF CUT NECESSARY		
		3.	FIRST TO CUT		
176	Q34HTCHG	FUNDS DIRECTED PRIMARILY TO TEACHING-CUT		-2.	0
		1.	LAST TO CUT		
		2.	IF CUT NECESSARY		
		3.	FIRST TO CUT		
177	Q34IRSCH	FUNDS, PRIMARILY TO RESEARCH SUPPORT-CUTS		-2.	0
		1.	LAST TO CUT		
		2.	IF CUT NECESSARY		
		3.	FIRST TO CUT		
178	Q34JIMPT	MOST IMPT AREA, CUTBACKS SHD BE RESISTED		*	A
		A	LIBRY + LABS		
		B	ACAD STAFF SALRY		
		C	NO SNR ACAD STAF		
		D	NO JNR ACAD STAF		
		E	NO SUPPORT STAFF		
		F	GENERAL MANAGMNT		
		G	STUD FINCL ASST		
		H	TEACHING FUNDS		
		I	RESEARCH FUNDS		
		K	MULTIPLE ANSWER		

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
179	Q35A3YRS	WILL YOU APPLY FOR POSTN OUTSIDE UNI-3YR 1. DEFINATELY YES 2. PROBABLY YES 3. UNCERTAIN 4. PROBABLY NOT 5. DEFINATELY NOT	-2. 0
180	Q35B6YRS	WILL YOU APPLY FOR POSTN OUTSIDE UNI-6YR 1. DEFINATELY YES 2. PROBABLY YES 3. UNCERTAIN 4. PROBABLY NOT 5. DEFINATELY NOT	-2. 0
181	Q35C9YRS	WILL YOU APPLY FOR POSTN OUTSIDE UNI-9YR 1. DEFINATELY YES 2. PROBABLY YES 3. UNCERTAIN 4. PROBABLY NOT 5. DEFINATELY NOT	-2. 0
182	Q36ARETR	SUPPORT EARLY RETIREMENT IF ADQ ARRNGMTS 1. YES 2. NO	-2. 0
183	Q36BHRET	SUPP EARLY HALF RETIRMNT IF ADQ ARRNGMTS 1. YES 2. NO	-2. 0
184	Q37JOBSP	GENERALLY, HOW SATISFIED WITH YOUR JOB 1. VERY SATISFIED 2. SATISFIED 3. DISSATISFIED 4. VERY DISSATISFD	-2. 0
185	Q38ANTCN	WOULD NOT CONSIDR MENTIONED APPOINTMENTS 1. YES -0 NO	-2. 0
186	Q38BUNIS	WOULD CONSDR APPT AT ANOTHER UNI-SAM SAL. 1. YES -0 NO	-2. 0
187	Q38CUNIH	WOULD CONSDR APPT AT ANOTHER UNI-HGH SAL 1. YES -0 NO	-2. 0
188	Q38DUNIL	WOULD CONSDR APPT AT ANOTHER UNI-LOW SAL 1. YES -0 NO	-2. 0
189	Q38ECAES	WOULD CONSDR APPT AT CAE-SAME SALARY 1. YES -0 NO	-2. 0
190	Q38FCAEH	WOULD CONSDR APPT AT CAE-HIGHER SALARY 1. YES -0 NO	-2. 0
191	Q38GCAEL	WOULD CONSDR APPT AT CAE-LOWER SALARY 1. YES -0 NO	-2. 0
192	Q38HTCHS	WOULD CONSDR APPT AT TECH-SAME SALARY 1. YES -0 NO	-2. 0
193	Q38ITCHH	WOULD CONSDR APPT AT TECH-HIGHER SALARY 1. YES -0 NO	-2. 0
194	Q38JTCHL	WOULD CONSDR APPT AT TECH-LOWER SALARY 1. YES -0 NO	-2. 0
195	Q38KINDS	WOULD CONSDR APPT IN INDUSTRY-SAME SALRY	-2. 0

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		1. YES	
		-0 NO	
196	Q38LINDR	WOULD CONSDR APPT IN INDUSTRY-HIGHR SAL	-2. 0
		1. YES	
		-0 NO	
197	Q38MINDL	WOULD CONSDR APPT IN INDUSTRY-LOWER SAL	-2. 0
		1. YES	
		-0 NO	
198	Q38NPUBS	WOULD CONSDR APPT IN PUBLIC SERV-SAM SAL	-2. 0
		1. YES	
		-0 NO	
199	Q38OPUBH	WOULD CONSDR APPT IN PUBLIC SERV-HIGH SAL	-2. 0
		1. YES	
		-0 NO	
200	Q38PPUBL	WOULD CONSDR APPT IN PUBLIC SERV-LOW SAL	-2. 0
		1. YES	
		-0 NO	
201	Q39ATENR	HOW IMPORTANT-TENURE	-2. 0
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
202	Q39BPUBL	HOW IMPORTANT-LESS PRESSURE TO PUBLISH	-2. 0
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
203	Q39CRSCH	HOW IMPORTANT-TIME FOR RESEARCH	-2. 0
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
204	Q39DTCHG	HOW IMPORTANT-OPPORTUNITIES TO TEACH	-2. 0
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
205	Q39EGCOL	HOW IMPORTANT-GOOD COLLEAGUES	-2. 0
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
206	Q39FPROM	HOW IMPORTANT-CHANCE FOR PROMOTION	-2. 0
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
207	Q39GCHNG	HOW IMPORTANT-CHNG IN GEOGRAPHICAL LOCATN	-2. 0
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
208	Q40AFEDU	FATHERS HIGHEST EDUCATIONAL QUAL	-2. 0
		1. NO PRIMARY SCHL	
		2. SOME PRIMARY SCH	
		3. LESS THN 4YR SEC	
		4. 4YR SECONDARY ED	
		5. TECH CERT, SP TRN	
		6. HSC, 5-6YR SECDRY	
		8. TERT LVL DIPLOMA	
		9. COMPL UNI DEGREE	
		33. UNIDENTIFIABLE	
209	Q40CFOCC	FATHERS OCCUPATION	-2. 0
		10. PRFSSNAL OTHER	
		11. DOCTOR DENTIST	
		12. LAWYER ECONMST	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
13.		GEOLOGST ENGINR	
14.		SCIENTST	
15.		AGR VET PARK RNG	
16.		ARCHITCT	
17.		SOCIAL SCIENCES	
18.		TEACHER - DEGREE	
19.		PUBLIC SERVANT	
20.		LOWR PRO - OTHER	
21.		PARA MED	
22.		NURSE	
23.		SOC SCI NONDGREE	
24.		TEACHER NONDGREE	
25.		JOURNLST	
26.		LIBRARN	
27.		SCIENCE NONDGREE	
28.		ART MUSIC	
29.		AUDITOR ACCNTNT	
30.		EMPLOYR MNGR OTH	
31.		PUBLIC ADMIN	
32.		LOC GOV INSPECTR	
33.		MANAGER MANUFACT	
34.		MANAGER BUILDING	
35.		MANAGER STORAGE	
36.		MNGR FIN PERSONL	
37.		MANAGER SERVICES	
38.		MNGR OWN 2RY IND	
39.		MNGR OWN PRI IND	
40.		SELF EMP OTHER	
41.		SHOP OWNER	
42.		SALESMAN SLF EMP	
43.		MNGR SML BUSINSS	
50.		NON MANL OTHER	
51.		CLERK SKILLED	
52.		SUPERS PBLIC SVC	
53.		SUPRVSRY CLERKS	
54.		TRANSPRT INSPCTR	
55.		ARMED FRC N.C.O.	
56.		SECRETARY PROFNL	
57.		SALESMAN EMPLD	
60.		CLERICAL OTHER	
61.		TYPIST BNK CLKK	
62.		NONSUPER PBLIC SV	
63.		SALESREP	
64.		POSTAL OFFICER	
65.		POLICE LOWR LVL	
66.		SHOP ASSISTNT	
67.		CLERK LOWR GRD	
70.		TRADES OTHER	
71.		JEWELLER FITTER	
72.		MECHANIC MOULDER	
73.		BUILDING FOREMAN	
74.		PLUMBER WELDER	
75.		ELECTRCN TV TECN	
76.		CARPENTR CABINET	
77.		BRICKLYR PLASTRR	
78.		PRINTER COMPOSTR	
79.		PAINTER BAKER	
81.		PROCESS WORKER	
82.		DRIVER	
83.		SERVICE WORKER	
84.		MINER	
85.		FARM RURAL	
86.		LABOURER	
87.		ARMED FRC LOWER	
90.		FARMER UNSPECD	
91.		FM WHEAT SHEEP	
92.		GRAZIER	
93.		PRIMARY PRODUCER	
94.		FARMER MIXED	
95.		FARMER DAIRY	
96.		FARMER OTHER	
97.		FARMER RICE	
98.		HOUSE WIFE	
99.		STUDENT	

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REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED
8. SEMI, UN SKILLED
9. FARMER
98. HOUSEWIFE
99. STUDENT

211 Q40BMEDU MOTHERS HIGHEST EDUCATIONAL QUAL

-2. 0

1. NO PRIMARY SCHL
2. SOME PRIMARY SCH
3. LESS THN 4YR SEC
4. 4YR SECONDARY ED
5. TECH CERT, SP TRN
6. HSC, 5-6YR SECDRY
8. TERT LVL DIPLOMA
9. COMPL UNI DEGREE
33. UNIDENTIFIABLE

212 Q40DMOCC MOTHERS OCCUPATION

-2. 0

10. PRFSSNAL OTHER
11. DOCTOR DENTIST
12. LAWYER ECONMST
13. GEOLOGST ENGINR
14. SCIENTST
15. AGR VET PARK RNG
16. ARCHITCT
17. SOCIAL SCIENCES
18. TEACHER - DEGREE
19. PUBLIC SERVANT
20. LOWR PRO - OTHER
21. PARA MED
22. NURSE
23. SOC SCI NONDGREE
24. TEACHER NONDGREE
25. JOURNALST
26. LIBRARN
27. SCIENCE NONDGREE
28. ART MUSIC
29. AUDITOR ACCNTNT
30. EMPLOYR MNGR OTH
31. PUBLIC ADMIN
32. LOC GOV INSPECTR
33. MANAGER MANUFACT
34. MANAGER BUILDING
35. MANAGER STORAGE
36. MNGR FIN PERSNL
37. MANAGER SERVICES
38. MNGR OWN 2RY IND
39. MNGR OWN PRI IND
40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SLP EMP
43. MNGR SML BUSINSS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PBLC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETRY PROFNL
57. SALESMAN EMPLO
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PBLC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - UNI

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
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74.	PLUMBER WELDER
75.	ELECTRCN TV TECN
76.	CARPENTR CABINET
77.	BRICKLYR PLASTRR
78.	PRINTER COMPOSTR
79.	PAINTER BAKER
81.	PROCESS WORKER
82.	DRIVER
83.	SERVICE WORKER
84.	MINER
85.	FARM RURAL
86.	LABOURER
87.	ARMD FRC LOWER
90.	FARMER UNSPEC
91.	FM WHEAT SHEEP
92.	GRAZIER
93.	PRIMARY PRODUCER
94.	FARMER MIXED
95.	FARMER DAIRY
96.	FARMER OTHER
97.	FARMER RICE
98.	HOUSE WIFE
99.	STUDENT

213 Q40DMOM1 MOTHERS OCCUPATION

-2. 0

1.	UPPER PROF
2.	LOWER PROF
3.	EMPL-MGR LARGE
4.	EMPL-MGR SMALL
5.	INTERMED NON-MAN
6.	CLERICAL
7.	SUPVR - SKILLED
8.	SEMI, UN SKILLED
9.	FARMER
98.	HOUSEWIFE
99.	STUDENT

214 Q41AACNY WHAT WAS COUNTRY OF YOUR BIRTH

-2. 0

1.	AUSTRALIA
2.	BRITAIN
3.	US OR CANADA
4.	OTHR ENG COUNTRY
5.	EUROPE
6.	ASIA,PACIFIC
7.	OTHER

215 Q41ABDEG COUNTRY WHERE YOUR 1ST DEGREE TAKEN

-2. 0

1.	AUSTRALIA
2.	BRITAIN
3.	US OR CANADA
4.	OTHR ENG COUNTRY
5.	EUROPE
6.	ASIA,PACIFIC
7.	OTHER

216 Q41BYEAR YEARS LIVED IN AUSTRALIA, BORN OVERSEAS

-2. 0

217 Q41BYEML YEARS LIVED IN AUSTRALIA, BORN OVERSEAS

-2. 0

1.	1 - 4 YEARS
2.	5 - 9 YEARS
3.	10 - 14 YEARS
4.	15 - 19 YEARS
5.	20 - 24 YEARS
6.	25 - 29 YEARS
7.	30 - 34 YEARS
8.	35 - 39 YEARS
9.	40 - 44 YEARS
10.	45 - 49 YEARS
11.	50 - 54 YEARS
12.	55 - 59 YEARS
13.	60 - 64 YEARS
14.	65 - 69 YEARS
15.	70 - 74 YEARS
16.	75 - 79 YEARS
17.	80 - 84 YEARS
18.	85 - 89 YEARS
19.	90 - 94 YEARS

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		20. 95 - 99 YEARS	
218	Q42AGENW	WHAT IS YOUR AGE NOW	-2. 0
219	Q42AGEM1	WHAT IS YOUR AGE NOW	-2. 0
		1. 1 - 4 YEARS	
		2. 5 - 9 YEARS	
		3. 10 - 14 YEARS	
		4. 15 - 19 YEARS	
		5. 20 - 24 YEARS	
		6. 25 - 29 YEARS	
		7. 30 - 34 YEARS	
		8. 35 - 39 YEARS	
		9. 40 - 44 YEARS	
		10. 45 - 49 YEARS	
		11. 50 - 54 YEARS	
		12. 55 - 59 YEARS	
		13. 60 - 64 YEARS	
		14. 65 - 69 YEARS	
		15. 70 - 74 YEARS	
		16. 75 - 79 YEARS	
		17. 80 - 84 YEARS	
		18. 85 - 89 YEARS	
		19. 90 - 94 YEARS	
		20. 95 - 99 YEARS	
220	Q43SEX	WHAT IS YOUR SEX	-2. 0
		1. MALE	
		2. FEMALE	
221	Q44ACOMM	1ST SUGGESTN, COMMNT ON EDUCATN-TRAINING	-2. 0
		1. MR STUD INVOLVMT	
		2. CRS-LEARNNG SKILL	
		3. INTRFACE SCH, TER	
		4. NEED INDL DEVL P	
		5. EDU AVAIL TO ALL	
		6. NEED ADMIN CUT	
		7. EASIER ST MOVMT	
		8. ED, TRNG NT COMB	
		9. MR COOPERTN INST	
		10. ROLES KEPT SEPRT	
		11. MR EMP MATURE ST	
		12. UNI NOT RELEVANT	
		13. ROLES NEED DEFIN	
		14. CRIT OF SURVEY	
		15. TOO MUCH RESEARC	
		16. NOT ENGH RESEARC	
		17. TOO MANY STUDENT	
		18. NEED STF MODRATN	
		19. INADQ VOC ADVICE	
		20. CRITSM, TCHRS-DIS	
		21. DECR STND LITRCY	
		22. VAR CRIT OF CAES	
		23. SHORT SCNDMT AID	
		24. COMPLAINTS	
		25. APPT TOO DEP-RES	
		26. RECOGN OVRS QUAL	
		27. INADQ SUPERANNTN	
		28. LACK STUD EFFORT	
		29. OTHER COMMENTS	
		30. LETTER ATTACHED	
		31. QUAL OF EDUCATN	
		32. QUESTNS MISLEADG	
		33. DOUBT VALID-DATA	
		35. COMPL ON QUESTNR	
222	Q44BCOMM	2ND SUGGESTN, COMMNT ON EDUCATN-TRAINING	-2. 0
		1. MR STUD INVOLVMT	
		2. CRS-LEARNNG SKILL	
		3. INTRFACE SCH, TER	
		4. NEED INDL DEVL P	
		5. EDU AVAIL TO ALL	
		6. NEED ADMIN CUT	
		7. EASIER ST MOVMT	
		8. ED, TRNG NT COMB	
		9. MR COOPERTN INST	
		10. ROLES KEPT SEPRT	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF; 1977 - UNI

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		11. MR EMP MATURE ST	
		12. UNI NOT RELEVANT	
		13. ROLES NEED DEFIN	
		14. CRIT OF SURVEY	
		15. TOO MUCH RESEARC	
		16. NOT ENGH RESEARC	
		17. TOO MANY STUDENT	
		18. NEED STF MODRATN	
		19. INADQ VOC ADVICE	
		20. CRITSM,TCHRS-DIS	
		21. DECR STND LITRCY	
		22. VAR CRIT OF CAES	
		23. SHORT SCNDMT AID	
		24. COMPLAINTS	
		25. APPT TOO DEP-RES	
		26. RECOGN OVRS QUAL	
		27. INADQ SUPERANNTN	
		28. LACK STUD EFFORT	
		29. OTHER COMMENTS	
		30. LETTER ATTACHED	
		31. QUAL OF EDUCATN	
		32. QUESTNS MISLEADG	
		33. DOUBT VALID-DATA	
		35. COMPL ON QUESTNR	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

DUMP OF DOCUMENTARY INFORMATION..

79/05/28.DATA CLEANING AND MISSING VALUE ASSIGNMENTS.

NUMERIC VALUE	ALPHA VALUE	COMMENTS
-1	'-'	RANGE OF VALID RESPONSES DOES NOT INCLUDE BLANK AND NO RESPONSE WAS GIVEN.
-2	'*'	RESPONSE NOT BLANK AND OUTSIDE VALID RANGE. SUGGESTED SOURCES 1. QUESTION NOT UNDERSTOOD BY RESPONDENT. 2. FACETIOUS RESPONSE. 3. MULTIPLE-RESPONSE TO SINGLE RESPONSE QUESTION. 4. DATA TRANSCRIPTION ERROR.

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

FILE WC579DS CREATED 79/05/28.

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

CONTAINS 224 VARIABLES..

LIST OF THE 1 SUBFILES COMPRISING THE FILE..

WC579DS N= 1249

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
1	SEQNUM		NONE 0
2	SUBFILE		NONE A
3	CASWGT		NONE 4
4	INSTNCD1	INSTITUTION WHERE STAFF MEMBER	-1. 0
		0 VARIABLE SUPPRESSED	-2.
5	RNUMB1		-1. 0
		0 VARIABLE SUPPRESSED	-2.
6	Q1	WHAT IS YOUR PRESENT POSITION AT COLLEGE	-1. 0
		1. HEAD SCHOOL, DEAN	-2.
		2. PRINCPL LECTURER	
		3. SENIOR LECTURER	
		4. LECTURER	
		5. PRINCIPAL TUTOR	
		6. SENIOR TUTOR	
		7. TUTOR	
		8. OTHER	
7	Q2BFIELD	WHAT IS YOUR MAIN FIELD OF TEACHING	-1. 0
		0 VARIABLE SUPPRESSED	-2.
8	Q2BFLDM1	WHAT IS YOUR MAIN FIELD OF TEACHING	-1. 0
		1. AGR, APP SC, PARAMED	-2.
		2. ART, DES, MUSIC, OTHR	
		3. ARC, BLD, SUR, ENG, TEC	
		4. COMMERCE, BUSN ST	
		5. LIBERAL STUDIES	
		6. TEACHER ED	
9	Q2AOTFLD	OTHER MAIN FIELD OF TEACHING	-1. 0
		0 VARIABLE SUPPRESSED	-2.
10	Q2AOTFML	OTHER MAIN FIELD OF TEACHING	-1. 0
		1. AGR, APP SC, PARAMED	-2.
		2. ART, DES, MUSIC, OTHR	
		3. ARC, BLD, SUR, ENG, TEC	
		4. COMMERCE, BUSN ST	
		5. LIBERAL STUDIES	
		6. TEACHER ED	
11	Q3A	HOW LONG BEEN ACAD STAFF MEMBER AT CAE	-1. 0
			-2.
12	Q3AM1	HOW LONG BEEN STAFF MEMBER AT CAE	-1. 0
			-2.
		1. 1 - 3 YEARS	
		2. 4 - 7 YEARS	
		3. 8 - 10 YEARS	
		4. 11 - 15 YEARS	
		5. 16 - 20 YEARS	
		6. 21 - 25 YEARS	
		7. 25 + YEARS	
13	Q3B	HOW LONG BEEN ACAD STAFF MEMBER AT INST	-1. 0
			-2.

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
14	Q3BML	HOW LONG BEEN ACAD STAFF MEMBER AT INST	-1. 0 -2.
		1. 1 - 3 YEARS	
		2. 4 - 7 YEARS	
		3. 8 - 10 YEARS	
		4. 11 - 15 YEARS	
		5. 16 - 20 YEARS	
		6. 21 - 25 YEARS	
		7. 25 + YEARS	
15	Q4AAHOLD	HELD-HOLD PSTN AS DEAN-HEAD OF SCH-FACTY	-1. 0 -2.
		1. POSITION HLD NOW	
		2. POSTN HLD - PAST	
		3. POSTN NEVER HELD	
16	Q4ABAPPT	ELECTED-APPTD AS DEAN-HEAD OF SCH-FACTY	-1. 0 -2.
		1. ELECTED	
		2. APPOINTED	
		3. NOT APPLICABLE	
		4. MULTIPLE ANSWER	
17	Q4BAHEAD	HELD-HOLD PSTN AS HEAD DPT-DISPL TEACHNG	-1. 0 -2.
		1. POSITION HLD NOW	
		2. POSTN HLD - PAST	
		3. POSTN NEVER HELD	
18	Q4BBELC	ELECT54-APPTD AS HEAD DPT-DISPL TEACHNG	-1. 0 -2.
		1. ELECTED	
		2. APPOINTED	
		3. NOT APPLICABLE	
		4. MULTIPLE ANSWER	
19	Q5	CONDITIONS OF PRESENT APPOINTMENT	-1. 0 -2.
		1. TENURED	
		2. PROBATIONARY	
		3. CONTRACT-FIX TRM	
		4. CONT APT,NLG TEN	
20	Q6ADEGNA	1ST DEGREE, DIPLOMA OR CERTIF NOW HELD	-1. 0 -2.
		1. ADULT EDUCATION	
		2. PREPARATORY	
		3. OTH SKILLED N-AP	
		4. APPRENTSHIP TRADE	
		5. POST-APPTSHIP TRD	
		6. PARA-PROFESNAL	
		7. PROFESSIONAL	
		8. UNDERGRAD CERT	
		9. ASSOC DIP OR DIP	
		10. FELLOWSHIP DIP	
		11. BACHELORS DEGREE	
		12. NON-DEG,MISC SUB	
		13. BACH-HON,PR-MAST	
		14. POST-GRAD DIPLMA	
		15. 2ND BACHLR DEGRE	
		16. MASTERS DEGREE	
		17. DOCTORATE OR PHD	
		19. NON-SPEC FUTHT ST	
		21. FUTHT SPEC VOC QL	
		22. UNIDENTIFIABL QL	
		28. SCHOOL QUALIF CTN	
21	Q6BDIPNA	YR 1ST DEGREE,DIP OR CERT OBTAINED	-1. 0 -2.
		A 1977	
		B 1976	
		C 1975	
		D 1974	
		E 1973	
		F 1972	
		G 1971	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

H 1970
J 1960-1969
K 1950-1959
L 1940-1949
M 1930-1939
N- PRE 1929

22 Q6CERTNA INST 1ST DEGREE, DIPLOMA OR CERT OBTAINED

-1. 0
-2.

1. UNI VOLD LARGE
2. UNI OLD CAPITAL
3. UNI POSTWAR LRGE
4. UNI RCNT OUTRSUB
5. UNI PROVINCL
6. UNI VERY RECENT
7. CAE CENTRAL
8. CAE METROP
9. CAE REGIONAL
10. CAE SNGL SCHOOL
11. CAE OTHR SPECIAL
12. TAFE NSW METROP
13. TAFE NEW BAL EXT
14. TAFE VIC EVNG HS
15. TAFE VIC TC METR
16. TAFE VIC TC CNTY
17. TAFE SA METR, ELZ
18. TAFE SA COUNTRY
19. TAFE QLD METROP
20. TAFE QLD COUNTRY
21. TAFE QLD CORRESP
22. TAFE WA TECH COL
23. TAFE WA TECH CEN
24. TAFE TASMANIA
25. UNI NON SPEC
26. CAE NON SPEC
27. TAFE NON SPEC
28. EMPLOYER INSTN
29. NON UNI O'SEAS
30. UNIDENTIFIABLE
31. VOC COL HOSPITAL
32. UNI O'SEAS
33. HIGH SCH EVNG CL

23 Q6ADEGNB 2ND DEGREE, DIPLOMA OR CERTIF NOW HELD

-1. 0
-2.

1. ADULT EDUCATION
2. PREPARATORY
3. OTH SKILLED N-AP
4. APPRENTSHP TRADE
5. POST-APPTSHP TRD
6. PARA-PROFESNAL
7. PROFESSIONAL
8. UNDERGRAD CERT
9. ASSOC DIP OR DIP
10. FELLOWSHIP DIP
11. BACHELORS DEGREE
12. NON-DEG, MISC SUB
13. BACH-HON, PR-MAST
14. POST-GRAD DIPLMA
15. 2ND BACHLR DEGRE
16. MASTERS DEGREE
17. DOCTORATE OR PHD
19. NON-SPEC FUTH ST
21. FUTH SPEC VOC QL
22. UNIDENTIFIABL QL
28. SCHCOL QUALIFCTN

24 Q6BDIPNB YR 2ND DEGREE, DIP OR CERT OBTAINED

- A

A 1977
B 1976
C 1975
D 1974
E 1973
F 1972
G 1971
H 1970

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

J 1960-1969
K 1950-1959
L 1940-1949
M 1930-1939
N PRE 1929

25 Q6CERTNB INST 2ND DEGREE, DIPLOMA OR CERT OBTAINED

-1. 0
-2.

1. UNI VOLD LARGE
2. UNI OLD CAPITAL
3. UNI POSTWAR LRGE
4. UNI RCNT OUTREMB
5. UNI PROVINCIAL
6. UNI VERY RECENT
7. CAE CENTRAL
8. CAE METROP
9. CAE REGIONAL
10. CAE SNGL SCHOOL
11. CAE OTHR SPECIAL
12. TAFE NSW METROP
13. TAFE NEW BAL EXT
14. TAFE VIC EVNG HS
15. TAFE VIC TC METR
16. TAFE VIC TC CNTY
17. TAFE SA METR, ELZ
18. TAFE SA COUNTRY
19. TAFE QLD METROP
20. TAFE QLD COUNTRY
21. TAFE QLD CORRESP
22. TAFE WA TECH COL
23. TAFE WA TECH CEN
24. TAFE TASMANIA
25. UNI NON SPEC
26. CAE NON SPEC
27. TAFE NON SPEC
28. EMPLOYER INSTN
29. NON UNI O'SEAS
30. UNIDENTIFIABLE
31. VOC COL HOSPITAL
32. UNI O'SEAS
33. HIGH SCH EVNG CL

26 Q6ADEGNC 3RD DEGREE, DIPLOMA OR CERTIF NOW HELD

-1. 0
-2.

1. ADULT EDUCATION
2. PREPARATORY
3. OTH SKILLED N-AP
4. APPRENTSHIP TRADE
5. POST-APPTSHIP TRD
6. PARA-PROFESNAL
7. PROFESSIONAL
8. UNDERGRAD CERT
9. ASSOC DIP OR DIP
10. FELLOWSHIP DIP
11. BACHELORS DEGREE
12. NON-DEG, MISC SUB
13. BACH-NON, PR-MAST
14. POST-GRAD DIPLMA
15. 2ND BACHLR DEGREE
16. MASTERS DEGREE
17. DOCTORATE OR PHD
19. NON-SPEC FUTH ST
21. FUTH SPEC VOC QL
22. UNIDENTIFIABL QL
28. SCHOOL QUALIF CTN

27 Q6BDIPNC YR 3RD DEGREE, DIP OR CERT OBTAINED

- A

A 1977
B 1976
C 1975
D 1974
E 1973
F 1972
G 1971
H 1970
J 1960-1969

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES, FMT
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K	1950-1959
L	1940-1949
M	1930-1939
N	PRE 1929

28	Q6CERTNC	INST 3RD DEGREE, DIPLOMA OR CERT OBTAINED	-1. 0 -2.
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1.	UNI VOLD LARGE
2.	UNI OLD CAPITAL
3.	UNI POSTWAR LRGE
4.	UNI RCNT OUTRSUB
5.	UNI PROVINCAL
6.	UNI VERY RECENT
7.	CAE CENTRAL
8.	CAE METROP
9.	CAE REGIONAL
10.	CAE SNGL SCHOOL
11.	CAE OTHR SPECIAL
12.	TAFE NSW METROP
13.	TAFE NEW BAL EXT
14.	TAFE VIC EVNG HS
15.	TAFE VIC TC METR
16.	TAFE VIC TC CNTY
17.	TAFE SA METR, ELZ
18.	TAFE SA COUNTRY
19.	TAFE QLD METROP
20.	TAFE QLD COUNTRY
21.	TAFE QLD CORRESP
22.	TAFE WA TECH COL
23.	TAFE WA TECH CEN
24.	TAFE TASMANIA
25.	UNI NON SPEC
26.	CAE NON SPEC
27.	TAFE NON SPEC
28.	EMPLOYER INSTN
29.	NON UNI O'SEAS
30.	UNIDENTIFIABLE
31.	VOC COL HOSPITAL
32.	UNI O'SEAS
33.	HIGH SCH EVNG CL

29	Q6AHDEGA	1ST HGHR DEG, POSTGRAD DIP OR PROF QUAL	-1. 0 -2.
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1.	ADULT EDUCATION
2.	PREPARATORY
3.	OTH SKILLED N-AP
4.	APPRENTSHIP TRADE
5.	POST-APPTSHP TRD
6.	PARA-PROFESNAL
7.	PROFESSIONAL
8.	UNDERGRAD CERT
9.	ASSOC DIP OR DIP
10.	FELLOWSHIP DIP
11.	BACHELORS DEGREE
12.	NON-DEG, MISC SUB
13.	BACH-HON, PR-MAST
14.	POST-GRAD DIPLMA
15.	2ND BACHLR DEGRE
16.	MASTERS DEGREE
17.	DOCTORATE OR PHD
19.	NON-SPEC FUTH ST
21.	FUTH SPEC VOC QL
22.	UNIDENTIFIABL QL
28.	SCHOOL QUALIFCTN

30	Q6BPGRDA	YR 1ST HGHR DEG, PGRAD DIP, PROF QUAL OBTN	- A
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A	1977
B	1976
C	1975
D	1974
E	1973
F	1972
G	1971
H	1970
J	1960-1969
K	1950-1959

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL VARIABLE VARIABLE LABEL
POS NAMEMISSING PPT
VALUES FMTI. 1940-1949
M 1930-1929
N PRE 1929

31 Q6CPROFA INST 1ST HR DEG, PGRAD DIP, PROF QUAL OBTN

-1. 0
-2.

1. UNI VOLD LARGE
2. UNI OLD CAPITAL
3. UNI POSTWAR LRGE
4. UNI RONT OUTRSUB
5. UNI PROVINCL
6. UNI VERY RECENT
7. CAE CENTRAL
8. CAE METROP
9. CAE REGIONAL
10. CAE SNGL SCHOOL
11. CAE OTHR SPECIAL
12. TAFE NSW METROP
13. TAFE NEW BAL EXT
14. TAFE VIC EVNG HS
15. TAFE VIC TC METR
16. TAFE VIC TC CNTY
17. TAFE SA METR, ELZ
18. TAFE SA COUNTRY
19. TAFE QLD METROP
20. TAFE QLD COUNTRY
21. TAFE QLD CORRESP
22. TAFE WA TECH COL
23. TAFE WA TECH CEN
24. TAFE TASMANIA
25. UNI NON SPEC
26. CAE NON SPEC
27. TAFE NON SPEC
28. EMPLOYER INSTN
29. NON UNI O'SEAS
30. UNIDENTIFIABLE
31. VOC COL HOSPITAL
32. UNI O'SEAS
33. HIGH SCH EVNG CL

32 Q6AHDEGB 2ND HGHR DEG, POSTGRAD DIP OR PROF QUAL

-1. 0
-2.

1. ADULT EDUCATION
2. PREPARATORY
3. OTH SKILLED N-AP
4. APPRENTSHIP TRADE
5. POST-APPTSHP TRD
6. PARA-PROFESNAL
7. PROFESSIONAL
8. UNDERGRAD CERT
9. ASSOC DIP OR DIP
10. FELLOWSHIP DIP
11. BACHELORS DEGREE
12. NON-DEG, MISC SUB
13. BACH-HON, PR-MAST
14. POST-GRAD DIP/MA
15. 2ND BACHLR DEGRE
16. MASTERS DEGREE
17. DOCTORATE OR PHD
19. NON-SPEC FUTH ST
21. FUTH SPEC VOC QL
22. UNIDENTIFIABL QL
28. SCHOOL QUALIFCTN

33 Q6BPGRDB YR 2ND HGHR DEG, PGRAD DIP, PROF QUAL OBTN

- A

A	1977
B	1976
C	1975
D	1974
E	1973
F	1972
G	1971
H	1970
J	1960-1969
K	1950-1959
L	1940-1949

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

M 1930-1939
N PRE 1929

34 Q6CPROFB INST 2ND HR DEG, PGRAD DIP, PROF QUAL OBTN

-1. 0
-2.

1. UNI VOLD LARGE
2. UNI OLD CAPITAL
3. UNI POSTWAR LRGE
4. UNI RCNT OUTRSUB
5. UNI PROVINCL
6. UNI VERY RECENT
7. CAE CENTRAL
8. CAE METROP
9. CAE REGIONAL
10. CAE SNGL SCHOOL
11. CAE OTHR SPECIAL
12. TAFE NSW METROP
13. TAFE NEW BAL EXT
14. TAFE VIC EVNG HS
15. TAFE VIC TC METR
16. TAFE VIC TC CNTY
17. TAFE SA METR, ELZ
18. TAFE SA COUNTRY
19. TAFE QLD METROP
20. TAFE QLD COUNTRY
21. TAFE QLD CORRESP
22. TAFE WA TECH COL
23. TAFE WA TECH CEN
24. TAFE TASMANIA
25. UNI NON SPEC
26. CAE NON SPEC
27. TAFE NON SPEC
28. EMPLOYER INSTN
29. NON UNI O'SEAS
30. UNIDENTIFIABLE
31. VOC COL HOSPITAL
32. UNI O'SEAS
33. HIGH SCH EVNG CL

35 Q6AHDEGC 3RD HGHR DEG, POSTGRAD DIP OR PROF QUAL

-1. 0
-2.

1. ADULT EDUCATION
2. PREPARATORY
3. OTH SKILLED N-AP
4. APPRENTSHIP TRADE
5. POST-APPTSHP TRD
6. PARA-PROFESNAL
7. PROFESSIONAL
8. UNDERGRAD CERT
9. ASSOC DIP OR DIP
10. FELLOWSHIP DIP
11. BACHELORS DEGREE
12. NON-DEG, MISC SUB
13. BACH-HON, PR-MAST
14. POST-GRAD DIPLMA
15. 2ND BACHLR DEGRE
16. MASTERS DEGREE
17. DOCTORATE OR PHD
19. NON-SPEC FUTH ST
21. FUTH SPEC VOC QL
22. UNIDENTIFIABL QL
28. SCHOOL QUALIFCTN

36 Q6BPGRDC YR 3RD HGHR DEG, PGRAD DIP, PROF QUAL OBTN

- A

A 1977
B 1976
C 1975
D 1974
E 1973
F 1972
G 1971
H 1970
J 1960-1969
K 1950-1959
L 1940-1949
M 1930-1939

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL POS	VARIABLE NAME	VARIABLE LABEL		MISSING PRT VALUES FMT
		N	PRE 1929	
37	Q6CPROFC	INST 3RD HR DEG,PGRAD DIP,PROF QUAL OETH		-1. 0 -2.
		1. UNI VOLD LARGE		
		2. UNI OLD CAPITAL		
		3. UNI POSTWAR LRGE		
		4. UNI RCNT OUTRSUB		
		5. UNI PROVINCL		
		6. UNI VERY RECENT		
		7. CAE CENTRAL		
		8. CAE METROP		
		9. CAE REGIONAL		
		10. CAE SNGL SCHOOL		
		11. CAE OTHR SPECIAL		
		12. TAFE NSW METROP		
		13. TAFE NEW BAL EXT		
		14. TAFE VIC EVNG HS		
		15. TAFE VIC TC METR		
		16. TAFE VIC TC CNTY		
		17. TAFE SA METR,ELZ		
		18. TAFE SA COUNTRY		
		19. TAFE QLD METROP		
		20. TAFE QLD COUNTRY		
		21. TAFE QLD CORRESP		
		22. TAFE WA TECH COL		
		23. TAFE WA TECH CEN		
		24. TAFE TASMANIA		
		25. UNI NON SPEC		
		26. CAE NON SPEC		
		27. TAFE NON SPEC		
		28. EMPLOYER INSTN		
		29. NON UNI O'SEAS		
		30. UNIDENTIFIABLE		
		31. VOC COL HOSPITAL		
		32. UNI O'SEAS		
		33. HIGH SCH EVNG CL		
38	Q7AAPOSN	1ST MOST RECENT FT POSITION-YEAR FROM		-1. 0 -2.
39	Q7ABPOSN	1ST MOST RECENT FT POSITION-YEAR TO		-1. 0 -2.
40	Q7ACPOSN	SECTOR 1ST MOST RECENT FT POSITION HELD	-	A
		A COLLEGE		
		B UNIVERSITY		
		C TAFE		
		D SCHOOL TEACHING		
		E INDUSTRY,COMMRCE		
		F PUBLIC SERVICE		
		G OTHER		
41	Q7BPOSNA	2ND MOST RECENT FT POSITION-YEAR FROM		-1. 0 -2.
42	Q7BPOSNB	2ND MOST RECENT FT POSITION-YEAR TO		-1. 0 -2.
43	Q7BPOSNC	SECTOR 2ND MOST RECENT FT POSITION HELD	-	A
		A COLLEGE		
		B UNIVERSITY		
		C TAFE		
		D SCHOOL TEACHING		
		E INDUSTRY,COMMRCE		
		F PUBLIC SERVICE		
		G OTHER		
44	Q7POSNCA	3RD MOST RECENT FT POSITION-YEAR FROM		-1. 0 -2.
45	Q7POSNCB	3RD MOST RECENT FT POSITION-YEAR TO		-1. 0 -2.
46	Q7POSNCC	SECTOR 3RD MOST RECENT FT POSITION HELD	-	A

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

	A	COLLEGE		
	B	UNIVERSITY		
	C	TAFE		
	D	SCHOOL TEACHING		
	E	INDUSTRY, COMMRC		
	F	PUBLIC SERVICE		
	G	OTHER		
47	Q8AENROL	ARE YOU NOW ENROLLED FOR HR DEG, BACH, DIP	-1.	0
		1. YES	-2.	
		2. NO		
48	Q8BDEGRE	DEGREE OR DIPLOMA NOW STUDYING FOR	-1.	0
		1. ADULT EDUCATION	-2.	
		2. PREPARATORY		
		3. OTH SKILLED N-AP		
		4. APPRENTSHIP TRADE		
		5. POST-APPTSHP TRD		
		6. PARA-PROFESNAL		
		7. PROFESSIONAL		
		8. UNDERGRAD CERT		
		9. ASSOC DIP OR DIP		
		10. FELLOWSHIP DIP		
		11. BACHELORS DEGREE		
		12. NON-DEG, MISC SUB		
		13. BACH-HON, PR-MAST		
		14. POST-GRAD DIPLMA		
		15. 2ND DACHLR DEGRE		
		16. MASTERS DEGREE		
		17. DOCTORATE OR PHD		
		19. NON-SPEC FUTH ST		
		21. FUTH SPEC VOC QL		
		22. UNIDENTIFIABL QL		
		28. SCHOOL QUALIFCTN		
49	Q8CINSTN	INSTITUTION WHERE NOW ENROLLED	-1.	0
		0 VARIABLE SUPPRESSED	-2.	
50	Q8CINTM1	INSTITUTION WHERE NOW ENROLLED	-1.	0
		1. UNI	-2.	
		2. CAE		
		3. TAFE		
		4. OTHER		
51	Q9ARTCLE	APPROX HOW MANY YOUR ARTICLES PUBLISHED	-1.	0
		100. 100 - 149	-2.	
		110. 150 - 199		
		120. 200 - 249		
		130. 250 - 299		
		140. 300 +		
52	Q9BOOKS	APPROX HOW MANY YOUR BOOKS PUBLISHED	-1.	0
		100. 100 - 149	-2.	
		110. 150 - 199		
		120. 200 - 249		
		130. 250 - 299		
		140. 300 +		
53	Q10	WHAT ARE YOUR TEACHING RESP THIS YEAR	-1.	0
		1. ENTIRELY UNDGRAD	-2.	
		2. UNDGRAD AND GRAD		
		3. ENTIRELY GRAD		
		4. NT TCHNG THIS YR		
54	Q11LARGE	UNDGRADS IN YOUR LARGEST CLASS THIS TERM	-1.	0
		999. 1000 AND OVER	-2.	
55	Q11LARM1	UNDGRADS IN YOUR LARGEST CLASS THIS TERM	-1.	0
		1. 1 - 20	-2.	
		2. 21 - 40		
		3. 41 - 60		

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		4. 61 - 80	
		5. 81 - 100	
		6. 101 - 200	
		7. 201 +	
56	Q11SMALL	UNDGRADS IN YOUR SMALLEST CLASS THIS TER	-1. 0 -2.
		100. 100 - 149	
		110. 150 - 199	
		120. 200 - 249	
		130. 250 - 299	
		140. 300 +	
57	Q11SMALL	UNDGRADS IN YOUR SMALLEST CLASS THIS TRM	-1. 0 -2.
		1. 1 - 10	
		2. 11 - 20	
		3. 21 - 40	
		4. 41 - 60	
		5. 61 - 80	
		6. 81 - 100	
		7. 101 +	
58	Q12LECTS	AV WKLY HRS-GIVING LECTURES	-1. 0 -2.
59	Q12SEMNR	AV WKLY HRS-TUTORIALS AND SEMINARS	-1. 0 -2.
60	Q12SUPVN	AV WKLY HRS-LAB CLASS, SUPV FLD WK, PR TCH	-1. 0 -2.
61	Q12INDST	AV WKLY HRS-OUT CLASS CONT, INDV STUDENTS	-1. 0 -2.
62	Q12MARKG	AV WKLY HRS-MARKING STUDENTS WORK-EXAMS	-1. 0 -2.
63	Q12DESGN	AV WKLY HRS-PREP, DESIGN NEW COURSES-LECT	-1. 0 -2.
64	Q12ADMIN	AV WKLY HRS-ADMINISTRATION	-1. 0 -2.
65	Q12COMWK	AV WKLY HRS-COMMITTEE WORK	-1. 0 -2.
66	Q12WRTNG	AV WKLY HRS-RESEARCH, WRITING PAPERS-BOOK	-1. 0 -2.
67	Q12RLACT	AV WKLY HRS-RELVNT PUB, COMMUN ACTIVITIES	-1. 0 -2.
68	Q12OTHER	AV WKLY HRS-OTHER ACTIVITIES	-1. 0 -2.
		99. UNFEASIBLE NUMBR	
69	Q13ADMIN	HOW INTERESTING-ADMINISTRATION	-1. 0 -2.
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
70	Q13BCOMM	HOW INTERESTING-COMMITTEE WORK	-1. 0 -2.
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
71	Q13CTCHG	HOW INTERESTING-TEACHING	-1. 0 -2.
		1. VERY BORING	
		2. RATHER DULL	

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REL POS	VARIABLE NAME	VARIABLE LABEL		MISSING PRT VALUES FMT
		3. FAIRLY INTERSTNG		
		4. VERY INTERESTING		
		5. EXTRMLY INTRSTNG		
72	Q13DCONT	HOW INTERESTING-NON-CLASS CONT,IND STDNT		-1. 0 -2.
		1. VERY BORING		
		2. RATHER DULL		
		3. FAIRLY INTRSTNG		
		4. VERY INTERESTING		
		5. EXTRMLY INTRSTNG		
73	Q13EWRTG	HOW INTERESTING-RESEARCH AND WRITING		-1. 0 -2.
		1. VERY BORING		
		2. RATHER DULL		
		3. FAIRLY INTRSTNG		
		4. VERY INTERESTING		
		5. EXTRMLY INTRSTNG		
74	Q14AALIB	PROVD UNDGRADS BROAD LIB ED-PERSONAL IMP		-1. 0 -2.
		1. VERY IMPORTANT		
		2. IMPORTANT		
		3. UNIMPORTANT		
75	Q14ABLIB	PROVD UNDGRADS BROAD LIB ED-INST EXPTATN		-1. 0 -2.
		1. VERY IMPORTANT		
		2. IMPORTANT		
		3. UNIMPORTANT		
76	Q14BAOCC	PREP UNDGRADS,OCCPTN-PERSONAL IMPORTANCE		-1. 0 -2.
		1. VERY IMPORTANT		
		2. IMPORTANT		
		3. UNIMPORTANT		
77	Q14BBOCC	PREP UNDGRADS,OCCPTN-INST EXPECTATION		-1. 0 -2.
		1. VERY IMPORTANT		
		2. IMPORTANT		
		3. UNIMPORTANT		
78	Q14CARCH	ENGAGE IN RESEARCH-PERSONAL IMPORTANCE		-1. 0 -2.
		1. VERY IMPORTANT		
		2. IMPORTANT		
		3. UNIMPORTANT		
79	Q14CBRCH	ENGAGE IN RESEARCH-INST EXPECTATION		-1. 0 -2.
		1. VERY IMPORTANT		
		2. IMPORTANT		
		3. UNIMPORTANT		
80	Q15ACHNC	CHANCE FOR EVERYONE TO GO TO COLLEGE		-1. 0 -2.
		1. STRONGLY AGREE		
		5. STRNGLY DISAGREE		
81	Q15BATTD	CAE ATTENDANCE,PRIVILEGE NOT A RIGHT		-1. 0 -2.
		1. STRONGLY AGREE		
		5. STRNGLY DISAGREE		
82	Q15CREST	RESTRICT UNIS-TRAD ACADEMIC,PROF FIELDS		-1. 0 -2.
		1. STRONGLY AGREE		
		5. STRNGLY DISAGREE		
83	Q15DVOCL	RESTRICT CAES-VOCATIONAL,TECHNICAL FIELD		-1. 0 -2.
		1. STRONGLY AGREE		
		5. STRNGLY DISAGREE		
84	Q15EFLDS	TEACHING,LEARNING-SAME FLDS AT ALL CAES		-1. 0 -2.

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		1. STRONGLY AGREE		
		5. STRONGLY DISAGREE		
85	Q15FCRSE	COLLEGE HIGH-ADV CRSES, DRIVE OUT LOW LVL	-1. 0	
			-2.	
		1. STRONGLY AGREE		
		5. STRONGLY DISAGREE		
86	Q15GSTAF	STRONG CRSE-RECOGNED BY GOVNT FINCL POSTN	-1. 0	
			-2.	
		1. STRONGLY AGREE		
		5. STRONGLY DISAGREE		
87	Q15HEQIP	STATE BOARDS, ETC TOO INVOLVD COLLEG ASER	-1. 0	
			-2.	
		1. STRONGLY AGREE		
		5. STRONGLY DISAGREE		
88	Q16	COMPARE NEW ST ABIL WRITE EXPOSTRY PROSE	-1. 0	
			-2.	
		1. IMPROVED		
		2. DETERIORATED		
		3. REMAINED UNCHNGD		
89	Q17	EXP POST-SEC ED-AFFECTD AVG LEVL ST ABIL	-1. 0	
			-2.	
		1. LOWERED CONSDRBL		
		2. LOWERED SOME EXT		
		3. NO APPRECDL CHNG		
		4. LEVEL RISEN		
90	Q18A	REASON ENROLMNT CAE-GET JOB TRAINING	-1. 0	
			-2.	
		1. VERY IMPORTANT		
		5. NT AT ALL IMPORT		
91	Q18B	REASON ENROLMNT CAE-BASIC GENERAL EDUCN	-1. 0	
			-2.	
		1. VERY IMPORTANT		
		5. NT AT ALL IMPORT		
92	Q19C	REASON ENROLMNT CAE-TO PLEASE PARENTS	-1. 0	
			-2.	
		1. VERY IMPORTANT		
		5. NT AT ALL IMPORT		
93	Q18D	REASON ENROLMNT CAE-FILL IN TIME	-1. 0	
			-2.	
		1. VERY IMPORTANT		
		5. NT AT ALL IMPORT		
94	Q18E	REASON ENROLMNT CAE-STUDY INTERESTED FLD	-1. 0	
			-2.	
		1. VERY IMPORTANT		
		5. NT AT ALL IMPORT		
95	Q18F	MOST IMPORT REASON STUDENTS ENROL AT CAE	-	A
		A JOB TRAINING		
		B BASIC GENERAL ED		
		C TO PLEASE PARNTS		
		D FILL IN TIME		
		E STUDY INTRST FLD		
		K MULTIPLE ANSWER		
96	Q19	DIFFICULTY FOR STUD GET SUIT JOB AFT CRS	-1. 0	
			-2.	
		1. VERY EASY		
		2. FAIRLY EASY		
		3. DIFFICULT		
		4. VERY DIFFICULT		
97	Q20A	YOUR CRS-GENERAL WORK PRESSURE TOO GREAT	-1. 0	
			-2.	
		1. STRONGLY AGREE		
		5. STRONGLY DISAGREE		
98	Q20B	YOUR CRS-NOT ENOUGH TIME, PRIVATE STUDY	-1. 0	
			-2.	
		1. STRONGLY AGREE		

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		5. STRNGLY DISAGREE	
99	Q20C	YOUR CRS-TOO MANY HOURS IN CLASS	-1. 0 -2.
		1. STRONGLY AGREE 5. STRNGLY DISAGREE	
100	Q20D	YOUR CRS-TOO MUCH EMPHASIS VOCAT TRAING	-1. 0 -2.
		1. STRONGLY AGREE 5. STRNGLY DISAGREE	
101	Q20E	YOUR CRS-TOO MUCH MECH LEARN,NT IND THKG	-1. 0 -2.
		1. STRONGLY AGREE 5. STRNGLY DISAGREE	
102	Q20F	YR CRS-TOO MUCH LIKE SECONDARY SCHOOL	-1. 0 -2.
		1. STRONGLY AGREE 5. STRNGLY DISAGREE	
103	Q20G	YOUR CRS-NOT RELEVANT TO CAREER	-1. 0 -2.
		1. STRONGLY AGREE 5. STRNGLY DISAGREE	
104	Q21A	UNDGRADS DEC-ROLE ON STAFF APPT + PROMTN	-1. 0 -2.
		1. CONTROL 2. VOTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	
105	Q21B	UNDGRAD DEC-ROLE ON UNDGRADS ADM POLICY	-1. 0 -2.
		1. CONTROL 2. VOTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	
106	Q21C	UNDGRAD DEC-ROLE ON PROV + COURSE CONTNT	-1. 0 -2.
		1. CONTROL 2. VOTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	
107	Q21D	UNDGRAD DEC-ROLE ON STUDENT DISCIPLINE	-1. 0 -2.
		1. CONTROL 2. VOTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	
108	Q21E	UNDGRAD DEC-ROLE ON BACH DEGREE REQRMNTS	-1. 0 -2.
		1. CONTROL 2. VCTING POWER-COM 3. FORMAL CONSULTN 4. INFORML CONSULTN 5. LITTLE,NO ROLE	
109	Q22A	RSN CRS GIVN UP-SOCL LIFE INTF WTH STUDY	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
110	Q22B	RSN CRS GIVN UP-UNFRIENDLY ATMOSPHERE	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
111	Q22C	RSN CRS GIVN UP-CRS CONTENTS NT AS EXPTD	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
112	Q22D	RSN CRS GIVN UP-LOSS OF FINANCIAL SUPPRT	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
113	Q22E	RSN CRS GIVN UP-FAILURE IN COURSE WORK	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
114	Q22F	RSN CRS GIVN UP-DECR JOB OPPORT RLV CRS	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
115	Q22G	RSN CRS GIVN UP-TOO MANY DISTRACTIONS	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
116	Q22H	RSN CRS GIVN UP-NT MEASRG UP OWN STNDRDS	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
117	Q22I	RSN CRS GIVN UP-DO SOMTHG MR USFL SOCTY	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
118	Q22J	RSN CRS GIVN UP-NEW INTEREST IN OTHR FLD	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
119	Q22K	RSN CRS GIVN UP-COURSE WAS BORING	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
120	Q22L	RSN CRS GIVN UP-FAMILY RESPONSIBILITIES	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
121	Q22MAOTH	RSN CRS GIVN UP-OTHER REASONS	- A
		A DOM,PERS PROBLMS	
		B UNABLE TO COPE	
		C LACK OF MOTIVATN	
		D CRS TOO DIFFICLT	
		E NEGTV CRS QUALTS	
		F PRAC CONTINGCIES	
		G FINANCIAL	
		H JOB,OTH COMMTMNT	
		J LAZINESS	
		K OTHER	
122	Q22MBOTH	RSN CRS GIVN UP-OTHER	-1. 0 -2.
		1. VERY IMPORTANT 5. NT AT ALL IMPORT	
123	Q23	OPINION CONCERNING SIZE OF YOUR COLLEGE	-1. 0 -2.
		1. TOO LARGE 2. TOO SMALL 3. ABOUT RIGHT	
124	Q24A	AVRG LECT-INSPIRES CONF IN KNWLG OF SUBJ	-1. 0 -2.

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			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
125	Q24B	AVRG LECT-STIMULTD STUD INTLCT CURIOSITY	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
126	Q24C	AVRG LECT-EXPLAINS CLEARLY AT STUD LEVL	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
127	Q24D	AVRG LECT-TREATS STUD, CO-SEEKR OF KNOWL	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
128	Q24E	AVRG LECT-MOTIVATED STUD TO DO BST WORK	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
129	Q24F	AVRG LECT-SHOWS ENTHUSIASM FOR SUBJ MATR	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
130	Q24G	AVRG LECT-ALWAYS CAREFULLY MARKS WRN WK	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
131	Q24H	AVRG LECT-PLAY MAJ ROLE, STUD CAREER PLNS	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
132	Q24I	AVRG LECT-MAJ ROLE, STUD PERSONAL DEVLPMNT	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
133	Q25A	CAE ED IMPRV IF-GRADING WERE ABOLISHED	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
134	Q25B	CAE ED IMPRV IF-ACAD MOR CONTACT WK PLCE	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
135	Q25C	CAE ED IMPRV IF-LECTR TK CRS, TEACH METHD	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
136	Q25D	CAE ED IMPRV IF-LG LECT, LAB CL-MORE TUTS	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
137	Q25E	CAE ED IMPRV IF-OFFR FULL RANGE HGHR DEG	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
138	Q25F	CAE ED IMPRV IF-OFFR PART RANGE HGHR DEG	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
139	Q25G	CAE ED IMPRV IF-NO HGHR DEGREE OFFERED	-1. 0	
			-2.	
			1. STRONGLY AGREE	
			5. STRONGLY DISAGREE	
140	Q26AUNIV	IN 10 YRS, STUDENTS ENTERING UNI SHD BE	-1. 0	
			-2.	

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			1. DOUBLE PRES LEVL	
			2. INCREASE BY 50PC	
			3. INCREASE BY 25PC	
			4. HLD AT PRES LEVL	
			5. DECREASED 25PC	
141	Q26BCAE	IN 10 YRS, STUDENTS ENTERING CAE SHD BE		-1. 0 -2.
			1. DOUBLE PRES LEVL	
			2. INCREASE BY 50PC	
			3. INCREASE BY 25PC	
			4. HLD AT PRES LEVL	
			5. DECREASED 25PC	
142	Q26CTASE	IN 10 YRS, STUDENTS ENTERING TAFE SHD BE		-1. 0 -2.
			1. DOUBLE PRES LEVL	
			2. INCREASE BY 50PC	
			3. INCREASE BY 25PC	
			4. HLD AT PRES LEVL	
			5. DECREASED 25PC	
143	Q27	SHD NO OF STUD, YR TCHNG FLD BE EXPANDED		-1. 0 -2.
			1. NO	
			2. YES, UNDER 25PC	
			3. YES, BETW 25-75PC	
			4. YES, OVER 75PC	
144	Q282MAHR	STANDARDS OF ADM FOR MATURE-AGE STUDENTS		-1. 0 -2.
			1. SHD BE RELAXED	
			2. SHD BE TIGHTENED	
			3. SHD BE LFT AS IS	
145	Q28BDISA	STANDARDS OF ADM FOR MEMB DISADVANT GRPS		-1. 0 -2.
			1. SHD BE RELAXED	
			2. SHD BE TIGHTENED	
			3. SHD BE LFT AS IS	
146	Q28CUNGR	STANDARDS OF ADM FOR OTH UNDGRAD STUDNT		-1. 0 -2.
			1. SHD BE RELAXED	
			2. SHD BE TIGHTENED	
			3. SHD BE LFT AS IS	
147	Q29ACAES	REG ON STUD TRANSF BETW CAES SHOULD BE		-1. 0 -2.
			1. EASED	
			2. LEFT UNCHANGED	
			3. TIGHTENED	
148	Q29BCAES	REG ON STUD TRANSF FRM UNI-CAE SHOULD BE		-1. 0 -2.
			1. EASED	
			2. LEFT UNCHANGED	
			3. TIGHTENED	
149	Q29CAEUN	REG ON STUD TRANSF FR CAE-UNI SHOULD BE		-1. 0 -2.
			1. EASED	
			2. LEFT UNCHANGED	
			3. TIGHTENED	
150	Q30	ANY SUGGESTIONS, HOW SITUATION EASED		-
		A	OFFRD NO SUGGSTN	A
		B	MORE SYMPTH EVAL	
		C	JUDGED ON MERIT	
		D	STANDARDISE CRS	
		E	MR CO-OP BET INS	
		F	1ST YR SUB SINLR	
		G	TER COMM ADM CDT	
		H	CDT CRSES PASSED	
		I	OTHER	
151	Q31AATHE	THEORY VS PRACTICAL-UNI		-1. 0 -2.
		1.	THEORTCL EMPHSIS	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		7. PRACTCL EMPHASIS	
152	Q31ABPRA	THEORY VS PRACTICAL-CAE	-1. 0 -2.
		1. THEORTCL EMPHSIS 7. PRACTCL EMPHASIS	
153	Q31ACEMP	THEORY VS PRACTICAL-TAFE	-1. 0 -2.
		1. THEORTCL EMPHSIS 7. PRACTCL EMPHASIS	
154	Q31BAESS	ESSENTIALITY FOR COMMUNITY NEED-UNI	-1. 0 -2.
		1. ESSENTIAL 7. NO RELEVANCE	
155	Q31BEREL	ESSENTIALITY FOR COMMUNITY NEED-CAE	-1. 0 -2.
		1. ESSENTIAL 7. NO RELEVANCE	
156	Q31BCOMM	ESSENTIALITY FOR COMMUNITY NEED-TAFE	-1. 0 -2.
		1. ESSENTIAL 7. NO RELEVANCE	
157	Q31CADEM	ACADEMCLLY DEMANDG VS EASY TO PASS-UNI	-1. 0 -2.
		1. ACADEM DEMANDING 7. EASY TO PASS	
158	Q31CBEAS	ACADEMCLLY DEMANDG VS EASY TO PASS-CAE	-1. 0 -2.
		1. ACADEM DEMANDING 7. EASY TO PASS	
159	Q31CCPAS	ACADEMCLLY DEMANDG VS EASY TO PASS-TAFE	-1. 0 -2.
		1. ACADEM DEMANDING 7. EASY TO PASS	
160	Q31DAGDP	GOOD VS LIMITED CAREER PREPARATION-UNI	-1. 0 -2.
		1. GOOD PREPARATION 7. LIMITED PREPARTN	
161	Q31DBLTD	GOOD VS LIMITED CAREER PREPARATION-CAE	-1. 0 -2.
		1. GOOD PREPARATION 7. LIMITED PREPARTN	
162	Q31DCARP	GOOD VS LIMITED CAREER PREPARATION-TAFE	-1. 0 -2.
		1. GOOD PREPARATION 7. LIMITED PREPARTN	
163	Q32A	STAFF QUALITY IN LARGE CAES = MOST UNIS	-1. 0 -2.
		1. STRONGLY AGREE 5. STRNGLY DISAGREE	
164	Q32B	MORE DATA FOR STUD CAREER COUNSELLING	-1. 0 -2.
		1. STRONGLY AGREE 5. STRNGLY DISAGREE	
165	Q32C	INCR PROPORTN OF FIXD-TERM APPTS UNJUST	-1. 0 -2.
		1. STRONGLY AGREE 5. STRNGLY DISAGREE	
166	Q32D	AUTO TERT INST SHD BE GVN FULL RESP-CRS	-1. 0 -2.
		1. STRONGLY AGREE 5. STRNGLY DISAGREE	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRI VALUES FMT
167	Q32E	KNOWLG COMMERC PROBS-CONSID, STAFF APPTS	-1. 0 -2.
		1. STRONGLY AGREE 5. STRONGLY DISAGREE	
168	Q33A	AMALGAMATE CAES WITH NEARBY UNIS	-1. 0 -2.
		1. APPROVE 2. DISAPPROVE	
169	Q33B	REASON-AMALGAMATING CAES + UNIS	- * A
		A PRACTL NECESSITY B TOO MANY CAES C ACHIEVE BET BALN D EA SPECCL CRGES E TOO MANY INSTNS F USEFUL INTERACTN J OTHER-APPROVAL K AIMS, NEEDS DIFFR L STAND, QUAL DIFFR M LWR ST STAFF-CAE N DIFFICULT, ADMNST O LOST TRADITIONS P CRS NOT UNI STND Q CAE SHD BE VOCTL R UNI-CAES TOO LGE S INST WOULD SUFFR T LIKE AS IS W OTHER-DISAPPROVE Y NEITHER, EITHER	
170	Q34A	FUNDS FOR LIBRARIES + LABORATORIES-CUTS	-1. 0 -2.
		1. LAST TO CUT 2. IF CUT NECESSARY 3. FIRST TO CUT	
171	Q34B	ACADEMIC STAFF SALARIES-CUTS	-1. 0 -2.
		1. LAST TO CUT 2. IF CUT NECESSARY 3. FIRST TO CUT	
172	Q34C	NUMBER OF SENIOR ACADEMIC STAFF-CUTS	-1. 0 -2.
		1. LAST TO CUT 2. IF CUT NECESSARY 3. FIRST TO CUT	
173	Q34D	NUMBER OF JUNIOR ACADEMIC STAFF-CUTS	-1. 0 -2.
		1. LAST TO CUT 2. IF CUT NECESSARY 3. FIRST TO CUT	
174	Q34E	NUMBER OF SUPPORT STAFF-CUTS	-1. 0 -2.
		1. LAST TO CUT 2. IF CUT NECESSARY 3. FIRST TO CUT	
175	Q34F	GENERAL MANAGEMENT-CUTS	-1. 0 -2.
		1. LAST TO CUT 2. IF CUT NECESSARY 3. FIRST TO CUT	
176	Q34G	FINACIAL ASSISTANCE TO STUDENTS-CUTS	-1. 0 -2.
		1. LAST TO CUT 2. IF CUT NECESSARY 3. FIRST TO CUT	
177	Q34H	FUNDS DIRECTED PRIMARILY TO TEACHING-CUT	-1. 0 -2.

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

			1. LAST TO CUT		
			2. IF CUT NECESSARY		
			3. FIRST TO CUT		
178	Q34I	FUNDS, PRIMARILY TO RESEARCH SUPPORT-CUTS		-1. 0	
				-2.	
			1. LAST TO CUT		
			2. IF CUT NECESSARY		
			3. FIRST TO CUT		
179	Q34JIMPT	MOST IMPT AREA, CUTBACKS SHD BE RESISTED		-	A
		A LIBRY + LABS			
		B ACAD STAFF SALRY			
		C NO SNR ACAD STAF			
		D NO JNR ACAD STAF			
		E NO SUPPORT STAFF			
		F GENERAL MANAGMNT			
		G STUD FINCL ASST			
		H TEACHING FUNDS			
		I RESEARCH FUNDS			
		K MULTIPLE ANSWER			
180	Q35A3YRS	WILL YOU APPLY FOR POSTN OUTSIDE CAE-3YR		-1. 0	
				-2.	
			1. DEFINATELY YES		
			2. PROBABLY YES		
			3. UNCERTAIN		
			4. PROBABLY NOT		
			5. DEFINATELY NOT		
181	Q35B6YRS	WILL YOU APPLY FOR POSTN OUTSIDE CAE-6YR		-1. 0	
				-2.	
			1. DEFINATELY YES		
			2. PROBABLY YES		
			3. UNCERTAIN		
			4. PROBABLY NOT		
			5. DEFINATELY NOT		
182	Q35C9YRS	WILL YOU APPLY FOR POSTN OUTSIDE CAE-9YR		-1. 0	
				-2.	
			1. DEFINATELY YES		
			2. PROBABLY YES		
			3. UNCERTAIN		
			4. PROBABLY NOT		
			5. DEFINATELY NOT		
183	Q36ARETR	SUPPORT EARLY RETIREMENT IF ADQ ARRNGMTS		-1. 0	
				-2.	
			1. YES		
			2. NO		
184	Q36BERET	SUPP EARLY HALF RETIRMNT IF ADQ ARRNGMTS		-1. 0	
				-2.	
			1. YES		
			2. NO		
185	Q37	GENERALLY, HOW SATISFIED WITH YOUR JOB		-1. 0	
				-2.	
			1. VERY SATISFIED		
			2. SATISFIED		
			3. DISSATISFIED		
			4. VERY DISSATISFD		
186	Q38ANTCN	WOULD NOT CONSIDR MENTIONED APPOINTMENTS		-1. 0	
				-2.	
		0 NO			
		1. YES			
187	Q38BCAES	WOULD CONSDR APPT AT ANOTHER CAE-SAM SAL		-1. 0	
				-2.	
		0 NO			
		1. YES			
188	Q38CCAEL	WOULD CONSDR APPT AT ANOTHER CAE-HGH SAL		-1. 0	
				-2.	
		0 NO			
		1. YES			
189	Q38DCAEL	WOULD CONSDR APPT AT ANOTHER CAE-LOW SAL		-1. 0	
				-2.	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

			0	NO		
			1.	YES		
190	Q38EUNIS	WOULD CONSDR APPT AT UNI-SAME SALARY			-1.	0
					-2.	
			0	NO		
			1.	YES		
191	Q38FUNIH	WOULD CONSDR APPT AT UNI-HIGHER SALARY			-1.	0
					-2.	
			0	NO		
			1.	YES		
192	Q38GUNIL	WOULD CONSDR APPT AT UNI-LOWER SALARY			-1.	0
					-2.	
			0	NO		
			1.	YES		
193	Q38HTCHS	WOULD CONSDR APPT AT TECH-SAME SALARY			-1.	0
					-2.	
			0	NO		
			1.	YES		
194	Q38ITCHH	WOULD CONSDR APPT AT TECH-HIGHER SALARY			-1.	0
					-2.	
			0	NO		
			1.	YES		
195	Q38JTCHL	WOULD CONSDR APPT AT TECH-LOWER SALARY			-1.	0
					-2.	
			0	NO		
			1.	YES		
196	Q38KINDS	WOULD CONSDR APPT IN INDUSTRY-SAME SALRY			-1.	0
					-2.	
			0	NO		
			1.	YES		
197	Q38LINDH	WOULD CONSDR APPT IN INDUSTRY-HIGHR SAL			-1.	0
					-2.	
			0	NO		
			1.	YES		
198	Q38MINDL	WOULD CONSDR APPT IN INDUSTRY-LOWER SAL			-1.	0
					-2.	
			0	NO		
			1.	YES		
199	Q38NPUBS	WOULD CONSDR APPT IN PUBLIC SERV-SAM SAL			-1.	0
					-2.	
			0	NO		
			1.	YES		
200	Q38OPUBH	WOULD CONSDR APPT IN PUBLIC SERV-HGH SAL			-1.	0
					-2.	
			0	NO		
			1.	YES		
201	Q38PPUBL	WOULD CONSDR APPT IN PUBLIC SERV-LOW SAL			-1.	0
					-2.	
			0	NO		
			1.	YES		
202	Q39A	HOW IMPORTANT-TENURE			-1.	0
					-2.	
		1.	ESSENTIAL			
		2.	VERY IMPORTANT			
		3.	SOMEWHAT IMPORT			
		4.	NOT IMPORTANT			
203	Q39B	HOW IMPORTANT-LESS PRESSURE TO PUBLISH			-1.	0
					-2.	
		1.	ESSENTIAL			
		2.	VERY IMPORTANT			
		3.	SOMEWHAT IMPORT			
		4.	NOT IMPORTANT			
204	Q39C	HOW IMPORTANT-TIME FOR RESEARCH			-1.	0
					-2.	
		1.	ESSENTIAL			

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
205	Q39D	HOW IMPORTANT-OPPORTUNITIES TO TEACH	-1. 0 -2.
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
206	Q39E	HOW IMPORTANT-GOOD COLLEAGUES	-1. 0 -2.
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
207	Q39F	HOW IMPORTANT-CHANCE FOR PROMOTION	-1. 0 -2.
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
208	Q39G	HOW IMPORTANT-CHNG IN GEOGRAPHICAL LOCATN	-1. 0 -2.
		1. ESSENTIAL	
		2. VERY IMPORTANT	
		3. SOMEWHAT IMPORT	
		4. NOT IMPORTANT	
209	Q40AFEDU	FATHERS HIGHEST EDUCATIONAL QUAL	-1. 0 -2.
		1. NO PRIMARY SCHL	
		2. SOME PRIMARY SCH	
		3. LESS THN 4YR SEC	
		4. 4YR SECONDARY ED	
		5. TECH CERT, SP TRN	
		6. HSC, 5-6YR SECDRY	
		8. TERT LVL DIPLOMA	
		9. COMPL UNI DEGREE	
		33. UNIDENTIFIABLE	
		7. SOME UNI, COLL	
210	Q40CFOCC	FATHERS OCCUPATION	-1. 0 -2.
		10. PRFSSNAL OTHER	
		11. DOCTOR DENTIST	
		12. LAWYER ECONMST	
		13. GEOLOGST ENGINR	
		14. SCIENTST	
		15. AGR VET PARK RNG	
		16. ARCHITCT	
		17. SOCIAL SCIENCES	
		18. TEACHER - DEGREE	
		19. PUBLIC SERVANT	
		20. LOWR PRO - OTHER	
		21. PARA MED	
		22. NURSE	
		23. SOC SCI NONDGREE	
		24. TEACHER NONDGREE	
		25. JOURNALST	
		26. LIBRARN	
		27. SCIENCE NONDGREE	
		28. ART MUSIC	
		29. AUDITOR ACCNTNT	
		30. EMPLOYR MNGR OTH	
		31. PUBLIC ADMIN	
		32. LOC GOV INSPECTR	
		33. MANAGER MANUFACT	
		34. MANAGER BUILDING	
		35. MANAGER STORAGE	
		36. MNGR FIN PERSONL	
		37. MANAGER SERVICES	
		38. MNGR OWN 2RY IND	
		39. MNGR OWN PRI IND	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CA

REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SLF EMP
43. MNGR SML BUSINSS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PELO SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETRY PROFNL
57. SALESMAN EMPLO
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PELO SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN
74. PLUMBER WELDR
75. ELECTRCN TV TECN
76. CARPENTR CABINET
77. BRICKLYR PLASTR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPEC
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

211 Q40CFOM1 FATHERS OCCUPATION

-1. 0
-2.

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED
8. SEMI, UN SKILLED
9. FARMER
98. HOUSEWIFE
99. STUDENT

212 Q40BMEDU MOTHERS HIGHEST EDUCATIONAL QUAL

-1. 0
-2.

1. NO PRIMARY SCHL
2. SOME PRIMARY SCH
3. LESS THN 4YR SEC
4. 4YR SECONDARY ED
5. TECH CERT, SP TRN
6. HSC, 5-6YR SECDRY
8. TERT LVL DIPLOMA
9. COMPL UNI DEGREE
33. UNIDENTIFIABLE
7. SOME UNI, COLL

213 Q40DMOCC MOTHERS OCCUPATION

0

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

10. PRFSSNAL OTHER
11. DOCTOR DENTIST
12. LAWYER DCONMST
13. GEOLOGST ENGINR
14. SCIENTST
15. AGR VET PARK RNC
16. ARCHITCT
17. SOCIAL SCIENCES
18. TEACHER - DEGREE
19. PUBLIC SERVANT
20. LOWR PRO - OTHER
21. PARA MED
22. NURSE
23. SOC SCI NONDGREE
24. TEACHER NONDGREE
25. JOURNLST
26. LIBRARN
27. SCIENCE NONDGREE
28. ART MUSIC
29. AUDITOR ACCNTNT
30. EMPLOYR MNGR OTH
31. PUBLIC ADMIN
32. LOC GOV INSPECTR
33. MANAGER MANUFACT
34. MANAGER BUILDING
35. MANAGER STORAGE
36. MNGR FIN PERSNL
37. MANAGER SERVICES
38. MNGR OWN 2RY IND
39. MNGR CWN PRI IND
40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SLF EMP
43. MNGR SML BUSINSS
50. NON MAWL OTHER
51. CLERK SKILLED
52. SUPERS PBLC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC N.C.O.
56. SECRETRY PROFNL
57. SALESMAN EMPLD
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PBLC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN
74. PLUMBER WELDER
75. ELFCTRCN TV TECN
76. CARPENTR CABINET
77. BRICKLYR PLASTRR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPECED
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED
8. SEMI, UN SKILLED
9. FARMER
98. HOUSEWIFE
99. STUDENT

215 Q41AACNY WHAT WAS COUNTRY OF YOUR BIRTH -1. 0
-2.

1. AUSTRALIA
2. BRITAIN
3. US OR CANADA
4. OTHR ENG COUNTRY
5. EUROPE
6. ASIA,PACIFIC
7. OTHER

216 Q41ABDEG COUNTRY WHERE YOUR 1ST DEGREE TAKEN -1. 0
-2.

1. AUSTRALIA
2. BRITAIN
3. US OR CANADA
4. OTHR ENG COUNTRY
5. EUROPE
6. ASIA,PACIFIC
7. OTHER

217 Q41BYEAR YEARS LIVED IN AUSTRALIA, BORN OVERSEAS -1. 0
-2.

218 Q41BYEM1 YEARS LIVED IN AUSTRALIA, BORN OVERSEAS -1. 0
-2.

1. 1 - 4 YEARS
2. 5 - 9 YEARS
3. 10 - 14 YEARS
4. 15 - 19 YEARS
5. 20 - 24 YEARS
6. 25 - 29 YEARS
7. 30 - 34 YEARS
8. 35 - 39 YEARS
9. 40 - 44 YEARS
10. 45 - 49 YEARS
11. 50 - 54 YEARS
12. 55 - 59 YEARS
13. 60 - 64 YEARS
14. 65 - 69 YEARS
15. 70 - 74 YEARS
16. 75 - 79 YEARS
17. 80 - 84 YEARS
18. 85 - 89 YEARS
19. 90 - 94 YEARS
20. 95 - 99 YEARS

219 Q42 WHAT IS YOUR AGE NOW -1. 0
-2.

220 Q42M1 WHAT IS YOUR AGE NOW -1. 0
-2.

1. 1 - 4 YEARS
2. 5 - 9 YEARS
3. 10 - 14 YEARS
4. 15 - 19 YEARS
5. 20 - 24 YEARS
6. 25 - 29 YEARS
7. 30 - 34 YEARS
8. 35 - 39 YEARS
9. 40 - 44 YEARS
10. 45 - 49 YEARS
11. 50 - 54 YEARS
12. 55 - 59 YEARS
13. 60 - 64 YEARS
14. 65 - 69 YEARS
15. 70 - 74 YEARS
16. 75 - 79 YEARS
17. 80 - 84 YEARS

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		18. 85 - 89 YEARS	
		19. 90 - 94 YEARS	
		20. 95 - 99 YEARS	
221	Q43	WHAT IS YOUR SEX	-1. 0 -2.
		1. MALE	
		2. FEMALE	
222	Q44ACOMM	1ST SUGGESTN, COMMNT ON EDUCATN-TRAINING	-1. 0 -2.
		1. MR STUD INVOLVMT	
		2. CRS-LEARNNG SKILL	
		3. INTRFACE SCH,TER	
		4. NEED INDL DEVL	
		5. EDU AVAIL TO ALL	
		6. NEED ADMIN CUT	
		7. EASIER ST MOVMT	
		8. ED,TRNG NT COMB	
		9. MR COOPERTN INST	
		10. ROLES KEPT SEPRT	
		11. MR EMP MATURE ST	
		12. UNI NOT RELEVANT	
		13. ROLES NEED DEFIN	
		14. CRIT OF SURVEY	
		15. TOO MUCH RESEARC	
		16. NOT ENGH RESEARC	
		17. TOO MANY STUDENT	
		18. NEED STF MODRATN	
		19. INADQ VOC ADVICE	
		20. CRITSM,TCHRS-DIS	
		21. DECR STND LITRCY	
		22. VAR CRIT OF CAES	
		23. SHORT SCNDMT AID	
		24. COMPLAINTS	
		25. APPT TOO DEP-RES	
		26. RECOGN OVRS QUAL	
		27. INADQ SUPERANNTN	
		28. LACK STUD EFFORT	
		29. OTHER COMMENTS	
		30. LETTER ATTACHED	
		31. QUAL OF EDUCATN	
		32. QUESTNS MISLEADG	
		33. DOUBT VALID-DATA	
		35. COMPL ON QUESTNR	
		34. COMPLAINT RE QRE	
223	Q44BCOMM	2ND SUGGESTN, COMMNT ON EDUCATN-TRAINING	-1. 0 -2.
		1. MR STUD INVOLVMT	
		2. CRS-LEARNNG SKILL	
		3. INTRFACE SCH,TER	
		4. NEED INDL DEVL	
		5. EDU AVAIL TO ALL	
		6. NEED ADMIN CUT	
		7. EASIER ST MOVMT	
		8. ED,TRNG NT COMB	
		9. MR COOPERTN INST	
		10. ROLES KEPT SEPRT	
		11. MR EMP MATURE ST	
		12. UNI NOT RELEVANT	
		13. ROLES NEED DEFIN	
		14. CRIT OF SURVEY	
		15. TOO MUCH RESEARC	
		16. NOT ENGH RESEARC	
		17. TOO MANY STUDENT	
		18. NEED STF MODRATN	
		19. INADQ VOC ADVICE	
		20. CRITSM,TCHRS-DIS	
		21. DECR STND LITRCY	
		22. VAR CRIT OF CAES	
		23. SHORT SCNDMT AID	
		24. COMPLAINTS	
		25. APPT TOO DEP-RES	
		26. RECOGN OVRS QUAL	
		27. INADQ SUPERANNTN	
		28. LACK STUD EFFORT	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - CAE

REL	VARIABLE	VARIABLE LABEL	MISSING PRT
POS	NAME		VALUES FMT

29.	OTHER COMMENTS
30.	LETTER ATTACHED
31.	QUAL OF EDUCATN
32.	QUESTNS MISLEADG
33.	DOUBT VALID-DATA
35.	COMPL ON QUESTNR
34.	COMPLAINT RE QRE

224	Q44CCOMM	3RD SUGGESTN, COMMNT ON EDUCATN-TRAINING
-----	----------	--

-1.	0
-2.	

1.	MR. STUD INVOLVMT
2.	CRS-LEARNNG SKILL
3.	INTERFACE SCH, TER
4.	NEED INDL DEVL
5.	EDU AVAIL TO ALL
6.	NEED ADMIN CUT
7.	EASIER ST MOVMT
8.	ED, TRNG NT COMB
9.	MR COOPERTN INST
10.	ROLES KEPT SEPR
11.	MR EMP MATURE ST
12.	UNI NOT RELEVANT
13.	ROLES NEED DEFIN
14.	CRIT OF SURVEY
15.	TOO MUCH RESEARC
16.	NOT INGH RESEARC
17.	TOO MANY STUDENT
18.	NEED STF MODRATN
19.	INADQ VOC ADVICE
20.	CRITSM, TCHRS-DIS
21.	DECR STND. LITRCY
22.	VAR CRIT OF CAES
23.	SHORT SCNDMT AID
24.	COMPLAINTS
25.	APPT TOO DEP-RES
26.	RECOGN OVRS QUAL
27.	INADQ SUPERANNTN
28.	LACK STUD EFFORT
29.	OTHER COMMENTS
30.	LETTER ATTACHED
31.	QUAL OF EDUCATN
32.	QUESTNS MISLEADG
33.	DOUBT VALID-DATA
35.	COMPL ON QUESTNR

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - TAPE

DUMP OF DOCUMENTARY INFORMATION..

79/05/18. Q5M2 VALUE LABELS
 (1) 2 ART DESIGN, 7 MUSIC, 10 PERSONAL STUDIES,
 11 GENERAL STUDIES
 (2) 5 ENGINEERING, 9 INDUSTRIAL STUDIES
 (3) 3 BUILDING
 (4) 4 BUSINESS STUDIES
 (5) 1 APPLIED SCIENCE, 6 RURAL + HORTICULTURAL,
 8 PARAMEDICAL

79/05/29. DATA CLEANING AND MISSING VALUE ASSIGNMENTS.

NUMERIC ALPHA
 VALUE VALUE
 -2 *

COMMENTS

RESPONSE NOT BLANK AND OUTSIDE VALID RANGE.
 SUGGESTED SOURCES
 1. QUESTION NOT UNDERSTOOD BY RESPONDENT.
 2. FACETIOUS RESPONSE.
 3. MULTIPLE-RESPONSE TO SINGLE RESPONSE
 QUESTION.
 4. DATA TRANSCRIPTION ERROR.

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - TAFE

FILE WC579DT CREATED 79/05/29.

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - TAFE

CONTAINS 191 VARIABLES..

LIST OF THE 1 SUBFILES COMPRISING THE FILE..

WC579DT N= 1401

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
1	SEQNUM		NONE 0
2	SUBFILE		NONE A
3	CASWGT		NONE 4
4	INSTNCD1	INSTITUTION WHERE STAFF MEMBER 0 VARIABLE SUPPRESSED	NONE 0
5	RNUMB1	0 VARIABLE SUPPRESSED	NONE 0
6	Q1A	HOW LONG BEEN FT TEACHG STF-TAFE COLLEGE	-2. 0
7	Q1A1	HOW LONG BEEN ACAD STAFF MEMBER IN TAFE 1. 1 - 3 YEARS 2. 4 - 7 YEARS 3. 8 - 10 YEARS 4. 11 - 15 YEARS 5. 16 - 20 YEARS 6. 21 - 25 YEARS 7. 25 + YEARS	-2. 0
8	Q1B	HOW LONG BEEN FT STF AT PRESENT COLLEGE	-2. 0
9	Q1B1	HOW LONG BEEN ACAD STAFF MEMBER AT INST 1. 1 - 3 YEARS 2. 4 - 7 YEARS 3. 8 - 10 YEARS 4. 11 - 15 YEARS 5. 16 - 20 YEARS 6. 21 - 25 YEARS 7. 25 + YEARS	-2. 0
10	Q3PMAPPT	IS YR PRESENT APPT PERMANENT 1. YES 2. NO	-2. 0
11	Q3TMAPPT	IF NO-WHAT IS THE TERM OF YR APPT,YEARS	-2. 0
12	Q4	WHAT IS YOUR MAIN STREAM IN TEACHING 1. PROFESSIONAL 2. PARA-PROFESSNL 3. APPRENTSHP TRADE 4. OTHER SKILLED 5. PREPARATORY 6. ADULT EDUCATION	-2. 0
13	Q5	WHAT IS YOUR MAIN TEACHING FIELD OF STUD 0 VARIABLE SUPPRESSED	-2. 0
14	Q5M2		-2. 0
15	Q6ADEGNA	1ST DEGREE,DIPLOMA OR CERTIF NOW HELD 1. ADULT EDUCATION 2. PREPARATORY 3. OTH SKILLED N-AP 4. APPRENTSHP TRADE 5. POST-APPTSHP TRD 6. PARA-PROFESNAL 7. PROFESSIONAL 8. UNDERGRAD CERT 9. ASSOC DIP OR DIP 10. FELLOWSHIP DIP 11. BACHELORS DEGREE 12. NON-DEG,MISC SUB 13. BACH-HON,PR-MAST	-2. 0

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REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

14. POST-GRAD DIPLMA
15. 2ND BACHLR DEGRE
16. MASTERS DEGREE
17. DOCTORATE OR PHD
19. NON-SPEC FUTH ST
21. FUTH SPEC VOC QL
22. UNIDENTIFIABL QL
28. SCHOOL QUALIFCTN

16 Q6BDIPNA YR 1ST DEGREE,DIP OR CERT OBTAINED

A

- | | |
|---|-----------|
| A | 1977 |
| B | 1976 |
| C | 1975 |
| D | 1974 |
| E | 1973 |
| F | 1972 |
| G | 1971 |
| H | 1970 |
| J | 1960-1969 |
| K | 1950-1959 |
| L | 1940-1949 |
| M | 1930-1939 |
| N | PRE 1929 |

17 Q6CERTNA INST 1ST DEGREE,DIPLOMA OR CERT OBTAINED

-2. 0

1. UNI VOLD LARGE
2. UNI OLD CAPITAL
3. UNI POSTWAR LRGE
4. UNI RCNT OUTRSUB
5. UNI PROVINCL
6. UNI VERY RECENT
7. CAE CENTRAL
8. CAE METROP
9. CAE REGIONAL
10. CAE SNGL SCHOOL
11. CAE OTHR SPECIAL
12. TAFE NSW METROP
13. TAFE NEW BAL EXT
14. TAFE VIC EVNG HS
15. TAFE VIC TC METR
16. TAFE VIC TC CNTY
17. TAFE SA METR,ELZ
18. TAFE SA COUNTRY
19. TAFE QLD METROP
20. TAFE QLD COUNTRY
21. TAFE QLD CORRESP
22. TAFE WA TECH COL
23. TAFE WA TECH CEN
24. TAFE TASMANIA
25. UNI NON SPEC
26. CAE NON SPEC
27. TAFE NON SPEC
28. EMPLOYER INSTN
29. NON UNI O'SEAS
30. UNIDENTIFIABLE
31. VOC COL HOSPITAL
32. UNI O'SEAS
33. HIGH SCH EVNG CL

18 Q6ADEGNB 2ND DEGREE,DIPLOMA OR CERTIF NOW HELD

-2. 0

1. ADULT EDUCATION
2. PREPARATORY
3. OTH SKILLED N-AP
4. APPRENTSHIP TRADE
5. POST-APPTSHP TRD
6. PARA-PROFESNAL
7. PROFESSIONAL
8. UNDERGRAD CERT
9. ASSOC DIP OR DIP
10. FELLOWSHIP DIP
11. BACHELORS DEGREE
12. NON-DEG,MISC SUB
13. BACH-NON,PR-MAST
14. POST-GRAD DIPLMA
15. 2ND BACHLR DEGRE
16. MASTERS DEGREE
17. DOCTORATE OR PHD

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REL	VARIABLE	VARIABLE LABEL	MISSING PRT
POS	NAME		VALUES FMT

19. NON-SPEC FUTH ST
 21. FUTH SPEC VOC QL
 22. UNIDENTIFIABL QL
 28. SCHOOL QUALIFCTN

19 Q6DDIPNB YR 2ND DEGREE,DIP OR CERT OBTAINED

* A

A 1977
 B 1976
 C 1975
 D 1974
 E 1973
 F 1972
 G 1971
 H 1970
 J 1960-1969
 K 1950-1959
 L 1940-1949
 M 1930-1939
 N PRE 1929

20 Q6CERTNB INST 2ND DEGREE,DIPLOMA OR CERT OBTAINED

-2. 0

1. UNI VOLD LARGE
 2. UNI OLD CAPITAL
 3. UNI POSTWAR LRGE
 4. UNI RCNT OUTRSUB
 5. UNI PROVINCL
 6. UNI VERY RECENT
 7. CAE CENTRAL
 8. CAE METROP
 9. CAE REGIONAL
 10. CAE SNGL SCHOOL
 11. CAE OTHR SPECIAL
 12. TAFE NSW METROP
 13. TAFE NEW BAL EXT
 14. TAFE VIC EVNG HS
 15. TAFE VIC TC METR
 16. TAFE VIC TC CNTY
 17. TAFE SA METR,ELZ
 18. TAFE SA COUNTRY
 19. TAFE QLD METROP
 20. TAFE QLD COUNTRY
 21. TAFE QLD CORRESP
 22. TAFE WA TECH COL
 23. TAFE WA TECH CEN
 24. TAFE TASMANIA
 25. UNI NON SPEC
 26. CAE NON SPEC
 27. TAFE NON SPEC
 28. EMPLOYER INSTN
 29. NON UNI O'SEAS
 30. UNIDENTIFIABLE
 31. VOC COL HOSPITAL
 32. UNI O'SEAS
 33. HIGH SCH EVNG CL

21 Q6ADEGNC 3RD DEGREE,DIPLOMA OR CERTIF NOW HELD

-2. 0

1. ADULT EDUCATION
 2. PREPARATORY
 3. OTH SKILLED N-AP
 4. APPRENTSHIP TRADE
 5. POST-APPTSHIP TRD
 6. PARA-PROFESNAL
 7. PROFESSIONAL
 8. UNDERGRAD CERT
 9. ASSOC DIP OR DIP
 10. FELLOWSHIP DIP
 11. BACHELORS DEGREE
 12. NON-DEG,MISC SUB
 13. BACH-HON,PR-MAST
 14. POST-GRAD DIPLMA
 15. 2ND BACHLR DEGRE
 16. MASTERS DEGREE
 17. DOCTORATE OR PHD
 19. NON-SPEC FUTH ST
 21. FUTH SPEC VOC QL
 22. UNIDENTIFIABL QL
 28. SCHOOL QUALIFCTN

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
22	Q6BDIPNC	YR 3RD DEGREE,DIP OR CERT OBTAINED	A
		A 1977	
		B 1976	
		C 1975	
		D 1974	
		E 1973	
		F 1972	
		G 1971	
		H 1970	
		J 1960-1969	
		K 1950-1959	
		L 1940-1949	
		M 1930-1939	
		N PRE 1929	
23	Q6CERTNC	INST 3RD DEGREE, DIPLOMA OR CERT OBTAINED	-2. 0
		1. UNI VOLD LARGE	
		2. UNI OLD CAPITAL	
		3. UNI POSTWAR LRGE	
		4. UNI RCNT OUTRSUB	
		5. UNI PROVINCL	
		6. UNI VERY RECENT	
		7. CAE CENTRAL	
		8. CAE METROP	
		9. CAE REGIONAL	
		10. CAE SNGL SCHOOL	
		11. CAE OTHR SPECIAL	
		12. TAFE NSW METROP	
		13. TAFE NEW BAL EXT	
		14. TAFE VIC EVNG HS	
		15. TAFE VIC TC METR	
		16. TAFE VIC TC CNTY	
		17. TAFE SA METR,ELZ	
		18. TAFE SA COUNTRY	
		19. TAFE QLD METROP	
		20. TAFE QLD COUNTRY	
		21. TAFE QLD CORRESP	
		22. TAFE WA TECH COL	
		23. TAFE WA TECH CEN	
		24. TAFE TASMANIA	
		25. UNI NON SPEC	
		26. CAE NON SPEC	
		27. TAFE NON SPEC	
		28. EMPLOYER INSTN	
		29. NON UNI O'SEAS	
		30. UNIDENTIFIABLE	
		31. VOC COL HOSPITAL	
		32. UNI O'SEAS	
		33. HIGH SCH EVNG CL	
24	Q7AAPOSN	1ST MOST RECENT FT POSITION-YEAR FROM	-2. 0
25	Q7ABPOSN	1ST MOST RECENT FT POSITION-YEAR TO	-2. 0
26	Q7ACPOSN	SECTOR 1ST MOST RECENT FT POSITION HELD	A
		A COLLEGE	
		B UNIVERSITY	
		C TAFE	
		D SCHOOL TEACHING	
		E INDUSTRY, COMMRC	
		F PUBLIC SERVICE	
		G OTHER	
27	Q7BPOSNA	2ND MOST RECENT FT POSITION-YEAR FROM	-2. 0
28	Q7BPOSNB	2ND MOST RECENT FT POSITION-YEAR TO	-2. 0
29	Q7BPOSNC	SECTOR 2ND MOST RECENT FT POSITION HELD	A
		A COLLEGE	
		B UNIVERSITY	
		C TAFE	
		D SCHOOL TEACHING	
		E INDUSTRY, COMMRC	
		F PUBLIC SERVICE	
		G OTHER	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
30	Q7POSNCA	3RD MOST RECENT FT POSITION-YEAR FROM	-2. 0
31	Q7POSNCB	3RD MOST RECENT FT POSITION-YEAR TO	-2. 0
32	Q7POSNCC	SECTOR 3RD MOST RECENT FT POSITION HELD A COLLEGE B UNIVERSITY C TAFE D SCHOOL TEACHING E INDUSTRY, COMMRCE F PUBLIC SERVICE G OTHER	• A
33	Q8AENROL	ARE YOU NOW ENROLLED FOR HR DEG, DIP, CERT 1. YES 2. NO	-2. 0
34	Q8BDEGRE	DEGREE OR DIPLOMA NOW STUDYING FOR 1. ADULT EDUCATION 2. PREPARATORY 3. OTH SKILLED N-AP 4. APPRENTSHP TRADE 5. POST-APPTSHP TRD 6. PARA-PROFESNAL 7. PROFESSIONAL 8. UNDERGRAD CERT 9. ASSOC DIP OR DIP 10. FELLOWSHIP DIP 11. BACHELORS DEGREE 12. NON-DEG, MISC SUB 13. BACH-HON, PR-MAST 14. POST-CRAD DIPLMA 15. 2ND BACHLR DEGRE 16. MASTERS DEGREE 17. DOCTORATE OR PHD 19. NON-SPEC FUTH ST 21. FUTH SPEC VOC QL 22. UNIDENTIFIABL QL 28. SCHOOL QUALIFCTN	-2. 0
35	Q8CINSTN	INSTITUTION WHERE NOW ENROLLED 0 VARIABLE SUPPRESSED	-2. 0
36	Q8CINTML		-2. 0
37	Q9ARTCLE	APPROX HOW MANY YOUR ARTICLES-PUBLISHED 100. 100 - 149 110. 150 - 199 120. 200 - 249 130. 250 - 299 140. 300 +	-2. 0
38	Q9BOOKS	APPROX HOW MANY YOUR BOOKS-PUBLISHED 100. 100 - 149 110. 150 - 199 120. 200 - 249 130. 250 - 299 140. 300 +	-2. 0
39	Q10LARGE	UNDGRADS IN YOUR LARGEST CLASS THIS TERM 999. 1000 AND OVER	-2. 0
40	Q10LARM1	STUDENTS IN YOUR LARGEST CLASS THIS TERM 1. 1 - 20 2. 21 - 40 3. 41 - 60 4. 61 - 80 5. 81 - 100 6. 101 - 200 7. 201 +	-2. 0
41	Q10SMALL	UNDGRADS IN YOUR SMALLEST CLASS THIS TRM 100. 100 - 149 110. 150 - 199 120. 200 - 249 130. 250 - 299	-2. 0

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		140. 300 +	
42	Q10SMAM1	STUDENTS IN YOUR SMALLEST CLASS THIS TRM	-2. 0
		1. 1 - 10	
		2. 11 - 20	
		3. 21 - 40	
		4. 41 - 60	
		5. 61 - 80	
		6. 81 - 100	
		7. 101 +	
43	Q11LECTS	AV WKLY HRS-GIVING LECTURES-LESSONS	-2. 0
44	Q11SUPVN	AV WKLY HRS-LAB CLASS,SUPV FLD WK,PR TCH	-2. 0
45	Q11INDST	AV WKLY HRS-OUT CLASS CONT,INDV STUDENTS	-2. 0
46	Q11MARKG	AV WKLY HRS-MARKING STUDENTS WORK-EXAMS	-2. 0
47	Q11DESGN	AV WKLY HRS-PREP,DESIGN NEW COURSES-LECT	-2. 0
48	Q11ADMIN	AV WKLY HRS-ADMINISTRATION	-2. 0
49	Q11COMWK	AV WKLY HRS-COMMITTEE WORK	-2. 0
50	Q11WRTNG	AV WKLY HRS-RESEARCH,WRITING PAPERS-BOOK	-2. 0
51	Q11RLACT	AV WKLY HRS-RELVNT PUB,COMMUN ACTIVITIES	-2. 0
52	Q11OTHER	AV WKLY HRS-OTHER ACTIVITIES	-2. 0
		99. UNFEASIBLE NUMBR	
53	Q12ADMIN	HOW INTERESTING-ADMINISTRATION	-2. 0
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
54	Q12BCOMM	HOW INTERESTING-COMMITEE WORK	-2. 0
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
55	Q12CTCHG	HOW INTERESTING-TEACHING	-2. 0
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
56	Q12DCONT	HOW INTERESTING-NON-CLASS CONT,IND STDNT	-2. 0
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
57	Q12EWRTG	HOW INTERESTING-RESEARCH AND WRITING	-2. 0
		1. VERY BORING	
		2. RATHER DULL	
		3. FAIRLY INTRSTNG	
		4. VERY INTERESTING	
		5. EXTRMLY INTRSTNG	
58	Q13ACHNC	CHANCE FOR EVERYONE TO GO TO COLLEGE	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	
59	Q13BATTD	COLLEGE ATTENDANCE,PRIVILEGE NOT A RIGHT	-2. 0
		1. STRONGLY AGREE	
		5. STRNGLY DISAGREE	
60	Q13CREST	PROPRTN PT TEACHERS-TAFE COLL TOO HIGH	-2. 0
		1. STRONGLY AGREE	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		5. STRNGLY DISAGREE	
61	Q13DEQIP	STATE BOARDS,ETC TOO INVOLVD COLLEG AFFR 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
62	Q14LITRY	COMPARE NEW STUDENTS LITERARY ABILITY 1. IMPROVED 2. DETERIORATED 3. REMAINED UNCHNGD	-2. 0
63	Q14NUMRL	COMPARE NEW STUDENTS NUMERICAL ABILTIY 1. IMPROVED 2. DETERIORATED 3. REMAINED UNCHNGD	-2. 0
64	Q15	EXP POST-SEC ED-AFFECTD AVG LEVL ST ABIL 1. LOWERED CONSDBLY 2. LOWERED SOME EXT 3. NO APPRECBL CHNG 4. LEVEL RISEN	-2. 0
65	Q16A	REASON ENROL COLLEG-GET JOB TRAINING 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
66	Q16B	REASON ENROL COLLEG-BASIC GENERAL EDUCN 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
67	Q16C	REASON ENROL COLLEG-TO PLEASE PARENTS 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
68	Q16D	REASON ENROL COLLEG-FILL IN TIME 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
69	Q16E	REASON ENROL COLLEG-STUDY INTERESTED FLD 1. VERY IMPORTANT 5. NT AT ALL IMPORT	-2. 0
70	Q16F	MOST IMPORT REASON STUDENTS ENROL AT CLG A JOB TRAINING B BASIC GENERAL ED C TO PLEASE PARNTS D FILL IN TIME E STUDY INTRST FLD K MULTIPLE ANSWER	-2. 0
71	Q17	DIFFICULTY FOR STUD GET SUIT JOB AFT CRS 1. VERY EASY 2. FAIRLY EASY 3. DIFFICULT 4. VERY DIFFICULT	-2. 0
72	Q18A	YOUR CRS-GENERAL WORK PRESSURE TOO GREAT 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
73	Q18B	YOUR CRS-NOT ENOUGH TIME,PRIVATE STUDY 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
74	Q18C	YOUR CRS-TOO MANY HOURS IN CLASS 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
75	Q18D	YOUR CRS-TOO MUCH EMPHASIS VOCAT TRAIING 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
76	Q18E	YOUR CRS-TOO MUCH MECH LEARN,NT IND THKG 1. STRONGLY AGREE 5. STRNGLY DISAGREE	-2. 0
77	Q18F	YR CRS-TOO MUCH LIKE SECONDARY SCHOOL	-2. 0

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		1. STRONGLY AGREE	
		5. STRONGLY DISAGREE	
78	Q18G	YOUR CRS-NOT RELEVANT TO CAREER	-2. 0
		1. STRONGLY AGREE	
		5. STRONGLY DISAGREE	
79	Q19A	RSN CRS GIVN UP-SOCL LIFE INTF WTH STUDY	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
80	Q19B	RSN CRS GIVN UP-UNFRIENDLY ATMOSPHERE	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
81	Q19C	RSN CRS GIVN UP-CRS CONTENTS NT AS EXPTD	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
82	Q19D	RSN CRS GIVN UP-LOSS OF FINANCIAL SUPPRT	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
83	Q19E	RSN CRS GIVN UP-FAILURE IN COURSE WORK	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
84	Q19F	RSN CRS GIVN UP-DECR JOB OPPORT RLV CRS	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
85	Q19G	RSN CRS GIVN UP-TOO MANY DISTRACTIONS	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
86	Q19H	RSN CRS GIVN UP-NT MEASRG UP OWN STNDRDS	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
87	Q19I	RSN CRS GIVN UP-DO SOMTHG MR USFL SOCTY	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
88	Q19J	RSN CRS GIVN UP-NEW INTEREST IN OTHR FLD	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
89	Q19K	RSN CRS GIVN UP-COURSE WAS BORING	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
90	Q19L	RSN CRS GIVN UP-FAMILY RESPONSIBILITIES	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
91	Q19MAOTH	RSN CRS GIVN UP-OTHER REASONS	A
		A DOM,PERS PROBLMS	
		B UNABLE TO COPE	
		C LACK OF MOTIVATN	
		D CRS TOO DIFFICLT	
		E NEGTV CRS QUALTS	
		F PRAC CONTINGCIES	
		G FINANCIAL	
		H JOB,OTH COMMTMNT	
		J LAZINESS	
		K OTHER	
92	Q19MBOTH	RSN CRS GIVN UP-OTHER	-2. 0
		1. VERY IMPORTANT	
		5. NT AT ALL IMPORT	
93	Q20	OPINION CONCERNING SIZE OF YOUR COLLEGE	-2. 0
		1. TOO LARGE	
		2. TOO SMALL	
		3. ABOUT RIGHT	
94	Q21A	AVRG LECT-INSPIRES CONF IN KNWLG OF SUBJ	-2. 0
		1. STRONGLY AGREE	
		5. STRONGLY DISAGREE	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
95	Q21B	AVRG LECT-EXPLAINS CLEARLY AT STUD LEVL 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
96	Q21C	AVRG LECT-MOTIVATED STUD TO DO BEST WORK 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
97	Q21D	AVRG LECT-SHOWS ENTHUSIASM FOR SUBJ MATR 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
98	Q21E	AVRG LECT-ALWAYS CAREFULLY MARKS WRTH WK 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
99	Q21F	AVRG LECT-PLAY MAJ ROLE, STUD CAREER PLNS 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
100	Q21G	AVRG LECT-MAJ ROLE, STUD PERSONAL DEVLPMNT 1. STRONGLY AGREE 5. STRONGLY DISAGREE	-2. 0
101	Q22A	CLG ED IMPRV IF-GRADING WERE ABOLISHED 1. AGREE 2. DISAGREE 3. DON'T KNOW	-2. 0
102	Q22B	CLG ED IMPRV IF-ACAD MOR CONTACT WK PLCE 1. AGREE 2. DISAGREE 3. DON'T KNOW	-2. 0
103	Q22C	CLG ED IMPRV IF-LECTR TK CRS, TEACH METHD 1. AGREE 2. DISAGREE 3. DON'T KNOW	-2. 0
104	Q23AUNIV	IN 10 YRS, STUDENTS ENTERING UNI SHD BE 1. DOUBLE PRES LEVL 2. INCREASE BY 50PC 3. INCREASE BY 25PC 4. HLD AT PRES LEVL 5. DECREASED	-2. 0
105	Q23BCAE	IN 10 YRS, STUDENTS ENTERING CAE SHD BE 1. DOUBLE PRES LEVL 2. INCREASE BY 50PC 3. INCREASE BY 25PC 4. HLD AT PRES LEVL 5. DECREASED	-2. 0
106	Q23CTAFE	IN 10 YRS, STUDENTS ENTERING TAFE SHD BE 1. DOUBLE PRES LEVL 2. INCREASE BY 50PC 3. INCREASE BY 25PC 4. HLD AT PRES LEVL 5. DECREASED	-2. 0
107	Q24	SHD NO OF STUD, YR TCHNG FLD BE EXPANDED 1. NO 2. YES, UNDER 25PC 3. YES, BETW 25-75PC 4. YES, OVER 75PC	-2. 0
108	Q25A	STANDARDS OF ADM FOR MATURE-AGE STUDENTS 1. SHD BE RELAXED 2. SHD BE TIGHTENED 3. SHD BE LFT AS IS	-2. 0
109	Q25B	STANDARDS OF ADM FOR MEMB DISADVANT GRPS 1. SHD BE RELAXED 2. SHD BE TIGHTENED 3. SHD BE LFT AS IS	-2. 0

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
110	Q25C	STANDARDS OF ADM FOR ALL OTHER STUDENTS 1. SHD BE RELAXED 2. SHD BE TIGHTENED 3. SHD BE LFT AS IS	-2. 0
111	Q26ATAFE	REG ON STUD TRANSF BETW TAFES SHOULD BE 1. EASED 2. LEFT UNCHANGED 3. TIGHTENED	-2. 0
112	Q26BTAFE	REG ON STUD TRANSF FRM TAFE-CAES SHD BE 1. EASED 2. LEFT UNCHANGED 3. TIGHTENED	-2. 0
113	Q26CTAFE	REG ON STUD TRANSF FRM CAES-TAFE SHD BE 1. EASED 2. LEFT UNCHANGED 3. TIGHTENED	-2. 0
114	Q27	ANY SUGGESTIONS, HOW SITUATION EASED A OFFRD NO SUGGSTN B MORE SYMPH EVAL C JUDGED ON MERIT D STANDARDISE CRS E MR CO-OP BET INS F 1ST YR SUB SIMLR G TER COMM ADM CDT H CDT CRSES PASSED I OTHER	* A
115	Q28AATHE	THEORY VS PRACTICAL-UNI 1. THEORTCL EMPHSIS 7. PRACTCL EMPHASIS	-2. 0
116	Q28ABPRA	THEORY VS PRACTICAL-CAE 1. THEORTCL EMPHSIS 7. PRACTCL EMPHASIS	-2. 0
117	Q28ACEMP	THEORY VS PRACTICAL-TAFE 1. THEORTCL EMPHSIS 7. PRACTCL EMPHASIS	-2. 0
118	Q28BAESS	ESSENTIALITY FOR COMMUNITY NEED-UNI 1. ESSENTIAL 7. NO RELEVANCE	-2. 0
119	Q28BBREL	ESSENTIALITY FOR COMMUNITY NEED-CAE 1. ESSENTIAL 7. NO RELEVANCE	-2. 0
120	Q28BCOMM	ESSENTIALITY FOR COMMUNITY NEED-TAFE 1. ESSENTIAL 7. NO RELEVANCE	-2. 0
121	Q28CADEM	ACADEMCLLY DEMANDG VS EASY TO PASS-UNI 1. ACADEM DEMANDING 7. EASY TO PASS	-2. 0
122	Q28CBEAS	ACADEMCLLY DEMANDG VS EASY TO PASS-CAE 1. ACADEM DEMANDING 7. EASY TO PASS	-2. 0
123	Q28CCPAS	ACADEMCLLY DEMANDG VS EASY TO PASS-TAFE 1. ACADEM DEMANDING 7. EASY TO PASS	-2. 0
124	Q28DAGDP	GOOD VS LIMITED CAREER PREPARATION-UNI 1. GOOD PREPARATION 7. LIMITED PREPARTN	-2. 0
125	Q28DBLTD	GOOD VS LIMITED CAREER PREPARATION-CAE 1. GOOD PREPARATION 7. LIMITED PREPARTN	-2. 0
126	Q28DCARP	GOOD VS LIMITED CAREER PREPARATION-TAFE	-2. 0

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7

		1. GOOD PREPARATION	
		7. LIMITED PREPARTN	
127	Q29A	MORE DATA FOR STUD CAREER COUNSELLING	-2. 0
		1. STRONGLY AGREE	
		5. STRONGLY DISAGREE	
128	Q29B	KNOWLG CONTEMP PROBS-CONSID, STAFF APPTS	-2. 0
		1. STRONGLY AGREE	
		5. STRONGLY DISAGREE	
129	Q29C	TAPE STAFF SHD BE ENTITLED TO STUDY LEAVE	-2. 0
		1. STRONGLY AGREE	
		5. STRONGLY DISAGREE	
130	Q29D	TRNG PROG SHD BE EASILY ASSBL TO TAPE STF	-2. 0
		1. STRONGLY AGREE	
		5. STRONGLY DISAGREE	
131	Q30A	AMALGAMATE TAPE WITH NEARBY CAES	-2. 0
		1. APPROVE	
		2. DISAPPROVE	
132	Q30B	REASON-AMALGAMATING TAPE + CAES	* A
		A PRACTL NECESSITY	
		B TOO MANY CAES	
		C ACHIEVE BET DALN	
		D EA SPECCLD CRSES	
		E TOO MANY INSTNS	
		F USEFUL INTERACTN	
		J OTHER-APPROVAL	
		K AIMS, NEEDS DIFFR	
		L STAND, QUAL DIFFR	
		M LWR ST STAFF-CAE	
		N DIFFICULT, ADMNST	
		O LOST TRADITIONS	
		P CRS NOT UNI STND	
		Q CAE SHD BE VOCTL	
		R UNI-CAES TOO LGE	
		S INST WOULD SUFFR	
		T LIKE AS IS	
		W OTHER-DISAPPROVE	
		Y NEITHER, EITHER	
133	Q31A	FUNDS FOR LIBRARIES + LABORATORIES-CUTS	-2. 0
		1. LAST TO CUT	
		2. IF CUT NECESSARY	
		3. FIRST TO CUT	
134	Q31B	ACADEMIC STAFF SALARIES-CUTS	-2. 0
		1. LAST TO CUT	
		2. IF CUT NECESSARY	
		3. FIRST TO CUT	
135	Q31C	NUMBER OF SENIOR STAFF-CUTS	-2. 0
		1. LAST TO CUT	
		2. IF CUT NECESSARY	
		3. FIRST TO CUT	
136	Q31D	NUMBER OF JUNIOR STAFF-CUTS	-2. 0
		1. LAST TO CUT	
		2. IF CUT NECESSARY	
		3. FIRST TO CUT	
137	Q31E	NUMBER OF SUPPORT STAFF-CUTS	-2. 0
		1. LAST TO CUT	
		2. IF CUT NECESSARY	
		3. FIRST TO CUT	
138	Q31F	GENERAL MANAGEMENT-CUTS	-2. 0
		1. LAST TO CUT	
		2. IF CUT NECESSARY	
		3. FIRST TO CUT	
139	Q31G	FINANCIAL ASSISTANCE TO STUDENTS-CUTS	-2. 0
		1. LAST TO CUT	
		2. IF CUT NECESSARY	
		3. FIRST TO CUT	
140	Q31H	FUNDS DIRECTED PRIMARILY TO TEACHING-CUT	-2. 0

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			1.	LAST TO CUT		
			2.	IF CUT NECESSARY		
			3.	FIRST TO CUT		
141	Q31I	FUNDS, PRIMARILY TO RESEARCH SUPPORT-CUTS			-2.	0
			1.	LAST TO CUT		
			2.	IF CUT NECESSARY		
			3.	FIRST TO CUT		
142	Q31J	MOST IMPT AREA, CUTBACKS SHD BE RESISTED			*	A
		A		LIBRY + LABS		
		B		ACAD STAFF SALRY		
		C		NO SNR STAFF		
		D		NO JNR STAFF		
		E		NO SUPPORT STAFF		
		F		GENERAL MANAGMNT		
		G		STUD FINCL ASST		
		H		TEACHING FUNDS		
		I		RESEARCH FUNDS		
		K		MULTIPLE ANSWER		
143	Q32A3YRS	WILL YOU APPLY POSTN OUTSIDE YR TAFE-3YR			-2.	0
			1.	DEFINATELY YES		
			2.	PROBABLY YES		
			3.	UNCERTAIN		
			4.	PROBABLY NOT		
			5.	DEFINITELY NCT		
144	Q32B6YRS	WILL YOU APPLY POSTN OUTSIDE YR TAFE-6YR			-2.	0
			1.	DEFINATELY YES		
			2.	PROBABLY YES		
			3.	UNCERTAIN		
			4.	PROBABLY NOT		
			5.	DEFINITELY NOT		
145	Q32C9YRS	WILL YOU APPLY POSTN OUTSIDE YR TAFE-9YR			-2.	0
			1.	DEFINATELY YES		
			2.	PROBABLY YES		
			3.	UNCERTAIN		
			4.	PROBABLY NOT		
			5.	DEFINITELY NOT		
146	Q33ARETR	SUPPORT EARLY RETIREMENT IF ADQ ARRNGMTS			-2.	0
			1.	YES		
			2.	NO		
147	Q33BHRET	SUPP EARLY HALF RETIRMNT IF ADQ ARRNGMTS			-2.	0
			1.	YES		
			2.	NO		
148	Q34	GENERALLY, HOW SATISFIED WITH YOUR JOB			-2.	0
			1.	VERY SATISFIED		
			2.	SATISFIED		
			3.	DISSATISFIED		
			4.	VERY DISSATISFD		
149	Q35A	HOW IMPORTANT-PERMANENT POSTING			-2.	0
			1.	ESSENTIAL		
			2.	VERY IMPORTANT		
			3.	SOMEWHAT IMPORT		
			4.	NOT IMPORTANT		
150	Q35B	HOW IMPORTANT-GOOD EQUIPMENT			-2.	0
			1.	ESSENTIAL		
			2.	VERY IMPORTANT		
			3.	SOMEWHAT IMPORT		
			4.	NOT IMPORTANT		
151	Q35C	HOW IMPORTANT-LIBRARIES			-2.	0
			1.	ESSENTIAL		
			2.	VERY IMPORTANT		
			3.	SOMEWHAT IMPORT		
			4.	NOT IMPORTANT		
152	Q35D	HOW IMPORTANT-OPPORTUNITIES TO TEACH			-2.	0
			1.	ESSENTIAL		
			2.	VERY IMPORTANT		
			3.	SOMEWHAT IMPORT		
			4.	NOT IMPORTANT		

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - TAPE

REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
153	Q35E	HOW IMPORTANT-GOOD COLLEAGUES 1. ESSENTIAL 2. VERY IMPORTANT 3. SOMEWHAT IMPORT 4. NOT IMPORTANT	-2. 0
154	Q35F	HOW IMPORTANT-CHANCE FOR PROMOTION 1. ESSENTIAL 2. VERY IMPORTANT 3. SOMEWHAT IMPORT 4. NOT IMPORTANT	-2. 0
155	Q35G	HOW IMPORTANT-CHNG IN GEOGRAPHICAL LOCATN 1. ESSENTIAL 2. VERY IMPORTANT 3. SOMEWHAT IMPORT 4. NOT IMPORTANT	-2. 0
156	Q36AABEN	EVENING CLASSES BENEFICIAL-PERSONAL LIFE 1. VERY 2. SOMEWHAT 3. A LITTLE 4. NOT AT ALL	-2. 0
157	Q36ABDIS	EVENING CLASSES DISRUPTIVE-PERSONAL LIFE 1. VERY 2. SOMEWHAT 3. A LITTLE 4. NOT AT ALL	-2. 0
158	Q36BABNF	EVENING CLASSES BENEFICIAL-PROFESSL LIFE 1. VERY 2. SOMEWHAT 3. A LITTLE 4. NOT AT ALL	-2. 0
159	Q36BBDJR	EVENING CLASSES DISRUPTIVE-PROFESSL LIFE 1. VERY 2. SOMEWHAT 3. A LITTLE 4. NOT AT ALL	-2. 0
160	Q37ANTCH	WOULD NOT CONSIDR MENTIONED APPOINTMENTS 0 NO 1. YES	-2. 0
161	Q37BTCHS	WOULD CONSDR APPT, ANOTHER TECH-SAME SAL 0 NO 1. YES	-2. 0
162	Q37CTCHH	WOULD CONSDR APPT, ANOTHER TECH-HIGHR SAL 0 NO 1. YES	-2. 0
163	Q37DTCHL	WOULD CONSDR APPT, ANOTHER TECH-LOWER SAL 0 NO 1. YES	-2. 0
164	Q37ECAES	WOULD CONSDR APPT AT A CAE-SAME SALARY 0 NO 1. YES	-2. 0
165	Q37FCAEH	WOULD CONSDR APPT AT A CAE-HIGHER SALARY 0 NO 1. YES	-2. 0
166	Q37GCAEL	WOULD CONSDR APPT AT A CAE-LOWER SALARY 0 NO 1. YES	-2. 0
167	Q37HUNIS	WOULD CONSDR APPT AT UNI-SAME SALARY 0 NO 1. YES	-2. 0
168	Q37IUNIH	WOULD CONSDR APPT AT UNI-HIGHER SALARY 0 NO	-2. 0

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		1. YES	
169	Q37JUNIL	WOULD CONSDR APPT AT UNI-LOWER SALARY	-2. 0
		0 NO	
		1. YES	
170	Q37KINDS	WOULD CONSDR APPT IN INDUSTRY-SAME SALRY	-2. 0
		0 NO	
		1. YES	
171	Q37LINDH	WOULD CONSDR APPT IN INDUSTRY-HIGHR SAL	-2. 0
		0 NO	
		1. YES	
172	Q37MINDL	WOULD CONSDR APPT IN INDUSTRY-LOWER SAL	-2. 0
		0 NO	
		1. YES	
173	Q37NPUBS	WOULD CONSDR APPT IN PUBLIC SERV-SAM SAL	-2. 0
		0 NO	
		1. YES	
174	Q37OPUBH	WOULD CONSDR APPT IN PUBLIC SERV-HGH SAL	-2. 0
		0 NO	
		1. YES	
175	Q37PPUBL	WOULD CONSDR APPT IN PUBLIC SERV-LOW SAL	-2. 0
		0 NO	
		1. YES	
176	Q38AFEDU	FATHERS HIGHEST EDUCATIONAL QUAL	-2. 0
		1. NO PRIMARY SCHL	
		2. SOME PRIMARY SCH	
		3. LESS THN 4YR SEC	
		4. 4YR SECONDARY ED	
		5. TECH CERT,SP TRN	
		6. HSC,5-6YR SECDRY	
		8. TERT LVL DIPLOMA	
		9. COMPL UNI DEGREE	
		33. UNIDENTIFIABLE	
177	Q38CFOCC	FATHERS OCCUPATION	-2. 0
		10. PRFSSNAL OTHER	
		11. DOCTOR DENTIST	
		12. LAWYER ECONMST	
		13. GEOLOGST ENGINR	
		14. SCIENTST	
		15. AGR VET PARK RNG	
		16. ARCHITCT	
		17. SOCIAL SCIENCES	
		18. TEACHER - DEGREE	
		19. PUBLIC SERVANT	
		20. LOWR PRO - OTHER	
		21. PARA MED	
		22. NURSE	
		23. SOC SCI NONDGREE	
		24. TEACHER NONDGREE	
		25. JOURNALST	
		26. LIBRARN	
		27. SCIENCE NONDGREE	
		28. ART MUSIC	
		29. AUDITOR ACCNTNT	
		30. EMPLOYR MNGR OTH	
		31. PUBLIC ADMIN	
		32. LOC GOV INSPECTR	
		33. MANAGER MANUFACT	
		34. MANAGER BUILDING	
		35. MANAGER STORAGE	
		36. MNGR FIN PERSNL	
		37. MANAGER SERVICES	
		38. MNGR OWN 2RY IND	
		39. MNGR OWN PRI IND	
		40. SELF EMP OTHER	
		41. SHOP OWNER	
		42. SALESMAN SLF EMP	
		43. MNGR SML BUSINSS	
		50. NON MANL OTHER	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
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51.	CLERK	SKILLED
52.	SUPERS	PBLC SVC
53.	SUPRVSRY	CLERKS
54.	TRANSPRT	INSPCTR
55.	ARMED FRC	N.C.O.
56.	SECRETRY	PROFNL
57.	SALESMAN	EMPLD
60.	CLERICAL	OTHER
61.	TYPIST	BNK CLRK
62.	NONSUPER	PBLC SV
63.	SALESREP	
64.	POSTAL	OFFICER
65.	POLICE	LOWR LVL
66.	SHOP	ASSISTNT
67.	CLERK	LOWR GRD
70.	TRADES	OTHER
71.	JEWELLER	FITTER
72.	MECHANIC	MOULDER
73.	BUILDING	FOREMAN
74.	PLUMBER	WELDER
75.	ELECTRCN	TV TECN
76.	CARPENTR	CABINET
77.	BRICKLYR	PLASTRR
78.	PRINTER	COMPOSTR
79.	PAINTER	BAKER
81.	PROCESS	WORKER
82.	DRIVER	
83.	SERVICE	WORKER
84.	MINER	
85.	FARM	RURAL
86.	LABOURER	
87.	ARMED FRC	LOWER
90.	FARMER	UNSPECD
91.	FM WHEAT	SHEEP
92.	GRAZIER	
93.	PRIMARY	PRCDUCER
94.	FARMER	MIXED
95.	FARMER	DAIRY
96.	FARMER	OTHER
97.	FARMER	RICE
98.	HOUSE	WIFE
99.	STUDENT	

178 Q38CFOM1 FATHERS OCCUPATION

-2. 0

1.	UPPER	PROF
2.	LOWER	PROF
3.	EMPL-MGR	LARGE
4.	EMPL-MGR	SMALL
5.	INTERMED	NON-MAN
6.	CLERICAL	
7.	SUPVR -	SKILLED
8.	SEMI, UN	SKILLED
9.	FARMER	
98.	HOUSEWIFE	
99.	STUDENT	

179 Q38BMEDU MOTHERS HIGHEST EDUCATIONAL QUAL

-2. 0

1.	NO PRIMARY	SCHL
2.	SOME PRIMARY	SCH
3.	LESS THN	4YR SEC
4.	4YR SECONDARY	ED
5.	TECH CERT,SP	TRN
6.	HSC,5-6YR	SECDRY
8.	TERT LVL	DIPLOMA
9.	COMPL UNI	DEGREE
33.	UNIDENTIFIABLE	

180 Q38DMOCC MOTHERS OCCUPATION

-2. 0

10.	PRFSSNAL	OTHER
11.	DOCTOR	DENTIST
12.	LAWYER	ECONMST
13.	GEOLOGST	ENGINR
14.	SCIENTST	
15.	AGR VET	PARK RNG
16.	ARCHITCT	
17.	SOCIAL	SCIENCES
18.	TEACHER -	DEGREE

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REL VARIABLE VARIABLE LABEL
POS NAME

MISSING PRT
VALUES FMT

19. PUBLIC SERVANT
20. LOWR PRO - OTHER
21. PARA MED
22. NURSE
23. SOC SCI NONDGREE
24. TEACHER NONDGREE
25. JOURNLST
26. LIBRARN
27. SCIENCE NONDGREE
28. ART MUSIC
29. AUDITOR ACCNTNT
30. EMPLOYR MNGR OTH
31. PUBLIC ADMIN
32. LOC GOV INSPECTR
33. MANAGER MANUFACT
34. MANAGER BUILDING
35. MANAGER STORAGE
36. MNGR FIN PERSNL
37. MANAGER SERVICES
38. MNGR OWN 2RY IND
39. MNGR OWN PRI IND
40. SELF EMP OTHER
41. SHOP OWNER
42. SALESMAN SLF EMP
43. MNGR SML BUSINSS
50. NON MANL OTHER
51. CLERK SKILLED
52. SUPERS PBLC SVC
53. SUPRVSRY CLERKS
54. TRANSPRT INSPCTR
55. ARMD FRC W.C.O.
56. SECRETRY PROFNL
57. SALESMAN EMPLD
60. CLERICAL OTHER
61. TYPIST BNK CLRK
62. NONSUPER PBLC SV
63. SALESREP
64. POSTAL OFFICER
65. POLICE LOWR LVL
66. SHOP ASSISTNT
67. CLERK LOWR GRD
70. TRADES OTHER
71. JEWELLER FITTER
72. MECHANIC MOULDER
73. BUILDING FOREMAN
74. PLUMBER WELDER
75. ELECTRCN TV TECN
76. CARPENTR CABINET
77. BRICKLYR PLASTRR
78. PRINTER COMPOSTR
79. PAINTER BAKER
81. PROCESS WORKER
82. DRIVER
83. SERVICE WORKER
84. MINER
85. FARM RURAL
86. LABOURER
87. ARMD FRC LOWER
90. FARMER UNSPECED
91. FM WHEAT SHEEP
92. GRAZIER
93. PRIMARY PRODUCER
94. FARMER MIXED
95. FARMER DAIRY
96. FARMER OTHER
97. FARMER RICE
98. HOUSE WIFE
99. STUDENT

181 Q38DMOM1 MOTHERS OCCUPATION

-2. 0

1. UPPER PROF
2. LOWER PROF
3. EMPL-MGR LARGE
4. EMPL-MGR SMALL
5. INTERMED NON-MAN
6. CLERICAL
7. SUPVR - SKILLED

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
		8. SEMI, UN SKILLED	
		9. FARMER	
		98. HOUSEWIFE	
		99. STUDENT	
182	Q39AACNY	WHAT WAS COUNTRY OF YOUR BIRTH	-2. 0
		1. AUSTRALIA	
		2. BRITAIN	
		3. US OR CANADA	
		4. OTHR ENG COUNTRY	
		5. EUROPE	
		6. ASIA,PACIFIC	
		7. OTHER	
133	Q39ADEG	COUNTRY WHERE YOUR 1ST DEGREE TAKEN	-2. 0
		1. AUSTPALIA	
		2. BRITAIN	
		3. US OR CANADA	
		4. OTHR ENG COUNTRY	
		5. EUROPE	
		6. ASIA,PACIFIC	
		7. OTHER	
184	Q39BYEAR	YEARS LIVED IN AUSTRALIA, BORN OVERSEAS	-2. 0
185	Q39BYEML	YEARS LIVED IN AUSTRALIA, BORN OVERSEAS	-2. 0
		1. 1 - 4 YEARS	
		2. 5 - 9 YEARS	
		3. 10 - 14 YEARS	
		4. 15 - 19 YEARS	
		5. 20 - 24 YEARS	
		6. 25 - 29 YEARS	
		7. 30 - 34 YEARS	
		8. 35 - 39 YEARS	
		9. 40 - 44 YEARS	
		10. 45 - 49 YEARS	
		11. 50 - 54 YEARS	
		12. 55 - 59 YEARS	
		13. 60 - 64 YEARS	
		14. 65 - 69 YEARS	
		15. 70 - 74 YEARS	
		16. 75 - 79 YEARS	
		17. 80 - 84 YEARS	
		18. 85 - 89 YEARS	
		19. 90 - 94 YEARS	
		20. 95 - 99 YEARS	
186	Q40	WHAT IS YOUR AGE NOW	-2. 0
187	Q40ML	WHAT IS YOUR AGE NOW	-2. 0
		1. 1 - 4 YEARS	
		2. 5 - 9 YEARS	
		3. 10 - 14 YEARS	
		4. 15 - 19 YEARS	
		5. 20 - 24 YEARS	
		6. 25 - 29 YEARS	
		7. 30 - 34 YEARS	
		8. 35 - 39 YEARS	
		9. 40 - 44 YEARS	
		10. 45 - 49 YEARS	
		11. 50 - 54 YEARS	
		12. 55 - 59 YEARS	
		13. 60 - 64 YEARS	
		14. 65 - 69 YEARS	
		15. 70 - 74 YEARS	
		16. 75 - 79 YEARS	
		17. 80 - 84 YEARS	
		18. 85 - 89 YEARS	
		19. 90 - 94 YEARS	
		20. 95 - 99 YEARS	
188	Q41	WHAT IS YOUR SEX	-2. 0
		1. MALE	
		2. FEMALE	
189	Q42A	1ST SUGGESTN, COMMNT ON EDUCATN-TRAINING	-2. 0
		1. MR STUD INVOLVMT	

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REL POS	VARIABLE NAME	VARIABLE LABEL	MISSING PRT VALUES FMT
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2.	CRS-LEARNNG SKILL
3.	INTRFACE SCH,TER
4.	NEED INDL DEVL
5.	EDU AVAIL TO ALL
6.	NEED ADMIN CUT
7.	EASIER ST MOVMT
8.	ED,TRNG NT COMPB
9.	MR COOPERTN INST
10.	ROLES KEPT SEPRT
11.	MR EMP MATURE ST
12.	UNI NOT RELEVANT
13.	ROLES NEED DEFIN
14.	CRIT OF SURVEY
15.	TOO MUCH RESEARC
16.	NOT ENGH RESEARC
17.	TOO MANY STUDENT
18.	NEED STF MODRATN
19.	INADQ VOC ADVICE
20.	CRITSM,TCHRS-DIS
21.	DECR STND LITRCY
22.	VAR CRIT OF CAES
23.	SHORT SCNDMT AID
24.	COMPLAINTS
25.	APPT TOO DEP-RES
26.	RECOGN OVRS QUAL
27.	INADQ SUPERANNTN
28.	LACK STUD EFFORT
29.	OTHER COMMENTS
30.	LETTER ATTACHED
31.	QUAL OF EDUCATN
32.	QUESTNS MISLEADG
33.	DOUBT VALID-DATA
35.	COMPL ON QUESTNR

190	Q42B	2ND SUGGESTN,COMMNT ON EDUCATN-TRAINING	-2. 0
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1.	MR STUD INVOLVMT
2.	CRS-LEARNNG SKILL
3.	INTRFACE SCH,TER
4.	NEED INDL DEVL
5.	EDU AVAIL TO ALL
6.	NEED ADMIN CUT
7.	EASIER ST MOVMT
8.	ED,TRNG NT COMPB
9.	MR COOPERTN INST
10.	ROLES KEPT SEPRT
11.	MR EMP MATURE ST
12.	UNI NOT RELEVANT
13.	ROLES NEED DEFIN
14.	CRIT OF SURVEY
15.	TOO MUCH RESEARC
16.	NOT ENGH RESEARC
17.	TOO MANY STUDENT
18.	NEED STF MODRATN
19.	INADQ VOC ADVICE
20.	CRITSM,TCHRS-DIS
21.	DECR STND LITRCY
22.	VAR CRIT OF CAES
23.	SHORT SCNDMT AID
24.	COMPLAINTS
25.	APPT TOO DEP-RES
26.	RECOGN OVRS QUAL
27.	INADQ SUPERANNTN
28.	LACK STUD EFFORT
29.	OTHER COMMENTS
30.	LETTER ATTACHED
31.	QUAL OF EDUCATN
32.	QUESTNS MISLEADG
33.	DOUBT VALID-DATA
35.	COMPL ON QUESTNR

191	Q42C	3RD SUGGESTN,COMMNT ON EDUCATN-TRAINING	-2. 0
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1.	MR STUD INVOLVMT
2.	CRS-LEARNNG SKILL
3.	INTRFACE SCH,TER
4.	NEED INDL DEVL
5.	EDU AVAIL TO ALL
6.	NEED ADMIN CUT

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RFL POS	VARIABLE NAME	VARIABLE LABEL	MISSING FMT VALUES FMT
7.		EASIER ST MOVMT	
8.		ED,TRNG NT COMPD	
9.		MR COOPERIN INST	
10.		ROLES KEPT SEPR	
11.		MR EMP MATURE ST	
12.		UNI NOT RELEVANT	
13.		ROLES NEED DEFIN	
14.		CRIT OF SURVEY	
15.		TOO MUCH RESEARC	
16.		NOT ENGH RESEARC	
17.		TOO MANY STUDENT	
18.		NEED STF MODRATH	
19.		INADQ VOC ADVICE	
20.		CRITSM,TCNRS-DIS	
21.		DECR STND LITRCY	
22.		VAR CRIT OF CAES	
23.		SHORT SCNDMT AID	
24.		COMPLAINTS	
25.		APPT TOO DEP-RES	
26.		RECOGN OVRS QUAL	
27.		INADQ SUPERAUNTH	
28.		LACK STUD EFFORT	
29.		OTHER COMMENTS	
30.		LETTER ATTACHED	
31.		QUAL OF EDUCATN	
32.		QUESTNS MISLEADG	
33.		DOUBT VALIL-DATA	
35.		COMPL ON QUESTNR	

APPENDIX 1

List of Persons Appointed to Assist in the Management of the National Educational Survey, 1977 and National Survey of Post Secondary Teaching Staff, 1977

POSITION IN SURVEY MANAGEMENT TEAM

NAME

INSTITUTION

1. Head Office Staff

Project Director	Terence W. Beed	Director, Sample Survey Centre University of Sydney
Survey Management Coordinator	Laraine D. Hayes	Research Assistant, Sample Survey Centre, University of Sydney
Survey Systems Coordinator	Ian C. Roberts	Programmer, Sample Survey Centre University of Sydney
Statistician	John G. Goodhew	Lecturer, Department of Economic Statistics, University of Sydney
Coding Supervisor	Muriel Y. Turner	Research Assistant, Sample Survey Centre, University of Sydney

2. Interstate Survey Coordinators

Victoria and Tasmania	Jeff Malley	Research Officer, Education Research Unit, Royal Melbourne Institute of Technology
South Australia	Robert J. Stimson	Director, Centre for Applied Social and Survey Research, Flinders University
Western Australia	Janice K. Currie	Lecturer, School of Teacher Education, Western Australian Institute of Technology
Queensland	Robert A. Ross	Director, Centre for Advancement of Learning and Teaching, Griffith University
Australian Capital Territory and Southern NSW	Kenneth R.W. Brewer	Director, Survey Research Centre Australian National University

3. Consultant Statistician

Kenneth R.W. Brewer	Director, Survey Research Centre Australian National University
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APPENDIX 2

Sampling, response, and estimates of standard errors

by

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Survey Research Centre
Australian National University

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Sample design

The sample design employed for the surveys was a stratified two-stage sample of institutions (Universities, CAEs, TAFE Colleges) and individuals (students, teachers). In the case of TAFE Colleges, numbers of students were not known, and enrolments were used instead.

Within each of the three Sectors, institutions were stratified on various appropriate criteria, and from one to three units were selected from each stratum, effectively with probability proportional to size without replacement using the random systematic selection procedure. For this purpose, 'size' was taken to be the number of students (or enrolments) in the institution. In a few instances an institution was sufficiently large or otherwise exceptional as to constitute an entire stratum by itself.

An approximation to optimum allocation of the first stage sample was achieved by choosing the ratio of number of sample institutions to total number of institutions within each stratum to be, as nearly as possible, proportional to the three-quarters power of the average size of the institutions within the stratum. This optimality criterion, which corresponds closely to Neyman allocation in simple random sampling, follows from the superpopulation model assumption (5) set out below, with the parameter γ taking the value 0.75.

The selection of institutions at the first stage did not however, follow strict probability sampling methods. This departure was occasioned by the extremely small size of the first stage samples, particularly within the University and CAE sectors. Although it was recognized that the use of unequal probability selection methods militated against the sample being 'representative' in the ordinary sense of the word (since the larger institutions would be more likely to be included in sample than the smaller) it was still considered

desirable that it should be representative in other ways which were not directly influenced by size. In particular, it was felt that each State should contribute a reasonable share to the sample. Consequently, the first selection in a given stratum was not always accepted, and the random systematic selection procedure for selecting with probability proportional to size without replacement was applied repeatedly until the whole sample for the Sector was judged to be acceptable. The effect of this 'balancing' procedure on the estimation of sample errors is considered below.

The numbers of individuals selected from all sample institutions combined in a given stratum was proportional to the total number of students in all institutions in that stratum. Had there been uniform response from institution to institution, this would have resulted in a completely self-weighting sample within each Sector. Even without uniform response it permits some meaning to be attached to unweighted sample takes (sample totals), and in addition ensured that the second stage sample was as near to being fully efficient as possible. (Despite the theoretical self-weighting property of the sample, all estimates of total in fact took into account the differential response rates by appropriate weighting.)

The first stage sample - University Sector

Stratum	Description	No. of Institutions	Undergrad. Enrolment '000	Selections
A	Very old large scale	2	28.4	Melbourne
B	Old	3	33.5	Adelaide
C	Post-war large scale	2	27.3	New South Wales
D	Fairly recent outer suburban and Canberra	4	26.7	Macquarie
E	'Provincial'	5	18.0	Newcastle

University Sector (cont'd)

Stratum	Description	No. of Institutions	Undergrad. Enrolment '000	Selections
F	Very recent	2	3.1	Griffith
G	Tasmania (self-representing)	1	3.4	Tasmania

The first stage sample - CAE Sector

Stratum	Description	No. of Institutions	Undergrad. Enrolment '000	Selections
A	Central institutes	8	52.6	New South Wales Institute of Technology Royal Melbourne Institute of Technology Western Australian Institute of Technology
B	Metropolitan multi-school colleges	13	21.5	Footscray Institute of Technology Torrens
C	Regional multi-school colleges	10	21.6	Riverina Darling Downs
D	Single school colleges (esp. teacher educ.)	31	36.2	Newcastle State College of Victoria Kingston*
E	Other (including special purpose colleges)	16	6.2	Queensland Agriculture College

* For the Staff survey the Kingston CAE was supplemented with Adelaide CAE and 50 percent of Sturt CAE to make up one sample unit of minimum size.

The first stage sample - TAFE Sector*

State	Stratum	Description	No. of Institutions	Enrolment '000	Selections
N.S.W.	A.1	Syd. Tech. Coll.	1	36.6	Syd. Tech. Coll.
	.2	Metropolitan	17	86.3	Granville Liverpool Strathfield
	.3	Country	66	71.4	Albury Lithgow Wagga
	.4	Coll. of Ext. Stud.	1	13.2	Coll. of Ext. Stud.
	.5	Other TAFE	-	54.5	Other TAFE
Vic.	B.1	RMIT Tech. Coll.	1	14.5	RMIT Tech. Coll.
	.2	Metropolitan	49	66.5	Collingwood Tech. Col Evening Class Preston Inst. of Tech Tech. Coll.
	.3	Country	30	19.4	Ballarat Sch. of Mine
	.4	Evening classes in high schools	15	13.3	Cheltenham High Schoo Evening Classes
S.A.	C.1	Metropolitan and Elizabeth	16	66.4	Kensington Park Elizabeth Comm. Coll.
	.2	Country		9.2	S.E. Comm. Coll.
Qld.	D.1	Metropolitan	11	23.0	Ithaca Tech. Coll.
	.2	Correspondence	2	10.7	Secondary Corresponden School
	.3	Country	11	11.0	Maryborough Tech. Col
W.A.	E.1	Technical Colleges	14	58.9	Mt. Lawley Tech. Coll Balgate Tech. Coll.
	.2	Technical Centres	23	7.0	Victoria Park Tech. Education Centre
Tas.	F	Tasmania	6	12.2	Hobart Tech. Coll.
A.C.T.	G	A.C.T.	1	13.3	Canberra Tech. Coll.

* See footnotes on the next page

- *(a) The N.S.W. Student Survey sample was only partially drawn by a two-stage selection process. For details, see Part 2 of this Report, 'Special Arrangements for Distribution from the SSC to the Sample'.
- (b) For the Staff Survey, the first stage of the sample was by-passed: sampling from the sample colleges would not have yielded a sufficiently large sample, and central records were available for each State.
- (c) The Northern Territory was excluded from both Surveys.
- (d) The Australian Capital Territory was excluded from the Staff Survey.
- (e) In all States and the A.C.T., campuses with fewer than 100 students were excluded from the Student Survey.
- (f) Students enrolment records for the new Bruce College of TAFE were, at the time of selection, still being maintained by the Canberra College of TAFE. Selections were made from both sets of records.

The second stage sample, response rates and weighting factors

University Sector

Stratum No.	First stage selection	Students selected	Students responding	Students' weight	Teachers selected	Teachers responding	Teachers' weight
A	Melbourne	809	678	41.7	446	304	7.55
B	Adelaide	936	738	43.0	489	325	8.57
C	New South Wales	761	596	44.4	404	251	9.57
D	Macquarie	746	626	41.5	389	239	7.09
E	Newcastle	434	358	42.6	276	198	7.13
F	Griffith	83	61	47.5	80	45	7.65
G	Tasmania	95	80	41.6	49	41	7.17

CAE Sector

Stratum No.	First stage selection	Students selected	Students responding	Students' weight	Teachers selected	Teachers responding	Teachers' weight
A	NSWIT	499	345	50.0	281	118	6.33
	RMIT	473	392	41.6	296	170	4.54
	WAIT	572	424	46.0	219	154	4.62
B	Footscray	279	229	42.7	171	96	8.33
	Torrens	268	211	44.8	160	97	5.54
C	Riverina	317	218	55.6	163	109	6.04
	Darling Downs	282	229	46.5	179	121	6.20
D	Newcastle	356	301	38.7	167	103	8.15
	State College of Vic.	291	238	38.6	201	116	8.30
	Kingston	375	301	37.6	184*	99*	7.35*
E	Qld. Agric.	159	132	43.6	94	56	17.35

*Relates to Kingston CAE, Adelaide CAE, and half of Sturt CAE.

TAFE Sector

Stratum	First stage selection	Students selected	Students responding	Students' weight	Teachers selected	Teachers responding	Teachers' weight
A.1	Sydney Technical College	177	83	269	858	486	6.0
.2	Granville	165	68	307			
	Liverpool	121	47	322			
	Strathfield	190	94	248			
.3	Albury	150	72	269			
	Lithgow	173	86	251	594	373	5.8
	Wagga	151	77	247			
.4	External Studies	71	35	256			
.5	Other TAFE	420	222	238			
B.1	RMIT	93	51	230	201	128	6.1
.2	Collingwood	267	147	227			
	Preston	139	83	209			
.3	Cheltenham	66	36	199			
.4	School of Mines	152	97	233	214	174	7.4
C.1	Kensington Park	269	115	295			
	Elizabeth	206	123	212			
.2	South East	60	38	194			
D.1	Ithaca	185	105	224	261	185	5.1
.2	Secondary Correspond.	107	49	274			
.3	Maryborough	42	25	205			
E.1	Mt. Lawley	227	146	194	89	55	5.5
	Balga	204	128	203			
.2	Victoria Park	56	29	242			
F	Hobart	106	62	213			
G	Canberra	100	45	280			

Sample estimates and standard errors

For the purposes of estimating totals and standard errors, the sample is being treated as though selection at the first stage (that is, of institutions) had been strictly with probability proportional to size without replacement in each stratum, and as though the second stage respondents (students, teachers) had been a simple random sample without replacement within each selected institution.

These assumptions are necessary if any estimate is to be made at all. In fact, as mentioned above, several such samples were drawn at the first stage, particularly within the University Sector, before an acceptable sample was obtained. An acceptable sample was one which appeared to be reasonably representative of the institutions in the sector as a whole, after allowance for the differential probabilities of inclusion in sample within and between strata. Further, the respondent students and teachers are not random subsets of the samples of students and teachers originally selected.

The principal effects of the informal 'balancing' of the first stage sample are most likely to be a reduction of the actual standard errors of the survey estimates and an increase in the estimates of these standard errors, so that the calculated estimates of standard error will be on the generous side. This erring on the safe side will serve to outweigh the effects of any bias resulting from the use of judgmental 'balancing'.

In addition, it has been necessary to impute the first stage sampling error in those strata where only a single institution was selected in the sample. This imputation has been done on the basis of estimates obtained in comparable strata. It affects the University Sector in particular, where the comparable strata were taken to be the first three in the CAE Sector. These contain those colleges which most closely resemble universities.

In treating the respondents as random subsets of the sample individuals within selected institutions, there is no departure from standard survey practice. The self-selection of respondents introduces a well-known and unavoidable bias, the effects of which cannot be accurately assessed by any analysis of the survey data, since these relate only to respondents. Timing and cost constraints precluded the use of special survey techniques to combat this, such as an interviewer follow-up of a sub-sample of non-respondents. Since the most important difference between respondents and non-respondents in other surveys has been in level of education, which is fairly uniform within each of the three sectors, the random subset assumption for the estimation of standard errors is not unreasonable for this survey.

In summary, the estimates of first stage standard error are likely to be generous and this will serve to compensate for the small bias introduced by subjective 'balancing', and the estimates of second stage standard error (although they must be interpreted with some caution in view of the unknown biases introduced by non-response) are also likely to be reasonably realistic.

Estimators of total and exact variance formulae

Suppose that we wish to estimate Y , the total of a study variable (for a give sector: University, CAE or TAFE) defined by

$$\begin{aligned} Y &= \sum_h Y_h \\ &= \sum_h \sum_{i=1}^{M_h} Y_{hi} \\ &= \sum_h \sum_{i=1}^{M_h} \sum_{k=1}^{N_{hi}} Y_{hik} \end{aligned} \quad (1)$$

where subscript h refers to stratum,

i to institution, and

k to individual student or teacher

and where M denotes number of institutions and N number of individuals.

If a sample s_h (of m_h institutions) is selected within stratum h with probabilities of inclusion in sample π_{hi} (proportional to some given measure of size Z_{hi}) and if a sample s_{hi} containing n_{hi} individuals is selected with equal probabilities without replacement within institution hi , the standard unbiased sampling estimator of Y is

$$\begin{aligned} y' &= \sum_h y'_h \\ &= \sum_h \sum_{i \in s_h} \frac{y'_{hi}}{\pi_{hi}} \\ &= \sum_h \sum_{i \in s_h} \frac{1}{\pi_{hi}} \sum_{k \in s_{hi}} \frac{N_{hi}}{n_{hi}} y_{hik} \end{aligned} \quad (2)$$

Since the samples were selected independently from stratum to stratum, the variance of y' is simply the sum of the variances of the y'_h . Each of these is the sum of a first and second stage component of variance. We therefore have

$$\begin{aligned} \sigma_{y'}^2 &= \sum_h \sigma_{y'_h}^2 \\ &= \sum_h \left[\sigma_{y'_{h[1]}}^2 + \sigma_{y'_{h[2]}}^2 \right] \\ &= \sum_h \left[\frac{1}{2} \sum_{i,j=1}^{M_h} \sum_{j \neq i} (\pi_{hi} \pi_{hj} - \pi_{hij}) \left(\frac{y_{hi}}{\pi_{hi}} - \frac{y_{hj}}{\pi_{hj}} \right)^2 \right] + \sum_{i=1}^{M_h} \frac{1}{\pi_{hi}} \frac{N_{hi}^2}{n_{hi}} \left(1 - \frac{n_{hi}}{N_{hi}} \right) S_{hi}^2 \end{aligned} \quad (3)$$

where

$$S_{hi}^2 = \frac{1}{N_{hi}-1} \sum_{k=1}^{N_{hi}} \left(y_{hik} - \frac{1}{N_{hi}} \sum_{l=1}^{N_{hi}} y_{hil} \right)^2, \quad (4)$$

and π_{hij} is the joint probability of inclusion of the h th and j th institutions in sample. The first term in the square brackets in (3) is the first stage variance of y'_h , and the second term is the second stage variance.

Estimation of variance: a first stage expression

Since the variance of y' is the sum of the variances of the y'_h , it is sufficient to obtain expressions for these individual stratum variances.

Unbiased estimation of the first stage variance $\sigma_{y'_h}^2 [1]$ of y'_h depends on knowledge of the sample π_{hij} (which are difficult to calculate) and is, even then, somewhat unstable. For this survey a parametric variance estimation procedure is used, based on the standard superpopulation model

$$\left. \begin{aligned} y_{hi} &= \beta_h z_{hi} + U_{hi}, \\ E^* U_{hi} &= 0, \quad E^* U_{hi}^2 = \sigma_h^2 z_{hi}^{2\gamma_h}, \\ E^* U_{hi} U_{hj} &= 0 \quad \text{for all } j \neq i. \end{aligned} \right\} \quad (5)$$

Here, as before, the z_{hi} are the measures of size used for determining the probabilities of inclusion in sample, that is

$$\pi_{hi} = m_h \frac{z_{hi}}{Z_h}; \quad (6)$$

also E^* denotes the expectation over all realizations of the superpopulation model (5) and β_h , σ_h^2 and γ_h are the parameters of that model.

Substitution (5) and (6) in (3) and simplifying,

$$E^* \sigma_{y'_h}^2 [1] = \frac{z_h^{2\gamma_h} \sigma_h^2}{m_h} \sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h-1} (1-\pi_{hi}). \quad (7)$$

Denoting by $y'_h[1]$ the value which y'_h would have taken had there been complete enumeration at the second stage, it may be shown that

$$E^*E^{[1]} \frac{m_h}{m_h-1} \sum_{i \in S_h} \left(\frac{y_{hi}}{\pi_{hi}} - \frac{y'_h[1]}{m_h} \right)^2 = \frac{Z_h^{2\gamma_h} \sigma_h^2}{m_h^{2\gamma_h}} \sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h-1} \quad (8)$$

where $E^{[1]}$ is the expectation over all possible first stage samples.

Comparing (7) and (8) it may be seen that an 'estimator' of $\sigma_{y'_h[1]}^2$ which is unbiased over combined design and model expectations is

$$\left[1 - \frac{\sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h}}{\sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h-1}} \right] \frac{m_h}{m_h-1} \sum_{i \in S_h} \left(\frac{y_{hi}}{\pi_{hi}} - \frac{y'_h[1]}{m_h} \right)^2 \quad (9)$$

This expression is of no direct use since y_{hi} and $y'_h[1]$ are unknown, but the substitution of y'_{hi} for y_{hi} and y'_h for $y'_h[1]$ in expression (9) yields (provided γ_h is known) a genuine estimator whose expectation contains two parts. The first is $\sigma_{y'_h[1]}^2$, while the second is a function

of second stage variances. An expression to offset this second part of the expectation will be developed in the next section.

Estimation of variance: second stage expressions

An unbiased estimator of $\sigma_{y'_h[2]}^2$, the second stage variance of y'_h can be obtained by reference to equation (3). Specifically, if we define s_{hi}^2 by

$$s_{hi}^2 = \frac{1}{n_{hi}-1} \sum_{k \in S_{hi}} \left(y_{hik} - \frac{1}{n_{hi}} \sum_{l \in S_{hi}} y_{hil} \right)^2 \quad (10)$$

then $E^{[2]} s_{hi}^2 = S_{hi}^2$ and

$$\begin{aligned} E^{[1]} \sum_{i \in S_h} \frac{1}{\pi_{hi}^2} E^{[2]} \frac{N_{hi}^2}{n_{hi}} \left(1 - \frac{n_{hi}}{N_{hi}} \right) s_{hi}^2 &= \sum_{i=1}^{M_h} \frac{1}{\pi_{hi}} \cdot \frac{N_{hi}^2}{n_{hi}} \left(1 - \frac{n_{hi}}{N_{hi}} \right) S_{hi}^2 \\ &= \sigma_{y'_h[2]}^2 \end{aligned} \quad (11)$$

It follows that $\sigma_{y'_h[2]}^2$, defined by

$$\hat{\sigma}_{y'_h[2]}^2 = \sum_{i \in S_h} \frac{1}{\pi_{hi}^2} \frac{N_{hi}^2}{n_{hi}} \left(1 - \frac{n_{hi}}{N_{hi}} \right) s_{hi}^2, \quad (12)$$

is an unbiased estimator of $\sigma_{y'_h[2]}^2$, the second stage variance of y'_h .

Turning to the expression (9) with y'_{hi} substituted for y_{hi} and y'_h for $y_h[1]$, it may be shown that

$$\left(1 - \frac{\sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h}}{M_h^{2\gamma_h-1} \sum_{i=1}^{M_h} \pi_{hi}} \right) \frac{m_h}{m_h-1} E^{[1]} \sum_{i \in S_h} E^{[2]} \left(\frac{y'_{hi}}{\pi_{hi}} - \frac{y'_h}{m_h} \right)^2 = \sigma_{y'_h[1]}^2 + \left(1 - \frac{\sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h}}{M_h^{2\gamma_h-1} \sum_{i=1}^{M_h} \pi_{hi}} \right) \sigma_{y'_h[2]}^2. \quad (13)$$

Estimation of first stage and total variance

From (12) and (13) above it follows that an estimator of first stage variance which is unbiased under the combination of model and design expectations is

$$\hat{\sigma}_{y'_h[1]}^2 = \left(1 - \frac{\sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h}}{M_h^{2\gamma_h-1} \sum_{i=1}^{M_h} \pi_{hi}} \right) \left[\frac{m_h}{m_h-1} \sum_{i \in S_h} \left(\frac{y'_{hi}}{\pi_{hi}} - \frac{y'_h}{m_h} \right)^2 - \hat{\sigma}_{y'_h[2]}^2 \right] \quad (14)$$

and that an estimator of total variance which is unbiased under the same conditions is

$$\hat{\sigma}_{y'_h}^2 = \hat{\sigma}_{y'_h[1]}^2 + \hat{\sigma}_{y'_h[2]}^2 \quad (15)$$

Assumption concerning the parameter γ

The expressions (14), (12) and (15) are estimators of first stage, second stage, and total variance respectively, but the first and last of these contain terms which depend on the value of the parameters γ_h and are therefore not estimators in the ordinary sampling sense. Fortunately, the quantity

$$\frac{\sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h}}{\sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h-1}}$$

is of the order of magnitude m_h/M_h and this is usually a good deal smaller than unity. In consequence the value of neither (14) nor (15) depends critically on any assumption as to the value of γ_h chosen. Theory and experience both indicate that values of γ_h outside the range $\frac{1}{2} \leq \gamma \leq 1$ should rarely be encountered.

While it is possible to estimate γ_h by maximum likelihood, it did not appear necessary to do so for this survey. Instead the compromise value $\gamma_h = 0.75$ was adopted for all h .

Imputation for strata with one institution in sample

The expressions (14) and (15) above are indeterminate when the first stage sample consists of a single institution ($m_h = 1$). For the strata where this is the case it is necessary to impute first stage variances from other strata containing comparable institutions. The method used for this survey was as follows:

Step 1: for each of the comparable strata, an estimator was formed for the leading term, λ_h , in the parametric expression for the expected first-stage variance of y_h , i.e. for

$$\lambda_h = z_h^{2\gamma_h} \sigma_h^2 m_h^{-2\gamma_h} \sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h-1} \quad (16)$$

This estimator was

$$\hat{\lambda}_h = \frac{m_h}{m_h-1} \sum_{i \in S_h} \left(\frac{y'_{hi}}{\pi_{hi}} - \frac{y'_h}{m_h} \right)^2 - \sigma_{y'}^2[2] \quad (17)$$

Step 2: the estimators $\hat{\lambda}_h$ for each of the comparable strata were converted to imputations of the corresponding leading term

$$\lambda_q = z_q^{2\gamma_q} \sigma_q^2 \sum_{i=1}^M \pi_{qi}^{2\gamma_q-1}$$

for the stratum q for which $m_q = 1$. This conversion was effected by

$$\begin{aligned} \hat{\lambda}_{qh} &= \frac{z_q^{2\gamma_q} \sigma_q^2 \sum_{i=1}^M \pi_{qi}^{2\gamma_q-1}}{z_h^{2\gamma_h} \sigma_h^2 \sum_{i=1}^{M_h} \pi_{hi}^{2\gamma_h-1}} m_h^{2\gamma_h} \hat{\lambda}_h \\ &= \frac{z_q^{1.5} \sum_{i=1}^M \pi_{qi}^{0.5}}{z_h^{1.5} \sum_{i=1}^{M_h} \pi_{hi}^{0.5}} m_h^{1.5} \hat{\lambda}_h \end{aligned} \quad (18)$$

since, by assumption $\gamma_h = \gamma_q = 0.75$ and the values of σ_q^2 and σ_h^2 are comparable.

Step 3: the values of $\hat{\lambda}_{qh}$ were adjusted by the finite population correction for q th stratum to yield imputations for the first stage variance for that stratum. Using the assumption $\gamma_q = 0.75$ this gave

$$\hat{\sigma}_{y'qh}^2 = \hat{\lambda}_{qh} \left[1 - \frac{\sum_{i=1}^M \pi_{qi}^{1.5}}{\sum_{i=1}^M \pi_{qi}^{0.5}} \right] \quad (19)$$

Step 4: the values of $\hat{\sigma}_{y'qh}^2$ were averaged over the set ϕ of comparable strata h using z_h as weights, i.e.

$$\hat{\sigma}_{y'q}^2 = \frac{\sum_{h \in \phi} z_h \hat{\sigma}_{y'qh}^2}{\sum_{h \in \phi} z_h} \quad (20)$$

Expression (20) was used in place of expression (14) wherever the latter was indeterminate.

Standard Errors of Numbers of Responses

Standard errors of estimated totals were calculated as above and adjusted by the factor (Sample take)/(Estimated total) to obtain estimated standard errors of numbers of responses. This was done for 50 or 60 categories of response for each sector. These categories covered the whole range of observed frequencies.

Plots of these estimated standard errors against frequency of response had maxima just above the mid-frequency (50%). For simple random sampling these estimates would be proportional to $\sqrt{p(1-p)}$ (where p is the proportion of responses in the category) and the maximum would be at $p = 0.5$ precisely. First-stage sampling errors are responsible for displacing the maximum beyond this mid-frequency, except for the TAFE Staff Survey.

The estimated standard errors were divided by $\sqrt{p(1-p)}/n$ (where n is the total number of sample responses for the sector) and plotted against the logarithm of the number of responses for the category. Linear regressions were found to fit well in each case. The smoothed standard errors in the two tables following were obtained by taking the value from the corresponding regression line and remultiplying by $\sqrt{p(1-p)}/n$.

To find the smoothed standard error for a category with r responses in the tables of this Report,

- (a) choose the appropriate table (Student or Staff),
- (b) find the numbers in column (1) each side of the observed number of responses, and
- (c) read across to the column corresponding to the relevant sector to obtain estimates of the standard error for the numbers of responses in those rows,
- (d) use linear interpolation if desired and appropriate.

Example: To find the smoothed standard error for a category with 273 responses in the University Staff Sample: Column (2) gives values of 16.64 for 200 and 20.18 for 300 responses. Linear interpolation yields 19.22, so the number of responses can be regarded as 273 ± 19 .

National Educational Survey (Students)

No. of responses (1)	University (2)	Sector CAE (3)	TAFE (4)
10	2.74	2.52	3.22
20	4.90	4.56	4.90
30	6.73	6.30	6.24
40	8.36	7.86	7.39
50	9.85	9.28	8.42
60	11.24	10.60	9.36
70	12.54	11.85	10.22
80	13.78	13.03	11.04
90	14.96	14.16	11.80
100	16.09	15.24	12.53
200	25.54	24.28	18.32
300	32.97	31.38	22.57
400	39.18	37.31	25.90
500	44.52	42.41	28.56
600	49.17	46.83	30.70
700	53.26	50.69	32.39
800	56.84	54.07	33.67
900	59.98	57.01	34.57
1000	62.71	59.55	35.11
1100	65.06	61.72	35.29
1200	67.06	63.53	35.12
1300	68.70	64.99	34.57
1400	70.02	66.12	33.62
1500	71.00	66.91	32.23
1600	71.66	67.37	30.32
1700	71.98	67.50	27.80
1800	71.97	67.28	24.44
1900	71.62	66.69	19.85
2000	70.91	65.74	12.71
2100	69.82	64.38	-
2200	68.33	62.58	-
2300	66.40	60.30	-
2400	63.98	57.47	-
2500	61.01	53.99	-
2600	57.41	49.73	-
2700	53.02	44.44	-
2800	47.62	37.69	-
2900	40.82	28.46	-
3000	31.69	11.86	-

National Survey of Post Secondary Teaching Staff

No. of responses (1)	University (2)	Sector CAE (3)	TAFE (4)
10	3.00	3.58	2.89
20	4.56	5.25	4.07
30	5.79	6.55	4.97
40	6.85	7.65	5.72
50	7.80	8.63	6.37
60	8.66	9.50	6.95
70	9.45	10.31	7.48
80	10.19	11.05	7.96
90	10.88	11.74	8.42
100	11.54	12.39	8.84
200	16.64	17.35	12.01
300	20.18	20.63	14.09
400	22.73	22.85	15.52
500	24.54	24.26	16.47
600	25.71	24.96	17.02
700	26.29	24.98	17.20
800	26.29	24.30	17.04
900	25.69	22.85	16.52
1000	24.43	20.45	15.61
1100	22.38	16.66	14.23
1200	19.25	10.02	12.21
1300	14.36		9.16

APPENDIX 3

List of institutions included in the universe, by sector,
For the National Educational Survey and National Survey
of Post Secondary Teaching Staff

UNIVERSITY SECTORStratum A: Very old, large scale

The University of Melbourne
The University of Sydney

Stratum B: Old, capital city

The University of Adelaide
The University of Queensland
The University of Western Australia

Stratum C: Post-war, large scale

Monash University
The University of New South Wales

Stratum D: Fairly recent, outer suburban and Canberra

Australian National University (School of General Studies)
Flinders University of South Australia
La Trobe University
Macquarie University

Stratum E: "Provincial"

Deakin University
James Cook University of North Queensland
The University of New England
The University of Newcastle
The University of Wollongong

Stratum F: Very recent

Griffith University
Murdoch University

Stratum G: Tasmania

The University of Tasmania

CAE SECTORStratum A: Central Institutes

New South Wales Institute of Technology
 Caulfield Institute of Technology
 Royal Melbourne Institute of Technology
 Swinburne College of Technology
 Queensland Institute of Technology
 South Australian Institute of Technology
 Western Australian Institute of Technology
 Canberra College of Advanced Education

Stratum B: Metropolitan multi-school colleges

Alexander Mackie College of Advanced Education
 Kuringai College of Advanced Education
 Milperra College of Advanced Education
 Nepean College of Advanced Education
 Footscray Institute of Technology
 Prahan College of Advanced Education
 Preston Institute of Technology
 North Brisbane College of Advanced Education
 Murray Park College of Advanced Education
 Salisbury College of Advanced Education
 Sturt Institute of Advanced Education
 Torrens College of Advanced Education
 Churchlands College of Advanced Education

Stratum C: Regional multi-school colleges

Mitchell College of Advanced Education
 Northern Rivers College of Advanced Education
 Riverina College of Advanced Education
 Ballarat College of Advanced Education
 Bendigo College of Advanced Education
 Gippsland Institute of Advanced Education
 Warrnambool Institute of Advanced Education
 Capricornia Institute of Advanced Education
 Darling Downs Institute of Advanced Education
 Tasmanian College of Advanced Education

Stratum D: Single School colleges (esp. Teacher Education)

Armidale College of Advanced Education
 Catholic College of Education
 Catholic Teachers College
 Good Samaritan Teachers College
 Goulburn College of Advanced Education
 Guild Teachers College
 Newcastle College of Advanced Education
 Nursery School Teachers College
 Sydney Kindergarten Teachers College
 Sydney Teachers College
 Wollongong Institute of Education
 Burwood, State College of Victoria
 Coburg, State College of Victoria
 Emily McPherson College
 Frankston, State College of Victoria
 Hawthorn, State College of Victoria
 Institute of Catholic Education
 Institute of Early Childhood Development

Stratum D (cont'd)

Melbourne State College
Rusden, State College of Victoria
Toorak, State College of Victoria
Brisbane Kindergarten Teachers College
Kelvin Grove College of Advanced Education
Mount Gravatt College of Advanced Education
Townsville College of Advanced Education
Adelaide College of Advanced Education
Kingston College of Advanced Education
Claremont Teachers College
Graylands Teachers College
Mount Lawley Teachers College
Western Australian Secondary Teachers College

Stratum E: Other (including special purpose colleges)

Cumberland College of Health Sciences
Hawkesbury Agricultural College
New South Wales State Conservatorium of Music
Orange Agricultural College
Sydney College of Arts
Burnley Horticultural College
College of Nursing, Australia
Dookie Agricultural College
Lincoln Institute
Longerenong Agricultural College
Victorian College of Pharmacy
Victorian College of the Arts
Queensland Agricultural College
Queensland Conservatorium of Music
Roseworthy Agricultural College

TAFE SECTORState: New South WalesStratum 1: Sydney Technical CollegeStratum 2: Other metropolitan

Technical Colleges at:

Bankstown
Blacktown
Brookvale
East Sydney
Granville
Gymea
Hornsby
Liverpool
Meadowbank
North Sydney
Penrith
Randwick
Richmond
St. George
Seaforth
Strathfield
West Sydney

Stratum 3: Balance of NSW (country)

Technical Colleges at:

Albury
Armidale
Bathurst
Belmont
Bermagui
Broken Hill
Casino
Cessnock
Cobar
Coffs Harbour
Cooma
Coonabarabran
Coonamble
Cootamundra
Corowa
Cowra
Dapto
Deniliquin
Dubbo
Forbes
Glen Innes
Gosford
Goulburn
Grafton
Griffith
Gunnedah
Inverell

Stratum 3 (cont'd)

Katoomba
 Kempsey
 Kiama
 Leeton
 Lismore
 Lithgow
 Macksville
 Maclean
 Maitland
 Milton
 Moss Vale
 Mudgee
 Mullumbimby
 Murwillumbah
 Muswellbrook
 Narrabri
 Narrandera
 Newcastle
 Nowra
 Nyngan
 Orange
 Parkes
 Port Macquarie
 Scone
 Singleton
 Tamworth
 Taree
 Temora
 Toronto
 Tumut
 Wagga
 Wauchope
 Wee Waa
 Wellington
 Werris Creek
 Wollongong
 Woy Woy
 Wyalong
 Young

State: Victoria

Stratum 1: Evening Classes in High Schools

High Schools at:

Ballarat
 Box Hill
 Cheltenham
 Croydon
 Kew
 McLeod
 Mornington
 Morwell
 Prahran
 Sale
 Saturday Morning School of Modern Languages
 Shepparton
 Springvale
 Wangaratta
 Warragul

Stratum 2.1: Metropolitan

Technical Colleges and Schools at:

Aspendale
 Balcombe Army
 Batman Automotive College
 Blackburn
 Box Hill
 Brighton
 Broadmeadows
 Brunswick
 Caulfield Institute of Technology
 Clayton
 Collingwood
 Collingwood Evening Classes
 Dandenong
 Doveton
 Emily McPherson College
 Essendon
 Ferntree Gully
 Footscray Institute of Technology
 Footscray
 Frankston
 Glenroy
 Heidelberg
 Huntingdale
 Jordanville
 Knox
 Lilydale
 Melbourne College of Decoration
 Melbourne College of Hairdressing
 Melbourne College of Printing & Graphic Arts
 Melbourne College of Textiles
 Moorabbin
 Mooroolbark
 Noble Park
 Oakleigh
 Prahran College of Advanced Education
 Preston Institute of Technology
 Preston Evening Classes
 Richmond
 Sandringham
 South Melbourne
 Sunshine
 Swinburne College of Technology
 Syndal
 Tottenham
 Victorian Railways
 Watsonia
 White Horse
 William Angliss College of Catering and Food Studies
 Williamstown

Stratum 2.2: Country

Technical Colleges and Schools at:

Ararat
 Bairnsdale
 Ballarat School of Mines
 Benalla
 Bendigo College of Advanced Education

Stratum 2.2 (cont'd)

Castlemaine
 Colac
 Dromana
 Echuca
 Geelong East
 Grodon Technical College and Evening Classes
 Gordon Technical College Evening Classes
 Hamilton
 Horsham
 Irymple
 Kangaroo Flat
 Leongatha
 Maryborough
 Mildura
 Morwell
 Sale
 Shepparton
 Stawell
 Swan Hill
 Wangaratta
 Warragul
 Warnambool Institute of Advanced Education
 Warnambool
 Wodonga
 Yallourn

Stratum 3: Royal Melbourne Institute of TechnologyState: South AustraliaStratum 1: Metropolitan and Elizabeth Community College

Colleges at:

Adelaide
 Brighton
 Croydon Park
 Elizabeth
 Flinders Street
 Kensington Park
 Kilkeny
 Le Feure
 Marleston
 O'Halloran Hill
 Panorama
 Strathmont
 Tea Tree Gully
 South Australian College of External Studies
 D.F.E. Language Centre
 D.F.E. Training and Development Branch

Stratum 2: Country

Colleges at:

Adelaide Hills
 Clare
 Eyre Peninsula
 Gawler
 Murray Bridge
 Naracoorte

Stratum 2 (cont'd)

Port Augusta
 Port Pirie
 Riverland
 South East
 Whyalla
 Woomera

State: QueenslandStratum 1: Metropolitan

Technical Colleges at:

College of Art
 Eagle Farm
 Ithaca
 Kangaroo Point
 School of Food Annexe
 Seven Hills Annexe
 South Brisbane
 Yeronga
 Evening classes at Cooparoo
 Evening classes at Corinda
 Evening classes at Kelvin Grove

Stratum 2: Country

Technical Colleges at:

Bundaberg
 Cairns
 Gold Coast
 Ipswich
 Longreach
 Mackay
 Maryborough
 Mt. Isa
 Rockhampton
 Toowoomba
 Townsville

Stratum 3: Correspondence

Technical Correspondence
 Secondary Correspondence

State: Western AustraliaStratum 1: Technical Colleges

Albany
 Balga
 Bentley
 Bunbury
 Carlisle
 Claremont
 East Goldfields
 Fremantle
 Leederville
 Midland
 Mount Lawley

Stratum 1 (cont'd)

Perth
Technical External Service
Wembly

Stratum 2: Technical Centres

Applecross
Armidale
Belmont
Carrington
Embleton
Forrestfield
Geraldton
Hedland
Kalamunda
Karratha
Manjimup
Medina
Mount Lawley
Newman
Paraburdoo
Rockingham
Rossmayne
Scarborough
Subiaco
Thornleigh
Tuart Hill
Victoria Park
Welshpool

State: Tasmania

Stratum 1: Hobart Technical College

APPENDIX 4

National Educational Survey, 1977(All Students)Survey Instruments

Most of the questions can be answered by placing a circle around the number given opposite a question. For example, if you are a male you answer the first question as follows:

What is your sex? male ①
female 2

Many questions ask for your opinion - if the alternatives given do not correspond to your position circle the number of the answer which is closest to your opinion. The bracketed numbers are for Office Use only. Some questions ask you to give details. Please write your comments clearly in the space provided. In this questionnaire, college means any tertiary institution such as a Technical College (T.A.F.E.), College of Advanced Education (C.A.E.) or University.

Response
Update
Number

959 0099

1. What is your sex? male 1 (9)
female 2
2. What is your age now? _____ years (10) (11)
3. (a) In what year did you leave secondary school? 19 _____ (12) (13)
(b) At what Year or Form did you leave secondary school? (In some areas, the first year of secondary school is referred to as Form 1 - elsewhere it is called Year 7. Circle the Form or the Year applying to you).
Form: 1 2 3 4 5 6 Year: 7 8 9 10 11 12 (14)
(c) Where did you last attend secondary school?
State _____ (15) Town/Suburb _____ (16)
Overseas country? _____ (17)
(d) Did you leave secondary school with any certificate? Yes 1 (18)
No 2
If YES, please give details: _____ (19)
(e) What type of secondary school was it?
Government (State) 1 (20)
Independent Catholic 2
Independent Non-Catholic 3
Other (please specify) _____ 4
(f) During your last year of secondary schooling were you specializing in certain courses such as science, social studies, languages, etc., or were you following a mixed or general course?
Yes, specializing 1 (21)
No, mixed or general 2
If YES, in what courses were you specializing? _____ (22) (23)
(g) In general, how well did you do in your school work compared with other students at the same level in the same secondary school in your last year at school?
Below average 1 (24)
Average 2
Above average 3
In top 20% of class 4
Near top of class 5
4. When you left secondary school did you plan to obtain a university or college qualification (degree, certificate, etc.)? Yes 1 (25)
No 2
If YES, please give details: _____ (26)
5. When you left secondary school did you have a specific job or career in mind? Yes 1 (27)
No 2
If YES, please give details: _____ (28)

6. Did you enrol in any university or college immediately after leaving secondary school? Yes 1 (29)
No 2
 7. Since leaving secondary school have you completed any degree, diploma, certificate, etc.? Yes 1 (30)
No 2
If YES, please give details:
(a) Type of qualification _____ (31)
(b) Institution _____ (32)
(c) Year qualification was obtained 19 _____ (33) (34)
 8. Have you worked full-time for more than six consecutive months at any time since leaving secondary school before commencing your present course? Yes 1 (35)
No 2
 9. Are you at present enrolled in a university or college? Yes 1 (36)
No 2
If YES, please give details of your present enrolment in Col.A. If you have changed courses in the past few years please give details of your previous enrolment in Col.B as well.
If NO, please give details of your last enrolment in Col.B.
- | [A] | | [B] | |
|--|----------------|---|--|
| Details | Present Course | Most recent previous course or last enrolment | |
| (a) Name of Institution (37) | | (38) | |
| (b) Location (city/town) (39) | | (40) | |
| (c) Course (41) | | (42) | |
| (d) Field of specialization (43) | | (44) | |
| (e) Qualification expected at end of course (45) | | (46) | |
| (f) Part-time, full-time, sandwich or block, external (47) | | (48) | |
| (g) Stage, year or level of course now (49) | | (50) | |
| (h) When did you start this course? 19 _____ (53) (54) | | 19 _____ (55) (56) | |
| (i) When do/did you expect to complete this course? 19 _____ (57) (58) | | 19 _____ (59) (60) | |
10. Are you currently engaged in any form of employment? (Other than working during vacations).
Yes, regular full-time job 1 (61)
Yes, regular part-time job 2
Yes, casual work 3
Yes, sandwich or block employment 4
No, full-time study 5
Home duties, child care 6
Unemployed, seeking work 7
Unemployed, not seeking work 8

10. (cont'd)

If YES, please describe the type of work as precisely as possible with at least two words.

- (a) Occupation (please give details) _____ (62) (63)
- (b) Location (Town & State) _____ (64)
- (c) Number of hours worked in a typical week _____ (65) (66)
- (d) Is your work related to your studies? Yes 1 (67)
No 2
- If YES, please give details: _____ (68)

11. Have you changed or given up a course of study in the past year or so? Yes 1 (69)
No 2

If NO, go to question 12.

If YES, did you:

- Give up study entirely 1 (70)
- Change major field of study 2
- Change course within same general field .. 3

Please indicate by circling the appropriate number, how important each of these reasons was in your decision. Circle 1 if it was very important, 2 if it was important, 3 if it was slightly important, 4 if it was relatively unimportant, and 5 if it was not at all important.

Very Important Not at all Important

- (a) Interference of study with social life 1...2...3...4...5 (71)
- (b) Unfriendly atmosphere 1...2...3...4...5 (72)
- (c) Course contents not what was expected 1...2...3...4...5 (73)
- (d) Loss of financial support .. 1...2...3...4...5 (74)
- (e) Failure in course work 1...2...3...4...5 (75)
- (f) Decreasing job opportunities relevant to course 1...2...3...4...5 (76)
- (g) Too many distractions, such as parties, callers, noise, family, TV 1...2...3...4...5 (77)
- (h) Not measuring up to your own standards of achievement 1...2...3...4...5 (78)
- (i) Desire to do something more useful in society 1...2...3...4...5 (79)
- (j) Discovery of new interest in another field of study .. 1...2...3...4...5 (80)
- (k) Course was boring 1...2...3...4...5 (9)
- (l) Other, please state 1...2...3...4...5 (10)

12. Students who are currently enrolled in a university or college go to question 13.

What are your work or study plans for the next year or so? (You may circle more than one row).

Yes No 2

- (a) To continue in same job 1...2...3 (11)
- (b) Try to find another job 1...2...3 (12)
- (c) Take up or resume full-time study ... 1...2...3 (13)
- (d) Take up or resume part-time study ... 1...2...3 (14)
- (e) Take up or resume external study 1...2...3 (15)
- (f) Travel 1...2...3 (16)
- (g) Home duties, child care 1...2...3 (17)
- (h) No fixed plans 1...2...3 (18)

Students who are not currently enrolled in a course go directly to question 26. Questions 13-25 are for students currently enrolled in a university or college.

13. Think of a typical teacher (lecturer) at your college who is neither the best nor the worst in your experience. Indicate whether you agree or disagree with the following statements about him/her by circling the appropriate number opposite each item. Circle 1 if you agree strongly with the statement and 5 if you disagree strongly. Otherwise circle 2 or 4 to show that you tend to agree or disagree and circle 3 only if it is really impossible to decide.

Strongly Agree Strongly Disagree

- (a) Inspires confidence in his/her knowledge of the subject .. 1...2...3...4...5 (1)
- (b) Has stimulated your intellectual curiosity and provoked independent thinking 1...2...3...4...5 (2)
- (c) Explains things clearly at the student's level 1...2...3...4...5 (21)
- (d) Treats you as a co-seeker of knowledge and wisdom 1...2...3...4...5 (2)
- (e) Has motivated you to do your best work 1...2...3...4...5 (23)
- (f) Displays enthusiasm for the subject matter 1...2...3...4...5 (24)
- (g) Always carefully marks written work (assignments, exams, etc.) 1...2...3...4...5 (25)
- (h) Plays a major role in your career plans 1...2...3...4...5 (26)
- (i) Plays a major role in your personal development 1...2...3...4...5 (27)

14. Listed below are some complaints students sometimes make. Are these true of your course in general?

Strongly Agree Strongly Disagree

- (a) General work pressure is too great 1...2...3...4...5 (28)
- (b) There is not enough time for private study 1...2...3...4...5 (29)
- (c) There are too many hours in class 1...2...3...4...5 (30)
- (d) There is too much emphasis on narrow vocational training 1...2...3...4...5 (31)
- (e) Course demands too much mechanical learning and not much individual thinking 1...2...3...4...5 (32)
- (f) Too much like secondary school 1...2...3...4...5 (33)

15. Please indicate your agreement or disagreement with the following statements:

- (a) Getting a degree/certificate, etc., is more important to me than the content of my courses Strongly agree 1 (34)
Agree 2
Disagree 3
Strongly disagree 4
- (b) Tertiary education would be improved if course work were more relevant to present day life and problems Strongly agree 1 (35)
Agree 2
Disagree 3
Strongly disagree 4

16. How important are the following to you as reasons for your current enrolment? Indicate your answer by circling the appropriate number opposite each reason.

Very Important Not at all Important

- (a) To get training for a job 1...2...3...4...5 (36)
- (b) To get a basic general education 1...2...3...4...5 (37)
- (c) To please parents 1...2...3...4...5 (38)
- (d) To fill in time until I decide what I want to do 1...2...3...4...5 (39)
- (e) To study in a field that really interests me 1...2...3...4...5 (40)
- (f) NOW GO BACK AND UNDERLINE THE MOST IMPORTANT REASON FOR YOU (41)

17. With regard to your course two issues are listed below. For each issue you are asked to indicate:

(i) How much emphasis has been given to it?

(ii) How much emphasis, in your opinion, should have been given to it?

Indicate your answers by circling the appropriate numbers opposite each issue.

- (a) Development of self-awareness, self-confidence and an understanding of other people and their motives
- (i) Has been given...
...a great deal of emphasis 1 2 3 4 5 6 ...little or no emphasis 7 8 9 10 Not sure 11 (42)
- (ii) Should have been given...
...a great deal of emphasis 1 2 3 4 5 6 ...little or no emphasis 7 8 9 10 Not sure 11 (43)

- (b) Skills, knowledge and techniques for the practice of a profession
- (i) Has been given...
...a great deal of emphasis 1 2 3 4 5 6 ...little or no emphasis 7 8 9 10 Not sure 11 (44)
- (ii) Should have been given...
...a great deal of emphasis 1 2 3 4 5 6 ...little or no emphasis 7 8 9 10 Not sure 11 (45)

(c) NOW GO BACK AND UNDERLINE THE MOST IMPORTANT ISSUE FOR YOU - (a) OR (b) (46)

18. Is the course for which you are currently enrolled being undertaken for the purpose of retraining for a new or changed job?

Yes 1 (47)

No 2

If YES, give details (in at least two words)

Previous occupation (48)

Expected occupation (49)

19. Is your present course and institution the one you most wanted to enter? Yes 1 (50)
No 2

If NO, what course and institution was your first preference?

Course (51) Institution (52)

What was the main reason you did not enrol in your course of first preference?

(53)

20. How interesting do you find your course?

Very boring 1 (54)

Rather dull 2

Fairly interesting 3

Very interesting 4

Extremely interesting 5

21. What is your over-all evaluation of your college?

Very satisfied with my college 1 (55)

Satisfied with my college 2

On the fence 3

Dissatisfied with my college 4

Very dissatisfied with my college 5

22. How useful is your course for the type of occupation you expect?

Very useful and relevant 1 (56)

Fairly useful 2

Not very useful 3

Of some slight relevance 4

Almost completely irrelevant and useless 5

23. In your present course how well do you do compared with other students?

Below average 1 (57)

Average 2

Above average 3

In top 20% of class 4

Near top of class 5

24. Are you in any way bonded to work for a particular employer when you have finished your course?

Yes, Education Department 1 (58)

Yes, other (please specify) _____

2 (59)

No 3

25. How easy or difficult do you think it will be to get a job suitable to your training when you have finished your course?

Very easy 1 (60)

Fairly easy 2

Difficult 3

Very difficult 4

26. When you finish your formal education, what occupation would you prefer to have? That is, what occupation would you like, rather than what occupation do you realistically expect to take up? Please be as specific as possible.

(61)

(62)

27. When you finish your formal education, what occupation do you realistically expect to take up? Please be as specific as possible.

(63)

(64)

28. When was your choice of vocation or career made?

While in primary school 1 (65)

In the first few years of secondary school... 2

In the last year or two of secondary school... 3

At the time of completing secondary school... 4

After being unable to get into field of first choice 5

After a year or two of study in a relevant course 6

Not until a year or two of another course... 7

Not until after one or more year's working... 8

No choice as yet 9

29. Were you restricted in your choice of career ...

Yes No

...because certain subjects were not available to you at secondary school?... 1... 2 (66)

...because of the subjects you took at secondary school?... 1... 2 (67)

If YES, to either, please give details:

(68)

30. How definite are your vocational plans?

I know exactly the kind of occupation I want... 1 (69)

I am trying to decide between two or three different occupations 2

I am considering more than three different occupations 3

I do not have any specific occupations in mind at this time 4

31. Describe the present or last main occupations of your father (or male guardian) and mother (or female guardian). Please be as precise and detailed as possible, stating both the nature and grade of the occupation and whether self-employed - e.g. machine operator in a butter factory, senior clerk in a State Government Department, single certificate nurse, builder's labourer, accountant (self-employed).

Please do not use vague terms such as public servant, teacher, nurse, factory worker, labourer, etc. Indicate if jobs are part time.

(i) Father, or male guardian (70) (71)

(ii) Mother, or female guardian (72) (73)

32. What is the highest educational level your mother, and father completed? Circle one number in each column. Make a guess if necessary and write down the name of any qualification you don't know where to place.
- | | Mother
(74) | Father
(75) |
|---|----------------|----------------|
| (a) Some primary school | 1.....1 | |
| (b) Completed primary school | 2.....2 | |
| (c) Less than 4 years secondary education ... | 3.....3 | |
| (d) Four years secondary education | 4.....4 | |
| (e) Technical trade certificate or other special training after secondary school (Please specify) | 5.....5 | |
| (f) Five or six years secondary school (e.g. Leaving, Matriculation or Higher School Certificate) | 6.....6 | |
| (g) Some university subjects or similar college level study after matriculation | 7.....7 | |
| (h) A tertiary level diploma (e.g. Senior Technical College, Teachers College) (Please specify) | 8.....8 | |
| (i) Completed university degree | 9.....9 | |
| (j) Other (Please specify) | 0.....0 | (76) (77) |

33. Apart from the qualification for which you are studying now, what is the highest qualification that you wish to acquire? Please be as specific as possible: _____ (78)

34. We would like you to compare Universities (U), Colleges of Advanced Education (C) and Technical Colleges (T). On each of the following scales place T where you feel the Technical Colleges fall, C for the place where Colleges of Advanced Education fall, and U for the position of the Universities.

For example: On a scale of size of institution, the following shows you feel Universities and CAEs are large while the Technical Colleges are smaller:

Large	U	C	T	Small			
	1	2	3	4	5	6	7

Please complete the following scales:

Theoretical emphasis 1 2 3 4 5 6 7

Essential for community need 1 2 3 4 5 6 7

Academically demanding 1 2 3 4 5 6 7

Good preparation for career 1 2 3 4 5 6 7

Practical emphasis (9) (10) (11)

No relevance for community need (12) (13) (14)

Easy to pass (15) (16) (17)

Limited career preparation (18) (19) (20)

Office

U C T

This final section of the questionnaire contains some questions which you may be reluctant to answer, or that you feel are inappropriate for this kind of questionnaire. You are free to leave any item unanswered, but we would be grateful for your comments.

35. (a) What was the country of your birth, and where were your parents born? (Circle one number in each column of the following table).

	Self (21)	Mother (22)	Father (23)
Australia	1.....1		
Britain	2.....2		
Other English language country (e.g. Canada, N.Z., U.S.A., etc.) ...	3.....3		
Northern Europe (e.g. Germany, Holland)	4.....4		
Southern Europe (e.g. Italy, Greece) ..	5.....5		
Eastern Europe (e.g. Poland, Hungary, U.S.S.R.)	6.....6		
Asian or Pacific country	7.....7		
Other countries	8.....8		

(b) If born overseas how many years has this person lived in Australia _____ (24) (25) (26)

36. In which religious denomination were you raised?

Anglican (C of E)	1
Other Protestant	2
Roman Catholic	3
Jewish	4
Other	5
None	6

37. (a) Are you married? (Include stable marriage-type relationship, if you wish). Yes 1 (28) No 2

(b) Do you have any dependent children? Yes 1 (29) No 2

38. How important are the following sources of financial support to you at present?

Source	Only source of income	Main source	Some help	None from this source	
(a) Regular, full-time job	1.....2.....3.....4				(30)
(b) Casual or part-time work	1.....2.....3.....4				(31)
(c) Dependent on parents	1.....2.....3.....4				(32)
(d) Dependent on wife or husband	1.....2.....3.....4				(33)
(e) TEAS allowance	1.....2.....3.....4				(34)
(f) Education Dept. Studentship	1.....2.....3.....4				(35)
(g) Other (Please specify)	1.....2.....3.....4				(36)

39. Could you tell us how your income and your family (parents) income compares with the average?

	Your present income	Parents income recent years	Income you realistically expect in five to ten years
	(37)	(38)	(39)

Below average:

less than \$50 per week.....1.....1.....1

\$50-\$100 per week2.....2.....2

over \$100 up to \$150 per week3.....3.....3

between \$150 and \$200 per week4.....4.....4

Average (about \$200 per week).....5.....5.....5

Above average6.....6.....6

Well above average7.....7.....7

I have no idea at all.....8.....8.....8

I prefer not to answer this question9.....9.....9

(Note: It is understandable that people sometimes object to answering this question. We ask it only because income is an important consideration in many (not all) career choices and family support is often necessary for students to complete a course of higher education)

40. Do you have any general comments on the effect of financial factors on the development of your career? _____ (40)

41. Would you like to make any suggestions or comments about education and training? (You may use the back of the Committee's letter for this as well if you wish). _____ (41)

Thank you for your kind assistance



COMMITTEE OF INQUIRY INTO EDUCATION AND TRAINING

Survey head office:Sample Survey Centre
The University of Sydney
Sydney NSW 2006

Dear Student,

National Educational Survey, 1977

The Committee of Inquiry into Education and Training has been set up to advise the Commonwealth Government on possible developments in post-secondary education between now and the year 2000, and the relationship between the labor market and the education system. This means that much information must be gathered from the students and staff of schools, colleges and universities as well as the general public.

Accordingly, we have decided to conduct a number of surveys to provide the information needed by the Committee and this survey is being carried out on our behalf by the University of Sydney Sample Survey Centre.

This survey of students will be used to study views on courses of study, vocational planning, and careers amongst individuals currently undergoing post-secondary education in a University, College of Advanced Education (C.A.E.) or Technical and Further Education College (T.A.F.E.). We are interested in your responses even if you are not now attending college or university.

The sample has been designed to represent students from the wide variety of institutions in each sector of post-secondary education and in each of the sampled institutions we have made a random selection of students.

We should greatly appreciate your help in this study by completing the questionnaire and returning it in the enclosed reply-paid envelope. We have taken elaborate steps to ensure that your identity and your individual answers will remain strictly confidential: only statistical summaries of group data will be published or made available to the Government.

We realize that not all questions will be equally applicable to your particular situation. Please try to answer each question if there is any basis at all for answering. If you do not wish to answer a question, omit it and go on to the next. If you have any comments or suggestions about education and training which you feel can not be adequately expressed in the questionnaire, please feel free to make these on the back of this letter in the space provided and return it to us together with your completed questionnaire.

We hope that you will find the questionnaire interesting to answer and that you will complete it and return it to us immediately.

Thank you for your cooperation.

Yours sincerely

Bruce Williams.

Professor Bruce Williams
Chairman
Committee of Inquiry into Education and Training



COMMITTEE OF INQUIRY INTO EDUCATION AND TRAINING

Survey head office:

Sample Survey Centre
The University of Sydney
Sydney NSW 2006

Dear Student,

National Educational Survey, 1977

You will recall that we invited you to participate in the National Educational Survey, 1977, now being conducted for the Committee of Inquiry into Education and Training, and that we sent a copy of our questionnaire to you.

The response to date from students in the universities, colleges of advanced education and technical colleges has been excellent but it is important that we receive a completed questionnaire from all persons selected in the sample.

At the time of writing this letter we had not yet received your reply and we are sending you another copy of our questionnaire in case you have mislaid the original. We would very much appreciate it if you could return the completed questionnaire as soon as possible in the reply-paid envelope provided, even if you are not now attending college or university. Should our letters have crossed in the mail, thank you for your reply and please ignore this reminder.

I can assure you that under the arrangements we have made with the University of Sydney Sample Survey Centre and with your educational institution, your identity and individual answers will remain strictly confidential.

Thank you for your cooperation.

Yours sincerely,

Bruce Williams.

Professor Bruce Williams
Chairman
Committee of Inquiry into Education and Training

IF NOT CLAIMED PLEASE RETURN TO
COMMITTEE OF ENQUIRY INTO EDUCATION & TRAINING
C/- THE UNIVERSITY OF SYDNEY, N.S.W. 2006

Ms Robyn M Name
92 Miller Street
Suburb 9001

APPENDIX 5

National Survey of Post-Secondary
Teaching Staff, 1977
Survey Instruments - University Sector*

*Note: Outward mailing envelopes and Business Reply-Paid envelopes used in the National Survey of Post-Secondary Teaching Staff were the same as those used in the National Educational Survey. They are shown only in Appendix 4.

NATIONAL SURVEY OF POST-SECONDARY
TEACHING STAFF, 1977

Office Use Only (Form U)

Most of the questions can be answered by placing a circle around the number given opposite a question. For example, if you are a male you answer the question as follows:

What is your sex?.....Male.....①
female.....2

Many questions ask for your opinion - if the alternatives given do not correspond to your view, circle the number of the answer which is closest to your opinion. The bracketed numbers are for Office Use only. Some questions ask you to give details. Please write your comments clearly in the space provided. If you do not wish to answer a question, omit it and go to the next.

Response
Update
Number

959 0099

1. What is your present position in your university?

Professor.....1	Senior Tutor, Senior (9)
Associate Professor, Reader.....2	Demonstrator, Assistant Lecturer.....6
Senior Lecturer.....3	Demonstrator, Tutor, Teaching Fellow.....7
Lecturer.....4	Other, not specified above.....8
Principal Tutor.....5	

2. Please indicate the field of teaching in which you consider yourself to be mainly engaged. We are not asking you to name your department or faculty/school, and before answering you may care to check the description of teaching fields on the reverse side of the Committee's covering letter.

(10-11)	(12-13)
Architecture, building.....01	Fine Arts.....07
Agriculture, forestry.....02	Humanities.....08
Dentistry.....03	Law.....09
Economics, commerce, government.....04	Medicine.....10
Education.....05	Natural Science.....11
Engineering, technology.....06	Social & Behavioural Sciences.....12
	Veterinary Science.....13
	Other; does not fit preceding categories.....14

3. (a) For how long have you been a member of the academic staff of a university? (Full time) _____ years (14-15)

(b) How long have you been on the academic staff of your institution? (Full time) _____ years (16-17)

4. Do you now hold, or have you ever held any of the following positions, and were you elected or appointed?

	Position held	Method of Appointment
	now held	never held
	held	not appointed
	past held	applic- able
(a) Dean or Head of School/Faculty.....1....2....3 (18)	1.....2.....3 (19)	
(b) Head or Chairman of Department or Discipline/Teaching Area.....1....2....3 (20)	1.....2.....3 (21)	

5. Is your present appointment...

Tenured.....1 (22)
Probationary.....2
Contract or fixed term...3

6. Please indicate below what degrees and diplomas you hold.

Name of degree or diploma	Year conferred	Institution
First degree(s), diploma(s) and certificate(s).....(23)	(24)	(25)
.....(26)	(27)	(28)
.....(29)	(30)	(31)
Higher degree(s), Postgraduate diploma(s) and higher.....(32)	(33)	(34)
Professional qualifications.....(35)	(36)	(37)
.....(38)	(39)	(40)

7. Please list the 3 most recent positions you have held full-time for a period greater than 6 months. (Do not include your current position or study leave appointments).

List of sectors for use in answer grid:

A College (CAE, Teachers, Institute)	D School teaching
B University	E Industry or commerce
C Technical & Further Education College (TAFE)	F Public Service
	G Other

Dates (years only)	Sector (insert letter)	Grade or Rank
From To (41-42)		
19 19 (43)	(43)	(44)
19 19 (45-46)	(45)	(46)
19 19 (47)	(47)	(48)
19 19 (49-50)	(49)	(50)
19 19 (51)	(51)	(52)

8. Are you at present enrolled or studying for a higher degree, a bachelor's degree or diploma? Yes.....1 (53)
No.....2

If YES, for what degree or diploma and at which institution?

(degree or diploma) (54-55) (institution) (56)

9. Approximately how many scholarly or scientific articles and books have you published?

Articles (57-58) Books (59-60)

10. Are your teaching responsibilities this academic year -

Entirely undergraduate.....1 (61)
Some undergraduate, some graduate.....2
Entirely graduate.....3
Not teaching this year.....4

11. About how many undergraduate students are enrolled in your largest and smallest classes this term? If teaching only one class, answer beside (b). (Note: "classes" does not mean "courses").

(a) Largest class (62-64)

(b) Smallest class (65-66)

12. With respect to the current teaching term/semester, etc., please estimate the components of your working week (in hours per week) you expect to have devoted to the following activities.

We are not asking you for a "typical" term, and some activities may be unevenly distributed over the term. An estimate of the weekly average for the term will be sufficient.

Giving lectures (or lecture-discussion classes)...	hrs(67-68)
Tutorials and seminars (small teaching groups)...	hrs(69-70)
Laboratory classes or supervising field work or practice teaching.....	hrs(71-72)
Out of class contact with individual students....	hrs(73-74)
Marking students work (including examinations)...	hrs(75-76)
Designing new courses and preparing lectures, tutorials, laboratory classes, teaching materials	hrs(77-78)
Administration.....	hrs(79-80)*
Committee work.....	hrs(9-10)
Research and writing papers, books, etc.....	hrs(11-12)
Public or community activities relevant to professional work.....	hrs(13-14)
Other, not specified above	hrs(15-16)

13. How interesting do you find each of the following activities? Circle one number on each line.

Fairly Very Extremely
Very Rather inter- inter- inter-
boring dull esting esting esting

- Administration.....1.....2.....3.....4.....5.....(17)
Committee work.....1.....2.....3.....4.....5.....(18)
Teaching.....1.....2.....3.....4.....5.....(19)
Non-classroom contact
with individual
students.....1.....2.....3.....4.....5.....(20)
Research and writing.....1.....2.....3.....4.....5.....(21)

14. Given the following four possible goals of academic programs, please indicate their importance:

1. To you personally
2. According to your understanding of what your institution expects of you

In the scale below 1 means very important, 2 means important and 3 means unimportant.

- | | Importance
to me | | Institution's
Expectation |
|--|---------------------|--|------------------------------|
| Provide undergraduates with a broad liberal education.....1...2...3.....(22) | 1...2...3.....(22) | | 1...2...3.....(23) |
| Prepare undergraduates for their chosen occupation.....1...2...3.....(24) | 1...2...3.....(24) | | 1...2...3.....(25) |
| Train graduate students.....1...2...3.....(26) | 1...2...3.....(26) | | 1...2...3.....(27) |
| Engage in research.....1...2...3.....(28) | 1...2...3.....(28) | | 1...2...3.....(29) |

15. Please indicate your agreement or disagreement with the following opinions. Circle 1 if you agree strongly with the statement and 5 if you disagree strongly. Otherwise circle 2 or 4 to show that you tend to agree or disagree and circle 3 only if it is impossible to decide.

- | | Strongly
Agree | | Strongly
Disagree |
|--|---------------------------|--|----------------------|
| Everyone who desires to go to university should have the chance.....1...2...3...4...5....(30) | 1...2...3...4...5....(30) | | |
| Attendance at university is a privilege not a right.....1...2...3...4...5....(31) | 1...2...3...4...5....(31) | | |
| Universities should restrict themselves to the more traditional academic and professional fields.....1...2...3...4...5....(32) | 1...2...3...4...5....(32) | | |
| Colleges of Advanced Education should restrict themselves to the vocational and more recent technical fields.....1...2...3...4...5....(33) | 1...2...3...4...5....(33) | | |
| All universities should try to cover much the same fields of teaching and learning.....1...2...3...4...5....(34) | 1...2...3...4...5....(34) | | |
| Universities should agree to specialize to avoid duplication in areas of... | | | |
| ...low student demand for a course.....1...2...3...4...5....(35) | 1...2...3...4...5....(35) | | |
| ...a limited supply of outstanding staff in a field of teaching and learning.....1...2...3...4...5....(36) | 1...2...3...4...5....(36) | | |
| ...very expensive equipment requirements in a field.....1...2...3...4...5....(37) | 1...2...3...4...5....(37) | | |
| 16. With regard to incoming students would you say their ability to write clear expository prose has improved, deteriorated or remained unchanged in recent years? | | | |
| Improved.....1.....(38) | 1.....(38) | | |
| Deteriorated.....2..... | 2..... | | |
| Remained unchanged.....3..... | 3..... | | |

17. Do you feel that the expansion that has taken place in post-secondary education over the past decade has affected the average level of ability of students admitted to your university in your subject?

It has lowered the average level of ability of my students very considerably in recent years.....1 (39)

...cont'd

17. (cont'd)

It has lowered the average level of my students to some extent in recent years.....2
It hasn't changed the average level of my students appreciably.....3
The average level of my students has risen in recent years.....4

18. In your opinion, how important are the following reasons for young people enrolling in a university?

Very Not at all
Important Important

- (a) To get training for a job.....1...2...3...4...5.....(40)
(b) To get a basic general education.....1...2...3...4...5.....(41)
(c) To please parents.....1...2...3...4...5.....(42)
(d) To fill in time until the student decides what to do.....1...2...3...4...5.....(43)
(e) To study in a field that really interests the student.....1...2...3...4...5.....(44)
(f) NOW GO BACK AND UNDERLINE WHAT YOU FEEL IS THE MOST IMPORTANT REASON FOR MOST STUDENTS. ☐ (45)

19. How easy or difficult do you think it will be for a student to get a job suitable for his or her training when he or she finishes a course in your field of study?

Very easy.....1 (46)
Fairly easy.....2
Difficult.....3
Very difficult.....4

20. Listed below are some comments students sometimes make. To what extent do you agree or disagree with these comments, in terms of the course(s) you teach?

Strongly Strongly
Agree Disagree

- (a) General work pressure is too great.....1...2...3...4...5... (47)
(b) There is not enough time for private study.....1...2...3...4...5... (48)
(c) There are too many hours in class.....1...2...3...4...5... (49)
(d) There is too much emphasis on narrow vocational training.....1...2...3...4...5... (50)
(e) Course demands too much mechanical learning and not much individual thinking.....1...2...3...4...5... (51)
(f) Too much like secondary school.....1...2...3...4...5... (52)
(g) Courses are not relevant to careers.....1...2...3...4...5... (53)

21. What role do you believe undergraduate students should play in decisions on the following? (Circle one on each line).

Voting
power
on Formal Informal Little
commit- consul- consul- no
Control tation tation role

- (a) Staff appointment and promotion.....1.....2.....3.....4.....5.. (54)
(b) Undergraduate admissions policy.....1.....2.....3.....4.....5.. (55)
(c) Provision and content of courses.....1.....2.....3.....4.....5.. (56)
(d) Student discipline.....1.....2.....3.....4.....5.. (57)
(e) Bachelor's degree requirements.....1.....2.....3.....4.....5.. (58)

22. In your experience how important are each of the following possibilities in a student's decision to give up a course?

Very Not at all
Important Important

- (a) Interference with study by social life.....1...2...3...4...5.....(59)
(b) Unfriendly atmosphere.....1...2...3...4...5.....(60)
(c) Course contents not what was expected.....1...2...3...4...5.....(61)
...cont'd

22. (cont'd)

- | | Very
Important | Not at all
Important | |
|---|-----------------------------|-------------------------|------|
| (d) Loss of financial support..... | 1...2...3...4...5..... | | (62) |
| (e) Failure in course work..... | 1...2...3...4...5..... | | (63) |
| (f) Decreasing job opportunities
relevant to course..... | 1...2...3...4...5..... | | (64) |
| (g) Too many distractions, such as
parties, callers, noise,
friends, family, T.V..... | 1...2...3...4...5..... | | (65) |
| (h) Not measuring up to student's
own standards of achievement..... | 1...2...3...4...5..... | | (66) |
| (i) Desire to do something more
useful in society..... | 1...2...3...4...5..... | | (67) |
| (j) Discovery of new interest in
another field of study..... | 1...2...3...4...5..... | | (68) |
| (k) Course was boring..... | 1...2...3...4...5..... | | (69) |
| (l) Family responsibilities..... | 1...2...3...4...5..... | | (70) |
| (m) Other, please state | | | |
| | (71) 1...2...3...4...5..... | | (72) |

23. Would you say your university is too large, too small or about right?
- | | | |
|------------------|---|------|
| Too large..... | 1 | (73) |
| Too small..... | 2 | |
| About right..... | 3 | |

24. Think of a lecturer at your university, perhaps in your department or teaching area, who is neither the best nor the worst in your experience. Indicate whether you agree or disagree with the following statements about him/her by circling the appropriate number opposite each item.

- | | Strongly
Agree | Strongly
Disagree | |
|---|------------------------|----------------------|------|
| (a) Inspires confidence in his/her knowledge of the subject..... | 1...2...3...4...5..... | | (74) |
| (b) Has stimulated the intellectual curiosity of the student and provoked independent thinking..... | 1...2...3...4...5..... | | (75) |
| (c) Explains things clearly at the student's level..... | 1...2...3...4...5..... | | (76) |
| (d) Treats the student as a co-seeker of knowledge and wisdom..... | 1...2...3...4...5..... | | (77) |
| (e) Has motivated the student to do his or her best work..... | 1...2...3...4...5..... | | (78) |
| (f) Displays enthusiasm for the subject matter..... | 1...2...3...4...5..... | | (79) |
| (g) Always carefully marks written work (assignments, exams, etc.)..... | 1...2...3...4...5..... | | (80) |
| (h) Plays a major role in the student's career plans..... | 1...2...3...4...5..... | | (9) |
| (i) Plays a major role in the student's personal development..... | 1...2...3...4...5..... | | (10) |

25. Do you agree or disagree that university education would be improved if:
- | | Strongly
Agree | Strongly
Disagree | |
|---|------------------------|----------------------|------|
| (a) grading were abolished, e.g. use of high distinction, credit, pass, A, B, C, etc..... | 1...2...3...4...5..... | | (11) |
| (b) academics in the applied fields had more contact with the work place..... | 1...2...3...4...5..... | | (12) |
| (c) all lecturers were to avail themselves of courses in teaching method..... | 1...2...3...4...5..... | | (13) |
| (d) large lecture and laboratory classes were replaced with more tutorials and workshops..... | 1...2...3...4...5..... | | (14) |

26. In the last 10 years the proportion of young people in the 17-22 years age group entering the universities and colleges in Australia has doubled, and is now expected to remain fairly steady. In respect of each post-secondary sector, do you think

...cont'd

26. (cont'd)

the numbers of students in the next decade should be...

- | | Univ
(15) | CAE
(16) | TAPE
(17) |
|----------------------------------|--------------|-------------|--------------|
| double the present level? | 1..... | 1..... | 2 |
| increased by about 50 per cent? | 2..... | 2..... | 2 |
| increased by about 25 per cent? | 3..... | 3..... | 3 |
| held at about the present level? | 4..... | 4..... | 4 |
| decreased? | 5..... | 5..... | 5 |

27. Do you think that the number of new places for students in universities in your discipline should be expanded in the next decade?

- | | | |
|---|---|------|
| No..... | 1 | (18) |
| Yes, but under 25 per cent..... | 2 | |
| Yes, between 25 per cent and 75 per cent..... | 3 | |
| Yes, over 75 per cent..... | 4 | |

28. Should the normal academic standards of admission at your university be relaxed, tightened or left as they are for,

- | | Relaxed | Tightened | Left as |
|---|---------|-----------|---------|
| (a) Mature-age students..... | 1..... | 2..... | 3..... |
| (b) Members of disadvantaged groups,
e.g. poor; handicapped..... | 1..... | 2..... | 3..... |
| (c) All other undergraduate students..... | 1..... | 2..... | 3..... |

29. Under the existing regulations it is difficult for undergraduate students to transfer studies from one university to another or between universities and CAEs, without significant loss of credit for work done. In general, do you think this situation should be eased, left unchanged or tightened?

- | | between
universities
(22) | from
universities
to CAEs
(23) | from
CAEs to
universities
(24) |
|-------------------------|---------------------------------|---|---|
| (a) eased..... | 1..... | 1..... | 1 |
| (b) left unchanged..... | 2..... | 2..... | 2 |
| (c) tightened..... | 3..... | 3..... | 3 |

30. If you answered (a) to any part of Q29 above, do you have any suggestions about how the situation could be eased?

_____ (25)

31. We would like you to compare Universities (U), Colleges of Advanced Education (C) and Technical Colleges (T). On each of the following scales place T where you feel the Technical Colleges fall, and U for the position of the Universities.

For example: On a scale of size of institution, the following shows you feel Universities and CAEs are large while the Technical Colleges are smaller.

- | Large | U | C | T | Small | | | | |
|-------|---|---|---|-------|---|---|---|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
- Please complete the following scales:
- | | | | | | | | | | | |
|------------------------------|---|---|---|---|---|---|---|---------------------------------|------|------|
| Theoretical emphasis | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Practical emphasis | (26) | (27) |
| Essential for community need | 1 | 2 | 3 | 4 | 5 | 6 | 7 | No relevance for community need | (29) | (30) |
| Academically demanding | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Easy to pass | (32) | (33) |
| Good preparation for career | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Limited career preparation | (35) | (36) |

32. Please indicate the extent of your agreement with the following:

- | | Strongly
Agree | Strongly
Disagree |
|--|------------------------|----------------------|
| (a) Universities should be multipurpose institutions and vocational training should be an important aspect of their functions..... | 1...2...3...4...5..... | |

...cont'd

32. (cont'd)

Strongly Agree Strongly Disagree

(b) There needs to be greater activity in the collection and dissemination of data upon which effective advice on career prospects can be given to students.....1...2...3...4...5.....(39)

(c) Any increase in the proportion of fixed term appointments (i.e. appointments for 2, 3, etc. year term) is unjustified...1...2...3...4...5.....(40)

(d) There is an essential difference between universities and other post-secondary institutions in terms of their general educational goals and their ethos.....1...2...3...4...5.....(41)

(e) If new universities are established this should be by a process of upgrading other institutions.....1...2...3...4...5.....(42)

33. (a) Provided staff rights were fully protected, would you approve or disapprove plans by the Tertiary Education Commission or by other government bodies, to amalgamate universities with nearby Colleges of Advanced Education? Approve.....1 (43)
Disapprove.....2

(b) Why? _____ (44-45)

34. University resources in the ensuing decade may be insufficient to meet all claims made upon them. Please indicate where among the following areas of university expenditure you believe any proposed cutbacks should be most vigorously resisted and where cutbacks will most readily be accommodated.

Occupies an
Should be intermediate Should be
among the position, if among the
last to cuts become first to
be cut necessary be cut

(a) Funds for libraries and laboratories.....1.....2.....3.....(46)

(b) Academic staff salaries.....1.....2.....3.....(47)

(c) Number of senior academic staff.....1.....2.....3.....(48)

(d) Number of junior academic staff.....1.....2.....3.....(49)

(e) Number of support staff (secretaries, laboratory assistants, etc.).....1.....2.....3.....(50)

(f) General management (administrative and maintenance staff).....1.....2.....3.....(51)

(g) Financial assistance to students.....1.....2.....3.....(52)

(h) Funds directed primarily to teaching.....1.....2.....3.....(53)

(i) Funds directed primarily to research support.....1.....2.....3.....(54)

NOW GO BACK AND UNDERLINE THE MOST IMPORTANT AREA WHERE CUTBACKS SHOULD BE RESISTED. ☐ (55)

35. Do you anticipate that you will be applying for any position outside your university in the next three, six or nine years?

3 yrs 6 yrs 9 yrs
(56) (57) (58)

Definitely Yes.....1.....1.....1
Probably Yes.....2.....2.....2
Uncertain.....3.....3.....3
Probably not.....4.....4.....4
Definitely not.....5.....5.....5

36. Would you support early retirement or half-retirement schemes if adequate superannuation arrangements were made?

Yes No

early retirement.....1.....2.....(59)
half retirement.....1.....2.....(60)

37. In general how satisfied are you with your job? very satisfied.....1 (1)
satisfied.....2
dissatisfied.....3
very dissatisfied....4

38. If you were offered a position in another university, a college, industry, or the public service, would you consider accepting it at the same salary, or at a salary higher or lower than yours at present? Please tick (✓) each box which applies to you - you may tick more than one per line.

If you would not consider any of these, please tick here → <input type="checkbox"/> (62)	Would consider accepting appointment at:		
	same salary	higher salary	lower salary
another university.....	<input type="checkbox"/> (63)	<input type="checkbox"/> (64)	<input type="checkbox"/> (65)
a College of Advanced Education.....	<input type="checkbox"/> (66)	<input type="checkbox"/> (67)	<input type="checkbox"/> (68)
A Technical College.....	<input type="checkbox"/> (69)	<input type="checkbox"/> (70)	<input type="checkbox"/> (71)
Industry.....	<input type="checkbox"/> (72)	<input type="checkbox"/> (73)	<input type="checkbox"/> (74)
Public Service.....	<input type="checkbox"/> (75)	<input type="checkbox"/> (76)	<input type="checkbox"/> (77)

39. If you were to seek another position elsewhere, what importance would you attach to the following:

	Very Essential	Some-what impor- tant	Not Important
--	----------------	-----------------------	---------------

(a) Tenure.....1.....2.....3.....4.....(1)
(b) Less pressure to publish.....1.....2.....3.....4.....(1)
(c) Time for research.....1.....2.....3.....4.....(1)
(d) Opportunities to teach.....1.....2.....3.....4.....(1)
(e) Good colleagues.....1.....2.....3.....4.....(1)
(f) Chance for promotion.....1.....2.....3.....4.....(1)
(g) A change in geographical location (e.g. to another city or country area).....1.....2.....3.....4.....(1)

Finally, we would like to ask several questions to be used in the cross classification of results.

40. What is the educational and occupational background of your parents?

	Highest educational qualification	Main occupation
Father	_____ (16)	_____ (17-1)
Mother	_____ (19)	_____ (20-2)

41. (a) What was the country of your birth and where did you take your first degree or diploma? Born etc
(22) (23)

Australia.....	1.....1
Britain.....	2.....2
United States, Canada.....	3.....3
Other English Language Country.....	4.....4
Europe.....	5.....5
Asia/Pacific.....	6.....6
Other.....	7.....7

(b) If born overseas how many years have you lived in Australia? _____ years (24-2)

42. What is your age now? _____ years (26-2)

43. What is your sex? male.....1 (2)
female.....2

Would you like to make any suggestions, or comments about education and training? You may use the back of the Committee's letter for this as well if you wish.

Thank you for your kind assistance



COMMITTEE OF INQUIRY INTO EDUCATION AND TRAINING

Survey head office:Sample Survey Centre
The University of Sydney
Sydney NSW 2006

Dear Colleague,

National Survey of Post-Secondary Teaching Staff, 1977

The Committee of Inquiry into Education and Training has been set up to advise the Commonwealth Government on possible developments in post-secondary education between now and the year 2000, and the relationship between the labour market and the education system. This means that much information must be gathered from the students and staff of schools, colleges and universities as well as from the general public, industry and commerce.

Accordingly, we have decided to conduct a number of surveys to provide the information needed by the Committee. This survey, in which we are asking you to participate, is being carried out on our behalf by the University of Sydney Sample Survey Centre, and it will cover a sample of teaching staff in all sectors of post-secondary education in Australia - the Universities, Colleges of Advanced Education, and Technical and Further Education Colleges. It complements a sample survey of post-secondary students in which we have asked a number of similar questions about issues common to students and staff. This is a unique research undertaking in Australian higher education and after the Committee has reported next year, the data we collect will be made available in an anonymous form to other scholars and students of higher education.

The survey seeks your views about the education of students, your experience and role as a post-secondary teacher, your feelings about the present post-secondary education structure, and prospects for the future. You have been included in the sample because your institution was one of those selected at random for the student survey. In the larger institutions, teaching staff members have been randomly selected by the administration to participate in the survey, but in smaller institutions the entire teaching staff has been included.

Your help is very important. The accuracy of the survey is largely dependent upon your willingness to answer the questions and we believe the importance of the survey will justify the time you give to it.

We are aware that a survey of this kind has its limitations. But a questionnaire which is carefully designed can make a considerable contribution to our knowledge. To this end we have consulted a wide range of educational and survey researchers as well as representative staff associations.

Most importantly, we assure you that your answers will be held in the strictest confidence. We are interested only in the total distribution of responses and in statistical relationships, and under no circumstances will we report responses on an individual basis. We have split the organization of the survey between the selected institution and the Sample Survey Centre in such a way that the identifying number on the questionnaire, which is needed for survey management purposes, can not be linked to your name by the Centre, which alone will see the completed response.

We hope that you will find the questionnaire interesting to answer, and that you will complete and return it to us in the reply paid envelope while you have it at hand. We will welcome any comments you make. Please feel free to make these on the back of this letter and return it with your completed questionnaire.

Thank you for your cooperation.

Yours sincerely,

A handwritten signature in cursive script that reads 'Bruce Williams'.

Bruce Williams
Chairman
Committee of Inquiry into
Education and Training

For your guidance in answering Question 2 - Some examples of teaching fields within the principal groups.

Architecture, building: (including town and regional planning, urban studies, landscape design, building science, building construction)
Agriculture, forestry: (including agronomy, soil science, genetics and plant pathology, animal husbandry, horticultural science, rural science)
Dentistry: (including oral surgery, prosthetic dentistry, dental medicine and surgery, operative dentistry, oral biology, dental health, orthodontics)
Economics, commerce, government: (including politics, business administration, accounting, econometrics and economic statistics, industrial relations, marketing)
Education: (including physical education, school counselling, special education, educational administration, curriculum studies)
Engineering, technology: (including surveying, metallurgy, mining, biological technology, electronics, materials science, industrial design, mineral technology)
Fine Arts: (including music, music education, contemporary art, visual arts)
Humanities: (including drama, english, history, modern languages, asian studies, linguistics, philosophy, semetic studies, theology)
Law: (including international law and jurisprudence, constitutional law, taxation law, law and labour relations)
Medicine: (including anatomy, gynaecology and obstetrics, histology, mental health, occupational and speech therapy, paediatrics, pathology, pharmacy, psychiatry)
Natural sciences: (including mathematics, statistics, computer science, entomology, genetics, operations research, marine biology, environmental science, paleontology)
Social and behavioural sciences: (including geography, psychology, anthropology, criminology, social studies, sociology, journalism, librarianship, migrant studies)
Veterinary science: (including veterinary anatomy, veterinary clinical studies, tropical veterinary science, veterinary pathology and bacteriology)
Other: (including general studies and fields not elsewhere classified)

YOUR ADDITIONAL COMMENTS ON EDUCATION AND TRAINING ARE WELCOME



COMMITTEE OF INQUIRY INTO EDUCATION AND TRAINING

Survey head office:

Sample Survey Centre
The University of Sydney
Sydney NSW 2006

Dear Colleague,

National Survey of Post-Secondary Teaching Staff, 1977

You will recall that we invited you to participate in the National Survey of Post-Secondary Teaching Staff, 1977, now being conducted for the Committee of Inquiry into Education and Training, and that we sent a copy of our questionnaire to you.

The response to date from staff in the universities, colleges of advanced education and technical colleges has been excellent but it is important that we receive a completed questionnaire from all persons selected in the sample.

At the time of writing this letter we had not yet received your reply and we are sending you another copy of our questionnaire in case you have mislaid the original. We would very much appreciate it if you could return the completed questionnaire as soon as possible in the reply-paid envelope provided. Should our letters have crossed in the mail, thank you for your reply and please ignore this reminder.

I can assure you that under the arrangements we have made with the University of Sydney Sample Survey Centre and with your educational institution, your identity and individual answers will remain strictly confidential.

Thank you for your cooperation.

Yours sincerely

Bruce Williams.

Bruce Williams
Chairman
Committee of Inquiry into
Education and Training

APPENDIX 5 (continued)

National Survey of Post-SecondaryTeaching Staff, 1977Survey Instruments - CAE Sector

NATIONAL SURVEY OF POST-SECONDARY
TEACHING STAFF, 1977

Office Use Only (Form C)

Most of the questions can be answered by placing a circle around the number given opposite a question. For example, if you are a male you answer the question as follows:

What is your sex?.....male.....①
female.....2

Many questions ask for your opinion - if the alternatives given do not correspond to your view, circle the number of the answer which is closest to your opinion. The bracketed numbers are for Office Use only. Some questions ask you to give details. Please write your comments clearly in the space provided. If you do not wish to answer a question, omit it and go to the next.

Response
Update
Number

959 0099

1. What is your present position in your college?

Head of School/Dean/ College Fellow.....1	Principal Tutor.....5 (9)
Principal Lecturer.....2	Senior Tutor.....6
Senior Lecturer.....3	Tutor.....7
Lecturer.....4	Other, not specified above _____ 8

(10)

2. Please indicate the field of teaching in which you consider yourself to be mainly engaged. We are not asking you to name your department or faculty/school, and before answering you may care to check the description of teaching fields on the reverse side of the Committee's covering letter.

(11-12)	(13-14)
Agriculture.....01	Liberal Studies.....07
Applied Sciences.....02	Music.....08
Art and Design.....03	Para-medical.....09
Building, Surveying and Architecture.....04	Teacher education.....10
Commercial and Business Studies.....05	Other: does not fit preceding categories _____ 11
Engineering and Technology.....06	

3. (a) For how long have you been a member of the academic staff of a CAE? (Full time) _____ years (15-16)

(b) How long have you been on the academic staff of your institution? (Full time) _____ years (17-18)

4. Do you now hold, or have you ever held any of the following positions, and were you elected or appointed?

Position	Method of Appointment	
	held now in held past	not appoin- ted applic- able
(a) Dean or Head of School/Faculty...1....2....3 (19)	1.....2.....3	(20)
(b) Head or Chairman of Department or Discipline/ Teaching Area...1....2....3 (21)	1.....2.....3	(22)

5. Is your present appointment...

Tenured.....1 (23)
Probationary.....2
Contract or fixed term...3

6. Please indicate below what degrees and diplomas you hold.

Name of degree or diploma	Year con- ferred	Institution
First degree(s), diploma(s) and certificate(s) _____ (24)	_____ (25)	_____ (26)
_____ (27)	_____ (28)	_____ (29)
_____ (30)	_____ (31)	_____ (32)
Higher degree(s), postgraduate diploma(s) and higher _____ (33)	_____ (34)	_____ (35)
_____ (36)	_____ (37)	_____ (38)
professional qualifications _____ (39)	_____ (40)	_____ (41)

7. Please list the 3 most recent positions you have held full-time for a period greater than 6 months. (Do not include your current position or study leave appointments).

List of sectors for use in answer grid:

A College (CAE, Teachers, Institute)	D School teaching
B University	E Industry or commerce
C Technical & Further Education College (TAFE)	F Public Service
	G Other

Dates (years only)	Sector (insert letter)	Grade or Rank
From To (42-43)		
19__ 19__ (46-47)	_____ (44)	_____ (45)
19__ 19__ (50-51)	_____ (48)	_____ (49)
19__ 19__	_____ (52)	_____ (53)

8. Are you at present enrolled or studying for a higher degree, a bachelor's degree or diploma? Yes.....1 (54)
No.....2

If YES, for what degree or diploma and at which institution?
_____ (55-56) _____ (57)
(degree or diploma) (institution)

9. Approximately how many scholarly or scientific articles and books have you published?

Articles _____ (58-59) Books _____ (60-61)

10. Are your teaching responsibilities this academic year -

Entirely undergraduate.....1 (62)
Some undergraduate, some graduate.....2
Entirely graduate.....3
Not teaching this year.....4

11. About how many undergraduate students are enrolled in your largest and smallest classes this term? If teaching only one class, answer beside (b). (Note: "classes" does not mean "courses").

(a) Largest class _____ (63-65)
(b) Smallest class _____ (66-67)

12. With respect to the current teaching term/semester, etc., please estimate the components of your working week (in hours per week) you expect to have devoted to the following activities.

We are not asking you for a "typical" term, and some activities may be unevenly distributed over the term. An estimate of the weekly average for the term will be sufficient.

Giving lectures (or lecture-discussion classes)...	_____ hrs (68-69)
Tutorials and seminars (small teaching groups)...	_____ hrs (70-71)
Laboratory classes or supervising field work or practice teaching.....	_____ hrs (72-73)
Out of class contact with individual students....	_____ hrs (74-75)
Marking students work (including examinations)...	_____ hrs (76-77)
Designing new courses and preparing lectures, tutorials, laboratory classes, teaching materials	_____ hrs (78-79)*
Administration.....	_____ hrs (9-10)
Committee work.....	_____ hrs (11-12)
Research and writing papers, books, etc.....	_____ hrs (13-14)
Public or community activities relevant to professional work.....	_____ hrs (15-16)
Other, not specified above _____	_____ hrs (17-18)

13. How interesting do you find each of the following activities? Circle one number on each line.

			Fairly	Very	Extremely
Very	Rather	inter-	inter-	inter-	
boring	dull	esting	esting	esting	

- Administration.....1.....2.....3.....4.....5.....(19)
- Committee work.....1.....2.....3.....4.....5.....(20)
- Teaching.....1.....2.....3.....4.....5.....(21)
- Non-classroom contact
with individual
students.....1.....2.....3.....4.....5.....(22)
- Research and writing..1.....2.....3.....4.....5.....(23)

14. Given the following three possible goals of academic programs, please indicate their importance:

- To you personally
- According to your understanding of what your institution expects of you

In the scale below 1 means very important, 2 means important and 3 means unimportant.

Importance to me	Institution's Expectation
---------------------	------------------------------

- Provide undergraduates
with a broad liberal
education.....1...2...3(24) 1...2...3(25)
- Prepare undergraduates
for their chosen
occupation.....1...2...3(26) 1...2...3(27)
- Engage in research....1...2...3(28) 1...2...3(29)

15. Please indicate your agreement or disagreement with the following opinions. Circle 1 if you agree strongly with the statement and 5 if you disagree strongly. Otherwise circle 2 or 4 to show that you tend to agree or disagree and circle 3 only if it is impossible to decide.

Strongly Agree	Strongly Disagree
-------------------	----------------------

- Everyone who desires to go to
college should have the chance.....1...2...3...4...5....(30)
- Attendance at college is a
privilege not a right.....1...2...3...4...5....(31)
- Universities should restrict
themselves to the more traditional
academic and professional fields.....1...2...3...4...5....(32)
- Colleges of Advanced Education should
restrict themselves to the vocational
and more recent technical fields.....1...2...3...4...5....(33)
- All CAEs should try to cover
much the same fields of teaching and
learning.....1...2...3...4...5....(34)
- High level or advanced courses in
colleges drive out low level courses..1...2...3...4...5....(35)
- The fact that some CAEs are stronger
than others should be recognized in
the government's financial provision..1...2...3...4...5....(36)
- The State coordinating bodies
(Boards, etc.) for advanced education
are too heavily involved in the
affairs of the colleges.....1...2...3...4...5....(37)

16. With regard to incoming students would you say their ability to write clear expository prose has improved, deteriorated or remained unchanged in recent years?

Improved.....1	(38)
Deteriorated.....2	
Remained unchanged.....3	

17. Do you feel that the expansion that has taken place in post-secondary education over the past decade has affected the average level of ability of students admitted to your college in your subject?

It has lowered the average level of ability of
my students very considerably in recent years.....1 (39)

...cont'd

17. (cont'd)

It has lowered the average level of my students
to some extent in recent years.....2

It hasn't changed the average level of my
students appreciably.....3

The average level of my students has risen in
recent years.....4

18. In your opinion, how important are the following reasons for young people enrolling in a college?

Very Important	Not at all Important
-------------------	-------------------------

- (a) To get training for a job.....1...2...3...4...5.....(40)
- (b) To get a basic general
education.....1...2...3...4...5.....(41)
- (c) To please parents.....1...2...3...4...5.....(42)
- (d) To fill in time until the
student decides what to do.....1...2...3...4...5.....(43)
- (e) To study in a field that really
interests the student.....1...2...3...4...5.....(44)
- (f) NOW GO BACK AND UNDERLINE WHAT YOU FEEL IS THE MOST
IMPORTANT REASON FOR MOST STUDENTS. ☐ (45)

19. How easy or difficult do you think it will be for a student to get a job suitable for his or her training when he or she finishes a course in your field of study?

Very easy.....1	(46)
Fairly easy.....2	
Difficult.....3	
Very difficult.....4	

20. Listed below are some comments students sometimes make. To what extent do you agree or disagree with these comments, in terms of the course(s) you teach?

Strongly Agree	Strongly Disagree
-------------------	----------------------

- (a) General work pressure is too great..1...2...3...4...5... (47)
- (b) There is not enough time for
private study.....1...2...3...4...5... (48)
- (c) There are too many hours in class..1...2...3...4...5... (49)
- (d) There is too much emphasis on
narrow vocational training.....1...2...3...4...5... (50)
- (e) Course demands too much mechanical
learning and not much individual
thinking.....1...2...3...4...5... (51)
- (f) Too much like secondary school.....1...2...3...4...5... (52)
- (g) Courses are not relevant to careers..1...2...3...4...5... (53)

21. What role do you believe undergraduate students should play in decisions on the following? (Circle one on each line).

Voting power on control	Formal commit- tees	Informal consul- tation	Little or no role
----------------------------------	---------------------------	-------------------------------	----------------------------

- (a) Staff appointment
and promotion.....1.....2.....3.....4.....5... (54)
- (b) Undergraduate
admissions policy.....1.....2.....3.....4.....5... (55)
- (c) Provision and content
of courses.....1.....2.....3.....4.....5... (56)
- (d) Student discipline.....1.....2.....3.....4.....5... (57)
- (e) Bachelor's degree
requirements.....1.....2.....3.....4.....5... (58)

22. In your experience how important are each of the following possibilities in a student's decision to give up a course?

Very Important	Not at all Important
-------------------	-------------------------

- (a) Interference with study by
social life.....1...2...3...4...5.... (59)
- (b) Unfriendly atmosphere.....1...2...3...4...5.... (60)
- (c) Course contents not what was
expected.....1...2...3...4...5.... (61)

22. (cont'd)

- | | Very
Important | Not at all
Important | |
|---|-----------------------------|-------------------------|------|
| (d) Loss of financial support..... | 1...2...3...4...5..... | | (62) |
| (e) Failure in course work..... | 1...2...3...4...5..... | | (63) |
| (f) Decreasing job opportunities
relevant to course..... | 1...2...3...4...5..... | | (64) |
| (g) Too many distractions, such as
parties, callers, noise,
friends, family, T.V..... | 1...2...3...4...5..... | | (65) |
| (h) Not measuring up to student's
own standards of achievement..... | 1...2...3...4...5..... | | (66) |
| (i) Desire to do something more
useful in society..... | 1...2...3...4...5..... | | (67) |
| (j) Discovery of new interest in
another field of study..... | 1...2...3...4...5..... | | (68) |
| (k) Course was boring..... | 1...2...3...4...5..... | | (69) |
| (l) Family responsibilities..... | 1...2...3...4...5..... | | (70) |
| (m) Other, please state | | | |
| | (71) 1...2...3...4...5..... | | (72) |

23. Would you say your college is too large, too small or about right?
- | | | |
|------------------|---|------|
| Too large..... | 1 | (73) |
| Too small..... | 2 | |
| About right..... | 3 | |

24. Think of a lecturer at your college, perhaps in your department or teaching area, who is neither the best nor the worst in your experience. Indicate whether you agree or disagree with the following statements about him/her by circling the appropriate number opposite each item.

- | | Strongly
Agree | Strongly
Disagree | |
|---|------------------------|----------------------|------|
| (a) Inspires confidence in his/her knowledge of the subject..... | 1...2...3...4...5..... | | (74) |
| (b) Has stimulated the intellectual curiosity of the student and provoked independent thinking..... | 1...2...3...4...5..... | | (75) |
| (c) Explains things clearly at the student's level..... | 1...2...3...4...5..... | | (76) |
| (d) Treats the student as a co-seeker of knowledge and wisdom..... | 1...2...3...4...5..... | | (77) |
| (e) Has motivated the student to do his or her best work..... | 1...2...3...4...5..... | | (78) |
| (f) Displays enthusiasm for the subject matter..... | 1...2...3...4...5..... | | (79) |
| (g) Always carefully marks written work (assignments, exams, etc.)..... | 1...2...3...4...5..... | | (80) |
| (h) Plays a major role in the student's career plans..... | 1...2...3...4...5..... | | (9) |
| (i) Plays a major role in the student's personal development..... | 1...2...3...4...5..... | | (10) |

25. Do you agree or disagree that college education would be improved if:
- | | Strongly
Agree | Strongly
Disagree | |
|--|-------------------|----------------------|--|
|--|-------------------|----------------------|--|

- | | | | |
|---|------------------------|--|------|
| (a) grading were abolished, e.g. use of high distinction, credit, pass, A, B, C, etc..... | 1...2...3...4...5..... | | (11) |
| (b) academics in the applied fields had more contact with the work place..... | 1...2...3...4...5..... | | (12) |
| (c) all lecturers were to avail themselves of courses in teaching method..... | 1...2...3...4...5..... | | (13) |
| (d) large lecture and laboratory classes were replaced with more tutorials and workshops..... | 1...2...3...4...5..... | | (14) |
| (e) colleges were allowed to offer a full range of higher degrees (including doctorates)..... | 1...2...3...4...5..... | | (15) |
| (f) colleges were allowed to offer a partial range of higher degrees (e.g. up to masters degree level)..... | 1...2...3...4...5..... | | (16) |
| (g) colleges were not allowed to offer any higher degrees..... | 1...2...3...4...5..... | | (17) |

26. In the last 10 years the proportion of young people in the 17-22 years age group entering the

26. (cont'd)

universities and colleges in Australia has doubled, and is now expected to remain fairly steady. In respect of each post-secondary sector, do you think the numbers of students in the next decade should be...

- | | Univ
(18) | CAE
(19) | TAFE
(20) |
|---------------------------------------|--------------|-------------|--------------|
| double the present level?..... | 1..... | 1..... | 2..... |
| increased by about 50 per cent?..... | 2..... | 2..... | 2..... |
| increased by about 25 per cent?..... | 3..... | 3..... | 3..... |
| held at about the present level?..... | 4..... | 4..... | 4..... |
| decreased by about 25 per cent?..... | 5..... | 5..... | 5..... |

27. Do you think that the number of new places for students in colleges in your teaching field should be expanded in the next decade?

- | | | |
|---|---|------|
| No..... | 1 | (21) |
| Yes, but under 25 per cent..... | 2 | |
| Yes, between 25 per cent and 75 per cent..... | 3 | |
| Yes, over 75 per cent..... | 4 | |

28. Should the normal academic standards of admission at your college be relaxed, tightened or left as they are for,

Left as
Relaxed Tightened they are

- | | | |
|---|--------------------|------|
| (a) Mature-age students..... | 1.....2.....3..... | (22) |
| (b) Members of disadvantaged groups,
e.g. poor; handicapped..... | 1.....2.....3..... | (23) |
| (c) All other undergraduate students..... | 1.....2.....3..... | (24) |

29. Under the existing regulations it is difficult for undergraduate students to transfer studies from one college to another or between CAEs and Universities, without significant loss of credit for work done. In general, do you think this situation should be eased, left unchanged or tightened?

- | | between
CAEs
(25) | from
universities
to CAEs
(26) | from
CAEs to
universities
(27) |
|-------------------------|-------------------------|---|---|
| (a) eased..... | 1..... | 1..... | 1..... |
| (b) left unchanged..... | 2..... | 2..... | 2..... |
| (c) tightened..... | 3..... | 3..... | 3..... |

30. If you answered (a) to any part of Q29 above, do you have any suggestions about how the situation could be eased?

_____ (28)

31. We would like you to compare Universities (U), Colleges of Advanced Education (C) and Technical Colleges (T). On each of the following scales place T where you feel the Technical Colleges fall, and U for the position of the Universities.

For example: On a scale of size of institution, the following shows you feel Universities and CAEs are large while the Technical Colleges are smaller.

Large U C T Small

Please complete the following scales:

- | | | | |
|------------------------------|---------------|---------------------------------|-----------|
| Theoretical emphasis | 1 2 3 4 5 6 7 | Practical emphasis | (29) (30) |
| Essential for community need | 1 2 3 4 5 6 7 | No relevance for community need | (32) (33) |
| Academically demanding | 1 2 3 4 5 6 7 | Easy to pass | (35) (36) |
| Good preparation for career | 1 2 3 4 5 6 7 | Limited career preparation | (38) (39) |

32. Please indicate the extent of your agreement with the following:

Strongly Agree Strongly Disagree

- (a) The quality of staff in large metropolitan institutes (CAEs) is equal to that of most universities.....1...2...3...4...5... (41)

...cont'd

32. (cont'd)

Strongly Agree Strongly Disagree

- (b) There needs to be greater activity in the collection and dissemination of data upon which effective advice on career prospects can be given to students.....1...2...3...4...5.....(42)
- (c) Any increase in the proportion of fixed term appointments (i.e. appointments for 2, 3, etc. year term) is unjustified...1...2...3...4...5.....(43)
- (d) Autonomous tertiary institutions should be given full responsibility for courses and not rely on outside bodies for course accreditation...1...2...3...4...5.....(44)
- (e) Familiarity with and knowledge of the contemporary problems of industry and commerce should be a strong consideration in the appointment of all college staff...1...2...3...4...5.....(45)

33. (a) Provided staff rights were fully protected, would you approve or disapprove plans by the Tertiary Education Commission or by other government bodies, to amalgamate Colleges of Advanced Education with nearby universities? Approve.....1 (46) Disapprove.....2

(b) Why?

(47-48)

34. CAE resources in the ensuing decade may be insufficient to meet all claims made upon them. Please indicate where among the following areas of university expenditure you believe any proposed cutbacks should be most vigorously resisted and where cutbacks will most readily be accommodated.

Occupies an
Should be intermediate Should be
among the position, if among the
last to cuts become first to
be cut necessary be cut

- (a) Funds for libraries and laboratories.....1.....2.....3.....(49)
- (b) Academic staff salaries...1.....2.....3.....(50)
- (c) Number of senior academic staff.....1.....2.....3.....(51)
- (d) Number of junior academic staff.....1.....2.....3.....(52)
- (e) Number of support staff (secretaries, laboratory assistants, etc.).....1.....2.....3.....(53)
- (f) General management (administrative and maintenance staff).....1.....2.....3.....(54)
- (g) Financial assistance to students.....1.....2.....3.....(55)
- (h) Funds directed primarily to teaching.....1.....2.....3.....(56)
- (i) Funds directed primarily to research support.....1.....2.....3.....(57)

NOW GO BACK AND UNDERLINE THE MOST IMPORTANT AREA WHERE CUTBACKS SHOULD BE RESISTED. ☐ (58)

35. Do you anticipate that you will be applying for any position outside your college in the next three, six or nine years?

3 yrs 6 yrs 9 yrs
(59) (60) (61)

- Definitely Yes.....1.....1.....1
- Probably Yes.....2.....2.....2
- Uncertain.....3.....3.....3
- Probably not.....4.....4.....4
- Definitely not.....5.....5.....5

36. Would you support early retirement or half-retirement schemes if adequate superannuation arrangements were made?

Yes No

- early retirement.....1.....2.....(62)
- half retirement.....1.....2.....(63)

37. In general how satisfied are you with your job? very satisfied.....1 (64) satisfied.....2 dissatisfied.....3 very dissatisfied....4

38. If you were offered a position in another CAE, university, technical college, industry, or the public service, would you consider accepting it at the same salary, or at a salary higher or lower than yours at present? Please tick (✓) each box which applies to you - you may tick more than one per line.

If you would not consider any of these, please tick here → <input type="checkbox"/> (65)	Would consider accepting appointment at:		
	same salary	higher salary	lower salary
another CAE.....	<input type="checkbox"/> (66)	<input type="checkbox"/> (67)	<input type="checkbox"/> (68)
a University.....	<input type="checkbox"/> (69)	<input type="checkbox"/> (70)	<input type="checkbox"/> (71)
A Technical College.....	<input type="checkbox"/> (72)	<input type="checkbox"/> (73)	<input type="checkbox"/> (74)
Industry.....	<input type="checkbox"/> (75)	<input type="checkbox"/> (76)	<input type="checkbox"/> (77)
Public Service.....	<input type="checkbox"/> (78)	<input type="checkbox"/> (79)	<input type="checkbox"/> (80)

39. If you were to seek another position elsewhere, what importance would you attach to the following:

Very Some-
impor- what
tant impor- Not
Essential tant Important

- (a) Tenure.....1.....2.....3.....4... (9)
- (b) Less pressure to publish...1.....2.....3.....4... (10)
- (c) Time for research.....1.....2.....3.....4... (11)
- (d) Opportunities to teach...1.....2.....3.....4... (12)
- (e) Good colleagues.....1.....2.....3.....4... (13)
- (f) Chance for promotion.....1.....2.....3.....4... (14)
- (g) A change in geographical location (e.g. to another city or country area).....1.....2.....3.....4... (15)

Finally, we would like to ask several questions to be used in the cross classification of results.

40. What is the educational and occupational background of your parents?

	Highest educational qualification	Main occupation
Father	_____ (16)	_____ (17-18)
Mother	_____ (19)	_____ (20-21)

41. (a) What was the country of your birth and where did you take your first degree or diploma? Born etc (22) (23)

- Australia.....1.....1
- Britain.....2.....2
- United States, Canada.....3.....3
- Other English Language Country.....4.....4
- Europe.....5.....5
- Asia/Pacific.....6.....6
- Other.....7.....7

- (b) If born overseas how many years have you lived in Australia? _____ years (24-25)

42. What is your age now? _____ years (26-27)

43. What is your sex? male.....1 (28) female.....2

Would you like to make any suggestions, or comments about education and training? You may use the back of the Committee's letter for this as well if you wish.

Thank you for your kind assistance



COMMITTEE OF INQUIRY INTO EDUCATION AND TRAINING

Survey head office:Sample Survey Centre
The University of Sydney
Sydney NSW 2006

Dear Colleague,

National Survey of Post-Secondary Teaching Staff, 1977

The Committee of Inquiry into Education and Training has been set up to advise the Commonwealth Government on possible developments in post-secondary education between now and the year 2000, and the relationship between the labour market and the education system. This means that much information must be gathered from the students and staff of schools, colleges and universities as well as from the general public, industry and commerce.

Accordingly, we have decided to conduct a number of surveys to provide the information needed by the Committee. This survey, in which we are asking you to participate, is being carried out on our behalf by the University of Sydney Sample Survey Centre, and it will cover a sample of teaching staff in all sectors of post-secondary education in Australia - the Universities, Colleges of Advanced Education, and Technical and Further Education Colleges. It complements a sample survey of post-secondary students in which we have asked a number of similar questions about issues common to students and staff. This is a unique research undertaking in Australian higher education and after the Committee has reported next year, the data we collect will be made available in an anonymous form to other scholars and students of higher education.

The survey seeks your views about the education of students, your experience and role as a post-secondary teacher, your feelings about the present post-secondary education structure, and prospects for the future. You have been included in the sample because your institution was one of those selected at random for the student survey. In the larger institutions, teaching staff members have been randomly selected by the administration to participate in the survey, but in smaller institutions the entire teaching staff has been included.

Your help is very important. The accuracy of the survey is largely dependent upon your willingness to answer the questions and we believe the importance of the survey will justify the time you give to it.

We are aware that a survey of this kind has its limitations. But a questionnaire which is carefully designed can make a considerable contribution to our knowledge. To this end we have consulted a wide range of educational and survey researchers as well as representative staff associations.

Most importantly, we assure you that your answers will be held in the strictest confidence. We are interested only in the total distribution of responses and in statistical relationships, and under no circumstances will we report responses on an individual basis. We have split the organization of the survey between the selected institution and the Sample Survey Centre in such a way that the identifying number on the questionnaire, which is needed for survey management purposes, can not be linked to your name by the Centre, which alone will see the completed response.

We hope that you will find the questionnaire interesting to answer, and that you will complete and return it to us in the reply paid envelope while you have it at hand. We will welcome any comments you make. Please feel free to make these on the back of this letter and return it with your completed questionnaire.

Thank you for your cooperation.

Yours sincerely,

Bruce Williams
Chairman
Committee of Inquiry into
Education and Training

For your guidance in answering Question 2 - Some examples of teaching fields within the principal groups.

Agriculture: (including farm management, rural management, forestry, horticultural science, dairy technology, poultry technology)

Applied sciences: (including computing studies/science, food sciences, science (Education mathematics, operations research, quantitative methods, textile chemistry)

Art and design: (including art (education), advertising art, ceramic design, fashion design and production, film and television, fine arts, graphic art)

Building, surveying and architecture: (including cartography, town planning, urban planning, civil construction, environmental design, interior design, landscape design)

Commercial and business studies: (including data processing, school administration, accounting, business administration, economics, home economics, legal practice)

Engineering and technology: (including metallurgy, textiles, mine surveying, mining, minerals, communication engineering, electronics)

Liberal studies: (including physical education, recreation, social work, geography, asian studies, general studies, psychology, counselling, language studies)

Music: (including music (education))

Para-medical: (including dietetics, environmental health, nutrition, nursing (education), medical technology, occupational therapy, speech pathology and therapy, dental therapy)

Teacher education: (including early childhood, pre-school, primary, secondary, special education)

YOUR ADDITIONAL COMMENTS ON EDUCATION AND TRAINING ARE WELCOME



COMMITTEE OF INQUIRY INTO EDUCATION AND TRAINING

Survey head office:

Sample Survey Centre
The University of Sydney
Sydney NSW 2006

Dear Colleague,

National Survey of Post-Secondary Teaching Staff, 1977

You will recall that we invited you to participate in the National Survey of Post-Secondary Teaching Staff, 1977, now being conducted for the Committee of Inquiry into Education and Training, and that we sent a copy of our questionnaire to you.

The response to date from staff in the universities, colleges of advanced education and technical colleges has been excellent but it is important that we receive a completed questionnaire from all persons selected in the sample.

At the time of writing this letter we had not yet received your reply and we are sending you another copy of our questionnaire in case you have mislaid the original. We would very much appreciate it if you could return the completed questionnaire as soon as possible in the reply-paid envelope provided. Should our letters have crossed in the mail, thank you for your reply and please ignore this reminder.

I can assure you that under the arrangements we have made with the University of Sydney Sample Survey Centre and with your educational institution, your identity and individual answers will remain strictly confidential.

Thank you for your cooperation.

Yours sincerely

Bruce Williams.

Bruce Williams
Chairman
Committee of Inquiry into
Education and Training

APPENDIX 5 (continued)

National Survey of Post-SecondaryTeaching Staff, 1977Survey Instruments - TAFE Sector

NATIONAL SURVEY OF POST-SECONDARY
TEACHING STAFF, 1977

Office Use Only (Form T)

4.52

Most of the questions can be answered by placing a circle around the number given opposite a question. For example, if you are a male you answer the question as follows:

What is your sex?.....male.....1
female..... 2

Many questions ask for your opinion - if the alternatives given do not correspond to your view, circle the number of the answer which is closest to your opinion. The bracketed numbers are for Office Use only. Some questions ask you to give details. Please write your comments clearly in the space provided. Throughout this questionnaire the word college means Technical and Further Education College (TAFE). If you do not wish to answer a question, omit it and go to the next.

Response
Update
Number

959 0099

1. (a) For how long have you been a member of the full-time teaching staff of a TAFE college? _____ years (9-10)

(b) How long have you been on the full-time teaching staff of your present college? _____ years (11-12)

2. Please state the official classification of the position you now hold. Include grade or class where applicable.

(13)

3. (a) Is your present appointment permanent? Yes.....1 (14)
No.....2

(b) If NO, what is the term of your appointment? _____ years (15-16)

The next two questions seek the STREAM and FIELD in which you now teach. Definitions of 'stream of study' and 'field of study' are given on the reverse side of the Committee's covering letter.

You are asked to indicate, in the boxes provided, the ONE stream and ONE field in which you apply the greatest number of normal duty hours.

Stream should relate to the level of the course(s) you teach.

Field should relate to the subject(s) you teach, not to the course(s) in which the subjects are taught.

In question 4 (Stream) please insert in the box the appropriate single digit number.

e.g. 3 (Apprenticeship Trades)

In question 5 (Field) please insert in the box the appropriate two digit number.

e.g. 05 (Engineering)

4. Please indicate the stream of study which occupies most of your teaching time within normal duty hours.

Stream of study:

- 1 (Professional)
- 2 (Para-professional)
- 3 (Apprenticeship Trades)
- 4 (Other Skilled)
- 5 (Preparatory)
- 6 (Adult Education)

Insert your Stream number here → (17)

5. Please indicate the field of study which occupies most of your teaching time within normal duty hours.

Field of study:

- 01 (Applied Science)
- 02 (Art and Design)
- 03 (Building)
- 04 (Business Studies)
- 05 (Engineering)
- 06 (Rural and Horticultural)
- 07 (Music)
- 08 (Paramedical)
- 09 (Industrial Services not elsewhere classified)
- 10 (Personal Services not elsewhere classified)
- 11 (General Studies)

Insert your Field number here → (18-19)

6. Please indicate below what degrees, diplomas or certificates you hold.

Degree(s), diploma(s) and certificate	Name of degree, diploma or certificate	Year Awarded	Institution
_____	_____	_____ (20)	_____ (21)
_____	_____	_____ (23)	_____ (24)
_____	_____	_____ (26)	_____ (27)

7. Please list the 3 most recent positions you have held full-time for a period greater than 6 months. (Do not include your current position).

List of sectors for use in answer grid:

- A College (CAE, Teachers, Institute)
- B University
- C Technical & Further Education College (TAFE)
- D School teaching
- E Industry or commerce
- F Public Service
- G Other

Dates (years only)		Sector (insert letter)	Grade or Rank
From	To		
19__	19__	(29-30)	_____ (31)
19__	19__	(33-34)	_____ (32)
19__	19__	(37-38)	_____ (35)
19__	19__	(39)	_____ (36)
19__	19__	(39)	_____ (40)

8. Are you at present enrolled or studying for a higher degree, a bachelor's degree, diploma or certificate? Yes.....1 (41)
No.....2

If YES, for what degree, diploma or certificate, and at which institution?

_____ (42-43) _____ (44)
(degree or diploma) (institution)

9. Approximately how many books or articles related to your area of teaching have you published? (Do not include reports of conferences or seminars).

Articles _____ (45-46) Books _____ (47-48)

10. About how many students are enrolled in your largest and smallest classes this term? If teaching only one answer beside (b).

(a) Largest class _____ (49-51)

(b) Smallest class _____ (52-53)

11. With respect to the current teaching term/session, etc., please estimate the components of your working week (in hours per week) you expect to have devoted to the following activities.

We are not asking you for a "typical" term, and some activities may be unevenly distributed over the term. An estimate of the weekly average for the term will be sufficient.

Giving lessons (or lecture-discussion classes) _____ hrs (54-55)

Laboratory/workshop classes or supervising field work..... hrs (56-57)

Out of class contact with individual students _____ hrs (58-59)

Marking students work (including examinations) _____ hrs (60-61)

Designing new courses and preparing lessons, laboratory classes, teaching aids..... hrs (62-63)

Administration..... hrs (64-65)

Committee work..... hrs (66-67)

Research and writing papers, books, etc..... hrs (68-69)

Public or community activities relevant to professional work..... hrs (70-71)

Other, not specified above _____

_____ hrs (72-73)

12. How interesting do you find each of the following activities? Circle one number on each line.

Very Fairly Very Extremely
boring inter- inter- inter-
dull esting esting esting

Administration.....1.....2.....3.....4.....5.....(74)
Committee work.....1.....2.....3.....4.....5.....(75)
Teaching.....1.....2.....3.....4.....5.....(76)
Non-classroom contact
with individual
students.....1.....2.....3.....4.....5.....(77)
Research and writing.....1.....2.....3.....4.....5.....(78) *

13. Please indicate your agreement or disagreement with the following opinions. Circle 1 if you agree strongly with the statement and 5 if you disagree strongly. Otherwise circle 2 or 4 to show that you tend to agree or disagree and circle 3 only if it is impossible to decide.

Strongly Strongly
Agree Disagree

Everyone who desires to go to
college should have the chance.....1.....2.....3.....4.....5.....(9)
Attendance at college is a
privilege not a right.....1.....2.....3.....4.....5.....(10)
The proportion of part-time
teachers in TAFE colleges is
too high.....1.....2.....3.....4.....5.....(11)
The State departments coordinating
technical and further education
are too heavily involved in the
affairs of individual colleges.....1.....2.....3.....4.....5.....(12)

14. With regard to incoming students would you say their literary and numerical ability has improved, deteriorated or remained unchanged in recent years?

Literary ability Numerical ability
(13) (14)

Improved.....1.....2.....3.....4.....5.....
Deteriorated.....1.....2.....3.....4.....5.....
Remained unchanged.....1.....2.....3.....4.....5.....

15. Do you feel that the expansion that has taken place in post-secondary education over the past decade has affected the average level of ability of students admitted to your college in your subject?

It has lowered the average level of ability of my
students very considerably in recent years.....1 (15)
It has lowered the average level of my students
to some extent in recent years.....2
It hasn't changed the average level of my students
appreciably.....3
The average level of my students has risen in
recent years.....4

16. In your opinion, how important are the following reasons for young people to enrol in a college?

Very Not at all
Important Important

(a) To get training for a job.....1.....2.....3.....4.....5.....(16)
(b) To get a basic general education.....1.....2.....3.....4.....5.....(17)
(c) To please parents.....1.....2.....3.....4.....5.....(18)
(d) To fill in time until the
student decides what to do.....1.....2.....3.....4.....5.....(19)
(e) To study in a field that really
interests the student.....1.....2.....3.....4.....5.....(20)
(f) NOW GO BACK AND UNDERLINE WHAT YOU FEEL IS THE MOST
IMPORTANT REASON FOR MOST STUDENTS. (21)

17. How easy or difficult do you think it will be for a student to get a job suitable for his or her training when he or she finishes a course in your field of study?

Very easy.....1 (22)
Fairly easy.....2
Difficult.....3
Very difficult.....4

18. Listed below are some comments students sometimes make. To what extent do you agree or disagree with these comments, in terms of the course(s) you teach?

Strongly Strongly
Agree Disagree

(a) General work pressure is too great.....1.....2.....3.....4.....5.....(23)
(b) There is not enough time for
private study.....1.....2.....3.....4.....5.....(24)
(c) There are too many hours in class.....1.....2.....3.....4.....5.....(25)
(d) There is too much emphasis on
narrow vocational training.....1.....2.....3.....4.....5.....(26)
(e) Course demands too much mechanical
learning and not much individual
thinking.....1.....2.....3.....4.....5.....(27)
(f) Too much like secondary school.....1.....2.....3.....4.....5.....(28)
(g) Courses are not relevant to careers.....1.....2.....3.....4.....5.....(29)

19. In your experience how important is each of the following possibilities for a student's giving up a course?

Very Not at all
Important Important

(a) Interference with study by
social life.....1.....2.....3.....4.....5.....(30)
(b) Unfriendly atmosphere.....1.....2.....3.....4.....5.....(31)
(c) Course contents not what was
expected.....1.....2.....3.....4.....5.....(32)
(d) Loss of financial support.....1.....2.....3.....4.....5.....(33)
(e) Failure in course work.....1.....2.....3.....4.....5.....(34)
(f) Decreasing job opportunities
relevant to course.....1.....2.....3.....4.....5.....(35)
(g) Too many distractions, such as
parties, callers, noise, friends,
family, T.V.....1.....2.....3.....4.....5.....(36)
(h) Not measuring up to student's own
standards of achievement.....1.....2.....3.....4.....5.....(37)
(i) Desire to do something more
useful in society.....1.....2.....3.....4.....5.....(38)
(j) Discovery of new interest in
another field of study.....1.....2.....3.....4.....5.....(39)
(k) Course was boring.....1.....2.....3.....4.....5.....(40)
(l) Family responsibilities.....1.....2.....3.....4.....5.....(41)
(m) Other, please state
(42) 1.....2.....3.....4.....5.....(43)

20. Would you say your college is too large, too small or about right?
Too large.....1 (44)
Too small.....2
About right.....3

21. Think of a teacher at your college, perhaps in your department or teaching area, who is neither the best nor the worst in your experience. Indicate whether you agree or disagree with the following statements about him/her by circling the appropriate number opposite each item.

Strongly Strongly
Agree Disagree

(a) Inspires confidence in his/her
knowledge of the subject.....1.....2.....3.....4.....5.....(45)
(b) Explains things clearly at the
student's level.....1.....2.....3.....4.....5.....(46)
(c) Has motivated the student to do
his or her best work.....1.....2.....3.....4.....5.....(47)
(d) Displays enthusiasm for the
subject matter.....1.....2.....3.....4.....5.....(48)
(e) Always carefully marks written
work (assignments, exams, etc.).....1.....2.....3.....4.....5.....(49)
(f) Plays a major role in the
student's career plans.....1.....2.....3.....4.....5.....(50)
(g) Plays a major role in the
student's personal development.....1.....2.....3.....4.....5.....(51)

2. Do you agree or disagree that college education would be improved if:

Agree Disagree ?

- a) grading were abolished.....1.....2.....3 (52)
- b) teachers had more contact with the work place.....1.....2.....3 (53)
- c) all teachers were to avail themselves of courses in teacher training.....1.....2.....3 (54)

3. In the last 10 years the proportion of young people in the 17-22 years age group entering the universities and colleges in Australia has doubled, and is now expected to remain fairly steady. In respect of each post-secondary sector, do you think the numbers of students in the next decade should be...

Univ CAE TAFE
(55) (56) (57)

- double the present level?.....1.....1.....1
- increased by about 50 per cent?..2....2....2
- increased by about 25 per cent?..3....3....3
- held at about the present level?..4....4....4
- decreased?.....5....5....5

4. Do you think that the number of new places in colleges in your subject should be expanded in the next decade?

- No.....1 (58)
- Yes, but under 25 per cent.....2
- Yes, between 25 per cent and 75 per cent..3
- Yes, over 75 per cent.....4

5. Should the normal standards of admission at your college be relaxed, tightened or left as they are for,

Left as
Relaxed Tightened they are

- a) Mature-age students.....1.....2.....3.....(59)
- b) Members of disadvantaged groups, e.g. poor; handicapped.....1.....2.....3.....(60)
- c) All other students.....1.....2.....3.....(61)

6. Under the existing regulations it is often difficult for students to transfer studies interstate from one TAFE college to another, or between TAFE colleges and Colleges of Advanced Education, without significant loss of credit for work done. In general, do you think this situation should be eased, left unchanged or tightened?

between from TAFE from CAEs
TAFE colleges to CAEs colleges
(62) (63) (64)

- (a) eased.....1.....1.....1
- (b) left unchanged.....2.....2.....2
- (c) tightened.....3.....3.....3

7. If you answered (a) to any part of Q26 above, do you have any suggestions about how the situation could be eased?

(65)

8. We would like you to compare Universities (U), Colleges of Advanced Education (C) and Technical Colleges (T). On each of the following scales place T where you feel the Technical Colleges fall, C for the place where Colleges of Advanced Education fall, and U for the position of the Universities.

For example: On a scale of size of institution, the following shows you feel Universities and CAEs are large while the Technical Colleges are smaller.

Large U C T Small
1 2 3 4 5 6 7

Office
U C
T

...cont'd

28. (cont'd)

Please complete the following scales:

Theoretical emphasis	1	2	3	4	5	6	7	Practical emphasis	(66) (67)	(68)
Essential for community need	1	2	3	4	5	6	7	No relevance for community need	(69) (70)	(71)
Academically demanding	1	2	3	4	5	6	7	Easy to pass	(72) (73)	(74)
Good preparation for career	1	2	3	4	5	6	7	Limited career preparation	(75) (76)	(77) *

29. Please indicate the extent of your agreement with the following:

Strongly Strongly
Agree Disagree

- (a) There needs to be greater activity in the collection and dissemination of data upon which effective career advice in colleges can be based.....1....2....3....4....5.... (9)
- (b) Familiarity with and knowledge of the contemporary problems of industry and commerce should be a strong consideration in the appointment of all college staff....1....2....3....4....5....(10)
- (c) TAFE college staff should be entitled to paid study leave like the colleges of advanced education and the universities.....1....2....3....4....5....(11)
- (d) Staff development and in-service training programs should be easily accessible to the staff of TAFE colleges.....1....2....3....4....5....(12)

- 30(a) Provided staff rights were fully protected, would you approve or disapprove plans by the Tertiary Education Commission or by other government bodies, to amalgamate TAFE colleges with nearby Colleges of Advanced Education?

Approve.....1 (13)
Disapprove.....2

(b) Why? _____

(14-15)

31. College resources in the ensuing decade may be insufficient to meet all claims made upon them. Please indicate where among the following areas of college expenditure you believe any proposed cutbacks should be most vigorously resisted and where cutbacks will most readily be accommodated.

Should be Occupies an Should be
among the intermediate among the
last to position, if first to
be cut cuts become be cut
necessary

- (a) Funds for libraries and laboratories.....1.....2.....3.....(16)
- (b) Staff salaries.....1.....2.....3.....(17)
- (c) Number of senior staff.....1.....2.....3.....(18)
- (d) Number of junior staff.....1.....2.....3.....(19)
- (e) Number of support staff (secretaries, laboratory assistants, etc.).....1.....2.....3.....(20)
- (f) General management (administrative and maintenance staff).....1.....2.....3.....(21)
- (g) Financial assistance to students.....1.....2.....3.....(22)
- (h) Funds directed primarily to teaching.....1.....2.....3.....(23)
- (i) Funds directed primarily to research support.....1.....2.....3.....(24)

NOW GO BACK AND UNDERLINE THE MOST IMPORTANT AREA WHERE CUTBACKS SHOULD BE RESISTED.

(25)

32. Do you anticipate that you will be applying for any position outside your college in the next three, six or nine years?

3 yrs 6 yrs 9 yrs
(26) (27) (28)

Definitely Yes.....1.....1.....1
Probably Yes.....2.....2.....2
Uncertain.....3.....3.....3
Probably not.....4.....4.....4
Definitely not.....5.....5.....5

33. Would you support early retirement or half-retirement schemes if adequate superannuation arrangements were made?

Yes No

early retirement.....1.....2.....(29)

half-retirement.....1.....2.....(30)

34. In general how satisfied are you with your job? very satisfied.....1 (31)
satisfied.....2
dissatisfied.....3
very dissatisfied..4

35. If you were to seek another position elsewhere, what importance would you attach to the following:

Very Some-
impor- what
tant impor- Not
Essential tant tant important

- (a) Permanent posting.....1.....2.....3.....4.....(32)
(b) Good equipment.....1.....2.....3.....4.....(33)
(c) Libraries.....1.....2.....3.....4.....(34)
(d) Opportunities to teach.....1.....2.....3.....4.....(35)
(e) Good colleagues.....1.....2.....3.....4.....(36)
(f) Chance for promotion.....1.....2.....3.....4.....(37)
(g) A change in geographical location (e.g. to another city or country area).....1.....2.....3.....4.....(38)

36. TAFE colleges throughout Australia have a strong orientation to evening classes.

1. Do you find this (a) beneficial or (b) disruptive in your personal life?

Very Somewhat A little Not at all

(a) Beneficial...1.....2.....3.....4.....(39)

(b) Disruptive...1.....2.....3.....4.....(40)

2. Do you find this (a) beneficial or (b) disruptive in your professional life as a teacher?

Very Somewhat A little Not at all

(a) Beneficial...1.....2.....3.....4.....(41)

(b) Disruptive...1.....2.....3.....4.....(42)

37. If you were offered a position in another college (TAFE or CAE), a university, industry, or the public service, would you consider accepting it at the same salary, or at a salary higher or lower than at present? Please tick (✓) each box which applies to you - you may tick more than one per line.

If you would not consider any of these, please tick here → ☐ (43)

Would consider accepting appointment at:

same higher lower
salary salary salary

Another technical college ☐ (44) ☐ (45) ☐ (46)

A College of Advanced Education..... ☐ (47) ☐ (48) ☐ (49)

A university..... ☐ (50) ☐ (51) ☐ (52)

Industry..... ☐ (53) ☐ (54) ☐ (55)

Public Service..... ☐ (56) ☐ (57) ☐ (58)

Finally, we would like to ask several questions to be used in the cross classification of results.

38. What is the educational and occupational background of your parents?

Highest educational qualification

Main occupation

Father _____
_____ (59) _____ (60-61)
Mother _____
_____ (62) _____ (63-64)

39. (a) What was the country of your birth and where did you take your first degree, diploma or certificate?

Born Degree, Diploma
(65) etc. (66)

Australia.....1.....1
Britain.....2.....2
United States, Canada.....3.....3
Other English Language country.....4.....4
Europe.....5.....5
Asia/Pacific.....6.....6
Other.....7.....7

- (b) If born overseas how many years have you lived in Australia? _____ (67-68)

40. What is your age now? _____ years (69-70)

41. What is your sex? male.....1 (71)
female.....2

Would you like to make any suggestions or comments about education and training? (You may use the back of the Committee's letter for this as well if you wish).

Thank you for your kind assistance

Covering Letter - Wave 1



COMMITTEE OF INQUIRY INTO EDUCATION AND TRAINING

Survey head office:

Sample Survey Centre
The University of Sydney
Sydney NSW 2006

Dear Colleague,

National Survey of Post-Secondary Teaching Staff, 1977

The Committee of Inquiry into Education and Training has been set up to advise the Commonwealth Government on possible developments in post-secondary education between now and the year 2000, and the relationship between the labour market and the education system. This means that much information must be gathered from the students and staff of schools, colleges and universities as well as from the general public, industry and commerce.

Accordingly, we have decided to conduct a number of surveys to provide the information needed by the Committee. This survey, in which we are asking you to participate, is being carried out on our behalf by the University of Sydney Sample Survey Centre, and it will cover a sample of teaching staff in all sectors of post-secondary education in Australia - the Universities, Colleges of Advanced Education, and Technical and Further Education Colleges. It complements a sample survey of post-secondary students in which we have asked a number of similar questions about issues common to students and staff. This is a unique research undertaking in Australian higher education and after the Committee has reported next year, the data we collect will be made available in an anonymous form to other scholars and students of higher education.

The survey seeks your views about the education of students, your experience and role as a post-secondary teacher, your feelings about the present post-secondary education structure, and prospects for the future. You have been included in the sample as a result of a random selection process in which full-time technical education teaching staff have been given an equal chance of selection.

Your help is very important. The accuracy of the survey is largely dependent upon your willingness to answer the questions and we believe the importance of the survey will justify the time you give to it.

We are aware that a survey of this kind has its limitations. But a questionnaire which is carefully designed can make a considerable contribution to our knowledge. To this end we have consulted a wide range of educational and survey researchers as well as representative staff associations.

Most importantly, we assure you that your answers will be held in the strictest confidence. We are interested only in the total distribution of responses and in statistical relationships, and under no circumstances will we report responses on an individual basis. We have split the organization of the survey between the State authority responsible for technical education and the Sample Survey Centre in such a way that the identifying number on the questionnaire, which is needed for survey management purposes, can not be linked to your name by the Centre, which alone will see the completed response.

We hope that you will find the questionnaire interesting to answer, and that you will complete and return it to us in the reply paid envelope while you have it at hand. We will welcome any comments you make. Please feel free to make these on the back of this letter and return it with your completed questionnaire.

Thank you for your cooperation.

Yours sincerely,

Bruce Williams.

Bruce Williams
Chairman
Committee of Inquiry into
Education and Training

Covering Letter - Wave 1 - Reverse side

For your guidance in answering Questions 4 and 5 - Some examples of course streams and fields of study.

Stream of Study

- Stream 1 (Professional)* - Courses which lead to professional status (including teacher education) or which enable professionals to up-date their technology or to specialise.
- Stream 2 (Para-professional)* - Courses provided for those preparing to enter or progress within middle-level or technician occupations. Includes a wide range of 'certificate' courses and some 'special' courses which are similar in complexity and purpose. Includes also short courses designed to enable para-professionals to up-date their technology and to specialise.
- Stream 3 (Apprenticeship Trades)* - Apprenticeship, pre-apprenticeship and pre-employment courses in apprenticeable trades; post-trade and other courses for advanced skills of a non-technician nature.
- Stream 4 (Other Skilled)* - All other skilled trade and vocational courses relevant to basic principles, skills or knowledge but which are not included in Stream 3. Includes short training courses in additional on-the-job skill.
- Stream 5 (Preparatory)* - All courses which can be broadly described as preparatory (matriculation and diploma entrance courses), remedial (Mathematics, English for migrants, etc.) and courses with vocational orientation not classified elsewhere.
- Stream 6 (Adult Education)* - All courses in home handicrafts, hobbies, self-expression and cultural appreciation, including language courses.

Field of Study

- Field 1 (Applied Science)* - Includes physics, chemistry, chemical technology, ecology and life sciences, meteorology, mathematics, materials technologies and laboratory services.
- Field 2 (Art and Design)* - Includes fine and graphic arts; architecture and town planning; materials and media studies (art metalwork, gold and silver smithing, etc.); broadcasting, film making and photographic technology.
- Field 3 (Building)* - Includes building construction technologies; carpentry and woodwork and timber technology; furniture and furnishings; plumbing, water supply and sewerage courses.
- Field 4 (Business Studies)* - Includes accounting, banking and financial studies, data processing; management and supervision, marketing and sales, secretarial services and other business studies.
- Field 5 (Engineering)* - Includes air conditioning; automotive technology; aircraft technology; civil and structural drafting; communication technology; civil engineering; electrical and electronic engineering and drafting; foundry engineering and practice; hydraulic and pneumatic systems and engineering; instrument engineering and making; mechanical engineering and drafting, etc.; mining technology; marine technology and shipbuilding; non-ferrous metal technologies; production engineering; plant operation; refrigeration trades, surveying; and motor body building and design.
- Field 6 (Rural and Horticulture)* - Includes agriculture, farm management and sheep and wool studies; horticulture and soil sciences; fisheries, wild life and veterinary services.
- Field 7 (Music)* - Includes composition, instrumental music, orchestral groups; choral singing; and music theory.
- Field 8 (Paramedical)* - Includes audiometry; dental laboratory mechanics and services; medical laboratory and service pharmacy and pharmaceutical services; hospital procedures; and optical fitting and surfacing.
- Field 9 (Industrial Services not elsewhere classified)* - Includes aircraft and marine operations; clothing, textile and footwear trades and techniques; food processing; printing; watch and clock making.
- Field 10 (Personal Services not elsewhere classified)* - Includes food presentation; hairdressing; waiter and waitress training; library studies; home economics; physical education.
- Field 11 (General Studies)* - Includes drama, speech and languages; school subjects taken as part of course not classified elsewhere; sociological studies; humanities.

YOUR ADDITIONAL COMMENTS ON EDUCATION AND TRAINING ARE WELCOME



COMMITTEE OF INQUIRY INTO EDUCATION AND TRAINING

Survey head office:

Sample Survey Centre
The University of Sydney
Sydney NSW 2006

Dear Colleague,

National Survey of Post-Secondary Teaching Staff, 1977

You will recall that we invited you to participate in the National Survey of Post-Secondary Teaching Staff, 1977, now being conducted for the Committee of Inquiry into Education and Training, and that we sent a copy of our questionnaire to you.

The response to date from staff in the universities, colleges of advanced education and technical colleges has been excellent but it is important that we receive a completed questionnaire from all persons selected in the sample.

At the time of writing this letter we had not yet received your reply and we are sending you another copy of our questionnaire in case you have mislaid the original. We would very much appreciate it if you could return the completed questionnaire as soon as possible in the reply-paid envelope provided. Should our letters have crossed in the mail, thank you for your reply and please ignore this reminder.

I can assure you that under the arrangements we have made with the University of Sydney Sample Survey Centre and with your educational institution, your identity and individual answers will remain strictly confidential.

Thank you for your cooperation.

Yours sincerely

Bruce Williams.

Bruce Williams
Chairman
Committee of Inquiry into
Education and Training

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1. INTRODUCTION TO THE SUPPLEMENTARY CODEBOOKS

The LIST FILEINFO codebooks for the National Educational Survey, 1977 (student survey) and the National Survey of Post Secondary Teaching Staff, 1977 (staff surveys) were computer written using the LIST FILEINFO option available under SPSS. This option reproduces the data-definition descriptors in the SPSS file which include variable names and labels, and value labels for each variable.

For some variables the value labels completely define the coding frame used, for others the LIST FILEINFO codebook provides only a partial definition. Incomplete definition in some cases is caused only by conventions and constraints on variable and value labels in SPSS. This is particularly the case for open-ended questions e.g. Q40FFD1 - the effect of financial factors on career development (student survey) where the LIST FILEINFO value labels are too abbreviated to be used by others.

In other cases variables required intermediate classification steps between the respondent's nomination on the questionnaire and the codes appearing in the LIST FILEINFO e.g. Q7TYPE - type of tertiary qualification held (student survey).

Section 2 completes the definition of those variables which are only partially defined in the LIST FILEINFO codebooks. As these supplements are designed for use in conjunction with the Technical Report their format is similar to that produced by the SPSS LIST FILEINFO option.

Sections 3-8 (Lists A-F) describe the intermediate codebooks currently available, and outline possible modifications of these codebooks to meet varying user needs.

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL POS	VARIABLE NAME	VARIABLE LABEL
14	Q3CTOWN	LEAVE 2NDRY - TOWN See List A - Locations
17	Q3DDTAIL	LEAVE 2NDRY - DETAILS OF CERTIFICATE See List B - School Leaving Certificates
20	Q3FCOURS	FINAL YR 2NDRY - AREA OF SPECIALISATION If 'Yes, specialising' is circled, refer to table and code to left of col (22) 3. <u>Science</u> Science - Physics, Chemistry, Biology, Geology Maths Agriculture 4. <u>Social Studies</u> Social Studies/Geography/Economics/General Studies 5. <u>Humanities</u> Ancient or Modern History/Art/Music/English 6. <u>Commercial</u> Bookkeeping/Accounting/Typing/Stenography 7. <u>Languages</u> Chinese, Greek, French, etc 8. <u>Technical</u> Industrial Arts/Woodwork/Metalwork, etc. If one subject only mentioned, code as group heading If two subjects in different groups, cross out 1 and re-code as Mixed to 2 If three subjects mentioned and two fit in one group, code to that group.
23	Q4DETAIL	LEAVE 2NDRY - PLANNED QUALIFICATIONS See List C - Tertiary Qualifications
24	Q5DETAIL	LEAVE 2NDRY - SPECIFIC CAREER, JOB IDEA See List D - Occupations
25	Q5DETAMI	LEAVE 2NDRY - SPECIFIC CAREER, JOB IDEA Re-code of variable Q5DETAIL by using the first of the 2 digits from the original variable (See List D).
28	Q7TYPE	3RY QUALIF - TYPE HELD See List C
29	Q7INSTIT	3RY QUALIF - INSTITUTION
34	Q9AINSTA	PRESENT COURSE - INSTITUTION
35	Q9AINSTB	LAST COURSE - INSTITUTION See List E - Institutions
36	Q9BLOCNA	PRESENT COURSE - LOCATION

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL POS	VARIABLE NAME	VARIABLE LABEL
37	Q9BLOCNB	LAST COURSE - LOCATION See List A - Locations
38	Q9CCORSA	PRESENT COURSE - FIELD
	Q9CCORSB	LAST COURSE - FIELD See List F - Courses Fields of Study
40	Q9EQUALA	PRESENT COURSE - QUALIFICATION
41	Q9EQUALB	LAST COURSE - QUALIFICATION See List C - Tertiary Qualifications
51	Q10AOCCN	CURRENT OCCUPATION See List D - Occupations
52	Q10AOCM1	CURRENT OCCUPATION Re-code of variable Q10AOCCN by using the first of the 2 digits from the original variable. (See list D).
53	Q10BLOCN	CURRENT EMPLOYMENT LOCATION See List A - Locations
71	Q11LOTHR	CHANGE STUDY - OTHER REASONS Cross off any circled here and re-code as follows. 1. Discovery of new interest in work or life experience generally 2. Personal problems, e.g depression, tensions, cultural alienation and illness 3. Personality clash or lack of cooperation with staff 4. Negative attitude to course or study generally, e.g boredom, general disinterest 5. Negative qualities of course, e.g. disorganised, poor academic standard, poor facilities 6. Workload too heavy, includes not enough time 7 Job and/or other commitments didn't fit in with course 8. Practical contingencies, e g distance and/or cost of travel, moved interstate, etc. 9. Hates city life 10. Did not have sufficient grounding in relevant subjects 11. New/better course became available, or was able to get into first preference 12. Next course in sequence was not available
108	Q18DPO	RETRAINING - PREVIOUS OCCUPATION See List D - Occupations

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL POS	VARIABLE NAME	VARIABLE LABEL
109	Q18DPOM1	RETRAINING - PREVIOUS OCCUPATION Re-code of variable Q18DPO by using the first of the 2 digits from the original variable. (See list D).
110	Q18DEO	RETRAINING - EXPECTED OCCUPATION See list D - Occupations
111	Q18DEOM1	RETRAINING - EXPECTED OCCUPATION Re-code of the variable Q18DEO by using the first of the 2 digits from the original variable. (See list D)
112	Q191STPF	1ST PREFERENCE - WANTED COURSE See List F - Courses Fields of Study
113	Q19INPREF	1ST PREFERENCE - WANTED INSTITUTION See List E - Institutions
114	Q19RDNEP	1ST PREFERENCE - REASON DID NOT ENROL <ol style="list-style-type: none"> 1. Aggregate or marks not high enough 2. Did not obtain entrance/not accepted 3. Lack of finance influenced decision 4. Not enough job opportunities/advised not to specialise in narrow field 5. Acceptance arrived too late 6. No external/part-time course available 7. Employer did not give chance to enrol in course of first preference/had to do course as part of job 8. Quota restricted entry 9. Changed preference 10. Did enter 1st choice, but failed 11. Decided to do course to get job or improve job 12. Too difficult to do course due to lecture times, etc. 13. Parents/friends advised against 1st choice 14. Sexist influence, e g. no girls allowed on course 15. Other 16. Irrelevant reason
122	Q26JOBPR	AFTER FORMAL EDN - PREFERRED OCCUPATION See List D - Occupations
123	Q26JOBM1	AFTER FORMAL EDN - PREFERRED OCCUPATION Re-code of variable Q26JOBPR by using the first of the 2 digits from the original variable. (See list D)
124	Q27JOBEX	AFTER FORMAL EDN - EXPECTED OCCUPATION See List D - Occupations

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL POS	VARIABLE NAME	VARIABLE LABEL
125	Q27JOBM1	AFTER FORMAL EDN - EXPECTED OCCUPATION Re-code of variable Q27JOBEX by using the first of the 2 digits from the original variable (See List D)
129	Q29DETLS	CAREER RESTRICTED DUE SCHOOL - DETAILS 1. Subjects or levels were not available (e.g. small school, timetable clashes, etc) 2. Took wrong field of study at school/forced into wrong field (e.g. Science instead of Arts) 3. Subjects or levels taken did not give high enough mark for entry to tertiary education 4. Didn't know or wasn't informed of subjects or levels needed for further tertiary studies (e.g. bad counselling) 5. Didn't know course or career wanted to follow at time of subject choice, so made wrong choice 6. Subjects or levels taken narrowed area of employment or area of course wanted 7. Lack of subjects or level taken restricted later choice (e.g. tech drawing needed for engineering, etc) 8. Secondary education too general 9. Other 10. Restricted by subjects taken, but quite happy with present course 11. Irrelevant reason 12. Secondary education too narrow (includes sexist influence) 14. Answer insufficient to code
131	Q31OCCNF	FATHER'S OCCUPATION See List D - Occupations
132	Q31OCFM1	FATHER'S OCCUPATION Re-code of variable Q31OCCNF by using the first of the 2 digits from the original variable (See list D).
133	Q31OCCNM	MOTHER'S OCCUPATION See List D - Occupations
134	Q31OCMM1	MOTHER'S OCCUPATION Re-code of variable Q31OCCNM by using the first of the 2 digits from the original variable. (See list D).
137	Q33HIGHQ	HIGHEST QUALIFICATION WISH TO ACQUIRE See List C - Tertiary Qualifications

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL POS	VARIABLE NAME	VARIABLE LABEL
169 to 173	Q40FFD1 to Q40FFD5	EFFECT FINANCIAL ON CAREER DEVELOPMENT - 1 to 5 <u>TEAS related responses</u> 1. TEAS indispensable (e g couldn't have done course without it) 2. TEAS inadequate (e g. TEAS should be increased - various reasons) 3. TEAS restrictive (e.g. unable to buy necessary books due to lack of money, inability of parents to help further, means tested, should be available to part-time students) <u>Dependence on other money sources</u> 4. Parental support essential 5. Allowances should be scrapped, or made harder, parents should support children until working full-time (e.g education is parents' responsibility, not government's) 6 Other money sources indispensable (e.g such sources as P/T jobs, cadetships) 7. Would like to be able to supplement income in some other way (e g. P/T job) <u>Impact of lack of money sources</u> 8. Has caused temporary cessation/postponement of study 9. Has caused permanent cessation of study 10. Is contemplating either temporary or permanent cessation of study 11. Disruptive (e.g. the need to work, financial need, reduced time available for study, part-time work has affected social life or course taken) <u>Other</u> 12. Concessions for travel, etc. should be available to P/T students 13. Finance important but reason not specified, or causes hardship 14. Undertaking education for financial reward (e.g. to get a better job) 15. Everything O.K. Personal financial factors not important, or TEAS adequate 16. Other N E.C. 17. Irrelevant
174 to 178	Q41CET1 to Q41CET5	COMMENTS ON EDUCATION AND TRAINING - 1 to 5 <u>Courses</u> Job and world orientation of course, including manpower planning 1. Unrelated 2. Too vocational Practical content 3 Not enough 4. Too much

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL POS	VARIABLE NAME	VARIABLE LABEL
		Theoretical content
	5	Not enough
	6	Too much
	7	Should be more emphasis on literacy/numeracy/basic skills
		Temporal aspect
	8.	Course too long
	9	Course too short
		Guidance/Counselling needed (secondary school frequently mentioned)
	10.	About vocational aspects
	11	About study techniques and courses
	12.	Work load too heavy
		<u>Education Structure</u>
		Openness
	13.	Not enough
	14	Too much
		Equality
	15.	Not enough
	16.	Too much
		Entry criteria/selectivity
	17.	Too difficult
	18	Too easy
	19.	Inappropriate, generally unsatisfactory
	20.	Not enough relevance to personal development
	21.	Status of universities/CAEs/TAFEs not high enough, not enough funding, some disadvantaged
	22	Secondary/Post-secondary interface, e.g recommends intermission year, secondary education inadequate
	23.	Reject whole system
	24.	Happy with system
		<u>Student Related</u>
	25.	Concern for mature age students
	26.	Concern for women students, e.g. child care, discrimination
	27.	Concern for disadvantaged, e.g. handicapped, part-time students, ethnic groups
		Student/staff communication
	28.	Adequate
	29	Inadequate
		<u>Teaching Staff</u>
	30	Dissatisfaction with teaching ability, teaching methods, educational administration and course teaching generally

NATIONAL EDUCATIONAL SURVEY, 1977 - ALL STUDENTS

REL	VARIABLE	
POS	NAME	VARIABLE LABEL

Labour Market

- 31. Employers and society put too much emphasis on certificates
- 32 Employment prospects causing worry

Other

- 33. Constructive comment
- 34. Negative comment

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - ALL SECTORS

SECTOR	REL POS	VARIABLE NAME	VARIABLE LABEL	
<u>FIELDS OF TEACHING</u>				
The questions on field of teaching were pre-coded in each of the three staff questionnaires. These codes correspond to those used for Courses Fields of Study in the National Educational Survey of students. For a description of these codes and their source see List E - Courses Fields of Study				
The original variables were suppressed to maintain the anonymity of respondents. Redefined variables were created by grouping the original categories				
UNI	7	Q2AOTFLD	VARIABLE SUPPRESSED	
	8	Q2AOTFM1	OTHER MAIN FIELD OF TEACHING	
	9	Q2BFIELD	VARIABLE SUPPRESSED	
	10	Q2BFOLDM1	WHAT IS YOUR MAIN FIELD OF TEACHING	
			<u>Recodes</u>	<u>Original codes</u>
			1. Architecture, building, Engineering, technology	1,6
			2. Medicine, Dentistry, Veterinary Science	10,3,13
			3. Economics, commerce, government, Social and Behavioural Sciences	4,12
			4. Education, Law, Fine Arts, Humanities, Other	5,9,7,8, 14
			5. Natural Science, Agriculture, forestry	11,2
CAE	7	Q2BFIELD	VARIABLE SUPPRESSED	
	8	Q2BFOLDM1	WHAT IS YOUR MAIN FIELD OF TEACHING	
	9	Q2AOTFLD	VARIABLE SUPPRESSED	
	10	Q2AOTFM1	OTHER MAIN FIELD OF TEACHING	
			<u>Recodes</u>	<u>Original codes</u>
			1. Agriculture, Applied Sciences, Para-medical	1,2,9
			2. Art and Design, Music, Other	3,8,11
			3. Building, Surveying and Architecture, Engineering and Technology	4,6
			4. Commercial and Business Studies	5
			5. Liberal Studies	7
			6. Teacher Education	10

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - ALL SECTORS

SECTOR	REL POS	VARIABLE NAME	VARIABLE LABEL	
TAFE	13	Q5	VARIABLE SUPPRESSED	
	14	Q5M2	WHAT IS YOUR MAIN TEACHING FIELD OF STUD	<u>Original</u>
			<u>Recodes</u>	<u>codes</u>
		1	Art and Design, Music, Personal Services n e c., General Studies	2,7,10,11
		2	Engineering, Industrial Services n e.c	5,9
		3	Building	3
		4	Business Studies	4
		5.	Applied Science, Rural and Horticultural, Para-medical	1,6,8

TERTIARY QUALIFICATIONS

See List C for the following variables common to all 3 instruments
(higher degrees were not separated from 1st degrees in the
TAFE instrument)

UNI	20	Q6ADEGNA)	1ST DEGREE, DIPLOMA OR CERTIF NOW HELD
)	
CAE	20	Q6ADEGNA)	
)	
TAFE	15	Q6ADEGNA)	
UNI	23	Q6ADEGNB)	2ND DEGREE, DIPLOMA OR CERTIF NOW HELD
)	
CAE	23	Q6ADEGNB)	
)	
TAFE	18	Q6ADEGNB)	
UNI	26	Q6ADEGNC)	3RD DEGREE, DIPLOMA OR CERTIF NOW HELD
)	
CAE	26	Q6ADEGNC)	
)	
TAFE	21	Q6ADEGNC)	
UNI	29	Q6AHDEGA)	1ST HGHR DEG, POSTGRAD DIP OR PROF QUAL
)	
CAE	29	Q6AHDEGA)	
UNI	32	Q6AHDEGB)	2ND HGHR DEG, POSTGRAD DIP OR PROF QUAL
)	
CAE	32	Q6AHDEGB)	
UNI	35	Q6AHDEGC)	3RD HGHR DEG, POSTGRAD DIP OR PROF QUAL
)	
CAE	35	Q6AHDEGC)	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - ALL SECTORS

SECTOR	REL POS	VARIABLE NAME	VARIABLE LABEL
UNI	48	Q8BDEGRE)	DEGREE OR DIPLOMA NOW STUDYING FOR
)	
CAE	48	Q8BDEGRE)	
)	
TAFE	34	Q8BDEGRE)	
<u>INSTITUTIONS</u>			
See List E			
UNI	22	Q6CERTNA)	INST 1ST DEGREE, DIPLOMA OR CERT OBTAINED
)	
CAE	22	Q6CERTNA)	
)	
TAFE	17	Q6CERTNA)	
UNI	25	Q6CERTNB)	INST 2ND DEGREE, DIPLOMA OR CERT OBTAINED
)	
CAE	25	Q6CERTNB)	
)	
TAFE	20	Q6CERTNB)	
UNI	28	Q6CERTNC)	INST 3RD DEGREE, DIPLOMA OR CERT OBTAINED
)	
CAE	28	Q6CERTNC)	
)	
TAFE	23	Q6CERTNC)	
UNI	31	Q6CPROFA)	INST 1ST HR DEG, PGRAD DIP, PROF QUAL OBTN
)	
CAE	31	Q6CPROFA)	
UNI	34	Q6CPROFB)	INST 2ND HR DEG, PGRAD DIP, PROF QUAL OBTN
)	
CAE	34	Q6CPROFB)	
UNI	37	Q6CPROFC)	INST 3RD HR DEG, PGRAD DIP, PROF QUAL OBTN
)	
CAE	37	Q6CPROFC)	
The following variables were suppressed and the new variables created by recoding the categories in List E to sector groupings			
UNI	49	Q8CINSTN)	VARIABLE SUPPRESSED
)	
CAE	49	Q8CINSTN)	
)	
TAFE	35	Q8CINSTN)	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - ALL SECTORS

SECTOR	REL POS	VARIABLE NAME	VARIABLE LABEL	
UNI	50	Q8CINTM1)	INSTITUTION WHERE NOW ENROLLED	
)		
CAE	50	Q8CINTM1)		
)		
TAFE	36	Q8CINTM1)		
			<u>Recodes</u>	<u>Original codes</u>
			1. University	1-6,25,32
			2. CAE	7-11,26
			3. TAFE	12-24,27
			4. Other	28-31,33
UNI	123	Q22MAOTH)	RSN CRS GIVN UP - OTHER REASONS	
)		
CAE	121	Q22MAOTH)		
)		
TAFE	91	Q19MAOTH)		
			A. Domestic or personal problems, e.g. depression, cultural alienation or illness	
			B. Inability to cope, lack of self-confidence, immaturity, psychologically prone to failure	
			C. Lack of motivation/sense of purpose, unclear objectives	
			D. Workload too heavy/course too difficult	
			E. Negative qualities of course/difficulties with or poor staff and/or resources	
			F. Practical contingencies, e.g. distance and/or cost of travel, moved interstate, etc.	
			G. Financial reasons, e.g. hardship due to lack of funds	
			H. Job and/or other commitments don't fit in with course, unsuited to course*	
			J. Laziness	
			K. Other	
			*Includes, particularly in TAFE sector: employer going out of business, loss of job, lack of employer support, unable to continue apprenticeship as tied to job and job terminated.	
UNI	149	Q30SUGGN)	ANY SUGGESTIONS, HOW SITUATION EASED	
)		
CAE	150	Q30		
)		
TAFE	114	Q27		
)		
			A. Ticked 'eased' but offered no suggestions	
			B. More sympathetic evaluation of and/or credit for, courses taken, and more flexibility on pre-requisites	
			C. Individual cases to be judged on merit, taking into consideration standards of other institutions	

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - ALL SECTORS

SECTOR	REL POS	VARIABLE NAME	VARIABLE LABEL
			D. Standardise credits/courses, devise common qualification system E. More co-operation and co-ordination between institutions and staff F. Make 1st year subjects similar enough for transfer credit G. Tertiary/Admission Board/Committee to administer credit issues H. Credit for courses passed, plus exam I. Other
UNI	168	Q33BWHYA	REASON - AMALGAMATING UNIS + CAES
CAE	169	Q33B	REASON - AMALGAMATING CAES + UNIS
TAFE	132	Q30B	REASON - AMALGAMATING TAFE + CAES
			<u>Approve</u>
			A. Practical necessity, more efficient/economy of teachers and resources B. Too many CAEs, all with separate administrations C. Would achieve better balance, break down distinctions D. If each had specialised courses, provided standards protected E. Too many post-secondary institutions in Australia F. Useful interaction or general approval J. Other
			<u>Disapprove</u>
			K. Aims and needs differ, all have distinct roles to play, better served by being separate L. Differences in standards and qualifications M. Lower standard of academic staff in CAEs/TAFEs, problems of staff mixtures N. Difficult to administer O. Traditions or unique nature of institution* would be diluted or lost P. CAE courses not of Uni standard/leads to lowering of Uni standard/course work different Q. CAEs should remain vocational, serve different needs of community R. Universities/CAEs already too large, or amalgamated body would be too large, various reasons S. Amalgamation would be for financial (or political) reasons and institutions* would suffer T. General comment indicating satisfaction with own institution* type and/or criticism of other institutions

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - ALL SECTORS

SECTOR	REL POS	VARIABLE NAME	VARIABLE LABEL
--------	------------	------------------	----------------

W Other

Y. Neither - various comments, or Either -
depending on circumstances*Institution in each case means the institution
sampled in sectorEDUCATIONAL QUALIFICATIONS OF PARENTSThe coding frame was based on that used in the Career
Development Project

UNI	208	Q40AFEDU)	FATHERS HIGHEST EDUCATIONAL QUAL
-----	-----	-----------	----------------------------------

)

CAE	209	Q40AFEDU)	
-----	-----	-----------	--

)

TAFE	176	Q38AFEDU)	
------	-----	-----------	--

UNI	211	Q40BMEDU)	MOTHERS HIGHEST EDUCATIONAL QUAL
-----	-----	-----------	----------------------------------

)

CAE	212	Q40BMEDU)	
-----	-----	-----------	--

)

TAFE	178	Q38BMEDU)	
------	-----	-----------	--

- 1 No primary school at all
2. Some primary school
3. Less than 4 years secondary education
- 4 Four years secondary education
5. Technical trade certificate or other
special training after secondary school
(including nursing)
6. Five or six years secondary school (e.g
Leaving, Matric, or HSC cert)
- 7 Some university subjects or similar
college level study after matric
8. A tertiary level diploma (e.g Senior
Tech College, Teachers' College)
9. Completed university degree
33. Unidentifiable

OCCUPATIONS

See List D

UNI	209	Q40CFOCC)	FATHERS OCCUPATION
-----	-----	-----------	--------------------

)

CAE	210	Q40CFOCC)	
-----	-----	-----------	--

)

TAFE	177	Q38CFOCC)	
------	-----	-----------	--

UNI	212	Q40DMOCC)	MOTHERS OCCUPATION
-----	-----	-----------	--------------------

)

CAE	213	Q40DMOCC)	
-----	-----	-----------	--

)

TAFE	180	Q38DMOCC)	
------	-----	-----------	--

Recodes of the above variables by using the first
of the 2 digits from the original variables
(See List D).

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - ALL SECTORS

SECTOR	REL POS	VARIABLE NAME	VARIABLE LABEL
UNI	210	Q40CFOM1)	FATHERS OCCUPATION
)	
CAE	211	Q40CFOM1)	
)	
TAFE	178	Q38CFOM1)	
UNI	213	Q40DMOM1)	MOTHERS OCCUPATION
)	
CAE	214	Q40DMOM1)	
)	
TAFE	181	Q38DMOM1)	
UNI	221	Q44ACOMM	1ST SUGGESTN, COMMNT ON EDUCATN-TRAINING
	222	Q44BCOMM	2ND SUGGESTN, COMMNT ON EDUCATN-TRAINING
CAE	222	Q44ACOMM	1ST SUGGESTN, COMMNT ON EDUCATN-TRAINING
	223	Q44BCOMM	2ND SUGGESTN, COMMNT ON EDUCATN-TRAINING
	224	Q44CCOMM	3RD SUGGESTN, COMMNT ON EDUCATN-TRAINING
TAFE	189	Q42A	1ST SUGGESTN, COMMNT ON EDUCATN-TRAINING
	190	Q42B	2ND SUGGESTN, COMMNT ON EDUCATN-TRAINING
	191	Q42C	3RD SUGGESTN, COMMNT ON EDUCATN-TRAINING

Institutions

1. Need to reorganise courses, includes more student involvement
2. 1st year students need courses in learning skills, systems of analysis etc/need for probationary 1st year
3. Need for interface between school and tertiary education/or inside tertiary
4. Education should be significant part of individual's life/need for development of individual
5. Cutbacks in tertiary education should be resisted/ funding base wrong/need to spend more/education should be available to all
(In TAFE sector, the need for funds for resources was constantly mentioned and included in Code 5)
7. Student movement between institutions and states should be easier
8. Liberal education and vocational training not incompatible
9. More cooperation and information needed between institutions and industry/more on-job training/survey needed to define needs of industry and best training available
10. Roles of different institutions should be kept separate across and within sectors, all provide important function

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - ALL SECTORS

SECTOR	REL POS	VARIABLE NAME	VARIABLE LABEL
			11 More emphasis and/or finance to be given to mature age/part-time/sandwich/disadvantaged/re-training of students 12. Traditional Uni not relevant to Australian life/not part of or meeting needs of community/Open Uni needed 13 Role of institutions need defining/higher education should be rationalised and/or co-ordinated/more information should be available about institutions and courses 15. Too much spent on research/too much research 16 Not enough research/important to maintain research/more funds needed for research 17 Too many students/too much being spent on higher education/re-introduce fees or provide loans 22. Various criticism of CAEs <u>Pre-tertiary</u> 19 Need for improvement - various areas, includes vocational advice inadequate 20 Criticism of teachers and/or discipline 21 Complaints of decreasing standards of literacy and/or numeracy 28 Quality of students has dropped/lack of student effort/education seen as right, not privilege/rigid entry standards needed <u>Staff</u> 6. Need to cut admin costs/admin time spent by staff/improve admin procedures/lack of admin skill amongst academics 18. Need for staff moderation, accountability, and/or training 23. Short term secondment between sectors and/or institutions would aid staff performance and methods 24 Complaints of salary scale, promotion chances, sexist bias 25. Promotion/appointment too dependent on research and publication (and qualifications in TAFE area) rather than competence/guaranteed tenure promotes incompetence 26. Recognition needed of overseas qualifications/need for interchange of info overseas/study leave essential 27. Superannuation inadequate (and/or should be portable)/terms and conditions for limited tenure staff unsatisfactory and other staff complaints

NATIONAL SURVEY OF POST-SECONDARY TEACHING STAFF, 1977 - ALL SECTORS

SECTOR	REL POS	VARIABLE NAME	VARIABLE LABEL
			<u>Other</u>
		29	Other comments
		14.	Other complaints on questionnaire/criticism of survey
		30.	Letter attached to questionnaire, not yet coded
		31.	Criticism of link between education and training (includes more attention should be paid to quality of education)
		32.	Criticism of questions due to ambiguity/bias/ or respondents lack of knowledge in particular areas/questions misleading
		33	Criticism of lack of reference to empirical data already available/doubt of validity of data gained by survey
		35	Compliments on questionnaire

LIST A - LOCATIONS

The coding frame designed for the Williams Committee surveys comprises two or three population size classifications within each State, viz capital city, other major urban centres (for NSW and Vic. only), principal urban centres, and other centres. Major urban covers urban centres with a population of 100,000 or more. Principal urban centres are those with a population of 10,000 or more.

For the coding of location questions three lists of postcode names and numbers, and location codes were prepared. Alphabetically sorted for all Australia (see attached example), alphabetically sorted within States, and numerically sorted.

The mapping of postcodes to the final codes was achieved in two stages. The first stage involved mapping each postcode to a Local Government Area (LGA). For this stage a listing from the Australian Bureau of Statistics (ABS) 1976 Census Master file, which showed LGAs and Collector Districts within postcodes, was used. The mapping was done using the SPSS RECODE facility.

Where more than one LGA was shown within a postcode the first LGA listed was arbitrarily selected. Such postcodes were flagged in the data file to facilitate alternative assignments to LGAs of these postcodes by other users of this resource.

At the second stage the LGA codes were mapped to the final location codes. The reference sources for this mapping were lists of localities and LGA numbers within urban centres, and a list of LGA numbers and names numerically arranged within each State. Again a set of SPSS recodes were created which assigned groups of LGA codes to each of the final location codes.

Postcodes which did not appear on the 1976 Census Master File list were not mapped across to location codes. As a first step these postcodes have simply been deleted from the computer file used to create the codebooks. However, the codebooks will eventually be updated to include these missing postcodes.

Other resources for coding geographical locations

The data base created for producing the location codebook can also be used to produce a number of other resources. Those outlined below are not currently available, the SSC will proceed with their development depending

on demand

1 Sets of SPSS recodes and value labels

The information in the location codebooks can be provided in the form of SPSS RECODE specifications which perform the transformation of postcodes to LGA codes, or LGA codes to either urban centres or the location categories used in the Committee's surveys

Sets of SPSS VALUE LABELS for each postcode, LGA or urban centre may be useful to other researchers in documenting output from data analyses.

2 LGAs within location codes or urban centres

The information contained in the SPSS RECODE specifications can also be provided in a more descriptive format, listing LGA names in alphabetical order within each location code or some other classification of urban centres

3. Postcodes spanning LGA boundaries

A list of postcodes in more than one LGA, for each postcode the number of LGAs involved and the LGA to which it was assigned.

POSTCODES OF AUSTRALIA

4630T

(IN ALPHABETICAL ORDER)

1	ABOOTSFOORD				
2	ABOOTSFOORD (VIC.)	1	2046	ALBURY	
3	ABOOTSFOORD	5	3057	ALCOMIF	3 2640
4	ABOOTSFOORD	20	7315	ALDELEY	20 7330
5	ABOOTSFOORD	11	4528	ALDESYDE	0 4051
6	ABOOTSFOORD	2	2325	ALDOTE	17 5305
7	ABOOTSFOORD ST. P.O. (PERTH)	15	6000	ALDINGA BEACH	14 5154
8	ABOOTSFOORD	4	2336	ALDINGA	14 5173
9	ABOOTSFOORD (TAS.)	19	7310	ALFETOWN	14 5173
10	ABOOTSFOORD PARK	12	5159	ALEXANDRA BRIDGE	4 2070
11	ABOOTSFOORD	2	2326	ALEXANDRA (VIC.)	17 6200
12	ABOOTSFOORD	2	2325	ALEXANDRA HEADLAND	9 3714
13	ABOOTSFOORD	4	2475	ALEXANDRIA	4572 4572
14	ABOOTSFOORD	9	1110	ALEXANDRIA (QLD)	1 2015
15	ABOOTSFOORD	8	3714	ALFORD	11 4875
16	ABOOTSFOORD	11	4352	ALFREDTON	14 5254
17	ABOOTSFOORD	24	2601	ALFRED COVE	7 3370
18	ABOOTSFOORD	4	2630	ALG STEP	15 6124
19	ABOOTSFOORD	2	2289	ALICE SPRINGS	0 4115
20	ABOOTSFOORD	11	4674	ALIKOS	22 5753
21	ABOOTSFOORD	7	3352	ALLAMBIE HEIGHTS	6033 6033
22	ABOOTSFOORD	12	5000	ALLANSFORD	1 2180
23	ABOOTSFOORD	12	5005	ALLANSON	6 3277
24	ABOOTSFOORD	5001	5001	ALLANS FLAT	17 0235
25	ABOOTSFOORD	12	5000	ALLANSH	8 3431
26	ABOOTSFOORD	23	5783	ALLEENA	1 2219
27	ABOOTSFOORD	12	5000	ALLENBY GARDENS	4 2171
28	ABOOTSFOORD	4	2729	ALLENDALE EAST	12 5009
29	ABOOTSFOORD	4	2737	ALL MOALE	14 5231
30	ABOOTSFOORD	20	7160	ALLENSTOWN	7 3364
31	ABOOTSFOORD	11	4970	ALL STREE	10 4700
32	ABOOTSFOORD	8	3962	ALLIGATOR CREEK	3306 3306
33	ABOOTSFOORD	17	6429	ALLINGHAM	11 4741
34	ABOOTSFOORD	24	2302	ALLOPA	11 4750
35	ABOOTSFOORD	8	3221	ALLYORTH	11 4352
36	ABOOTSFOORD	11	4933	ALLYABFOOK	4 2431
37	ABOOTSFOORD	5	3042	ALMADEH	4 2401
38	ABOOTSFOORD	10	4814	ALMA	11 4371
39	ABOOTSFOORD	17	6632	ALMUTTA	14 5400
40	ABOOTSFOORD	14	5311	ALOMAP	8 3070
41	ABOOTSFOORD	9	4075	ALCONDA	7159 7159
42	ABOOTSFOORD	16	6330	ALPHA	11 4871
43	ABOOTSFOORD	19	7254	ALPHINGTON	11 4724
44	ABOOTSFOORD	12	5014	ALPINE	5 3078
45	ABOOTSFOORD	3	2971	ALMOY	4 2575
46	ABOOTSFOORD	5	3206	ALSTONVILLE	11 4825
47	ABOOTSFOORD	12	5014	ALTONA NORTH	4 2477
48	ABOOTSFOORD	4	2715	ALTONA	5 3025
49	ABOOTSFOORD	2	2527	ALVIE	5 3019
50	ABOOTSFOORD	9	4010	ALVANGULA	3048 3253
51	ABOOTSFOORD	5	3020	AMADDOO	23 5798
52	ABOOTSFOORD				10 4570

LIST B - SCHOOL LEAVING CERTIFICATES

This list is composed of names of secondary educational qualifications (current and obsolete) within each State, and their codes. A second list was used to classify overseas qualifications. The list was obtained from the Admissions Unit, NSW Department of TAFE. It gives qualifications in a number of other countries and their approximate equivalents in NSW examinations. Code interpretation

1	12TH YR	CERTIF
2	10TH YR	CERTIF
3	11TH YR	CERTIF
4	9TH YR	CERTIF
5.	OTHER YR	CERTIF
33	UNIDENT	EQUIV

LIST C - TERTIARY QUALIFICATIONS

This list was manually prepared and is a composite of two coding frames
 Codes 1-7 were used for TAFE qualifications Codes 8-17 were used for
 both University and CAE qualifications

- | | | |
|-----|----------|--------------|
| 1 | TAFE | ADULT ED |
| 2. | TAFE | PREPARAT |
| 3 | TAFE | OTH SKILLED |
| 4 | TAFE | APPRENTC |
| 5 | | |
| 6 | TAFE | PARAPROF |
| 7 | TAFE | PROF DIP |
| 8. | U,C | 1YR TERTCERT |
| 9 | U,C | 2YR DIPLOMA |
| 10 | U,C | 3YR DIPLOMA |
| 11 | UNI,CAE | BACHLORS |
| 12. | UNI,CAE | MISC |
| 13 | HONOURS, | M. QUAL |
| 14. | POSTGRAD | DIPLOMA |
| 15 | 2ND | BACHELORS |
| 16. | MASTERS | DEGREE |
| 17 | DOCTORT | PH D |

The classification of TAFE qualifications corresponds to the TAFE Commission's definitions of Streams of Study which are used by all State TAFE Departments to classify their courses The TAFEC descriptions of these streams formed the codebook used

The classification of University and CAE qualifications was based on that used in the Career Development Project

LIST D - OCCUPATIONS

The list was manually prepared and is a modified version of that used in the Career Development Project

This occupational classification can be recoded to a number of occupational status scales

LIST E - INSTITUTIONS

The coding frame is based on the stratification of institutions, within each of the three sectors of tertiary education, which was employed in the sample design and selection. Appendix 3 in the Technical Report lists institutions by sector and stratum.

The codebook used comprised a separate list for Universities and a list for CAE and TAFE colleges combined.

Future options alpha sorted lists of institutions can be provided for -

- | | |
|------------------------|------------------------|
| . all sectors combined | individual sectors |
| . all sectors by state | . states within sector |

THE CODESUniversity Sector

- 1 Very old, large scale
- 2 Old, capital city
3. Post-war, large scale
- 4 Fairly recent, outer suburban and Canberra
- 5 "Provincial"
6. Very recent

CAE Sector

7. Central Institutes
8. Metropolitan multi-school colleges
9. Regional multi-school colleges
- A. Single school colleges (esp Teacher Education)
- B. Other (incl special purpose colleges)

TAFE SectorNew South Wales

- C Metropolitan
- D Balance of NSW

Victoria

- E Evening classes in High Schools
- F Metropolitan
- G. Country

South Australia

- H. Metropolitan and Elizabeth Community College
- I Country

Queensland

- J. Metropolitan
- K. Country
- L Correspondence

Western Australia

- M. Technical Colleges
- N Technical Centres

Tasmania

- O Hobart Technical College

LIST F - COURSES FIELDS OF STUDY/TEACHING

This list is a composite of three coding frames, one for each tertiary sector. Codes 1-9 were used to classify TAFE courses or fields of teaching Codes 12-21 were used to classify CAE courses or fields of teaching Codes 22-35 were used to classify University courses or fields of teaching

1	TAFE	APPL SCI
2	TAFE	ART DES
3	TAFE	BLDG
4	TAFE	BUS STUD
5	TAFE	ENG
6.	TAFE	RUR HORT
7.	TAFE	MUSIC
8	TAFE	PARAMED
9	TAFE	IND PERS NC
10	TAFE	GEN STUD
12	CAE	AGRICULTURE
13.	CAE	APPL SCI
14	CAE	ART DESIGN
15	CAE	BLDG ARCH SV
16	CAE	COMM BUS
17	CAE	ENG TECH
18	CAE	LIBERAL STUD
19	CAE	MUSIC
20	CAE	PARAMED
21	CAE	TEACHER ED
22	UNI	ARCH BLDG
23	UNI	AGRIC FOREST
24	UNI	ECON COMM
25	UNI	EDUCATION
26	UNI	ENG TECH
27.	UNI	HUMANITIES
28	UNI	FINE ARTS
29	UNI	DENTISTRY
30	UNI	LAW
31	UNI	MEDICINE
32	UNI	NAT SCIENCE
33	UNI	SOC BEHAVSC
34	UNI	VET SCIENCE
35	UNI	OTHER

The classification of TAFE course and teaching fields corresponds to the TAFE Commission's definitions of Fields of Study which are used in all states in the classification of TAFE college courses The list produced for the coding of student courses in the TAFE sector was computer written and consisted of an alphabetical list of course names and their codes.

The 1976 statistical collection forms (Form A1) submitted by each state Department of TAFE to TAFEC were the starting point for the creation of this list From these forms course names and their fields of study in each state were entered onto a computer file via punched cards

The University and CAE coding frames correspond to definitions of Fields of Study used in ABS publications of University and CAE statistics. The source material used for these two codebooks was obtained from the ABS and consisted of lists of course names within each field of study for each of the two sectors.

The ABS list for CAE courses was used without alteration. For University fields course names and field codes were entered onto a computer file and an alphabetical list of all course names and their codes was produced.

These three lists are available in the form in which they were used for the Committee's surveys. However, a number of modifications of these lists can be undertaken if there is a demand for them.

The existing TAFE courses codebook contains numerous duplicated course names, in many cases with different codes. This arises because identical course names are sometimes used by a number of state TAFE Departments and are allocated to different Fields of Study. These inconsistencies were manually edited from the codebook - all multiple mentions of a course name were deleted. Alternative editing strategies may be applicable depending on other researchers' requirements. Other options for TAFE courses are

- 1 separate Fields of Study lists for each state
- 2 a list for all Australia with State name shown for each course

For University and CAE courses lists could be provided in alphabetical order across all fields of study or in alphabetical order within fields.