CHAPTER EIGHT

FUTURE DIRECTIONS

1: Introduction

The results of the research of this study have been reported and discussed. Comments and recommendations about possible directions for future research are now offered. These comments and recommendations are important because research into the social dimensions of telecommunications is still largely ignored by communications researchers. Moreover, the matter of how telecommunications facilitate informal learning experiences has not previously been addressed by adult education researchers. Comments and recommendations follow two strands. First, recommendations are made about specific areas of further research which are needed in order that the epistemology of telecommunications may flourish. Secondly, suggestions are made about bridging the gap between descriptive research and theory. It its argued that multifaceted approaches to field work and innovative approaches to theory are needed so that the study of social dimensions of telecommunications may be recognised as a strand in telecommunications inquiry and writings (i.e. amongst the strands of historical, socio-political and futuristic writings).

The emergence of the *information age* has brought to the fore numerous claims about the benefits which will accrue to humanity from the *information super highway*. For instance, it has been claimed people will no longer need face-to-face contact for matters such as shopping; people will be able to work from home and face-to-face meetings will increasingly become a thing of the past. But clearly, for the special sample recruited for this research, telecommunications behaviours are at odds with rhetoric about the future. Rural people still prefer to visit each other and Remote people have been slow in adopting telecommunications technologies beyond the telephone. Further, both rural and remote dwellers have shown a considerable reluctance to venture beyond the relative sanctuary of known homogenous tele-networks. In short, they do appear to learn from traditional technologies and from the rhetoric of the moment rather than the alleged promises of the future.

However, the question must be asked of whether or not the findings which have emerged from the research conducted with this special sample are able to be replicated. For instance, can these findings about rural and remote uses of telecommunications be applied to an urban setting? Are they able to be replicated for another sample of rural and remote dwellers? The nature of tele-networks and the processes involved in tele-networking are matters which warrant further investigation but future research should proceed across a range of populations and settings. It may

have been noted that although qualitative data about tele-networking were gathered during this study, quantitative data we e not. Hence, it is proposed that future research should specifically seek to genera e appropriate quantitative data in order to supplement qualitative understandirgs. In short, there is a need to specifically examine individual telecommunicatio is episodes in order to learn about the nature of tele-networks and tele-networking in more detail. The investigations currently being completed by Gillard, Bow and Wal: (1994) appear to be focused in this direction because they explore a range of *typical* telephone cultures. However, the preliminary account of their work suggests that it is mainly qualitative.

There is also a need to exami ie the interrelationships between tele-networks and informal and incidental adult learning. It would appear that the work (in progress) of Williamson (1993, 1994,) moves some way towards this by examining the information flow of one specific group, i.e. the elderly. However, as was pointed out in Chapter One (page 17), Williamson's work does not examine telecommunications episodes from the standpoint of learning even though she distinguishes between communications and information. Much of the quantitative data collected about informal and incidental learning in this study was inferential. The telecommunications diaries did gather data about the underlying motives of all telecommunications episodes but it can be argued that these data were not specifically concerned with learning. This was so because the learning agenda of each episode was sorted into one of two convenient categories of motive from which it was inferred that learning followed. However, specific understandings of how people learnt from such episodes were not possible. It is therefore contended that future research should seek to address the dynamics of telecommunications process specifically from the standpoint of adult learning. Moreover, such research should occur across a range of groups and across a number of settings using a range of te ecommunications technologies.

In relation to the social context of adult learning, the matter of *private* versus *public* communication was shown to be significant and is therefore worthy of further research. Gillard (1994, p. 25) noted that there is a need to further investigate the nature of private versus public telecommunications channels but it is also contended that there is also a need to determire which activities, and which combinations of activities, can successfully be completed by a range of groups over private and public technologies and in private and public settings. Such research will enable investigators to detail the informal and incidental *learning* activities and processes which occur *within* telecommunications episodes across a range of technologies. The utility of the DACOM taxonomy should also be further explored with respect to public

and private telecommunications episodes across a range of telecommunications technologies and across a range of groups and settings.

Clearly the significantly higher expenditure rates borne by Remote subjects for telecommunications offer a fertile field for case study research that is specifically focused upon Remote settings. It appears apparent that costs, together with the demise of the party line, have exaggerated the sense of isolation experienced by Remote women. Contact that hitherto was free, now has to be factored into farm accounts and the present cost regime has encouraged women to adapt and possibly diminish the quality of their tele-networking and tele-learning procedures. Moreover, Remote women have increased their participation in farm activities whilst concomitantly reducing time devoted to the supervision of their children's distance education activities. These factors appear to have further reduced opportunities for networking with, and learning informally from other women. Furthermore, even though they can network with others over UHF radio at little or no cost, they are reluctant to do so because this technology lacks privacy. Thus further research is needed to clarify the impact of, and the interrelationship between, the recession, the present pricing regime for telecommunications, and the shifting work demands which appear to be impacting upon and changing the roles of Remote women.

The nature of opinion leadership and the process of *information diffusion* as well as *misinformation diffusion* should also be added to the agenda of future research. The data gathered about opinion leadership in this study were exploratory and were unable to address conceptual possibilities such as the effect which *misinformation leaders* have in rural and remote communities. But clearly misinformation does occur wherever humans gather and it seems reasonable to claim that social consequences flow from this process. In this study, it was discovered that one opinion leader followed a farming practice which was thought by a farm adviser to be environmentally disastrous. How much informal learning of incorrect or harmful practices can be attributed to an opinion leader? This research was unable to explore that matter but clearly, further investigation is needed about how telecommunications are used by opinion leaders, – viz. – do telecommunications technologies augment roles that opinion leaders play with respect to information and misinformation diffusion, and does the use of these technologies impact upon the informal and incidental learning of others?

The of development of appropriate theory must not be neglected because innovative theory about the social dimensions of telecommunications has not been prolific. Considerable attention has been given to generating descriptive data but there is now a need to go further. Critical evaluation should now proceed not only with the

express intention of testing the validity of previously established notions, but also for the purposes of deriving new understandings and theory.

Notions which have traditionally been accepted as a part of the research lexicon of telecommunications must not be taken for granted. Concepts such as the *psychological neighbourhood* have quite rightly been challenged through recent research and new constructs such as *kin keeping* have emerged as a consequence (Moyal, 1992; Cox, 1993). Equally, the traditional but overly simplistic division of telecommunication motives into *functional* and *relational* categories has also been challenged by recent writers such as Cox, (1993) Williamson (1993, 1994) and Murray, (1994). It would seem, therefore, that one way in which the link between description and theory can be forged involves critically re-appraising existing conceptual frameworks as has this research. In short, it is claimed that new theory which will heighten understandings of the complex telecommunications process is most likely to emerge when traditional concepts are challenged and/or applied in innovative ways.

It is also asserted that new theory is more likely to emerge when more than one analytical framework is used. Ideally the investigator should address the *macrocosm* within which telecommunications occur (i.e the telecommunications context) as well as the *microcosm* inherent within the dynamics of individual telecommunications episodes. Furthermore, the researcher should explore the usefulness of applying models from other disciplines because this can clearly benefit each endeavour. Whether or not such inquiry is rooted in the traditions of sociology and/or psychology and/or telecommunication and/or adult education is probably not of prime importance. What is of paramount importance from the outset, however, is a determination to adopt theoretical frameworks and research strategies which can are useful. In this study it was demonstrated that employing and extending the conceptual framework associated with *primary* and *secondary networks* generated a useful approach to understanding an important element of the telecommunications context. It was also apparent that understanding the nature of *status*, and whether a person was male or female and/or Rural or Remote and/or a Native or a Newcomer, facilitated an understanding of the telecommunications context. At the same time, it was also apparent that Jarvis' model of adult learning in the social context was able to be extended by adding tele-learning to that framework. Equally, it was apparent that when Jarvis' model was applied to telecommunications, an alternative perspective emerged for enriching understandings of the telecommunications process.

At the beginning of this thesis t was noted that the communications revolution is not in fact a revolution - rather it is an *evolution*. Moreover it was pointed out that while this is a global phenomenon, the subset of the evolution with which this study would be concerned was the phenome ion of *telecommunications*. Furthermore, it was stated that this study was intent upon investigating how telecommunications are used for *informal* and *incidental learning* and that the people of the rural and remote landscapes would serve as the context for this. In sum, it was declared that because there has been virtually no research into rural and remote uses of telecommunications, this study would focus upon the intersecting matters of rural and remote uses of telecommunications and the uses of telecommunications for informal and incidental learning. This study however, has also beckoned future researchers and has pointed out to them that there is much still to t e achieved with regard to these matters.

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APPENDIX A

Telephone Interview Grid

RURAL TELECOMMUNICATIONS STUDY:
Telephone Interview Data Grid

Date   /   /

BASIC INFORMATION: Name_____ _____

Interview Number _____

Ph.No (   )

Area:_____ _____

Time Begin _____   Counter _____

Time End_____   Counter _____

                                                                        I.DNumber_____

Associated I.D.Nos_____ _____

_____ _____

INSTRUCTIONS After filling in the basic information above. Simply ensure that the theme of each grid is discussed at some point during the interview. The order can/will vary . Use the spaces for making notes as needed.

Questions arising - Survey &/or Diary	Technologies discussed Phone /Mobile/Ansaphone/Fax/Modem/UHF/CB

Rurality How rural is rural? Local - never left vs returned? Newcomer via marriage or property? Transient - how long in & how long to go?	Networks Family & friends? Work & Occupational? Interest Recreational? Other?	Information /Opinion Leadership Who refers to you? Who do you refer to? Are they from any networks you are a member of?

Info Sources / Media Media used for getting local/work/ interest info?	Examples of Info Learnt?	Phone for Info Diffussion? Who passed what info to you? Who did you pass info to? Where did you get info from? Jokes via Phone? Who passed to you? Who have you passed onto? Where did you get it from?

OTHER POINTS

APPENDIX B

Map Supplied by ABC Showing Regional Broadcast Areas
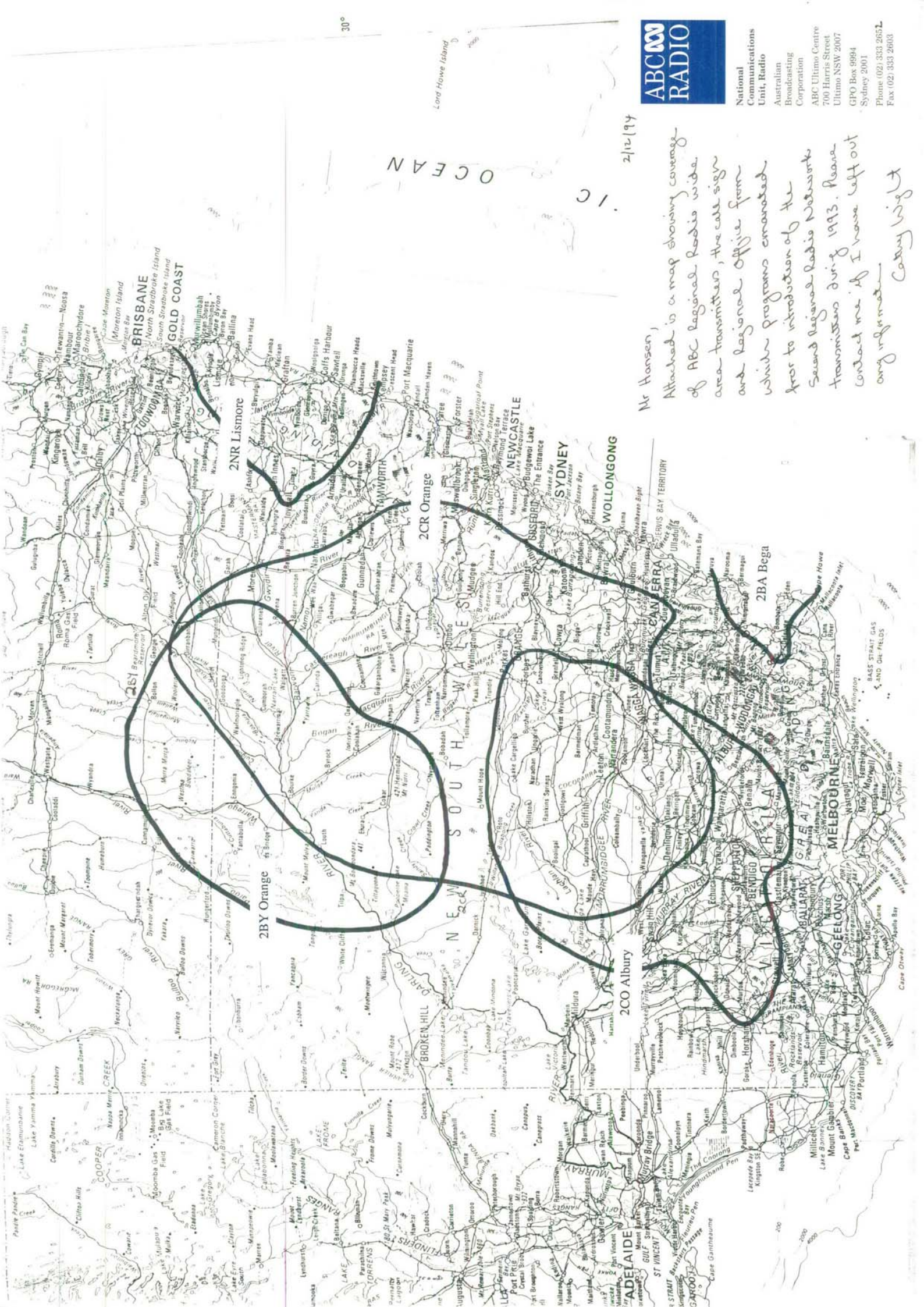
2/12/94

Mr Hansen,

Attached is a map showing coverage of ABC Regional Radio wide area transmitters, the call sign and regional office from which programs emanated prior to introduction of the Second Regional Radio Network transmitters during 1993. Please contact me if I have left out any information.

Cathy Wight

APPENDIX C

Telecommunications Questionnaire form

UNE
The University of
NEW ENGLAND

ARMIDALE
Department of Psychology
Armidale, NSW 2351 Australia
Fax (067) 73 3122, Telephone (067) 73 3333 ext

READ THIS FIRST.

Introductory Letter - Rural Telecommunications Study

Thank you for agreeing to take part in our rural telecommunications research project. We are Grant Noble and Jens Hansen from the University of New England in Armidale and we are interested in how people use telecommunications. We have a small Telecom Research Grant for studying rural uses of the telephone and associated equipment and we hope that our findings will generate advice to Telecom which improve rural telecommunication services.

The fifty questions contained in this survey will take about 15 - 20 minutes to complete although you may stop at any point.

All answers will be analysed and grouped into trends which we will share with Telecom but individual identities will be kept completely confidential. Some data will be used for preparing a Ph.D. thesis about rural telecommunications, but once again, confidentiality is guaranteed.

The survey asks you about yourself and your location - that is, where you live, what you do, what family you have and so on. It also asks you about your use of the telephone and related equipment and finally, seeks answers about your use of telecommunications for obtaining and exchanging information.

Please have each person on the property who is **more than 12 years old** complete the survey. *(If more survey forms are needed, call FREEPHONE 008 809-501.)*

We would also like everyone on the property who is older than 12 years, to keep records of each telephone call they make during two separate days - one weekday and one weekend day. *(For more Telephone Diary Sheets call FREEPHONE 008 809-501.)*

Our research aims to learn about rural telephone patterns which is something that no-one - it seems - has yet investigated. We wish to discover who calls who, how, when and for what reasons. We also wish to learn about networking and the flows and consequences of information exchange. But because there is very little research money, we are trying something quite new for us - i.e. telephone interviews. We hope that you will agree to our calling you (during an off peak time) for a telephone interview lasting between 15 -30 minutes. If you are willing to be interviewed, please complete the details on the form that goes with this introductory letter and we will phone at a time which suits you.

Because of the recession we cannot afford to conduct this investigation in any other way than as we have described it to you, so we need you to tell others about the study. Do invite your networks of relatives, friends and other contacts to participate. Ask them to telephone us on the FREEPHONE number 008 809-501 so that we can include them.

Finally, do promptly complete and return the survey forms, the completed telephone diaries and the form which arranges for you to be interviewed. Please post everything in the stamped addressed envelope supplied.

Thankyou for acting quickly on this matter. We look forward to meeting you on the telephone.

Grant Noble and Jens Hansen.
Psychology Department, University of New England.
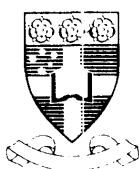
RURAL TELECOMMUNICATIONS STUDY

Please ensure that everybody on the property aged
13 years and over completes a copy of this survey.

INSTRUCTIONS:
1. Please tick boxes as required and write further details where needed.
2. **Your answers will remain completely confidential.**
3. Please post all completed survey forms in the stamped addressed envelope provided.

1 Are you?

Female ☐   Male ☐

2 What is the name of your closest town and how many kilometres away is it?

Name of closest town   *Kilometres*

3 What is your postcode?

4 For how long have you lived in each of the following:

Towns & cities?   *The bush?*   *This area?*

5 What size is the property on which you live?

Please answer in hectares

6 What transport do you mainly use?

7 What is your age?

Please tick the correct box.

☐ 13 - 19 yrs.   ☐ 20 - 29 yrs   ☐ 30 - 45 yrs   ☐ 46 - 60 yrs   ☐ more than 60 yrs

8 Which of the following describe your **present** family situation?

Tick more than one box if necessary

☐ Single and never married   **Go to Question 12**

☐ Married

☐ Living with a permanent partner

☐ Widowed /separated/ divorced

9 Are you a parent?

☐ No **Go to Question 12**

☐ Yes **Please complete this table**

	Present Age?	Girl or Boy?
First child		
Second child		
Third child		
Fourth child		
Fifth child		

1 0 Please complete the table to show where each of your children live. *(e.g. at home; at boarding school; at university; left home; married etc.)*

	Where does each child live ? e.g. a home; boarding school; university; left home; married etc.
First child	
Second child	
Third child	
Fourth child	
Fifth child	

1 1 Do you have any grand children?

☐ No

☐ Yes *How many?*

1 2 Are you Australian born?

☐ Yes

☐ No *Please specify country of birth*

1 3 If Australian born, are you Aboriginal or Torres Strait Islander?

☐ Yes ☐ No

1 4 What is the main language that **you** speak at home?
Please specify language spoken

1 5 Please tick the box which indicates your **highest completed** education level.

Left school at or before age fifteen ☐

School Certificate ☐

University Entrance (HSC/Matriculation) ☐

TAFE/Trade Certificate ☐

University Diploma/Degree ☐

Post Graduate Studies ☐

Other *Please identify in the box below*

1 6 Please mark a cross in the box below, to show approximately what your **net** income was in the **last** financial year. *Your answer will help us discover more about patterns between income & phone usage.*

LOSS				BREAK EVEN				INCOME
MINUS								PLUS
$50,000	*	*	*	*	$0.00	*	*	*	$50,000

17 Mark a cross in the box to show what your **net** income might be in a **more typical** year. *This answer will also help us discover more about phone patterns between income & phone usage*

LOSS				BREAK EVEN					INCOME
MINUS $50,000	*	*	*	*	$0.00	*	*	*	*	PLUS $50,000

18 Which **one** of the following **best** describes your usual occupation?

Please tick only the most correct box.

☐ A Land Worker   **Go to Question 19**

☐ A Student   **Go to Question 23**

☐ Between Jobs

Please specify usual occupation then **Go to Question 23**

☐ Working full-time

Please specify your occupation then **Go to Question 23**

☐ Working part-time

Please specify your occupation then **Go to Question 23**

☐ A casual employee

Please specify the work you do then **Go to Question 23**

☐ Otherwise employed

Please specify your occupation then **Go to Question 23**

19 If you work on the land, please tick the box which **best** describes your situation.

☐ Owner / Operator

☐ Share farmer

☐ Leasing operator

☐ Farm manager

☐ Farm hand or labourer

☐ Jilleroo/Jackeroo

☐ Family member helping

Specify hours per week

☐ Part-time / Casual

Specify hours per week

☐ Contractor

Specify hours per week

☐ Other

Specify

20 Which of the following best describes the land you work on?

Please tick the correct box

Dryland ☐ Irrigation ☐ Mixed ☐

---

21 If the land is **Mixed**, what percentage is **Dryland**?

Percentage Dryland = ⬚

---

22 Which one or more of the following forms of primary production are you engaged in?

Please tick the Yes / No boxes to show which forms of production you work at. Please also estimate what percentage of your overall operation each form represents. e.g. Beef = 50%; Grain Legumes = 50%.

Cotton production ?

☐ No

☐ Yes *Percent?*

⬚

Sorghum production?

☐ No

☐ Yes *Percent?*

⬚

Cereals production (wheat, oats, barley etc)?

☐ No ☐ Yes *If yes, please complete this table*

Cereal Type	%

Grain legumes production (i.e. for human consumption)?

☐ No ☐ Yes *If yes, please complete this table*

Grain Legume Type	%

Pasture legumes production (i.e. for animal consumption)?

☐ No

☐ Yes *Percent?*

⬚

Rice production?

☐ No

☐ Yes *Percent?*

⬚

Dairy production?

☐ No

☐ Yes *Percent?*

⬭

Pastural beef production?

☐ No

☐ Yes *Percent?*

⬭

Beef feedlot production?

☐ No

☐ Yes *Percent?*

⬭

Wool &/or sheep production?

☐ No

☐ Yes *Percent?*

⬭

Egg &/or poultry production?

☐ No

☐ Yes *Percent?*

⬭

Horticultural (i.e. fruit &/or vegetable) production?

☐ No ☐ Yes   *Please complete this table*

Fruit & / or Vege.Type	%

Any other form of production?

☐ No ☐ Yes   *Please complete this table*

List type	%

2 3 Do you have a **telephone answering machine?**

[ ] Yes Go to Question 24   [ ] No Go to Question 27

Please answer Questions 24, 25 ar d 26 if you have a telephone answering machine.

2 4 How many times in a week do you usually **receive** messages on **your** answering machine?

Number of messages usually received per week = [   ]

2 5 How many times in a week do you usually **leave** n essages on **someone else's** machine?

Number of messages usually left per week = [   ]

2 6 Please estimate in the boxes below, what percentage of your use of the answerphone is for **Personal** matters, for **Busines s** purposes and for both i.e. **Mixed.**

Personal % [   ] **+** *Business %* [   ] **+** *Mixe d %* [   ] **=** [**100 %**]

2 7 Do you have a **facsimile machine?**

[ ] Yes Go to
         Question 28   [ ] No Go to
                                Question 31

Please answer Questions 28, 29 ar d 30 if you have a facsimile machine.

2 8 In the boxes below, please estimate how many time: in a typical week you **send** and **receive** facsimile message?

Typical number of Faxes sent per week = [   ]

Typical number of Faxes received per week = [   ]

2 9 What percentage of facsimile messages you send ire to **local** exchange numbers; what percentage would involve toll (**S.T.D.**) charges; and what percentage would be to overseas (**I.S.T.D.**)?

% local [   ] **+** *% S.T.D* [   ] **+** *% Ove rseas* [   ] **=** [**100%**]

3 0 What percentage of your use of the facsimile mach ne is for **Personal** matters, for **Business** purposes and for both i.e. **Mixed.**

Personal % [   ] **+** *Business %* [   ] **+** *Mixe(%* [   ] **=** [**100%**]

31 Do you have a **mobile telephone?**

☐ Yes Go to
        Question 32

☐ No Go to
      Question 35

> **Please answer Questions 32, 33 and 34 if you have a mobile telephone.**

32 Please estimate how many times in a typical week you **make** and **receive** mobile telephone calls.

*Typical number of mobile phone calls **made** per week* = [   ]

*Typical number of mobile phone calls **received** per week* = [   ]

33 What percentage of mobile telephone calls you make are to **local** exchange numbers; what percentage would involve toll (**S.T.D.**) charges; and what percentage would be to overseas (**I.S.T.D.**)?

% local [   ] + *% S.T.D* [   ] + *% Overseas* [   ] = [100%]

34 What percentage of your mobile telephone calls in a typical week would be **Personal**, would be for **Business** purposes or for both i.e. **Mixed.**

Personal % [   ] + *Business %* [   ] + *Mixed %* [   ] = [100%]

35 Do you operate either **UHF** or **CB radio?**

☐ Yes Go to
        Question 36

☐ No Go to
      Question 38

> **Please answer Questions 36 and 37 if you operate either UHF or CB radio.**

36 Please estimate how many times in a typical week you **make** and **receive** UHF or CB calls.

*Typical number of UHF / CB calls **made** per week* = [   ]

*Typical number of UHF / CB calls **received** per week* = [   ]

37 Please estimate what percentage of your UHF / CB calls are **Personal**, are for **Business** purposes or are for both i.e. **Mixed.**

Personal % [   ] + *Business %* [   ] + *Mixed %* [   ] = [100%]

38 Do you use a **computer modem** or any other type of **electronic mail?**

☐ Yes Go to Question 39

☐ No Go to Question 42

> **Please answer Questions 39, 40 and 41 if you operate a modem or electronic mail system.**

39 Please estimate how many times in a typical week you send and **receive** electronic mail messages.

Typical number of electronic mail messages sent per week =

Typical number of electronic mail messages received per week =

---

40 What percentage of modem or electronic mail connections you make are to **local** exchange numbers; what percentage would involve toll (**S.T.D.**) charges; and what percentage would be to overseas (**I.S.T.D.**)?

% local   +   *% S.T.D*   +   *% Overseas*   =   **100%**

---

41 Please estimate what percentage of your electronic mail messaging is **Personal**, is for **Business** purposes or is for both i.e. **Mixed.**

Personal %   +   *Business %*   +   *Mixed %*   =   **100%**

---

42 Are you the person responsible for paying the telephone bill in your household?

☐ Yes **Go to Question 43**   ☐ No **Go to Question 46**

ONLY ONE PERSON PER HOUSEHOLD NEED ANSWER QUESTIONS 43, 44 AND 45.

---

43 How much was your **last** telephone bill?

We wish to discover if rural people are disadvantaged in this regard

$

---

44 How much was your **average** telephone bill for the last year?

This information will help us to compare city and rural costs.

$

---

45 What percentage of total calls made during the last billing period were to **local** exchange numbers; what percentage involved toll (**S.T.D.**) charges; and what percentage were to overseas (**I. S.T.D.**)?

% local   +   *% S.T.D*   +   *% Overseas*   =   **100%**

---

46 Please estimate how many times in a typical week you **make** and **receive** telephone calls.

*Typical number of phone calls **made** per week =*

*Typical number of phone calls **received** per week =*

47 Please estimate what percentage of your total calls made during a typical week were **Personal**, were for **Business** purposes or were for both i.e. **Mixed**.

Personal %   +   Business %   +   Mixed %   =

[   ]   [   ]   [.]   100%

---

48 From your experience, how much in your day to day activities do you **depend** upon each of the following items of technology ?

Please circle the number on the scale that best shows how reliant you are on **the telephone. (N.A. = Not Applicable.)**

very reliant						hardly at all	
1	2	3	4	5	6	7	N.A

Please circle the number on the scale that best shows how reliant you are on **the mobile telephone. (N.A. = Not Applicable.)**

very reliant						hardly at all	
1	2	3	4	5	6	7	N.A

Please circle the number on the scale that best shows how reliant you are on **UHF/CB radio. (N.A. = Not Applicable.)**

very reliant						hardly at all	
1	2	3	4	5	6	7	N.A

Please circle the number on the scale that best shows how reliant you are on **a facsimile machine. (N.A. = Not Applicable.)**

very reliant						hardly at all	
1	2	3	4	5	6	7	N.A

Please circle the number on the scale that best shows how reliant you are on **an answering machine. (N.A. = Not Applicable.)**

very reliant						hardly at all	
1	2	3	4	5	6	7	N.A

Please circle the number on the scale that best shows how reliant you are on aa **computer modem. (N.A. = Not Applicable.)**

very reliant						hardly at all	
1	2	3	4	5	6	7	N.A

49 From your experience, how **satisfactory** do you think the **telephone** is for each of the following activities?

Please circle the number on the scale that best shows how you feel.

Giving Information (of a social, technical &/or educational nature)

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Receiving Information (of a social, technical &/or educational nature).

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Problem Solving (of a social, technical &/or educational nature).

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Bargaining or Negotiating

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Decision Making

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Persuasion (getting others onside of an argument or idea).

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Resolving Disagreements

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Getting to Know Someone (forming an impression of others).

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Giving or Receiving Instructions

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Maintaining Friendly Relations (staying in touch, keeping folk up to date).

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Exchanging Opinions (discussion of ideas).

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

Other *Please specify in box*

very satisfactory					very unsatisfactory	
1	2	3	4	5	6	7

50   Are there any other comments you wish to make?

Write in the box below. Use more paper if you need to.

Thankyou for taking part in this survey. Please post all completed forms in the stamped, addressed envelope provided.

APPENDIX D

Telecommunications Diary form

RURAL TELECOMMUNICATIONS STUDY - TELEPHONE DIARY SHEET.

Please record all Phone, Mobile, Answering Machine, Fax & UHF calls made and received on the selected day.
Just circle the appropriate answers and enter the time of each call and how long it took. Remember to complete the attached identification & info page.

Day Selected for this Diary Sheet = ?

TECHNOLOGY	LOCATION	DIRECTION	TIME OF DAY	CALL LENGTH (in mins.)	MOTIVES FOR CALL	TYPE	RELATIONSHIP TO CALLER	RESPONSE WHEN CONNECTED	FEELING AFTER CALL	COMMENTS
1=Phone 2=Mobile Phone 3=Answerphone 4=Modem 5=FAX 6=UHF	W=Work H=Home M=Mobile O=Other (please comment)	IN/OUT			R=Relational F=Functional R.F=Both (R more than F) F.R=Both (F more than R)	L=Local STD=Long Dist. ISTD=Overseas	FAM=Family FRIE=Friend BUS=Business INF=Information OTH=Other (Please comment)	W.No=Wrong No. Queue=Asked to wait NA=Person not available AM=Ansamachine None of Above=leave out	1=Very Good 2=Good 3=Same 4=Bad 5=Very bad	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:FF:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:FF:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	

RURAL TELECOMMUNICATIONS STUDY - TELEPHONE DIARY SHEET.

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Day Selected for this Diary Sheet = ?

TECHNOLOGY	LOCATION	DIRECTION	TIME OF DAY	CALL LENGTH (in mins.)	MOTIVES FOR CALL	TYPE	RELATIONSHIP TO CALLER	RESPONSE WHEN CONNECTED	FEELING AFTER CALL	COMMENTS
1=Phone 2= Mobile Phone 3=Answerphone 4=Modem 5=FAX 6=UHF	W=Work H= Home M=Mobile O=Other (please comment)	IN/OUT			R=Relational F=Functional R=F=Both (R more than F) F=R=Both (F more than R)	L=Local STD=Long Dist. ISTD= Overseas	FAM=Family FRIE=Friend BUS=Business INF=Information OTH=Other (Please comment)	W=Wrong No. Queue=Asked to wait NA=Person not available AM=Ansamachine None of Above= leave out	1=Very Good 2=Good 3=Same 4=Bad 5=Very bad	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	
1/2/3/4/5/6	W/H/M/O	IN /OUT			R/F:R:F/F:R	L/STD/ISTD	FAM/FRIE/BUS/INF/OTH	W:No/Queue/NA/AM	1/2/3/4/5	

APPENDIX E

Additional Information & Instructions form

RURAL TELECOMMUNICATIONS DIARY -
INSTRUCTIONS AND INFORMATION SHEET.

INSTRUCTIONS:
1. Record details about all phone, mobile, facsimile, answering machine calls, modem and UHF/CB calls made during **one weekday** on one side of the Telephone Diary Sheet. Use the other side of the same sheet to record details for **one weekend day.** Simply circle appropriate answers for each call ard record time, duration and any comments.

2. Make sure you complete the information section below and attach this page to your completed Telecommunications Diary sheet. Return these (together with your completed survey form) in the stamped addressed envelope supplied.

1. First Name: _____ _____

2. Your Age?: (*Circle the correct answer*)

      13 - 19yrs;   **20 - 29yrs;**   **30 - 45yrs;**
      46 - 60yrs;   **more than 60yrs.**

3. Sex?: Male/ Female

4. Contacting your Family involves making?
      Local calls;   **S.T.D. calls;**   **International calls.**
          (*Circle more than one option if necessary.*)

5. How long have you had these items of telecommunications equipment?

The Telephone?	_____ **yrs;**	**Not applicable.**
Answering Machine?	_____ **yrs;**	**Not applicable.**
Facsimile Machine	_____ **yrs;**	**Not applicable.**
Mobile Telephone	_____ **yrs;**	**Not applicable.**
Computer Modem	_____ **yrs;**	**Not applicable.**
UHF/CB Radio	_____ **yrs.**	**Not applicable.**

A NOTE ON TERMS USED IN THE TELEPHONE DIARY CODES

A ***Functional Telephone Call*** *refers to the use of the phone for conducting business, reacting to emergencies, carrying out shopping, reporting illness, arranging or modifying or planning events etc.* **Functional calls** *[F= Functional]occur when the purpose of the call is task orientated and is not for social reasons.*

A ***Relational Telephone Call*** *refers to the use of the telephone for maintaining social contact with family and friends.* **Relational calls** *[R= Relational] occur when the purpose of the call is social and is not for business or task orientated reasons.*

Note Also: *Your call may be a mixture of both. A call may be more Relational than Functional (i.e. more socially orientated than task orientated) or it may be more Functional than Relational (i.e. more task directed than socially orientated).*

So in the Telephone Diary coding system **R:F = Both with R more than F** *and* **F:R = Both with F more than R.**

NOW PLEASE BEGIN TO COMPLETE YOUR TELEPHONE DIARY

APPENDIX F

Interview Permission form

Rural Telecommunications Study
Interview Invitation Form

I would like to be able to phone you and interview you about your uses of the telephone and other related equipment. If you are willing to be interviewed, please complete this sheet and return it together with the completed survey form and the completed Telephone Diary. All interviews will be happen during offpeak times as STD rates are cheaper then. The interview will probably take between 15 - 30 minutes (but could, if you agree, take longer). With your approval, I would also like to record our conversation.

PLEASE NOTE THAT ALL INTERVIEWS WILL BE TREATED WITH THE UTMOST CONFIDENTIALITY.

Your willingness to be interviewed will really help me in my Ph.D research. Thankyou,

Jens J. Hansen

- I am willing to be telephoned for a confidential interview about rural telecommunications

  Yes ☐

- The best time for me to be contacted is *(please write the best time in the box.)*

  [ ]

- My first name or the name I prefer to use is ...

  [ ]

- My telephone number is

  [ ]

- I am willing to have our interview recorded and to allow the information to be used for research

  Yes ☐

  YOUR SIGNATURE

  [ ]

PLEASE RETURN THIS COMPLETED FORM IN THE STAMPED ADDRESSED ENVELOPE SUPPLIED. THANKYOU FOR AGREEING TO HELP IN THIS RESEARCH.

APPENDIX G

Diary Cruncher Program

(written for Macintosh in Hypertalk)

APPENDIX G: DIARY CRUNCHER ™ PROGRAM LISTING

This program was constructed in order to cross tabulate telecommunications diary data with data from the telecommunications questionnnaire because diary data involved multiple lines of entries per subject whereas the questionnnaire data comprised a single line of data per respondent. The program was written in Hypertalk and may be used for the purposes of research with the permission of the author.

```
on sortncrunch

   global done
   global lineput
   put 0 into lineput

   repeat until done = 'Yes"

      put (lineput + 1) into lineput
      getnumber
      getdays
      getidn
      daysort

      meantime
      avtimerel
      avtimefunc
      avtimerelfunc
      avtimefuncrel
      avtimefam
      avtimefri
      avtimestdfamin
      avtimestdfamout
      avtimestdfriin
      avtimestdfriout

      arewedone

   end repeat

end sortncrunch

on getnumber

   global nextline
   global bigloop
   global firstline
   global lastline
   global wwf

   put nextline into firstline
   put firstline into countline
   go card import

   put line firstline of card field "IDN" into wwf
   put 0 into bigloop

   repeat until done = 1
      put (bigloop + 1) into bigloop
      if line countline of card field "IDN" <> wwf then
        put (bigloop - 1  into bigloop
        put 1 into done
      end if
      put (countline + 1  into countline
   end repeat
      put (firstline + bigloop) into lastline
```

```
      put (lastline + 1) into nextline
end getnumber

on getdays

   global firstline
   global lastline
   global bigloop
   global firstday
   global seconday

   put line firstline of card field "day" into firstday
   put line lastline of card field "day" into seconday

   push card
   go card day1
   put firstday into last line of card field day
   go card day2
   put seconday into last line of card field day
   pop card

end getdays

on getidn
   global firstline
   put line firstline of card field "idn" into num
   push card
   go card day1
   put card field "idn"&return&num into card field "idn"
   go card day2
   put card field "idn"&return&num into card field "idn"
   pop card
end getidn

on daysort
   global lineput
   global firstline
   global lastline
   global bigloop
   global day1loop
   global tabcounter
   global wwf

   repeat with count = 1 to 33
      put line count of card field "variables" into lookingfor
      put line count of card field "fieldin" into inbox
      put line count of card field "fieldout" into outbox
      put firstline into countline
      put 0 into tabcounter

      repeat with nest = 1 to bigloop
         if line countline of card field inbox = lookingfor then
            put (tabcounter + 1) into tabcounter
         end if
         put "IDN:"&& wwf &&"Day 1. Looking for"&& lookingfor
&&"in"&&inbox&&"found"&&tabcounter
         put (firstline + nest) into countline
      end repeat

      push card
      go card day1
      put tabcounter into line lineput of card field outbox
      pop card
   end repeat
```

```
end daysort

on meantime
  global bigloop
  global firstline
  global lastline
  global lineput
  put 0 into total

  put firstline into countline
  put bigloop into tempbig
  put "Calculating mean......."

  repeat with nest = 1 to bigloop
    put line countline of card field length into number
    if number = "•" then
      put (tempbig - 1) into tempbig
      put 0 into number
    end if
    put (total + number) into total
    put (firstline + nest) into countline
  end repeat

  put (total/tempbig) into mean

  if mean = "NAN(004)" then put "•" into mean

  push card
  go card day1
  put mean into line lineput of card field "mean"
  pop card
end meantime

on avtimerel
  global bigloop
  global firstline
  global lineput

  put bigloop into tempbig
  put firstline into countline
  put 0 into total
  put "Calculating mean for relational......"

  repeat with nest = 1 to bigloop
    put line countline of card field "motive" into check
    if check = "Relational" then
      put line countline of card field length into number
      if number = "•" then
        put (tempbig - 1) into tempbig
        put 0 into number
      end if
      put (total + number) into total
    else
      put (tempbig - 1) into tempbig
    end if
    put (firstline + nest) into countline
  end repeat

  put (total/tempbig) into mean

  if mean = "NAN(004)" then put "•" into mean

  push card
  go card day1
```

```
      put mean into line lineput of card field "mean.rel"
   pop card
end avtimerel

on avtimefunc
   global bigloop
   global firstline
   global lineput

   put bigloop into tempbig
   put firstline into countline
   put 0 into total
   put "Calculating mean for functional......"

   repeat with nest = 1 to bigloop
      put line countline of card field motive into check
      if check = "Functional" then
         put line countline of card field length into number
         if number = "•" then
            put (tempbig - 1) into tempbig
            put 0 into number
         end if
         put (total + number) into total
      else
         put (tempbig - 1) into tempbig
      end if
      put (firstline + nest) into countline
   end repeat

   put (total/tempbig) into mean

   if mean = "NAN(004)" then put "•" into mean

   push card
   go card day1
   put mean into line lineput of card field "mean.fnc"
   pop card
end avtimefunc

on avtimerelfunc
   global bigloop
   global firstline
   global lineput

   put bigloop into tempbig
   put firstline into countline
   put 0 into total
   put "Calculating mean for relational/functional......"

   repeat with nest = 1 to bigloop
      put line countline of card field motive into check
      if check = "Rel/Funct" then
         put line countline of card field length into number
         if number = "•" then
            put (tempbig - 1) into tempbig
            put 0 into number
         end if
         put (total + number) into total
      else
         put (tempbig - 1  into tempbig
      end if
      put (firstline + nest) into countline
   end repeat
```

```
      put (total/tempbig) into mean

      if mean = "NAN(004)" then put "•" into mean

      push card
      go card day1
      put mean into line lineput of card field "mean.R:F"
      pop card
   end avtimerelfunc

on avtimefuncrel
   global bigloop
   global firstline
   global lineput

   put bigloop into tempbig
   put firstline into countline
   put 0 into total
   put "Calculating mean for functional/relational......"

   repeat with nest = 1 to bigloop
      put line countline of card field motive into check
      if check = "Funct/Rel" then
         put line countline of card field length into number
         if number = "•" then
            put (tempbig - 1) into tempbig
            put 0 into number
         end if
         put (total + number) into total
      else
         put (tempbig - 1) into tempbig
      end if
      put (firstline + nest) into countline
   end repeat

   put (total/tempbig) into mean

   if mean = "NAN(004)" then put "•" into mean

   push card
   go card day1
   put mean into line lineput of card field "mean.F:R"
   pop card
end avtimefuncrel

on avtimefam
   global bigloop
   global firstline
   global lineput

   put bigloop into tempbig
   put firstline into countline
   put 0 into total
   put "Calculating mean for family calls......"

   repeat with nest = 1 to bigloop
      put line countline of card field relation into check
      if check = "Family" then
         put line countline of card field length into number
         if number = "•" then
            put (tempbig - 1) into tempbig
            put 0 into number
         end if
         put (total + number) into total
```

```
      else
         put (tempbig - 1) into tempbig
      end if
      put (firstline + nest) into countline
   end repeat

   put (total/tempbig) into mean

   if mean = "NAN(004)" then put "•" into mean

   push card
   go card day1
   put mean into line lineput of card field "mean.Fam"
   pop card
end avtimefam

on avtimefri
   global bigloop
   global firstline
   global lineput

   put bigloop into tempbig
   put firstline into countline
   put 0 into total
   put "Calculating mean for friend calls......"

   repeat with nest = 1 to bigloop
      put line countline of card field relation into check
      if check = "Friend" then
         put line countline of card field length into number
         if number = "•" then
            put (tempbig - 1) into tempbig
            put 0 into number
         end if
         put (total + number) into total
      else
         put (tempbig - 1) into tempbig
      end if
      put (firstline + nest) into countline
   end repeat

   put (total/tempbig) into mean

   if mean = "NAN(004)" then put "•" into mean

   push card
   go card day1
   put mean into line lineput of card field "mean.Fri"
   pop card
end avtimefri

on avtimestdfamin
   global bigloop
   global firstline
   global lineput

   put bigloop into tempbig
   put bigloop into tempbig2
   put firstline into countline
   put 0 into total
   put "Calculating mean and total for incoming family STD
calls......"

   repeat with nest = 1 to bigloop
```

```
         put line countline of card field direction into check
      if check = "in" then
         put line countline of card field type into check
         if check = "STD" then
            put line countline of card field relation into check
            if check = "Family" then
               put line countline of card field length into number
               if number = "•" then
                  put (tempbig - 1) into tempbig
                  put 0 into number
               end if
               put (total + number) into total
            else
               put (tempbig - 1) into tempbig
               put (tempbig2 - 1) into tempbig2
            end if
         else
            put (tempbig - 1) into tempbig
            put (tempbig2 - 1) into tempbig2
         end if
      else
         put (tempbig - 1) into tempbig
         put (tempbig2 - 1) into tempbig2
      end if
      put (firstline + nest) into countline
   end repeat

   put (total/tempbig) into mean

   if mean = "NAN(004)" then put "•" into mean

   push card
   go card day1
   put mean into line lineput of card field "mean.stdfamin"
   put tempbig2 into line lineput of card field "Σstdfamin"
   pop card
end avtimestdfamin

on avtimestdfamout
   global bigloop
   global firstline
   global lineput

   put bigloop into tempbig
   put bigloop into tempbig2
   put firstline into countline
   put 0 into total
   put "Calculating mean and total for outgoing family STD
calls......"

   repeat with nest = 1 to bigloop
      put line countline of card field direction into check
      if check = "out" then
         put line countline of card field type into check
         if check = "STD" then
            put line countline of card field relation into check
            if check = "Family" then
               put line countline of card field length into number
               if number = '•" then
                  put (tempbig - 1) into tempbig
                  put 0 into number
               end if
               put (total + number) into total
            else
```

```
            put (tempbig - 1) into tempbig
            put (tempbig2 - 1) into tempbig2
          end if
        else
          put (tempbig - 1) into tempbig
          put (tempbig2 - 1) into tempbig2
        end if
      else
        put (tempbig - 1  into tempbig
        put (tempbig2 - .) into tempbig2
      end if
      put (firstline + nest) into countline
    end repeat

    put (total/tempbig)  into mean

    if mean = "NAN(004)" then put "•" into mean

    push card
    go card day1
    put mean into line 1 neput of card field "mean.stdfamout"
    put tempbig2 into line lineput of card field "∑stdfamout"
    pop card
end avtimestdfamout

on avtimestdfriin
  global bigloop
  global firstline
  global lineput

  put bigloop into tempbig
  put bigloop into tempbig2
  put firstline into countline
  put 0 into total
  put "Calculating mean and total for incoming friend STD
calls......"

  repeat with nest = 1 to bigloop
    put line countline of card field direction into check
    if check = "in" then
      put line countline of card field type into check
      if check = "STD" then
        put line countline of card field relation into check
        if check = "Friend" then
          put line countline of card field length into number
          if number = "•" then
            put (tempbig - 1) into tempbig
            put 0 into number
          end if
          put (total + number) into total
        else
          put (tempbig - 1) into tempbig
          put (tempbig2 - 1) into tempbig2
        end if
      else
        put (tempbig - 1) into tempbig
        put (tempbig2 - 1) into tempbig2
      end if
    else
      put (tempbig - 1  into tempbig
      put (tempbig2 - :) into tempbig2
    end if
    put (firstline + nest) into countline
  end repeat
```

```
   put (total/tempbig) into mean

   if mean = "NAN(004)" then put "•" into mean

   push card
   go card day1
   put mean into line lineput of card field "mean.stdfriin"
   put tempbig2 into line lineput of card field "∑stdfriin"
   pop card
end avtimestdfriin

on avtimestdfriout
   global bigloop
   global firstline
   global lineput

   put bigloop into tempbig
   put bigloop into tempbig2
   put firstline into countline
   put 0 into total
   put "Calculating mean and total for outgoing friend STD
calls......"

   repeat with nest = 1 to bigloop
      put line countline of card field direction into check
      if check = "out" then
        put line countline of card field type into check
        if check = "STD" then
          put line countline of card field relation into check
          if check = "Friend" then
            put line countline of card field length into number
            if number = "•" then
              put (tempbig - 1) into tempbig
              put 0 into number
            end if
            put (total + number) into total
          else
            put (tempbig - 1) into tempbig
            put (tempbig2 - 1) into tempbig2
          end if
        else
          put (tempbig - 1) into tempbig
          put (tempbig2 - 1) into tempbig2
        end if
      else
        put (tempbig - 1) into tempbig
        put (tempbig2 - 1) into tempbig2
      end if
      put (firstline + nest) into countline
   end repeat

   put (total/tempbig) into mean

   if mean = "NAN(004)" then put "•" into mean

   push card
   go card day1
   put mean into line lineput of card field "mean.stdfriout"
   put tempbig2 into line lineput of card field "∑stdfriout"
   pop card
end avtimestdfriout

on arewedone
```

```
        global done
  global lastline
  go card import
  if line (lastline + 1) of card field IDN = empty then put "Yes" into done
end arewedone
```

APPENDIX H

List of Nodes used for Qualitative Data Analysis

SOCIAL FACTORS 1 - 10

```
(1)                     /status
(1 1)                   /status/residency
(1 1 1)                 /status/residency/rural
(1 1 2)                 /status/residency/remote
(1 1 3)                 /status/residency/remote local females
(1 1 4)                 /status/residency/remote local males
(1 1 5)                 /status/residency/remote newcomer females
(1 1 6)                 /status/residency/remote newcomer males
(1 1 7)                 /status/residency/rural local females
(1 1 8)                 /status/residency/rural local males
(1 1 9)                 /status/residency/rural newcomer females
(1 1 10)                /status/residency/rural newcomer males
(1 2)                   /status/ascribed attributional
(1 2 1)                 /status/ascribed attributional/Native
(1 2 2)                 /status/ascribed attributional/newcomer
(1 2 2 1)               /status/ascribed attributional/newcomer/ring in
(1 2 2 2)               /status/ascribed attributional/newcomer/transient
(1 3)                   /status/perceived attributional
(1 3 1)                 /status/perceived attributional/Native
(1 3 2)                 /status/perceived attributional/newcomer
(1 3 2 1)               /status/perceived attributional/newcomer/ring in
(1 3 2 2)               /status/perceived attributional/newcomer/transient
(1 4)                   /status/gender
(1 4 1)                 /status/gender/female
(1 4 2)                 /status/gender/male
(1 5)                   /status/geography
(1 5 1)                 /status/geography/propinquity
(1 5 2)                 /status/geography/symbolic proximity
(1 5 3)                 /status/geography/remote

(2)                     /Networks
(2 1)                   /Networks/ego's kin
(2 1 1)                 /Networks/ego's kin/consanguinial
(2 1 1 1)               /Networks/ego's kin/consanguinial/parents
(2 1 1 2)               /Networks/ego's kin/consanguinial/offspring
(2 1 1 3)               /Networks/ego's kin/consanguinial/sibling
(2 1 1 4)               /Networks/ego's kin/consanguinial/other
(2 1 2)                 /Networks/ego's kin/affinal
(2 1 2 1)               /Networks/ego's kin/affinal/parents
(2 1 2 1 1)             /Networks/ego's kin/affinal/parents/UHF code
(2 1 2 2)               /Networks/ego's kin/affinal/offspring
(2 1 2 3)               /Networks/ego's kin/affinal/sibling
(2 1 3)                 /Networks/ego's kin/spouse
(2 1 3 1)               /Networks/ego's kin/spouse/wife
(2 1 3 2)               /Networks/ego's kin/spouse/husband
(2 1 4)                 /Networks/ego's kin/family
(2 2)                   /Networks/associational
(2 2 1)                 /Networks/associational/professional
(2 2 2)                 /Networks/associational/recreational
(2 2 2 1)               /Networks/associational/recreational/sport
(2 2 3)                 /Networks/associational/service
(2 2 4)                 /Networks/associational/committees
(2 3)                   /Networks/community
(2 3 1)                 /Networks/community/rural
(2 3 1 1)               /Networks/community/rural/Native
(2 3 1 2)               /Networks/community/rural/Newcomer
(2 3 2)                 /Networks/community/remote
(2 3 2 1)               /Networks/community/remote/Native
(2 3 2 2)               /Networks/community/remote/Newcomer
(2 4)                   /Networks/neighbourhood
(2 4 1)                 /Networks/neighbourhood/psychological
(2 4 1 1)               /Networks/neighbourhood/psychological/friends
(2 4 1 2)               /Networks/neighbourhood/psychological/neighbours
(2 4 1 3)               /Networks/neighbourhood/psychological/teenagers
```

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(2 4 1 4)              /Networks/neijhbourhood/psychological/party line
(2 4 2)                /Networks/neijhbourhood/distance learning
(2 4 2 1)              /Networks/neijhbourhood/distance learning/ICPA
(2 4 2 2)              /Networks/neijhbourhood/distance learning/parents
(2 4 2 3)              /Networks/neijhbourhood/distance learning/mothers
(2 4 2 4)              /Networks/neijhbourhood/distance learning/fathers
(2 5)                  /Networks/minority groups
(2 6)                  /Networks/Computers
(2 7)                  /Networks/business

(3)                    /Services
(3 1)                  /Services/Postal
(3 2)                  /Services/phone
(3 2 1)                /Services/phone/Optus vs T'com
(3 3)                  /Services/transport
(3 4)                  /Services/rural counselling
(3 5)                  /Services/business
(3 5 1)                /Services/business/agents
(3 6)                  /Services/emergency
(3 6 1)                /Services/emergency/fire
(3 6 2)                /Services/emergency/medical

(4)                    /opinion leadership
(4 1)                  /opinion leadership/typologies
(4 1 1)                /opinion leadership/typologies/charismatic
(4 1 2)                /opinion leadership/typologies/institutional
(4 1 3)                /opinion leadership/typologies/non opinion leaders
(4 2)                  /opinion leadership/media
(4 2 1                 /opinion leadership/media/broadcast radio
(4 2 2)                /opinion leadership/media/TV
(4 2 3)                /opinion leadership/media/print
(4 2 3 1)              /opinion leadership/media/print/newspaper
(4 2 3 2)              /opinion leadership/media/print/magazines & journals
(4 2 3 3)              /opinion leadership/media/print/other
(4 2 4)                /opinion leadership/media/verbal
(4 3)                  /opinion leadership/contacts
(4 3 1)                /opinion leadership/contacts/professional
(4 3 2)                /opinion leadership/contacts/community
(4 3 3)                /opinion leadership/contacts/familial
(4 3 4)                /opinion leadership/contacts/social
(4 3 5)                /opinion leadership/contacts/Native
(4 3 6)                /opinion leadership/contacts/Newcomers
(4 4)                  /opinion leadership/telecommunications uses
(4 4 1)                /opinion leadership/telecommunications uses/phone
(4 4 2)                /opinion leadership/telecommunications uses/fax
(4 4 3)              /opinion leadership/telecommunications uses/modem
(4 4 4)                /opinion leadership/telecommunications uses/UHF
(4 4 5)                /opinion leadership/telecommunications uses/ansaphone
(4 5)                  /opinion leadership/misinformation
(4 6)                  /opinion leadership/experiential learning

(5)                    /Economics
(5 1)                  /Economics/Farming Mode
(5 1 1)                /Economics/Farming Mode/Beef
(5 1 2)                /Economics/Farming Mode/Sheep
(5 1 3)                /Economics/Farming Mode/mixed
(5 2)                  /Economics/income
(5 3)                  /Economics/Ph Bill Reduction
(5 3 1)                    /Economics/Ph Bill Reduction/UHF

(6)                    /Folkways & Mores
(6 1)                  /Folkways & Mores/Rituals
(6 1 1)                /Folkways & Mores/Rituals/burning off
(6 1 2)                /Folkways & Mores/Rituals/weather
(6 1 3)                /Folkways & Mores/Rituals/chit chat
(6 1 4)                /Folkways & Mores/Rituals/going to town
(6 1 5)                /Folkways & Mores/Rituals/radio protocol
(6 1 6)                /Folkways & Mores/Rituals/Work hours
(6 1 7)                /Folkways & Mores/Rituals/farm routines
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(7)                     /Migration
(7 1)                   /Migration/In
(7 2)                   /Migration/Ou:
(7 3)                   /Migration/Ta;k Oriented
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TECNOLOGICAL DATA 11 - 2)

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(11)                    /All Technolojical Text
(11 1)                  /All Technolojical Text/Technology Comments - all
(11 1 1)                /All Technolojical Text/Technology Comments - all/Phone
(11 1 2)                /All Technolojical Text/Technology Comments - all/radio
(11 1 2 1)              /All Technolojical Text/Technology Comments -a ll/radio/UHF
(11 1 2 2)              /All Technolojical Text/Technology Comments - all/radio/HF
(11 1 2 3)              /All Technolojical Text/Technology Comments - all/radio/VHF
(11 1 2 4)              /All Technolojical Text/Technology Comments - all/radio/CB
(11 1 3)                /All Technolojical Text/Technology Comments - all/computer
(11 1 4)                /All Technolojical Text/Technology Comments - all/Fax
(11 1 5)                /All Technolojical Text/Technology Comments - all/Ansaphone
(11 1 6)                /All Technolojical Text/Technology Comments - all/Mobile Phone
(11 1 7)                /All Technolojical Text/Technology Comments - all/cassette recorders
(11 1 8)                /All Technolojical Text/Technology Comments - all/TARA
(11 1 9)                /All Technolojical Text/Technology Comments - all/Problems
(11 1 9 1)              /All Technolojical Text/Technology Comments - all/Problems/Phor.e
(11 1 9 2)              /All Technolojical Text/Technology Comments - all/Problems/Radio
(11 1 9 2 1)            /All Technolojical Text/Technology Comments - all/Problems/Radio/UHF
(11 1 9 2 2)            /All Technolojical Text/Technology Comments - all/Problems/Radio/HF
(11 1 9 2 3)            /All Technolojical Text/Technology Comments - all/Problems/Radio/VHF
(11 1 9 2 4)            /All Technolojical Text/Technology Comments - all/Problems/Radio/CB
(11 1 9 3)              /All Technolojical Text/Technology Comments - all/Problems/FAX
(11 1 9 4)              /All Technolojical Text/Technology Comments - all/Problems/Ansaphone
(11 1 9 5)             /All Technological Text/Technology Comments-all/Problems/Mobile Phones

(12)                    /Phone Detail:d
(12 1)                  /Phone Detail:d/Motives
(12 1 1)                /Phone Detail:d/Motives/Functional
(12 1 2)                /Phone Detail:d/Motives/Relational
(12 1 3)                /Phone Detail:d/Motives/Mixed
(12 1 3 1)              /Phone Detail:d/Motives/Mixed/Functional>Relational
(12 1 3 2)              /Phone Detail:d/Motives/Mixed/Relational>Functional
(12 1 4)                /Phone Detail:d/Motives/Autonomous
(12 2)                  /Phone Detail:d/Target
(12 2 1)                /Phone Detail:d/Target/Family
(12 2 1 1)              /Phone Detail:d/Target/Family/Parents
(12 2 1 2)              /Phone Detail:d/Target/Family/Offspring
(12 2 1 3)              /Phone Detail:d/Target/Family/Siblings
(12 2 1 4)              /Phone Detail:d/Target/Family/Other
(12 2 2)                /Phone Detail:d/Target/Friends
(12 2 2 1)              /Phone Detail:d/Target/Friends/Same Sex
(12 2 2 2)              /Phone Detail:d/Target/Friends/Opposite Sex
(12 2 3)                /Phone Detail:d/Target/Business
(12 2 4)                /Phone Detail:d/Target/Information
(12 2 5)                /Phone Detail:d/Target/Other
(12 2 5 1)              /Phone Detail:d/Target/Other/Native
(12 2 5 2)              /Phone Detail:d/Target/Other/Newcomer
(12 3)                  /Phone Detail:d/Motive
(12 3 1)                /Phone Detail:d/Motive/Social
(12 3 2)                /Phone Detail:d/Motive/Kin Keeping
(12 3 3)                /Phone Detail:d/Motive/Business
(12 3 3 1)              /Phone Detail:d/Motive/Business/Buying or Selling
(12 3 3 2)              /Phone Detail:d/Motive/Business/Administration
(12 3 3 3)              /Phone Detail:d/Motive/Business/Time Management
(12 3 4)                /Phone Detail:d/Motive/Education
(12 3 4 1)              /Phone Detail:d/Motive/Education/Distance Education
(12 3 4 2)              /Phone Detail:d/Motive/Education/Informal & Information Exchange
(12 4)                  /Phone Detail:d/DACOM
(12 4 1)                /Phone Detail:d/DACOM/Giving Information
(12 4 2)                /Phone Detail:d/DACOM/Receiving Information
(12 4 3)                /Phone Detail:d/DACOM/Problem Solving
(12 4 4)                /Phone Detail:d/DACOM/Bargaining or Negotiating
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(12 4 5)              /Phone Detailed/DACOM/Decision Making
(12 4 6)              /Phone Detailed/DACOM/Persuasion
(12 4 7)              /Phone Detailed/DACOM/Resolving Disagreements
(12 4 8)              /Phone Detailed/DACOM/Getting to Know Someone
(12 4 9)              /Phone Detailed/DACOM/Giving or Receiving Instructions
(12 4 10)             /Phone Detailed/DACOM/Maintaining Friendly Relations
(12 4 11)             /Phone Detailed/DACOM/Exchanging Opinions
(12 4 12)             /Phone Detailed/DACOM/Generating Ideas
(12 4 13)             /Phone Detailed/DACOM/Emergencies
(12 5)                /Phone Detailed/Peripheral Data
(12 5 1)              /Phone Detailed/Peripheral Data/Cost Matters
(12 5 2)              /Phone Detailed/Peripheral Data/Time & Day
(12 5 3)              /Phone Detailed/Peripheral Data/Attitude to Phone
(12 6)                /Phone Detailed/yap/chit chat
(12 6 1)              /Phone Detailed/yap/chit chat/during interview
(12 7)                /Phone Detailed/self concept
(12 7 1)              /Phone Detailed/self concept/female
(12 7 2)              /Phone Detailed/self concept/male
(12 8)                /Phone Detailed/Traffic
(12 8 1)              /Phone Detailed/Traffic/volume
(12 8 2)              /Phone Detailed/Traffic/duration
(12 9)                /Phone Detailed/propinquity
(12 9 1)              /Phone Detailed/propinquity/local
(12 9 2)              /Phone Detailed/propinquity/STD
(12 9 3)              /Phone Detailed/propinquity/ISTD

(13)                  /Radio
(13 1)                /Radio/Motives
(13 1 1)              /Radio/Motives/Functional
(13 1 2)              /Radio/Motives/Relational
(13 1 3)              /Radio/Motives/Mixed
(13 1 4               /Radio/Motives/Autonomous
(13 1 5)              /Radio/Motives/Education
(13 2)                /Radio/Target
(13 2 1)              /Radio/Target/Intra property
(13 2 2)              /Radio/Target/Inter property
(13 2 3)              /Radio/Target/Vehicle
(13 2 4)              /Radio/Target/Plane
(13 2 5)              /Radio/Target/Truck
(13 2 6)              /Radio/Target/Family
(13 2 7)              /Radio/Target/Friends
(13 2 8)              /Radio/Target/Children
(13 2 9)              /Radio/Target/Adults
(13 3)                /Radio/Motive
(13 3 1)              /Radio/Motive/Business
(13 3 1 1)            /Radio/Motive/Business/Buying or Selling
(13 3 1 2)            /Radio/Motive/Business/Administration
(13 3 1 3)            /Radio/Motive/Business/Time Management
(13 3 2)              /Radio/Motive/Go between
(13 3 3)              /Radio/Motive/Information Exchange
(13 3 4)              /Radio/Motive/Problem Solving
(13 3 5)              /Radio/Motive/Decision Making
(13 3 6)              /Radio/Motive/Getting to Know Someone
(13 3 7)              /Radio/Motive/Giving or Receiving Instructions
(13 3 8)              /Radio/Motive/Exchanging Opinions
(13 3 9)              /Radio/Motive/safety & security
(13 3 10)             /Radio/Motive/Distance Education
(13 4)                /Radio/Peripheral Data
(13 4 1)              /Radio/Peripheral Data/Cost Matters
(13 4 2)              /Radio/Peripheral Data/Time & Day
(13 4 3)              /Radio/Peripheral Data/Attitude to Radio
(13 4 4)              /Radio/Peripheral Data/Privacy Matters

(14)                  /Ancillary Technologies
(14 1)                /Ancillary Technologies/FAX
(14 1 1)              /Ancillary Technologies/FAX/Functional
(14 1 2)              /Ancillary Technologies/FAX/Relational
(14 1 3)              /Ancillary Technologies/FAX/Mixed
(14 2)                /Ancillary Technologies/E mail
(14 2 1)              /Ancillary Technologies/E mail/Functional
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(14 2 2)              /Ancillary Technologies/E mail/Relational
(14 3)                /Ancillary Technologies/Ansaphone
(14 3 1)              /Ancillary Technologies/Ansaphone/Functional
(14 3 2)              /Ancillary Technologies/Ansaphone/Relational
(14 4)                /Ancillary Technologies/Cassette Recorder
(14 4 1)              /Ancillary Technologies/Cassette Recorder/Functional
(14 4 2)              /Ancillary Technologies/Cassette Recorder/Relational
(14 4 3)              /Ancillary Technologies/Cassette Recorder/Mixed
(14 4 4)              /Ancillary Technologies/Cassette Recorder/Advanced Organiser
(14 5)                /Ancillary Technologies/Computers
(14 6)                /Ancillary Technologies/DACOM
(14 6 1)              /Ancillary Technologies/DACOM/Information Exchange

(15)                  /Technology Blends
(15 1)                /Technology Blends/Radio & Phone
(15 2)                /Technology Blends/Fax & Phone
(15 3)                /Technology Blends/Cassette Recorder & Phone
(15 4                 /Technology Blends/Fax & Post
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COMMUNICATIONS & LEARNING 21 - 30

```
(21)                  /Communications Processes
(21 1)                /Communications Processes/communication process
(21 1 1)              /Communications Processes/communication process/intrinsic
(21 1 2)              /Communications Processes/communication process/humanising
(21 1 2 1)          /Communications Processes/communication process/humanising/eye contact
(21 1 3)              /Communications Processes/communication process/private
(21 1 4)              /Communications Processes/communication process/instrumental
(21 1 5)              /Communications Processes/communication process/crisis
(21 1 6)              /Communications Processes/communication process/re & pro active
(21 2)                /Communications Processes/the chit chat factor
(21 3)                /Communications Processes/dehumanising
(21 4)                /Communications Processes/information diffussion

(22)                  /Information

(23)                  /Learning Aspects
(23 1)                /Learning Aspects/Learning
(23 1 1)              /Learning Aspects/Learning/formal
(23 1 1 1)            /Learning Aspects/Learning/formal/school
(23 1 1 2)            /Learning Aspects/Learning/formal/distance education
(23 1 1 3)            /Learning Aspects/Learning/formal/TAFE
(23 1 2)              /Learning Aspects/Learning/informal
(23 1 2 1)            /Learning Aspects/Learning/informal/learning style
(23 1 2 1 1)          /Learning Aspects/Learning/informal/learning style/visualiser
(23 1 2 1 2)          /Learning Aspects/Learning/informal/learning style/verbaliser
(23 1 3)              /Learning Aspects/Learning/teachers
(23 1 4)              /Learning Aspects/Learning/home supervisors
(23 2)                /Learning Aspects/Telecommunications
(23 2 1)              /Learning Aspects/Telecommunications/phone
(23 2 2)              /Learning Aspects/Telecommunications/Fax
(23 2 3)              /Learning Aspects/Telecommunications/UHF
(23 2 4)              /Learning Aspects/Telecommunications/Radio
(23 2 5)              /Learning Aspects/Telecommunications/other
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THEORY 31 - 40

```
(31)                  /General Theory
(32)                  /Social Dimensions Theory
(33)                  /Technological Theory
(34)                  /Learning Theory
(35)                  /Emergent Theory
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DATA ADMINISTRATION 41 - 100

```
(41)                  /Data Administration
(41 1)                /Data Administration/interview management classifications
(41 1 1)              /Data Administration/interview management classifications/band 1- 10
(41 1 2)              /Data Administration/interview management classifications/band 11-20
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(41 1 3)            /Data Adminis:ration/interview management classifications/band 21-30
(41 1 4)             Data Adminis:ration/interview management classifications/band 31-40
(41 1 5)            /Data Adminis:ration/interview management classifications/band 1-20
(41 1 6)            /Data Adminis:ration/interview management classifications/band 21-40
(41 1 7)/Data Administration/inter/iew management classifications/band opinion leaders
(41 1 8)/Data Administration/inter/iew management classifications/band non opinion leaders
(42)                /Phenomenolog.cal Data
(42 1)              /Phenomenolog.cal Data/Phenomenological Episodes
(42 1 1)            /Phenomenolog.cal Data/Phenomenological Episodes/Critical Incidents
(42 1 2)            /Phenomenolog.cal Data/Phenomenological Episodes/Viewpoints
(99)                /Holding
(100)               /Avenues
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APPENDIX I

Likert Means & Standard Deviations for DACOM

Appendix I

Refer Chapter Four – circa p 132

DACOM Taxonomy presented as a Likert Scale Table and then as figures showing frequencies for each Taxonomy Function – first for *all subjects* & then for *subjects with Adult Female Children Away*

APPENDIX: All subjects (Ordinal) Likert Means & SD's

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
InfOut	2.1	1.3	.1	121	1.0	7.0	14
InfIn	2.1	1.2	.1	121	1.0	7.0	14
Probs	2.8	1.5	.1	119	1.0	7.0	16
Neg	3.2	1.7	.2	118	1.0	7.0	17
DecMkg	3.1	1.6	.1	119	1.0	7.0	16
Pers	3.6	1.7	.2	118	1.0	7.0	17
ResDis	4.1	1.8	.2	119	1.0	7.0	16
GTKS	4.4	1.7	.2	119	1.0	7.0	16
Instr	2.7	1.4	.1	120	1.0	7.0	15
MFR	1.7	1.1	.1	121	1.0	6.0	14
ExOps	2.4	1.7	.2	117	1.0	12.0	18
OthLik	1.6	1.2	.3	21	1.0	6.0	114

APPENDIX: Female Chn Away (Ordinal) Likert Means & SD's

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	# Missing
InfOut	1.9	1.6	.3	20	1.0	7.0	1
InfIn	2.0	1.5	.3	20	1.0	7.0	1
Probs	2.7	1.7	.4	20	1.0	6.0	1
Neg	3.0	1.6	.4	20	1.0	6.0	1
DecMkg	3.2	1.6	.3	20	1.0	7.0	1
Pers	3.7	1.7	.4	20	1.0	7.0	1
ResDis	4.3	1.6	.4	20	2.0	7.0	1
GTKS	4.2	1.8	.4	20	1.0	7.0	1
Instr	2.3	1.4	.3	20	1.0	5.0	1
MFR	1.4	.9	.2	20	1.0	5.0	1
ExOps	1.9	1.4	.3	20	1.0	6.0	1
OthLik	1.8	1.8	.6	8	1.0	6.0	13
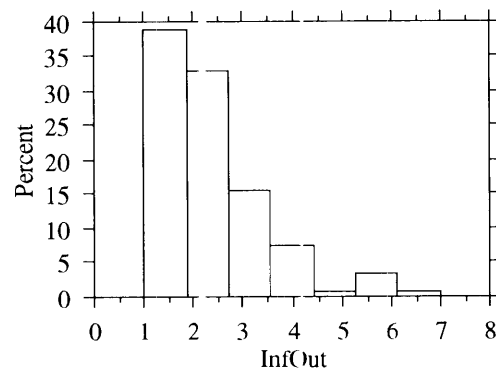
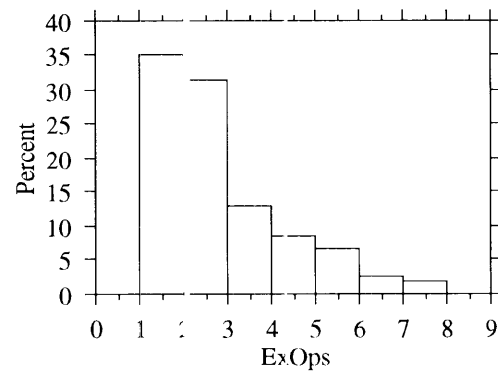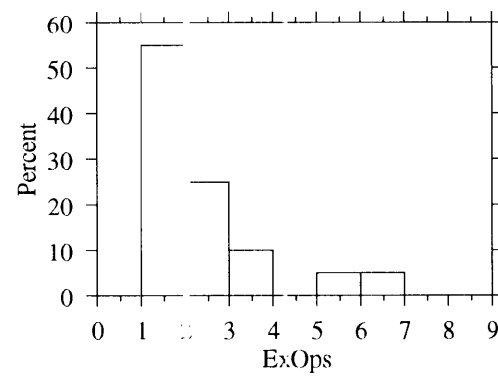APPENDIX All Subjects – Likert response Frequencies for Information Out
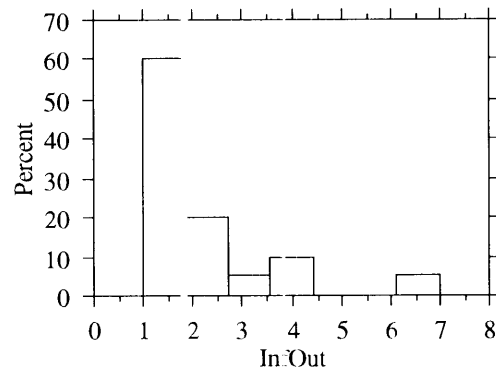
APPENDIX Subjects with Female Chn Away – Likert response Frequencies for Information Out
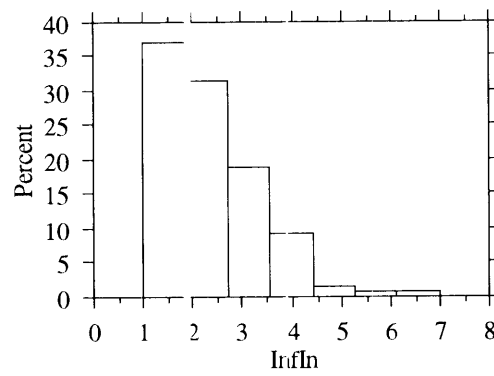
APPENDIX All Subjects – Lik ert response Frequencies for Information In
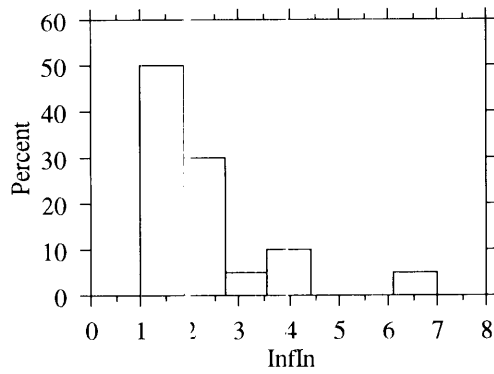
APPENDIX Subjects with Female Chn A way – Likert response Frequencies for Information In
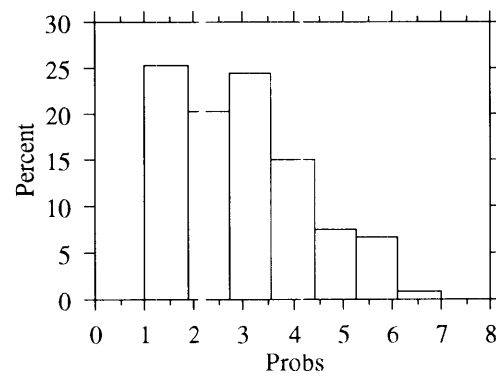
APPENDIX All Subjects – Likert response Frequencies for Problem Solving
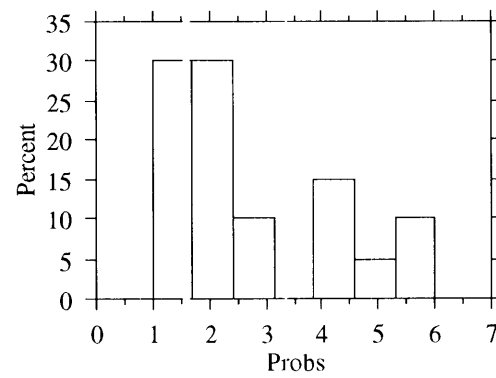
APPENDIX Subjects with Female Chn Avvay – Likert response Frequencies for Problem Solving
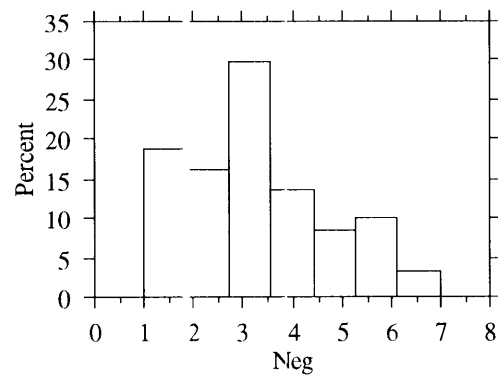
APPENDIX All Subjects – L kert response Frequencies for Negotiating
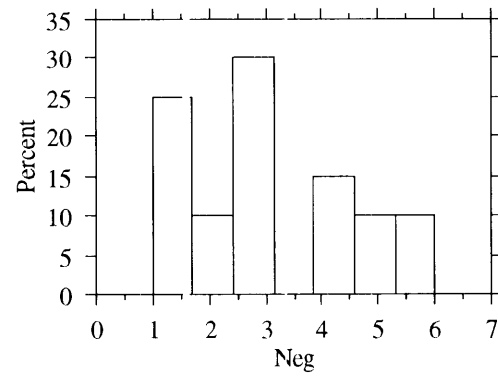
APPENDIX Subjects with Female Chn Away – Likert response Frequencies for Negotiation
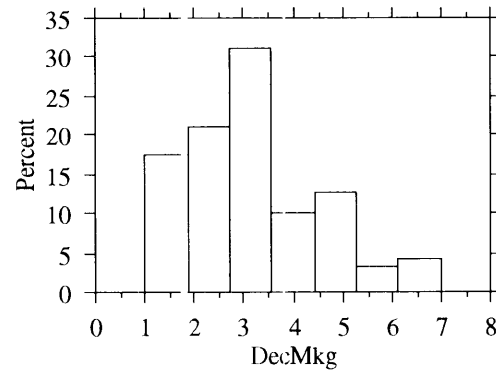
APPENDIX All Subjects – Like t response Frequencies for Decision Making
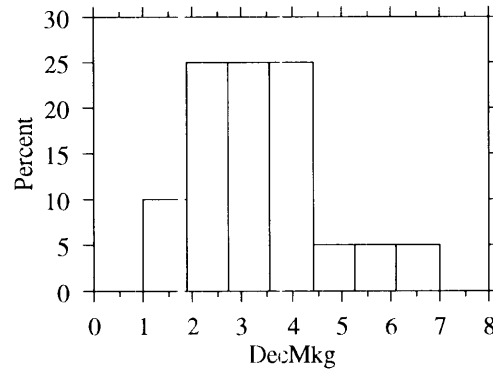
APPENDIX Subjects with Female Chn Av ay – Likert response Frequencies for Decision Making
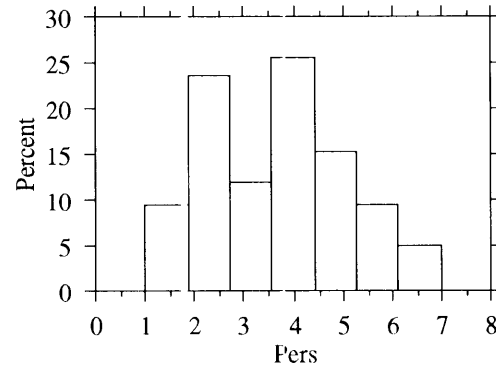
APPENDIX All Subjects – Likert response Frequencies for Persuasion
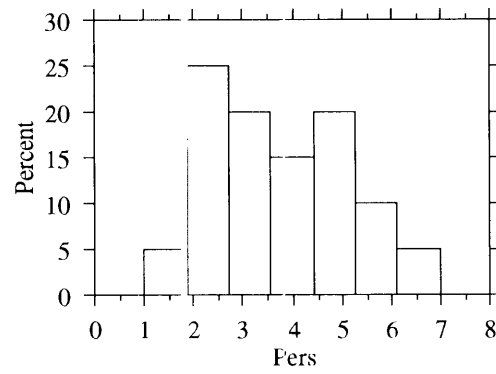
APPENDIX Subjects with Female Chn Away – Likert response Frequencies for Persuasion
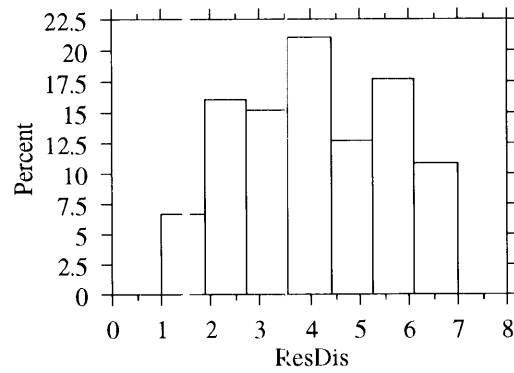
APPENDIX All Subjects – Likert re ponse Frequencies for Resolving Disagreements
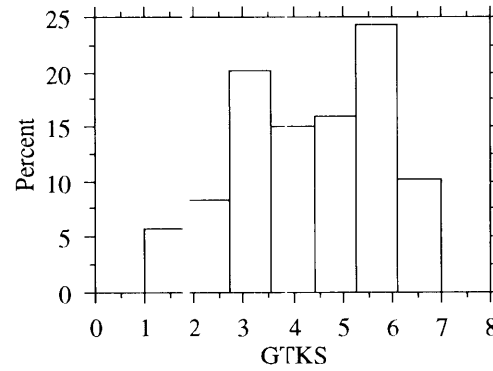
APPENDIX Subjects with Female Chr Away – Likert response Frequencies for Resolving
I isagreements

APPENDIX All Subjects – Likert res)onse Frequencies for Getting to Know Somebody
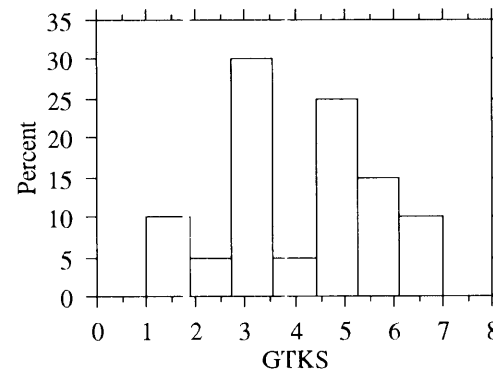
APPENDIX Subjects with Female Chn A\ /ay – Likert response Frequencies for Getting to Know Somebody
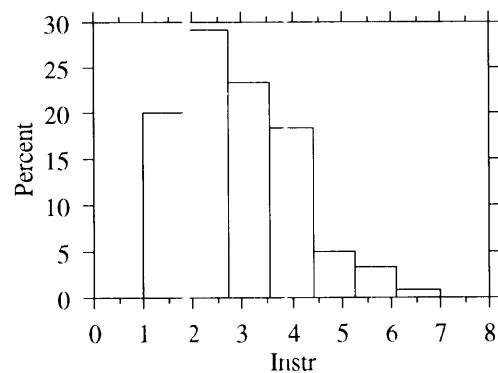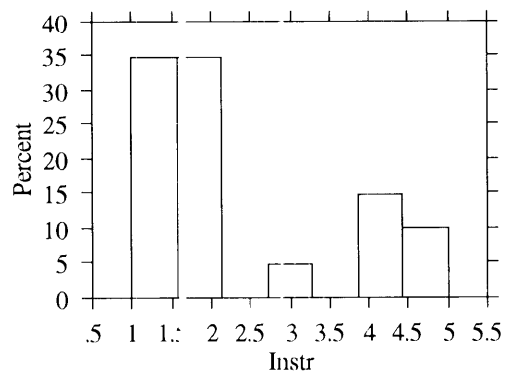
APPENDIX All Subjects – Likert respo ise Frequencies for Giving & Receiving Instructions

APPENDIX Subjects with Female Chn Awɛ y – Likerɔ response Frequencies for Giving & Receiving Instructicns
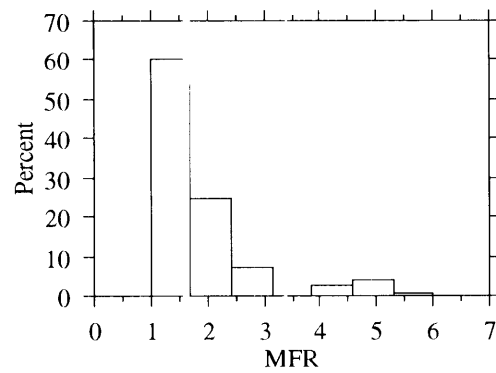
APPENDIX All Subjects – Likert respc nse Frequencies for Maintaining Friendly Relations
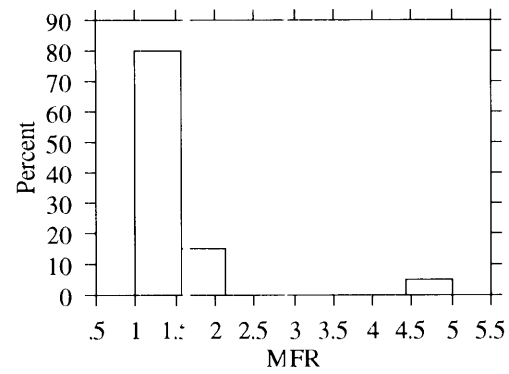
APPENDIX Subjects with Female Chn Awa ⁄ – Likert response Frequencies for Maintaining Friendly Relations

APPENDIX All Subjects – Likert response Frequencies for Exchanging Opinions

APPENDIX Subjects with Female Chn Awa ' – Likert response Frequencies for Exchanging Opinions

APPENDIX J

Correlation Matrix and Primary Pattern Matrix for PCA

Factor Analysis Summary

Number of Variables	26
Est. Number of Factors	13
Number of Factors	8
Number of Cases	133
Number Missing	0
Degrees of Freedom	350
Bartlett's Chi Square	2949.4
P-Value	<.0001

Factor Extraction Method: Principal Components
Extraction Rule: Method Default
Transformation Method: Orthotran/Varimax

Correlation Matrix

(26 × 26 matrix with row and column variables: Ph.Rel, UHFrel, InfOut, Infln, Probs, Neg, DecMkg, Pers, ResDis, GTKS, Instr, MFR, ExOps, UHF (OUTSS), UHF(INSS), DurUHF, #STD(SS), #Fam(SS), tt(CallsSS), phone out est (ss), phone in est (ss), Sex, Remote, Adult fem kids away, SES (REC), Residency)

Oblique Solution Primary Pattern Matrix

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
Ph.Rel								
UHFrel								
InfOut								
Infln								
Probs								
Neg								
DecMkg								
Pers								
ResDis								
GTKS								
Instr								
MFR								
ExOps								
UHF (OUTSS)								
UHF(INSS)								
DurUHF								
#STD(SS)								
#Fam(SS)								
tt(CallsSS)								
phone out est (ss)								
phone in est (ss)								
Sex								
Remote								
Adult fem kids away								
SES (REC)								
Residency								

Sampling Adequacy

Ph.Rel	.9
UHFrel	.8
InfOut	.8
Infln	.8
Probs	.9
Neg	.9
DecMkg	.9
Pers	.9
ResDis	.9
GTKS	.9
Instr	.9
MFR	.9
ExOps	.9
UHF (OUTSS)	.7
UHF(INSS)	.6
DurUHF	.8
#STD(SS)	.7
#Fam(SS)	.7
tt(CallsSS)	.8
phone out est (ss)	.5
phone in est (ss)	.5
Sex	.5
Remote	.5
Adult fem kids away	.6
SES (REC)	.6
Residency	.3
Total matrix sampling adequacy:	.8