

CHARACTERISTICS OF PARTICIPANTS IN A NEW
INNER-CITY NIGHT SCHOOL

by

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ABSTRACT

This study was designed to investigate whether a public school adult education centre opened in a low socio-economic, urban neighbourhood attracted those for whom it was intended; that is, people who lived in the area under investigation, and had the low socio-economic characteristics typical of the residents in this target area. The implications of the results are relevant to future adult education efforts directed towards reaching people presently unreachable.

Data describing the socio-economic and motivational characteristics of 127 participants were collected using a Survey Questionnaire and the Education Participation Scale. These participants were divided according to area of residence with approximately one half residing within the target area and the balance outside. The data were compared, where relevant, with census tract data, and statistically tested using Pearson's chi square, Analysis of Variance and Pearson Product-Moment Correlation Coefficients.

The study showed that the socio-economic characteristics of the participants living in the target area were different from those of the general population of the area, and were similar to the characteristics of participants coming to the new centre from all other parts of the city. Of the characteristics studied, level of education and prestige of occupation, shown in previous research reports to have the greatest influence on whether a person will participate or

not, were higher for the participants living in the target area than for the general population of the area. The motivational characteristics of all the participants were similar. From this it was concluded that the new centre, though situated in the midst of a low socio-economic neighbourhood, was not attracting people living in the area who had the socio-economic characteristics indigenous to the general population of the area. The area participants exhibited elitist characteristics usually associated with adult learners. Suggestions were made for attracting the majority target population.

Motivational characteristics of all the participants were studied by sex, age, place of birth, education level and course enrollment. Statistically significant differences were noted for sex, age, education level and course enrollment.

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Dr. Roger Boshier and Dr. Gary Dickinson, Department of Adult Education, University of British Columbia, guided the scientific investigation of the centre described herein.

CHAPTER ONE

INTRODUCTION

Studies investigating the characteristics of clientele enrolled in voluntary adult education classes are almost unanimous in reporting that it is those in the higher social, economic and educated strata of society who are participating. In other words, institutional adult education is further educating the educated elite, and largely failing to involve the less-educated majority who, presumably, are most in need.

When the concept of life long learning becomes a reality, most of the population will be equipped to deal with the ever-quickenning pace of change in so many facets of life. Until then, adult educators must concern themselves with finding ways to reach the less educated. For this reason, the Vancouver School Board opened a public night school centre in a low socio-economic area with the intent of reaching a segment of the Vancouver population not usually reached by adult educators. This study examined the socio-economic and motivational characteristics, and attendance and dropout patterns of participants in the new centre to enquire into the extent to which the School Board realized its goal.

PROBLEM AND PURPOSE

Studies on initial enrollment and maintenance of attendance, two aspects of participation in adult education, have focused on clientele characteristics. They indicate that the amount of formal schooling is a prime factor in distinguishing participants from non-participants; a positive correlation exists between number of years of formal schooling and participation in adult education. In other words, adult education is presently failing to attract people with a lower level of formal education who could derive, most likely, the greatest benefit. How to attract these people to adult education endeavours is a problem presently confronting adult educators; and it is the problem to which this study is directed.

This present investigation examines the level of education factor along with other socio-economic characteristics of the target area population¹ for the purpose of finding out if the participants living in the target area reflected the lower education and socio-economic levels of the general population of the area. An assumption was made that if the target participants did not resemble the target population then they would be similar to participants coming to the new centre from all other parts of the city, as regards the characteristics studied. Schematically, the groups compared can be shown as indicated in Figure 1.

¹See Definitions, p. 13.

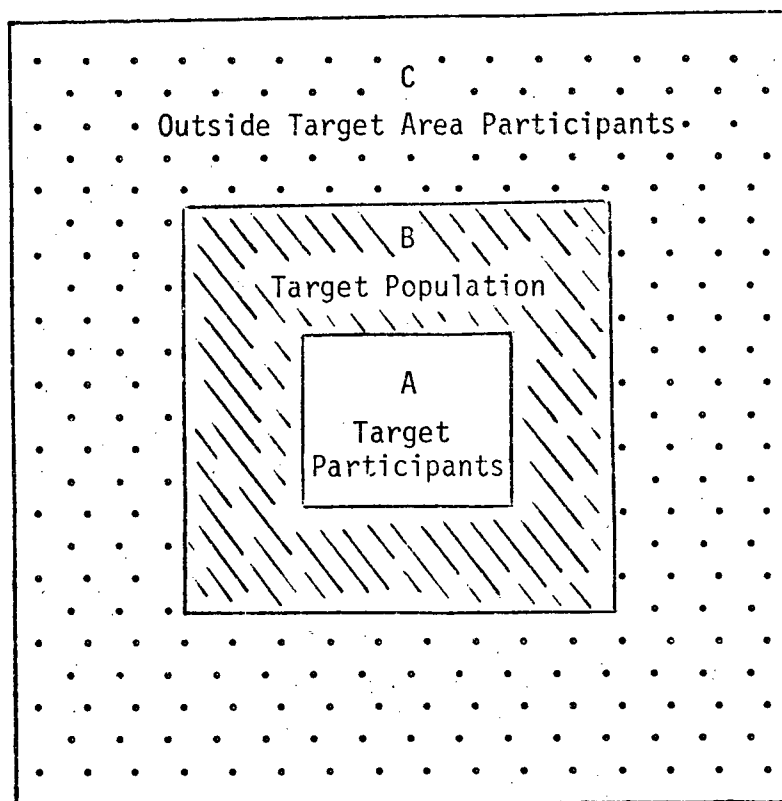


Figure 1 Schematic Presentation of Samples

A represents participants living in the target area, that is, within the secondary school boundaries in which the new centre was located. B represents the total population of the target area. C represents the participants living in all other parts of Vancouver, exclusive of the target area, who attended the new centre.

Specifically, the purpose of this investigation was to find out if an adult education centre located in the midst of a low socio-economic area, offering a non-vocational and non-credit general

interest programme, would attract and maintain the interest of typical residents of the area (B).

Adults voluntarily seek education, hence, a concern of adult educators is the question of motivation. This study will also enquire into why the participants under investigation voluntarily attended general interest evening classes.

HYPOTHESES

In response to the problem presented and to enquire into whether the new night school centre was attracting typical residents of the target area² the following hypotheses were stated:

1. There are differences in the socio-economic characteristics of night school participants living within the target area (A) and the general population of the area (B) as revealed in the 1971 Census Tract data.
 - (a) The education level of the target area participants (A) is higher than that of the target area population (B).
 - (b) The percentage of target area participants (A) born inside Canada is higher than that of the target area population (B).

²The socio-economic characteristics of the target area population are described on p. 14-18.

- (c) The percentage of target area participants (A) speaking English at home is higher than that of the target area population (B).
 - (d) The length of occupancy by target area participants (A) is greater than that of the target area population (B).
 - (e) The pattern of occupation for the target area participants (A) is more prestigious³ than that of the target area population (B).
2. There are no statistically significant differences in specified socio-economic characteristics between night school participants living within the target area (A) and participants living outside the target area (C).
- (a) The education level of the participants living within the target area (A) is similar⁴ to that of the participants living outside the area (C).
 - (b) The percentage of participants living within the target area (A) who were born in Canada is similar to that for the participants living outside the area (C).
 - (c) The percentage of participants living within the target area (A) who speak English at home is similar to that for the participants living outside the area (C).

³See Definitions, p. 13.

⁴'Similar' is used in the subhypotheses to mean 'no statistically significant difference.'

- (d) The percentage of participants living within the target area (A) who work full time for a salary is similar to that for the participants living outside the area (C).
- (e) The length of occupancy for participants living within the target area (A) is similar to that for the participants living outside the area (C).
- (f) The pattern of occupation for participants living within the target area (A) is similar to that of the participants living outside the area (C).
- (g) The pattern of previous adult education participation⁵ for participants living within the target area (A) is similar to that for participants living outside the area (C).
- (h) The number of meetings and club activities attended per month by participants living within the target area (A) is similar to that for participants living outside the area (C).
- (i) The pattern of age, sex and marital status for participants living within the target area (A) is similar to that for participants living outside the area (C).

⁵See Definitions, p. 13.

3. There is no statistically significant difference in the percentage of droupouts⁶ between the night school participants living within the target area (A) and those living outside the area (C).
4. There is no statistically significant difference in motivation to attend night classes between the participants living within the target area (A) and those living outside the area (C).
5. There are statistically significant differences in motivation to attend night classes related to specified characteristics.
 - (a) Participants in different age categories have different reasons for attending night classes.
 - (b) Male participants attend night classes for reasons that are different from those of female participants.
 - (c) Participants born in Canada attend night classes for reasons that are different from those of participants born outside Canada.
 - (d) Participants with a higher level of education attend night classes for reasons that are different from those of participants with a lower level of education.

⁶See Definitions p. 13.

- (e) Participants enrolled in the various courses have different reasons for attending night classes.

METHOD

Sample

The subjects for this study were 127 night school participants in an urban public night school centre. This represented 77% of the total enrollment of 165. These subjects were all the participants present at the third or fourth sessions who satisfactorily completed the Survey Questionnaire and Education Participation Scale. The third session was chosen to conduct the testing because it afforded the highest attendance rate; enrollment would have been completed and absenteeism and dropout would be at a minimum due to initial interest. Those who were absent at the third session, but present at the fourth session, completed the instruments at that time.

The 127 subjects were classified according to area of residence into two groups; 60 participants lived within the target area and 67 participants lived outside the target area.

Data concerning the socio-economic characteristics of the target area population were taken from the Census Tract Bulletin, 1971, Series B.

Instruments

Survey Questionnaire. A questionnaire (Appendix B) was devised to elicit a description of characteristics relevant to adult education participation as indicated in previous studies as well as information relevant to the purpose of this study. The questionnaire did not ask for the participant's name. It did ask for address so target area participants could be identified and all participants classified according to area of residence. Questions numbers 6, 7 and 8 were used to find out if having children attend the regular school programme was related to night school attendance. Question number 20 concerned the effectiveness of the advertising for the new centre. Questions 21 and 22 enquired into a possible relationship between living close to the centre and attending. Questions numbers 10, 11, 12, 14 and 15 enquired into the participant's degree of acculturation in an effort to find out if the diverse ethnic nature of the target population was reflected in the composition of the target participants. Questions numbers 2, 3, 4 and 5 enquired into a possible relationship between the time and nature of previous adult education participation and present participation. Questions numbers 16 through 19 and 23, 24, 25, sought information relevant to adult education participation as described in previous studies.

The coding for the computerized analysis of the questionnaire data (Appendix E) was designed to conform with census tract data, where relevant, specifically columns 24, 34, 35, 36, 37, 41 and 49, so that a basis could be established for comparison of the target

population with the target participants. The rationale for coding the remaining columns followed that described for designing the questions, thus providing an operational definition for the characteristics investigated.

Education Participation Scale. The E.P.S. (Appendix C), developed by Boshier (1971), was used for measuring motive for participation. This instrument has 48 items which cluster into five factors accounting for 50% of the variance (Boshier, 1976). Factors and loadings for the sample in this study are described in Appendix D.

Data Collection

Permission to conduct the study and approval of the instruments were obtained from the Community Education Services of the Vancouver School Board. Permission to administer the instruments at the third session was sought from each teacher as he/she signed in for the second session. An explanation of the purpose and nature of the study was discussed, and a convenient time established with each teacher for the class to complete the tests.

During the third session, at the prearranged time, the researcher visited each class. She described herself as a graduate student at the University of British Columbia doing a field placement in adult education. She declared her excitement over the enthusiastic response to the new night class centre, and said her reason for conducting the study was to ask for help in making future plans to expand and

improve the programming for the centre. She emphasized the anonymity of the study, gave instructions for completing the two instruments, and answered questions while handing out the instruments. This introduction took about five minutes. The researcher left the classroom while the participants completed the questionnaires. The teachers collected the questionnaires and took them to the office after class. The teachers reported that it had taken about 30 minutes for the testing. The researcher expressed her appreciation to the teachers for their cooperation.

At the fourth session, with the permission of the teacher, the researcher visited each class and asked if those participants who were absent at the previous session would remain after class to help with her study by completing the instruments in a designated room. All but two such people remained after class.

The data for computing the attendance and dropout rates were taken from the teachers' attendance record books at the conclusion of the ten week session.

Data Analysis

For the purpose of finding out if the school was attracting the population for whom it was intended, comparisons were made between characteristics of the target participants and target population, and between characteristics of target participants and outside participants, in order to establish the extent of differences.

To test Hypothesis I, observations were made based on the calculated differences in percentages between the characteristics of the target area participants and the target area population. A discrepancy of 10% or more was set as a difference worthy of note.

To test Hypothesis II, differences between the characteristics of participants living within and outside the target area were examined using Pearson's chi square, with the level of probability set at .05 for statistical significance.

To test Hypothesis III, the attendance and dropout rates of the participants living within and outside the target area were compared. A strike by the maintenance staff of the school forced the last two sessions in this study to be delayed four weeks. Hence, the possible presence of factors such as loss of interest, ignorance about the resumption of classes, or previous commitments for the effected nights invalidated testing for statistically significant differences. However, observations about attendance and dropout rates were noted.

To test Hypotheses IV and V, the Education Participation Scale was factor analysed and factor scores generated for each respondent. Mean factor scores for each relevant group were calculated and compared using the Pearson Product Moment Correlation Coefficient or Analysis of Variance, depending on the ordinal or nominal nature of the data.

Definitions

Target Area Population was the total population, fifteen years of age and over, living within census tracts 19, 30, 31, 32, 33, 37 and 38, as reported in the Census Tract Bulletin, 1971, Series B. These tracts were chosen after comparing census tract boundaries for the target school. These tracts most closely approximate the secondary school district in which the new night centre is located.

Target Area Participants were the total number of night school participants living within census tracts 19, 30, 31, 32, 33, 37 and 38 who satisfactorily responded to the testing instruments.

Outside Target Area Participants were the total number of night school participants living in all parts of metropolitan Vancouver exclusive of census tracts, 19, 30, 31, 32, 33, 27 and 38 who satisfactorily responded to the testing instruments.

Dropout was a participant who failed to attend the last two sessions. This definition was taken from Dickinson (1966).

Previous participation was involvement in any kind of adult education offered by any agency at any time since leaving formal schooling. This was represented by a 'yes' answer to numbers two or four on the Survey Questionnaire. (See coding schedule columns eight through fifteen, Appendix E).

Prestigious Occupations were those in the top three categories of Blighen's (1961) socio-economic classification, i.e. in the

categories of engineering, teaching or health related occupations. Blishen derived ranks through inter-correlation of data concerning education and income. Regression weights were assigned to education level and income, and on the basis of these, occupational prestige levels established. For example, the socio-economic index score for "teacher" was 70.14, for "truck driver" it was 29.31. Blishen's classification cannot be used directly in this study because of the generality of the census tract occupation categories. However, the ordering of the census tract categories was based on the closest possible approximation to Blishen's classification. The occupation categories and the designation of participants' jobs is described in Appendix F.

Elitism generally refers to people with higher levels of education, occupation and related socio-economic characteristics.

SETTING

Target Area and Population

The new night centre is in a secondary school located in a dimly lit hollow three blocks from a transportation line.⁷ The

⁷See Appendix A for methods used to bring new centre to attention of target population.

target area is inhabited by a diverse ethnic population of low socio-economic status. Sixty-three percent of the target area population was born in Canada, compared with 73% of the metropolitan Vancouver population.⁸ The mean income in 1971 for males living in the target area was \$5,722 compared with \$7,287 for males in metropolitan Vancouver; this represents a 22% lower income. The mean income for women living in the target area was \$2,461 compared with \$3,072 for women in metropolitan Vancouver; this represents a 20% lower income. Of people fifteen years of age and older living in the target area, 26% graduated from high school and 3% hold university degrees compared with 30% and 6%, respectively, for the metropolitan Vancouver population fifteen years of age and older.

The target area has the highest crime rate in metropolitan Vancouver. A map showing the target area boundary⁹ and Vancouver Police District boundaries¹⁰ is shown in Figure 2. Police District number 22, which included most of the target area, had 2,650 reported charges of armed robbery, theft and breaking and entering in 1974.¹¹ This accounts for 8% of all such reported offences in metropolitan Vancouver. Police District number 27, which adjoins number 22 and includes part of the target area, had the second highest crime rate for 1974 with 2,434 reported offences. This accounts for 7% of all

⁸Census Tract Bulletin, 1971, Series B.

⁹Ibid.

¹⁰From personal communications with Department Research, Vancouver Police.

¹¹Ibid.

▲ Location of night school centre

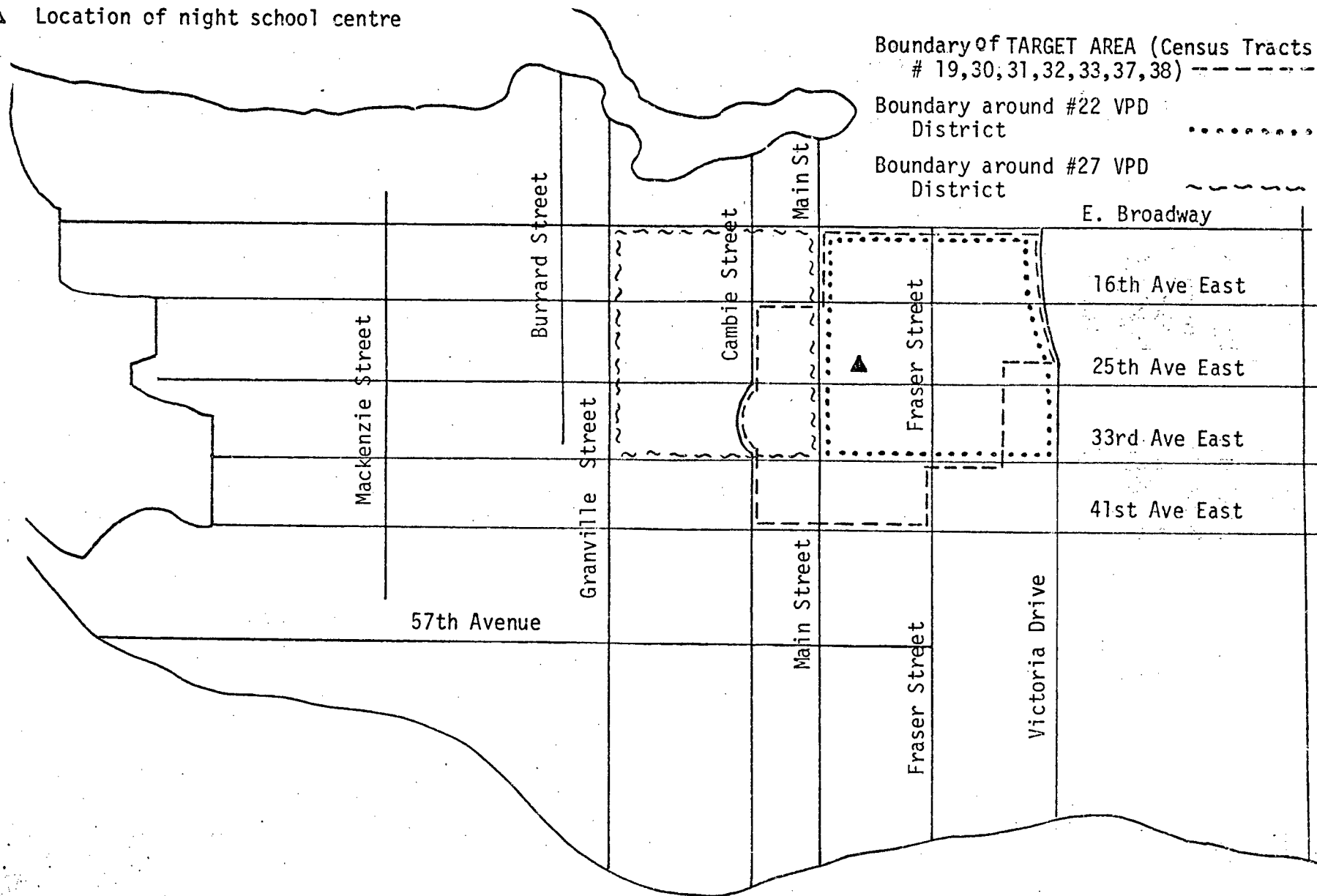


Figure 2 Target Area Boundaries

such reported offences. Together, these two districts reported 15% of all armed robbery, thefts and breaking and entering charges in metropolitan Vancouver during 1974. All of the other 32 districts reported charges ranging in number from 1,313 (4%) down to 217 (1%). District number 22, with the exception of adjoining district number 27, reported twice as many charges as did the district with the next highest rate (Table I).

TABLE 1
CRIME RATES REPORTED BY POLICE DISTRICTS

District Number	Rank Order	Number of Charges	% Total Charges
22	1	2,650	8%
27	2	2,434	7%
9	3	1,313	4%
16	15	1,016	3%
31	24	669	2%
2	34	217	1%

The Vancouver School Board had anticipated that the high crime rate of the target area might discourage initial enrollment to the point of having to close the centre. When the initial enrollment proved to be viable, the School Board further speculated that the

attendance and dropout rates might be excessively high because participants might fear the area. For these reasons, the crime rate of the target area was included in the description of the setting for this study.

Night School Programme

The decision to create the new centre was made two months prior to its opening. There was no time to conduct a needs assessment or interest survey before planning the programme. The Vancouver School Board's night school programmes comprise mostly noncredit, nonvocational general interest courses. From these, the specific courses for the new centre were chosen to cover a wide spectrum of interests which, it was hoped, would be relevant to the interests of the people living in the area. It was decided to offer a limited number of courses (ten) on only one evening a week (Wednesday, 7:00 - 9:00) to test the feasibility of establishing a permanent night school centre in the area. The courses chosen were Auto Mechanics, Child Development, Cooking Nutritious Meals on a Budget, French Conversation, Guitar, Income Tax Planning and Reporting, Spanish Conversation, Stitchery, Woodwork and Yoga. There was sufficient enrollment to carry on in all classes except Cooking.

Teachers were selected from the school's day time staff (Auto Mechanics, Cooking and Woodwork), the Vancouver School Board's roster of night school teachers (French, Guitar, Income Tax and Yoga), U.B.C. graduate students (Spanish and Stitchery) and the B.C.

Adlerian Association (Child Development).

In an attempt to make participants feel welcome, decorative posters, giving directions to classrooms, and daytime student guides, offering a cheerful hello and more detailed directions, greeted them in the front hall. The posters also appeared on the doors of the designated classrooms confirming the correct location.

The classrooms used were the school's Auto Mechanics and Woodwork Shops, the music room for Guitar, open area for Yoga, science room for Stitchery and regular classrooms with desks for the balance of courses. The teaching techniques were those conventionally used for the particular kind of subject in a school situation. Audio-visual equipment, though available, was never requested.

The two hour sessions contained a fifteen minute break when coffee and donuts were sold by the daytime students in the main hall. This was another attempt to foster a friendly feeling among teenage students, evening adult participants, teachers and staff.

PLAN OF REPORT

This report began with an introduction describing the reason for this investigation, followed by a statement of the problem, the specific purpose of this study and the hypotheses to be tested. Chapter One continued with a description of the method for the investigation, including a description of the sample, the instruments, the

data collection and analysis, and a definition of terms used in this report. Chapter One concluded with a description of the setting (the geographic area and its population) for this study and the adult education programme introduced into it.

Chapter Two deals with a review of relevant literature. Chapter Three describes the results of the data analysis. Chapter Four summarizes the findings described in Chapter Three, discusses their implications and offers suggestions for future studies.

The Appendix includes a description of the advertising effort for the new night school, a copy of the Survey Questionnaire and the Education Participation Scale, factor loadings for the E.P.S., the coding schedule for the Survey Questionnaire and a description of the occupation categories for the people in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

People voluntarily participate in adult education for many reasons related to their quest for self-fulfillment (Jensen, 1970; Knowles, 1970; Boshier, 1973). The manner in which adults pursue this quest is influenced by the extent to which they have satisfied Maslow's (1954) hierarchy of needs. For example, the person whose most pressing need is to provide food and clothing for his family, will differ in his manner of fulfilling this need from the man whose physical comforts are assured but feels a need for mental stimulation. One's level of needs satisfaction emerges from a total life experience. Since the life experience of each person is unique, the needs of people are diverse. This recognition of the multiplicity of reasons for participation in adult education has brought the univariate approach to the study of adult learners into disrepute.

Adult educators, to be effective, must be aware of the particular characteristics and needs of the clientele they endeavour to serve. This study is limited to a concern with elitism.¹² Hence, it is restricted to a consideration of the indices of this socio-economic phenomenon. Research literature has shown that adult learners have certain distinguishing features. Level of education and occupation

¹²See Definitions, p. 14.

have been cited as being the most reliable indices of participation. These characteristics, along with others highlighted in previous participation studies, are included in this review.

Participation research indicates that each agency offering adult education programmes attracts a distinct clientele (Brunner, 1959). For this reason, the literature cited herein will be limited to studies investigating participation in urban public night school centres offering non-credit and non-vocational general interest courses.

CHARACTERISTICS OF PARTICIPANTS

Level of Education

In reviewing the literature on adult education participation Brunner et al. (1959), Douglass (1970), London (1970) and Verner and Newberry (1958) noted that the more formal schooling a person had, the more likely he/she would continue to pursue educational activities. Brunner noted that "Amount of formal schooling appears to be the most significant determinant of participation in all forms of adult education" (1959, p. 96). Johnstone and Rivera reported adult education participation rates in a sample of 24,000 people in the United States to be from 4% among persons with no schooling to 47% among persons with university education; 53% of participants in non-credit courses had

completed high school and 37% had some university education. They stated "By far the most persistent finding in our investigation was that formal education attainment plays a highly crucial role in determining whether or not one enters the ranks of adult students" (1965, p. 87). London, et al. (1963) found in their Oakland study that formal education was statistically the most important factor influencing the likelihood of participation. Hanna's (1965) British study and Boshier's (1971) New Zealand study revealed similar findings to Johnstone's (1965) and London et al.'s (1963) American studies. Dickinson's (1966) study of 2,000 participants in the Surrey, British Columbia area revealed that 9% had less than grade nine, 55% had completed grades nine to twelve and 12% had some or completed university education. In another study examining educational background, Dickinson (1971) found that the participant's personal formal education experience was the only factor influencing his/her participation in adult education.

McClosky (1968) theorized that because formal schooling helps to develop one's sense of confidence and responsibility, it has the greatest correlation with social participation. Others have reported a relationship between social participation and adult education (Brunner, et al., 1959; Verner & Newberry, 1958; London, 1963). In this vein, London stated "The lack of past achievement and limited opportunities tend to create a system of values and beliefs which negate efforts to improve one's social and economic position" (1970, p. 147).

Occupation

Brunner et al. (1959) suggested that occupation, formal education and adult education participation are inter-correlated. Blishen (1961) similarly characterized occupation as having variance in common with education and income. Verner and Newberry (1958) reported that professional white collar workers and housewives participated in adult education in a larger proportion than their representation in the general population. Mizruchi and Vanaria (1960) found in their study of 618 New York subjects that 82% worked full time for a salary and 50% could be classified as middle to upper social class. Dickinson (1966) reported that housewives constituted 57% and those in managerial, professional or technical occupations constituted 11% of all participants registered in general interest courses; the remaining 32% was made up of people in seven successively lower status occupations. Johnstone and Rivera (1965) reported that 62% of participants in their study worked full time for a salary, and of the 28% not working, 25% were housewives. Among those working, 25% were engaged in managerial, professional or technical occupations which was an overrepresentation in the sample studied by a ratio of two to one. This is the same proportion of upper status occupations reported by Holden, as cited by Brunner (1959). Boshier (1971) also reported a significantly higher proportion of participants had professional or managerial occupations compared with the general population.

Age

Verner and Newberry (1958) stated that participants in public night school adult education were most likely to be between the ages of 25 and 45. Dickinson (1966) reported 68% of the participants enrolled in general interest courses were under 45 years. Mizruchi and Vanaria (1960) found 45% were under 40 years. Johnstone and Rivera (1965) reported 57% of the participants in their study were under 40 years with a median age of 36 years, compared with a median age of 43 years for the total sample. Booth (1961) and Boshier (1971) noted that old people are prominent among non-participants.

Sex

The studies of both Mizruchi and Vanaria (1960) and Johnstone and Rivera (1965) found that 65% of the participants in general interest courses were women and 35% were men. Dickinson (1966) and Boshier (1973) reported that 75% of the participants in general interest courses were women.

Marital Status

Johnstone and Rivera (1965) found 85% of the participants in their American study were married while Dickinson (1966) reported 83% of the participants in his British Columbia study were married.

Length of Occupancy

A longer period of occupancy seems to be related to adult education participation. This trend was noted by Houle (1961) and Verner and Newberry (1958).

Place of Birth

Verner and Newberry (1958) noted that foreign born and first generation residents participated in adult education to a lesser extent than longer established residents of a country. This contrasts to Boshier's (1973) Wellington finding which showed a significantly higher proportion of foreign born, compared to New Zealand born people participated in adult education; 15% of the New Zealand population compared with 30% of the participants were foreign born.

Participation in Other Activities

Brunner (1959) assumed that formal social participation (i.e. a relationship wherein the role of the participant is structured and implies a purposive effort) is related to adult education participation, and therefore, studies on social participation are significant for adult educators. Verner and Newberry (1958) and London (1963) noted that participation in adult education was more likely among those who had participated in other activities. Mizruchi and Vanaria (1960) found 43% of participants in their study spent five to eight evenings per month attending meetings or other club activities. Douglass (1970)

stated that a strong positive relationship existed between participation in adult education and in community life. London (1964) cited Gallup Poll data showing that individuals participating in the largest number of specified leisure activities had the highest rate of participation in adult education. McClosky (1968) noted that involvement in organizations helps people develop the skills of participation, thus bolstering their confidence for further participation.

Other Considerations

Jones (1962), enquiring into the validity of using census tract data as a basis for predicting adult education clientele, found that participants exhibited a significantly higher level of social and educational status than that reported for the general population of their census tract. Jones suggested that it was the socio-economic elite of a given census tract population who participated in adult education, and therefore census tract data could not be used to predetermine the nature of clientele.

Lindenberger and Verner (1960) studied participation in University extension courses and suggested that socio-economic factors have a greater influence on rates of participation than distance travelled.

McKinnon (1966) studied distances travelled to urban night school centres and found no evidence that participants of high socio-economic status attend centres in high socio-economic areas, nor that participants of lower socio-economic status attend centres located

in lower socio-economic areas. In other words, in McKinnon's study people who want to participate in a particular adult education activity seemed to seek it out regardless of its location.

ATTENDANCE AND DROPOUT PATTERNS

Attendance and dropout patterns are related to the participant's socio-economic characteristics, attitudes, interests and needs as well as to situational and non institutional factors related to the education setting. Since this study focuses on the participant, this review will not include studies about the situational and non-institutional aspects of adult education. These environmental aspects are administratively controlled, ideally, they are designed in response to an understanding of the kind of clientele an agency is serving. In other words, studies such as this present one can suggest direction to administrators; the results of manipulating the environmental factors are the subject for another area of participation research. The manipulation of environmental factors in accordance with clientele characteristics is the basis for the multivariate approach to a congruent delivery of adult education.

Socio-Economic Characteristics

Verner and Davis (1964) reviewed 30 studies on completion and dropout and found that socio-economic factors related to partici-

pation are also related to persistence. They also noted that characteristics related to non-participation were related to dropout behaviour. Dickinson (1966) and Dickinson and Verner (1967) reported that a significantly higher rate of dropout occurred among young (15 - 24 years) single people working in blue collar occupations. Housewives, in their study, had the lowest dropout rate. Those with previous adult education experience were less likely to drop out than those with none. However, they found no relationship between level of formal education and dropout rate. Zahn (1964) found no relationship between low academic ability and dropout from non-credit courses. Sainty (1971) attempted to develop a method for predicting dropout by relating it to a 'non-success syndrome'. This syndrome was characterized by 17 variables including lower level of education, poorer verbal and reading skills and lower occupation class.

Lam and Wong (1974) compared the influence of certain socio-economic and motivation (based on Boshier's 1971 studies) variables on attendance rates and reported that the greatest influence on attendance rate was the degree to which the course met the personal needs of the participant. Lam and Wong's data generally confirm Boshier's model. Boshier (1973) theorized that participation or dropout is related to the degree of congruence between the participant's internal psychological environment (needs) and the external educational environment.

MOTIVATION

Much of the current research into participation and discontinuance is concerned with the study of motivation; this was a direction called for by, among others, Brunner (1959) and Verner and Davis (1964). Brunner said "It is clear that an attempt to understand the intimate connections between motivation and education is crucial to the achievement of adult education goals" (1959, p. 46).

Many have recognized the usefulness to adult educators of the work of sociologists and psychologists, particularly Lewin's (1935) field theory, Maslow's (1954) hierarchy of needs, Murray's (1936) need press model and Roger's (1961) self concept theory (Boshier, 1973; Jensen, 1964; Knowles, 1970; London, 1964; McClosky, 1964). However, until recently, lack of research technology has blocked empirical investigation into motivation. For example, Johnstone and Rivera (1965) used a checklist approach when asking participants for their reasons for taking adult education courses; their findings are related to socio-economic, rather than psychological considerations. Furthermore, the Johnstone and Rivera motivation data did not flow from any theoretical formulation.

Houle (1961) said adult education participants could be categorized as goal, activity, and learning-oriented. Several writers (Boshier, 1971; Burgess, 1971; Sheffield, 1964) operationalized the Houle typology by constructing Likert-type measures of 'motive'(s) for participation. The motivational orientation literature has

lengthened in recent years (Dickinson and Clark, 1975). But of the studies published so far, only Boshier conducted higher-order factor analyses in pursuit of the three-factor Houle typology.

The Education Participation Scale is a reliable 48 item measure of motive(s) for attendance. It was originally used to examine the motivational orientations of 233 adult education participants in Wellington, New Zealand. The measure originally clustered into fourteen oblique factors, but has subsequently been subject to orthogonal rotation which produced the five reasonably 'pure' and independent factors described by Boshier (1971, 1976). These factors are remarkably similar to those produced with orthogonal rotation by Morstain and Smart (1974) with a large sample of U.S. adult education participants. Morstain and Smart produced factor scores for each respondent by summing item scores in each factor and then dividing by the number of items to produce a 'mean factor' score. They then produced mean factor scores for separate age and sex groups and found a noticeable variation in the mean scores of the groups studied. "For example, mean scores on the Social Relationships factor tended to decline with increasing age. Compared with other groups, the desire for meeting new people, engaging in group activities, etc., seemed relatively more important to men and women in the youngest age group" (1974, p. 91). The E.P.S. is providing a tool required for empirical motivation studies.

A review of the characteristics of participants in public school non-credit, non-vocational, general interest adult education programmes produces a picture of a person who has a higher than average level of formal

education; he/she most likely has attained high school graduation, and likely, some university education. The participant probably works in a managerial, professional or technical occupation. She (the majority are women) is most likely between the ages of 25 and 40 and married. She/he is most apt to have been born in Canada and to have lived a longer than average length of time at his/her present address. The participant probably is active in community organizations and clubs. She/he most likely has been a continual adult learner, maintaining a good attendance pattern.

CHAPTER THREE

RESULTS

This chapter will describe and compare the characteristics of the target area participants with the target area population, followed by a comparison of the characteristics of the target area participants with the outside area participants. This will be done in accordance with the hypotheses presented earlier (Ch. 1, pp. 4-7).

SOCIO-ECONOMIC CHARACTERISTICS OF TARGET AREA PARTICIPANTS AND POPULATION

In view of the huge discrepancy in numbers between the target population and target sample, and because of the nature of the samples, (that is, neither randomly selected, nor independent) testing for statistically significant differences between the two groups is invalid. Therefore, where percents are compared, 10% or greater was established to represent a difference.

The choice of socio-economic characteristics compared in Hypothesis I was made on the basis of characteristics described in census tract data.

Level of Education

The level of education of the target participants (A) (Figure 1, p. 3) was considerably higher than that of the target population (B); only 12% of the target participants had less than high school graduation compared with 64% of the target population.

The census tract data reports 40% of the target population had grade nine or less. None of the target participants were in this category; 24% of the target population had completed grades ten or eleven, compared with 23% of the target area participants; 18% of the target population had completed grades twelve or thirteen and 8% had additional vocational training compared with 33% of the target participants who had completed grades twelve or thirteen and 24% who had additional vocational training. Seven percent of the target population had some university education and 3% held university degrees compared with 10% of the participants who reported some university education and 10% a university degree (Table 2).

The large discrepancy in level of education attained by target area population and participants becomes even more evident when considered in the categories of less than grade twelve (64% compared with 12%) high school graduation (26% compared with 56%), some university (7% compared with 10%) and university degree (3% compared with 10%) described in Table 3.

These observations support Hypothesis 1.a which stated the level of education of target participants would be higher than that

TABLE 2

YEARS OF SCHOOL COMPLETED BY TARGET POPULATION AND TARGET PARTICIPANTS

Years of School Completed	Target Population		Target Participants	
	No.	%	No.	%
Grade 9 or less	13,018	40%	0	0
Grades 10, 11	7,872	24%	13	23%
Grades 12, 13	5,775	18%	19	33%
Grades 12, 13 with Additional Training	2,815	8%	13	24%
Some University	2,305	7%	6	10%
University Degree	1,025	3%	6	10%
Total	32,815	100%	57*	100%

TABLE 3

LEVEL OF EDUCATION OF TARGET POPULATION AND TARGET PARTICIPANTS

Level of Education	Target Population		Target Participants	
	No.	%	No.	%
Less than grade 12	20,895	64%	13	23%
High School Graduation	8,590	26%	32	57%
Some University	2,305	7%	6	10%
University Degree	1,025	3%	6	10%
Total	32,815	100%	57*	100%

* Three participants did not respond to questions about education.

for the target population. This finding concurs with the results of studies by Brunner (1959), Verner and Newberry (1958), London, et al. (1963), Johnstone and Rivera (1965), Hanna (1965), Dickinson (1966) and Boshier (1971) all reporting a positive relationship between formal schooling and adult education participation.

Place of Birth

The census tract data reported 63% of the target area population (B) was born in Canada compared with 75% of the target area participants (A) who were native born (Table 4). This finding supports Hypothesis 1.b which stated that a higher proportion of target participants compared with the target population would have been born in Canada. This result is similar to that reported by Verner and Newberry (1958), but in contrast to Boshier's (1971) finding.

TABLE 4

BIRTHPLACE OF TARGET POPULATION AND TARGET PARTICIPANTS

Place of Birth	Target Population		Target Participants	
	No.	%	No.	%
Inside Canada	20,786	63%	45	75%
Outside Canada	12,034	37%	15	25%
Total	32,820	100%	60	100%

Language Spoken at Home

The census tract data reported 80% of the target area population (B) spoke English most often at home, while 90% of the target participants (A) were in this category (Table 5). This supports Hypothesis 1.c which stated that a larger percentage of target participants compared

TABLE 5

LANGUAGE SPOKEN AT HOME BY TARGET POPULATION AND TARGET PARTICIPANTS

Language Most Often Spoken at Home	Target Population		Target Participants	
	No.	%	No.	%
English	26,106	80%	54	90%
Other	6,709	20%	6	10%
Total	32,815	100%	60	100%

with target population would speak English at home. The larger percentage of target participants compared with target population who were born in Canada and spoke English at home suggests that the more acculturated segment of the target population were attending the new night class centre.

Working Full-Time for Salary

The census tract data reported 54% of the target area population (B) worked full time for salary, which closely parallels the 56% of the target area participants (A) in this category. This does not support Hypothesis 1.d which stated that there would be a higher proportion of target participants compared with target population working full time for salary. This finding contrasts with results of American Studies reported by Mizruchi and Vanaria (1960) and Johnstone and Rivera (1965).

Length of Occupancy

The census tract data reported 17% of the target population (B) (See Figure 1, p. 3) had lived at their present address for less than one year compared with 27% of the target participants (A); 16% of the target population had one to two years occupancy compared with 18% of the target participants; 17% of the target population had three to five years occupancy compared with 12% of the target participants; 15% of the target population had six to ten years occupancy compared with 10% of the target participants and 35% of the target population had lived at their present address for ten years or more compared with 33% of the target participants (Table 6). Hypothesis 1.e, which stated that the length of occupancy of target participants would be greater than that of target population, is rejected, inasmuch as 67% of the target population compared with 55% of the target participants had

TABLE 6
LENGTH OF OCCUPANCY OF TARGET POPULATION AND TARGET PARTICIPANTS

Length of Occupancy	Target Population		Target Participants	
	No.	%	No.	%
Less than 1 year	2,240	17%	16	27%
1 - 2 years	2,160	16%	11	18%
3 - 5 years	2,250	17%	7	12%
6 - 10 years	2,085	15%	6	10%
Over 10 years	4,630	35%	19	33%
Total	13,365*	100%	59**	100%

* This represents heads of households. The assumption was made that since the participants were adults, they represented heads of households.

** One participant did not respond to the question about occupancy.

lived at their present address for three years or longer. These findings contrast with those reported by Verner and Newberry (1958), Dickinson (1966) and Boshier (1971) relating longer length of occupancy to adult education participation.

Pattern of Occupation

This analysis was done by observing differences in the percentages between target area participants and target population in each of six categories described in census tract data and ordered to approximate

Blisshen's classification. See Appendix F for a description of occupation categories and designation of participants' jobs. The percentages are based on the number in the labour force, described in the Census Tract Bulletin as the number of people working or looking for work. It excludes housewives. The author assumed that all the participants, excluding the ten who said they were a housewife or student, were in the labour force, that is, working or looking for work.

A larger percentage of target participants compared with target population had occupations in the three most prestigious fields (see Definitions, p. 13). Seven percent of the target participants compared with 4% of the target population were engaged in engineering, 7% of the target participants compared with 2% of the target population were engaged in teaching and 7% of the target participants compared with 4% of the target population were engaged in health related occupations.

A larger proportion of target participants compared with target population worked in two of the three least prestigious fields. Forty-four percent of the participants compared with 31% of the population worked in clerical or sales jobs, and 26% of the participants compared with 21% of the population worked in service related jobs.

The greatest difference was in the strictly blue collar category, product fabrication, in which 9% of the participants compared with 38% of the population was engaged (Table 7).

This discrepancy, along with the greater than 10% difference between the 21% target participants and 10% population employed in the prestigious fields, support Hypothesis 1.f which stated that the

pattern of occupation for the target participants would be more prestigious than that of the target population. This finding concurs with results reported by Brunner (1959), Verner and Newberry (1958), Johnstone and Rivera (1965), Dickinson (1966) and Boshier (1971) relating higher status occupations with adult education participation.

TABLE 7

PATTERN OF OCCUPATION OF TARGET POPULATION AND TARGET PARTICIPANTS

Occupation	Target Population		Target Participants	
	No.	%	No.	%
Engineering	680	4%	3	7%
Teaching	265	2%	3	7%
Health Related	680	4%	3	7%
Clerk - Sales	5,355	31%	20	44%
Service	3,590	21%	12	26%
Product Fabrication	6,460	38%	4	9%
Total	17,455	100%	45	100%

SOCIO-ECONOMIC CHARACTERISTICS OF PARTICIPANTS BY AREA OF RESIDENCE

The geographic distribution of the participants throughout metropolitan Vancouver is shown in Figure 3. This section will compare certain characteristics of the participants who lived inside the target area with those of the participants who lived outside the area.

Level of Education

Nine percent of the target and 5% of the outside participants had completed only grades nine or ten, 14% of the target and 7% of the outside participants had completed grade 11, 34% of the target and 31% of the outside participants graduated from high school; 23% of the target compared with 20% of the outside participants had additional vocational training. Ten percent of both the target and outside participants had some university education. However, 10% of the target and 27% of the outside participants held at least one university degree (Table 8). A nonsignificant chi square value was obtained for the analysis of participants by area of residence and years of schooling completed. This confirms Hypothesis 2.a which stated that the education level of participants living within and outside the target area would be similar.

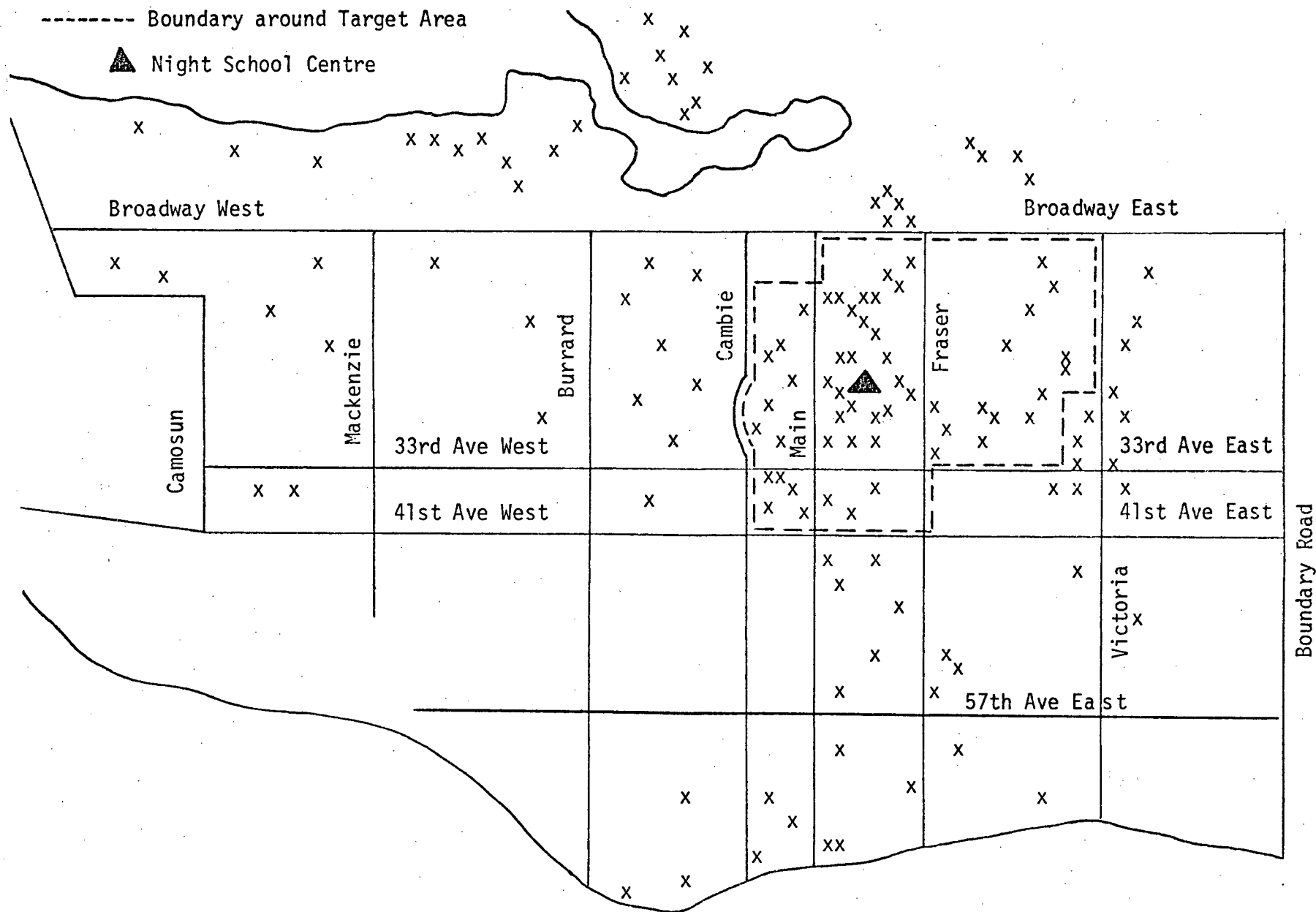


Figure 3 Geographic Distribution of Participants

TABLE 8
YEARS OF SCHOOL COMPLETED BY TARGET AND OUTSIDE PARTICIPANTS

Years of School Completed	Target Participants		Outside Participants	
	No.	%	No.	%
Grades 9, 10*	5	9%	3	5%
Grade 11	8	14%	4	7%
Grade 12	19	34%	18	31%
Grade 12 with training	13	23%	12	20%
Some University	6	10%	6	10%
University degree	6	10%	16	27%
Total**	57	100%	59	100%

$$\chi^2 = 6.41, \quad df = 5, \quad ns$$

* No target participant had less than grade 9, compared with two outside participants. In order to establish a valid χ^2 it was necessary to eliminate this category.

** Three target and six outside participants did not respond to the questions about education.

Place of Birth

Seventy-five percent of the target compared with 61% of the outside participants were born in Canada. Conversely, 25% of the target and 39% of the outside participants were born outside Canada (Table 9). A non-significant chi square value was obtained for the analysis of participants by area of residence and place of birth. Hypothesis 2.b,

which stated that the percentage of participants born in Canada who lived within and outside the target area would be similar, was accepted.

TABLE 9
BIRTHPLACE OF TARGET AND OUTSIDE PARTICIPANTS

Place of Birth	Target Participants		Outside Participants	
	No.	%	No.	%
Inside Canada	45	75%	41	61%
Outside Canada	15	25%	26	39%
Total	60	100%	67	100%

$$\chi^2 = 2.61, \text{ df} = 1, \text{ ns}$$

Language Spoken at Home

Ninety percent of the target compared with 83% of the outside participants spoke English at home. Conversely, 10% of the target and 17% of the outside participants spoke a language other than English at home (Table 10). A nonsignificant chi square value was obtained for the analysis of participants by area of residence and language spoken at home. This confirms Hypothesis 2.c which stated that the proportion of target and outside participants speaking English at home would be similar.

TABLE 10
LANGUAGE SPOKEN AT HOME BY TARGET AND OUTSIDE PARTICIPANTS

Language Spoken at Home	Target Participants		Outside Participants	
	No.	%	No.	%
English	54	90%	55	83%
Other	6	10%	11	17%
Total	60	100%	66*	100%

$$\chi^2 = .69, \text{ df} = 1, \text{ ns}$$

* One outside participant did not respond to the question about language spoken at home.

Full Time Employment for Salary

Fifty-seven percent of the target area participants compared with 70% of the outside participants worked full time for a salary, 18% of the target area and 6% of the outside participants worked part-time, and 21% of the target area compared with 19% of the outside participants did not work (Table 11). A nonsignificant chi square value was obtained for the analysis of participants by area of residence and degree of employment for salary. Hypothesis 2.d, which stated that the percentage of participants living within and outside the target area who worked full time for salary would be similar, was confirmed.

Fewer target participants worked full time and more worked part time compared with outside participants. This may be a reflection of the greater proportion of housewives attending from the target area. The proportion of those not working is similar for both groups.

TABLE 11
EMPLOYMENT FOR SALARY BY TARGET AND OUTSIDE PARTICIPANTS

Employment for Salary	Target Participants		Outside Participants	
	No.	%	No.	%
Full Time	34	57%	47	70%
Part Time	11	18%	4	6%
Don't Work	13	21%	13	19%
No Response*	2	4%	3	5%
Total	60	100%	67	100%

$$\chi^2 = 5.07, \quad df = 2, \quad ns$$

*Deleted from χ^2 analysis.

Length of Occupancy

A significantly larger percentage of target participants (32%) compared with outside participants (7%) had lived at their present

address for more than ten years. Twenty-seven percent of the target compared with 20% of the outside participants had lived at their present address for less than one year, 18% of the target and 43% of the outside participants had one to two years occupancy, 12% of the target compared with 21% of the outside participants had three to five years occupancy, 10% of the target compared with 9% of the outside participants had six to ten years occupancy (Table 12).

TABLE 12
LENGTH OF OCCUPANCY BY TARGET AND OUTSIDE PARTICIPANTS

Length of Occupancy	Target Participants		Outside Participants	
	No.	%	No.	%
Less than 1 year	16	27%	13	20%
1 - 2 years	11	18%	29	43%
3 - 5 years	7	12%	14	21%
6 - 10 years	6	10%	6	9%
Over 10 years	19	32%	5	7%
No Response*	1	1%	0	
Total	60	100%	67	100%

$$\chi^2 = 18.48, \quad df = 4, \quad p < .001$$

* Deleted from χ^2 analysis.

A significant chi square value of 18.48 was obtained for the analysis of participants by area of residence and length of occupancy. Hence, Hypothesis 2.e, which stated that the length of occupancy for participants living within and outside the target area would be similar, is rejected.

The significantly larger percentage of target participants who had more than ten years occupancy complements the trend for more target participants to have been born in Canada and to have spoken English at home.

Occupation

A smaller proportion of target participants (15%) compared with outside participants (29%) was engaged in occupations of highest prestige. (See Definitions, p. 13). Five percent of the target compared with 8% of the outside participants were engaged in engineering, 5% of the target compared with 8% of the outside participants were engaged in teaching and 5% of the target compared with 13% of the outside participants were engaged in health related occupations.

Similar proportions of 34% of the target and 30% of the outside participants were working in clerk or sales occupations. A larger proportion of target participants (27%) compared with outside participants (15%) were engaged in the least prestigious fields. Twenty-one percent of the target compared with 4% of the outside participants were engaged in service related jobs, and 6% of the target compared

with 11% of the outside participants were working in product fabrication jobs. A larger proportion of target (17%) compared with outside participants (11%) were housewives or students (Tables 13 & 14).

An invalid chi square value was obtained for the analysis of participants by area of residence and seven occupation categories. However, when the three fields of highest prestige were considered together and the three fields of lowest prestige considered together, along with a category for housewives and students, (Table 14), a nonsignificant chi square value was obtained for the analysis of participants by area of residence and prestige of occupation. This confirms Hypothesis 2.f,

TABLE 13
PATTERN OF OCCUPATION OF TARGET AND OUTSIDE PARTICIPANTS

Occupation	Target Participants		Outside Participants	
	No.	%	No.	%
Engineering	3	5%	5	8%
Teaching	3	5%	5	8%
Health	3	5%	8	13%
Clerk - Sales	20	34%	19	30%
Service	12	21%	3	4%
Product Fabrication	4	6%	7	11%
Housewives, Students	10	17%	7	11%
No Response*	4	7%	10	15%
Total**	59	100%	64	100%

Invalid χ^2 , df = 6

* Deleted from χ^2 analysis.

** One target and three outside participants did not respond to the question about occupation.

which stated that the occupation pattern of participants living inside and outside the target area would be similar.

The similar occupational patterns complement the finding about similar level of education for target and outside participants, inasmuch as occupation has been related to education. In other words, the night school attracted people living in the target area who were similar to participants coming from all other areas of the city with regard to key characteristics associated with adult education participation such as years of formal schooling and occupation. This elitist finding concurs with those reported by Brunner (1959), Johnstone and Rivera (1965), London (1963), Hanna (1963), Dickinson (1966), Douglass (1970) and Boshier (1971).

TABLE 14

PRESTIGE OF OCCUPATION OF TARGET AND OUTSIDE PARTICIPANTS

Occupation	Target Participants		Outside Participants	
	No.	%	No.	%
Engineering, Teaching Health	9	15%	18	29%
Clerk-Sales, Service Product Fabrication	36	61%	29	45%
Housewife, Student	10	17%	7	11%
No Response*	4	7%	10	15%
Total	59	100%	64	100%

$$\chi^2 = 4.27, \text{ df} = 2, \text{ ns}$$

*Deleted from χ^2 analysis.

Previous Night School Participation

The pattern of previous night school participation (see Definition, p. 13) is almost identical for both groups. Sixty-eight percent of target compared with 63% of outside participants had attended night classes before. Conversely, 32% of the target compared with 37% of the outside participants had no previous night school experience (Table 15). A nonsignificant chi square value was obtained for the analysis of participants by area of residence and previous night school attendance. This confirms Hypothesis 2.g, which stated that the pattern of previous adult education participation would be similar for both groups.

TABLE 15

PREVIOUS NIGHT SCHOOL PARTICIPATION BY TARGET AND OUTSIDE PARTICIPANTS

Previous Participation	Target Participants		Outside Participants	
	No.	%	No.	%
Attended Before	41	68%	42	63%
Did Not Attend Before	19	32%	25	37%
Total	60	100%	67	100%

$$\chi^2 = .23, \quad df = 1, \quad ns.$$

Previous Adult Education Participation in Other Institutions

The identical proportion of 35% of both target and outside participants had previously attended adult education classes in other institutions. (These include University Extension, 'Y', church, community centre, private and vocation related). Conversely, 65% of both groups had never attended adult classes in another institution (Table 16). A nonsignificant chi square value was obtained for the analysis of participants by area of residence and previous adult education participation in other institutions. This confirms Hypothesis 2.g, which stated that the pattern of previous adult education participation would be the same for both groups.

TABLE 16

PREVIOUS ADULT EDUCATION PARTICIPATION IN OTHER INSTITUTIONS BY TARGET
AND OUTSIDE PARTICIPANTS

Previous Participation	Target Participants		Outside Participants	
	No.	%	No.	%
Attended Before	21	35%	24	35%
Did Not Attend Before	39	65%	43	65%
Total	60	100%	67	100%

$$x^2 = .01, \quad df = 1, \quad ns$$

Twice as many subjects had previously participated in adult education classes at public night schools than at other institutions.

Number of Meetings and Club Activities

Most of the participants were not involved with meetings or club activities. This finding contrasts with studies reported by Brunner (1959), Verner and Newberry (1958) and London (1963).

Sixty-five percent of the target participants compared with 57% of the outside participants did not attend meetings or club activities, 8% of the target and 7% of the outside participants attended one meeting per month, 8% of the target and 13% of outside participants attended two meetings per month, 19% of the target and 23% of the outside participants attended three to nine meetings per month. (It was necessary to create this last category in order to obtain a valid chi square value). (Table 17) A nonsignificant chi square value was obtained for the analysis of participants by area of residence and number of meetings attended. This confirms Hypothesis 2.h, which stated that the number of meetings and club activities attended by participants living inside and outside the target area would be similar.

Age

Most (74% of target and 66% of outside) participants were under the age of forty years. This agrees with findings reported by Verner and Newberry (1958), Booth (1961), Johnstone and Rivera (1965), Dickinson (1966), London (1963), Hanna (1963) and Boshier (1971).

TABLE 17
PARTICIPATION IN OTHER ACTIVITIES BY TARGET AND OUTSIDE PARTICIPANTS

Number of Activities	Target Participants		Outside Participants	
	No.	%	No.	%
None	39	65%	38	57%
One	5	8%	5	7%
Two	5	8%	9	13%
Three - Nine	11	19%	15	23%
Total	60	100%	67	100%

$$\chi^2 = 1.4, \quad df = 3, \quad ns$$

Fifty-two percent of the target and 47% of the outside participants were in the age category of 20 - 29 years, 22% of the target and 19% of the outside participants were in the age category of 30 - 39 years, 16% of the target and 14% of the outside participants were in the age category of 40 - 49 years, 5% of the target and 14% of the participants were 50 years or over (Table 18). A nonsignificant chi square value was obtained for the analysis of participants by area of residence and age. This supports Hypothesis 2.k, which stated that the ages of both groups would be similar.

It may be noted that the proximity of a night class centre did not seem to attract the older people in the target neighbourhood;

more older people travelled to the centre from other parts of the city. In other words, this suggests that travelling a distance did not discourage older people.

TABLE 18
AGE OF TARGET AND OUTSIDE PARTICIPANTS

Age	Target Participants		Outside Participants	
	No.	%	No.	%
20 - 29 years	31	52%	30	47%
30 - 39 years	13	22%	12	19%
40 - 49 years	9	16%	9	14%
50 years and over	3	5%	9	14%
No Response*	3	5%	4	6%
Total**	59	100%	64	100%

$$\chi^2 = 2.9, \text{ df} = 3, \text{ ns}$$

* Deleted from χ^2 analysis.

** One Target and three outside participants did not respond to the question about occupation.

Sex

Most participants were women; 75% of the target and 60% of the outside participants were female (Table 19). This finding agrees with

Mizruchi and Vanario (1960), Johnstone and Rivera (1965), Dickinson (1966) and Boshier (1971) who all reported a larger proportion of women than men participants in their studies.

A nonsignificant chi square value was obtained for the analysis of participants by area of residence and sex. This confirms Hypothesis 2.i, which stated there would be no difference in the proportion of men and women in both groups.

TABLE 19
SEX OF TARGET AND OUTSIDE PARTICIPANTS

Sex	Target Participants		Outside Participants	
	No.	%	No.	%
Men	15	25%	27	40%
Women	45	75%	40	60%
Total	60	100%	67	100%

$$\chi^2 = 2.7, \quad df = 1, \quad ns$$

Marital Status

Fifty-seven percent of the target participants compared with 42% of the outside participants were married. Conversely, 43% of the target and 58% of the outside participants were single (Table 20). A

nonsignificant chi square value was obtained for the analysis of participants by area of residence and marital status. This confirms Hypothesis 2.i, which stated that there would be similar proportions of married and single people in both groups.

The trend for more married women from the target than outside area to have attended night classes is consistent with the finding that more housewives living in the target area attended. The overall proportion of married participants in this study is substantially lower than that reported by Johnstone and Rivera (1965) and Dickinson (1966), possibly another indication that the night centre was particularly attractive to housewives living in the area.

TABLE 20
MARITAL STATUS OF TARGET AND OUTSIDE PARTICIPANTS

Marital Status	Target Participants		Outside Participants	
	No.	%	No.	%
Married	34	57%	28	42%
Single	26	43%	39	58%
Total	60	100%	67	100%

$$\chi^2 = 2.2, \quad df = 1, \quad ns$$

ATTENDANCE PATTERNS AND DROPOUT RATES OF PARTICIPANTS BY AREA OF RESIDENCE

Research concerned with attendance and dropout rates in adult education classes has suggested that these are related to the socio-economic characteristics of the participants, particularly the level of formal education. Therefore, it was the intention of this study to compare the attendance pattern and dropout rates of participants living in the target area of lower socio-economic status and participants attending from all other parts of the city. This could not be tested statistically in accord with the original criterion (Definition, p. 13) due to the postponement of the last two classes. A comparison was made based on the first eight weeks of the ten week term.

Of the 67 target participants, five (7.5%) failed to attend the seventh and eighth sessions compared to seven (7.9%) of the outside participants. The average nightly attendance rate for the target participants was 88% compared with 82% for the outside participants (Table 21). The similarity in attendance and dropout rates between groups is consistent with the findings about the similarities in socio-economic characteristics of the participants living inside and outside the target area.

The very high attendance rate and low dropout rate (compared with Dickinson's (1966) study) may cast doubt on the reliability of the teachers' attendance records. However, the author visited each class nightly and observed the continually high attendance, which

TABLE 21

ATTENDANCE PATTERN AND DROPOUT RATES OF PARTICIPANTS BY COURSE AND AREA OF RESIDENCE

Course	Number Enrolled		Dropouts				Possible Aggregate Attendance		Actual Aggregate Attendance			
	Target	Outside	Target		Outside		Target	Outside	Target		Outside	
			No.	%	No.	%			No.	%	No.	%
Auto Mechanics	11	13	0	0	0	0	88	104	80	91%	90	86%
French	5	20	0	0	0	0	40	160	37	92%	145	91%
Guitar	14	11	3	21%	1	7%	112	88	96	86%	69	78%
Income Tax	4	8	0	0	0	0	32	64	26	81%	56	87%
Spanish	7	9	2	28%	1	11%	56	72	44	78%	54	75%
Stitchery	3	2	0	0	1	50%	24	16	24	100%	7	44%
Woodwork	7	9	0	0	0	0	56	72	55	98%	69	96%
Yoga*	16	16	0	0	4	25%	112	112	95	85%	76	68%
Total**	67	88	5	7.5%	7	7.9%	520	688	457	88%	566	82%

The data for this table was taken from teachers' Attendance Records.

*Based on 7 sessions -- no attendance record was kept for the first session.

**No attendance records were kept for a discussion group about children in which 10 women participated.

presumably indicated a high degree of participant satisfaction. The high attendance and low dropout rate in a centre situated in a low socio-economic neighbourhood, along with the findings (Hypothesis 1 and 2) indicating that the participants represent the elite stratum of the target population, supports the conclusions drawn in more recent studies. Boshier (1973) related dropout rate to the degree of congruence between the participant's internal psychological environment and the external educational environment. Lam and Wong (1974) found the greatest influence on attendance rates was the extent of the participant's personal needs satisfaction.

The high attendance and low dropout rates may also indicate that the high incidence of crime in the target area was not a deterrent to the centre's operation.

MOTIVATION FOR ATTENDING NIGHT CLASSES BY PARTICIPANTS'

AREA OF RESIDENCE

The E.P.S. data for the study were among the 242 respondents described by Boshier (1976). The data were subject to a principal components analysis and orthogonal rotation (varimax). An orthogonal rotation was chosen because of the desire to produce uncorrelated and thus independent factors for association with some of the variables described in the previous section.

The first factoring produced thirteen factors with eigenvalues greater than one, but Cattell's (1966) scree test revealed that the clearest structure for the purpose of this study could be obtained by rotation of the first five factors. The first five factors were thus rotated. Their structure, loadings and meaning are described by Boshier (1976) and thus need not be repeated here. In brief, Escape/Stimulation accounted for 17.0% of the variance, Professional Advancement accounted for 11.57%, Social Welfare for 4.84%, External Expectations for 4.13% and Cognitive Interest for 3.98%. The five factors accounted for 42.14% of the variance; items and loading for each factor are shown in Appendix D.

Factor scores were produced for the parent population of 242 by building regression equations for each factor as the dependent variable. These regression weights were used while the original data were read in. The resultant factor scores thus have regard to the magnitude of the contribution made by each item to the factor. Five factor scores were produced for each respondent. Factor scores were normalized so the mean for each score (for the parent population) was zero and the standard deviation one. The intercorrelation between each of the orthogonal factors was zero. The *FAN factor analysis programme then punched cards containing the five factor scores for each respondent who was identified by the appropriate serial number. The 118 cards for this study were then extracted from the parent population of 242. Factor scores for respondents in this study were then correlated with social and demographic variables which met the assumptions for correlation.

There were no statistically significant differences between motivational orientations of target area participants and participants who lived to the east, south or west of the target area. (One participant who lived in the north was included with those in the west for the purposes of this analysis). (Table 22, Figure 4, p. 64)

TABLE 22
NORMALIZED MEAN E.P.S. FACTOR SCORES BY AREA OF RESIDENCE

E.P.S. Factor	Grand	Target	West	East	South	F Ratio
Escape/Stimulation(-)	-.237	-.372	-.028	-.331	-.127	.903
Professional Advancement(+)	-.490	-.516	-.411	-.809	-.282	1.347
Social Welfare(-)	-.011	.063	-.162	-.162	.487	1.380
External Expectations(+)	.114	.239	-.012	.143	-.150	.810
Cognitive Interest(-)	.020	.029	.103	.075	-.355	.655

(-) (+) Direction of factor loading.

Readers should have regard to the sign of the factor loading. For example, target participants were more Escape/Stimulation motivated than participants in any other group.

Target participants seemed to have scored highest on the Escape/Stimulation and External Expectation factors compared with the other

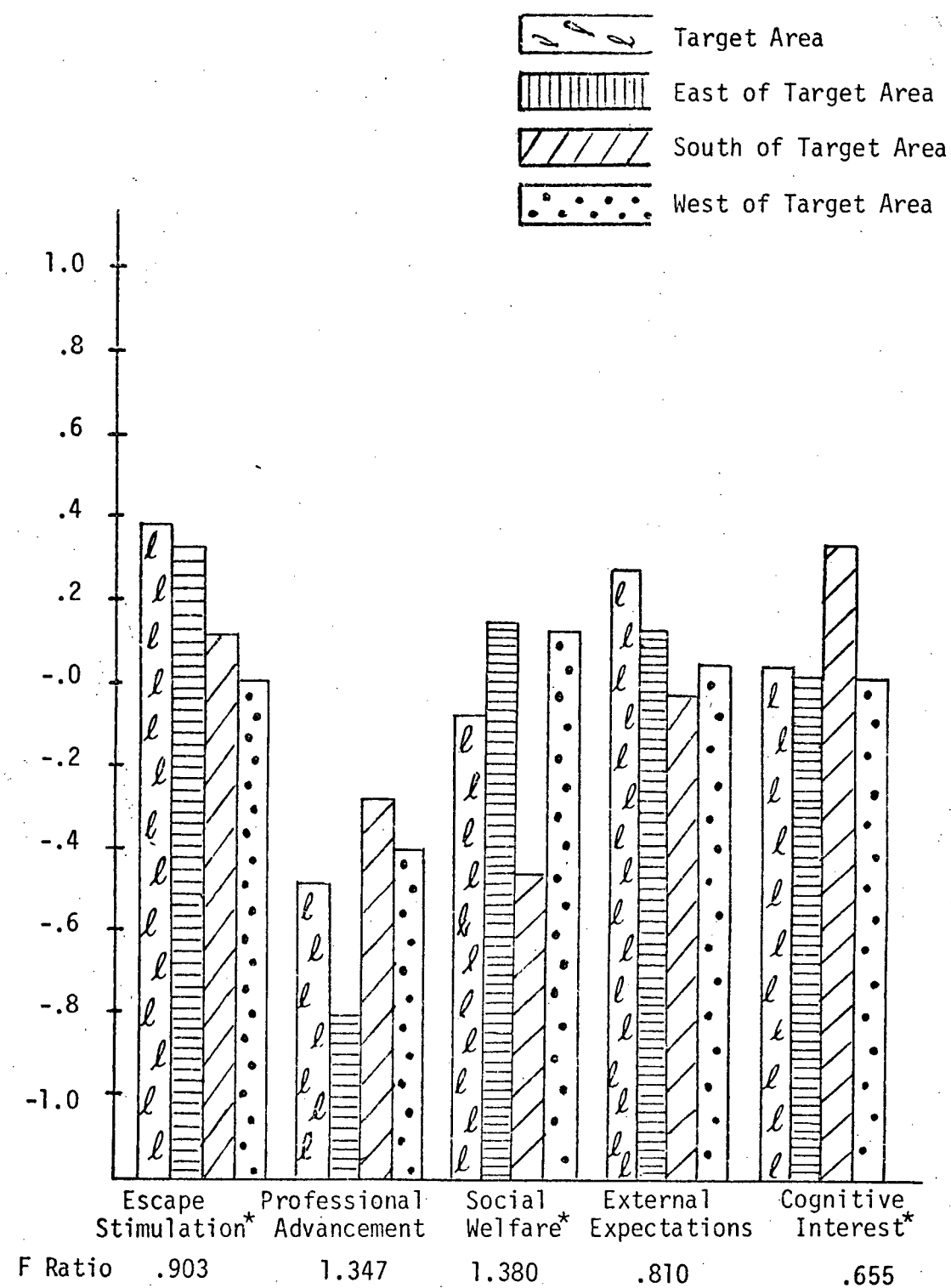


Figure 4 E.P.S. Factor Scores by Area of Residence

groups. This suggests that the target participants, 75% of whom were women, had a need for a break from the monotony of their routine, and that possibly someone (mate, friend, physician) recommended attending night classes for this purpose. It is worth noting that the target and east participants scored most similarly on these two factors, inasmuch as the socio-economic characteristics of people living to the east are most likely to be similar to those of people living in the target area. All the participants scored lowest on the Professional Advancement factor, probably because of the general interest rather than vocational or academic nature of the courses offered.

MOTIVATION OF PARTICIPANTS BY SOCIO-ECONOMIC CHARACTERISTICS

Age

Older people scored significantly higher on the Cognitive Interest factor than younger people ($r = -.19$), indicating greater interest in participation for gaining knowledge for its own sake, or in order to satisfy an enquiring mind. (The direction of the correlation coefficient is a function of the (+) or (-) sign in factor loadings. For example, older people had the highest negative scores on the Cognitive Interest factor, compared with other groups, indicating the highest motivation to participate for Cognitive Interest reasons).

Older people scored lower on Escape/Stimulation and Social Welfare factors; these two factors provided greater motivation for younger people to participate. (Table 23).

TABLE 23
CORRELATION BETWEEN AGE AND E.P.S. FACTOR SCORES

Escape/(-) Stimulation	Professional(+) Advancement	Social(-) Welfare	External(+) Expectations	Cognitive(-) Interest
.108	.000	.094	.020	-.186*

* $r > .154$, $df = 117$, $p < .05$

Sex

Women were significantly more motivated than men to attend night classes for reasons associated with Escape/Stimulation ($F = 9.916$, $p < .002$), (Table 24, Figure 5). Women were slightly more motivated than men (nonsignificant $F = .559$) by External Expectations. On all other factors, men and women scored similarly.

Place of Birth

Participants born inside and outside Canada had similar reasons for attending night classes. At the .05 level of probability, there

TABLE 24
NORMALIZED MEAN E.P.S. FACTOR SCORES

	Escape/ Stimulation (-)	Professional Advancement (+)	Social Welfare (-)	External Expectation (+)	Cognitive Interest (-)
<u>Sex</u>					
Male	.177	-.528	.045	.040	-.017
Female	-.425	-.471	-.003	.182	.038
F ratio	9.916**	.188	.064	.559	.088
<u>Place of Birth</u>					
In Can	-.281	-.487	.128	.048	-.010
Out Can	-.094	-.496	-.230	.314	.083
F ratio	.860	.005	3.498	1.928	.247
<u>Course</u>					
Auto Mech	-.423	-.537	.281	-.202	.164
Discussion Group	-.134	.121	-1.260	.706	.027
French	.017	-.435	-.093	.315	-.057
Guitar	-.361	-.651	-.069	.078	.108
Income Tax	.711	-.664	.218	-.143	.575
Spanish	.332	-.853	-.332	-.123	-.008
Stitchery	-.463	-.446	.073	-.057	-.293
Woodwork	-.059	-.281	.771	-.062	-.508
Yoga	-1.072	-.258	-.151	.768	.145
F ratio	3.689***	1.629	2.605*	1.846	.990

* p < .01

** p < .002

*** p < .001

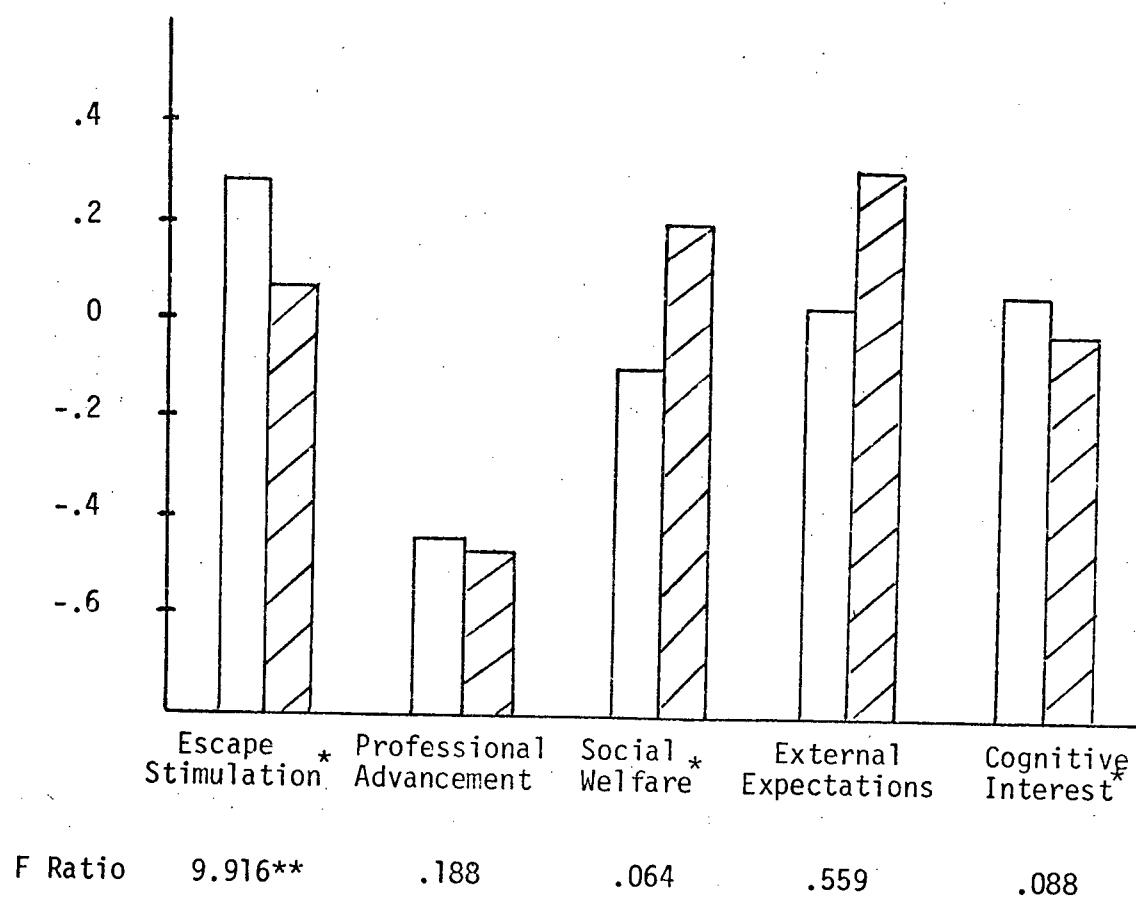
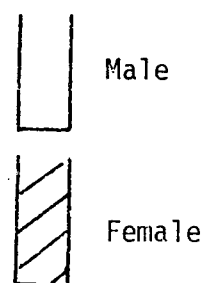


Figure 5 E.P.S. Factor Scores by Sex

* Plots are reversed due to direction of factor loading.

** Significant at .01 level of probability.

The height of the bars on the graph compare male and female participants' relative degrees of motivation for each motivational factor described.

were no statistically significant differences in any of the factor scores between the two groups (Table 24, Figure 6). Participants born in Canada scored slightly higher on the Escape/Stimulation factor than participants born outside Canada. Participants born outside Canada scored slightly higher on the Social Welfare and External Expectation factors. These findings are in agreement with the results of Boshier's (1976) study.

Level of Education

Participants with lower levels of education scored significantly higher on the Escape/Stimulation ($r = .24$), Social Welfare ($r = .18$) and External Expectations ($r = -.25$) factors (Table 25, p. 71). This significant negative association indicates that participants with least formal education were responding to suggestions from others, to a need to change monotonous routines and to meet and be with people.

Courses Enrolled

The most Escape oriented participants were in the Yoga class; the least Escape oriented were in the Income Tax course ($F = 3.689$, $p < .001$), (Table 24, Figure 7). This result supports the finding that women were significantly more motivated than men to participate for reasons associated with Escape/Stimulation, since the yoga class was comprised mostly of women and the Income Tax class was comprised mostly of men.

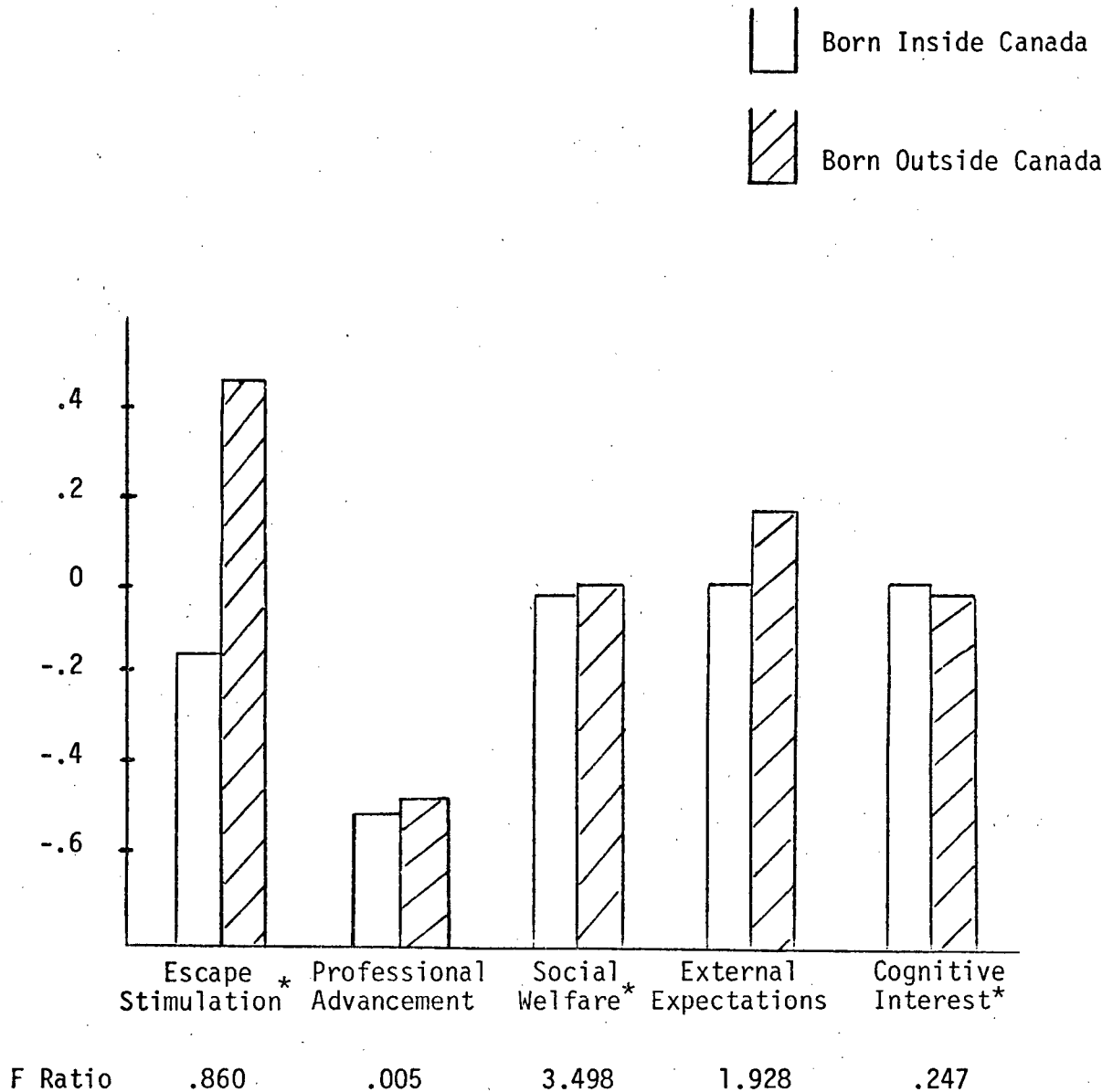


Figure 6 E.P.S. Factor Scores by Place of Birth

*Plots are reversed due to direction of factor loading.

The height of the bars on the graph compare the relative degrees of motivation of participants born inside and outside Canada for each motivational factor described.

People enrolled in the discussion group about children scored significantly higher on the Social Welfare factor ($F = 2.605$, $p < .012$) than any other group (Table 24, Figure 6). Items loading on this factor have to do with gaining insights into personal problems and improving social relationships; these are the issues dealt with in this course. People enrolled in Woodwork scored lowest on the Social Welfare factor.

People in Yoga, who scored highest on the Escape/Stimulation factor, and people in the discussion group, who scored highest on the

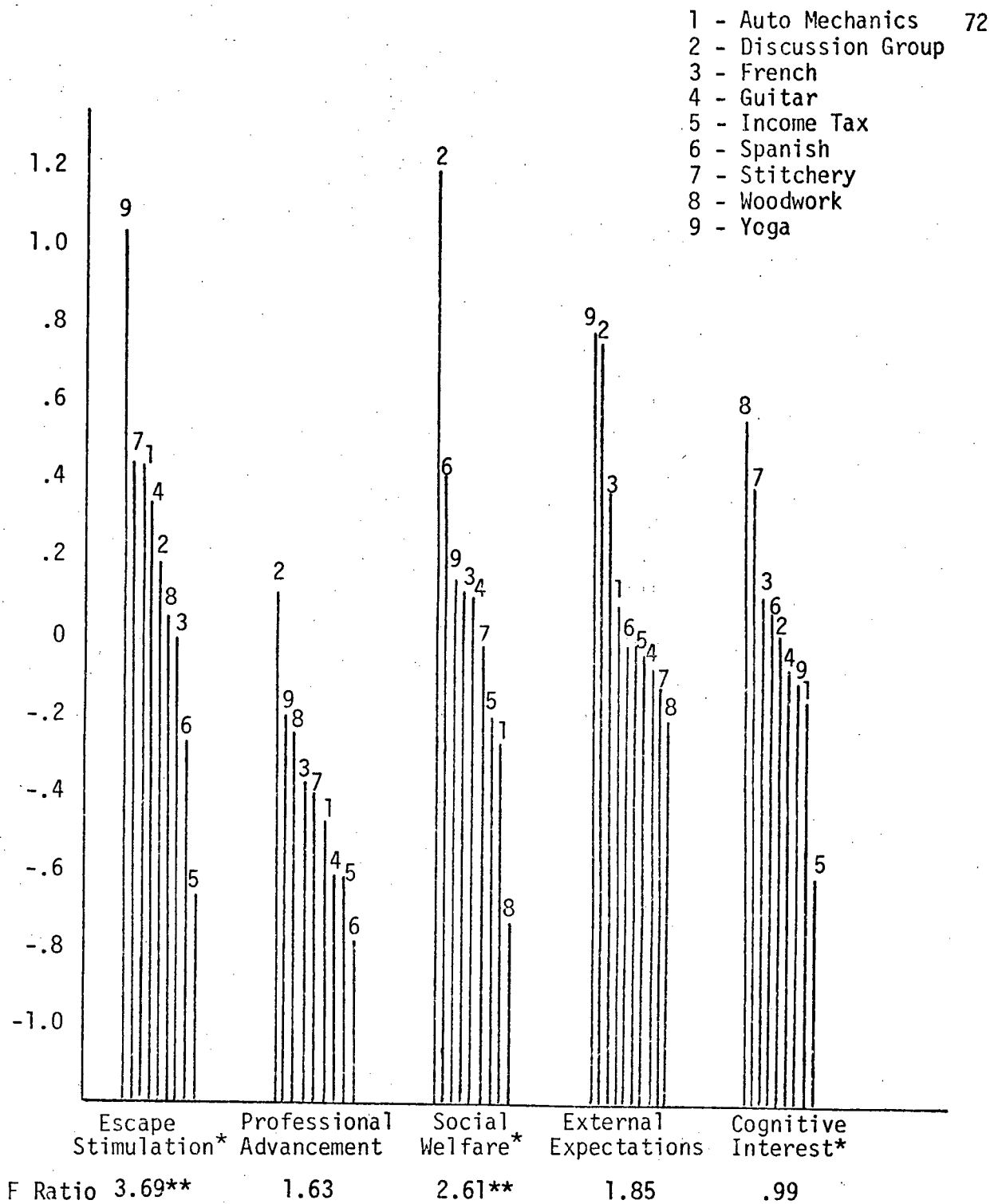
TABLE 25

CORRELATION BETWEEN LEVEL OF EDUCATION AND E.P.S. FACTOR SCORES

Escape/(-) Stimulation	Professional(+) Advancement	Social(-) Welfare	External(+) Expectation	Cognitive(-) Interest
.239*	-.103	.179*	-.247*	-.021

* $r > .154$, $df = 117$, $p < .05$

Social Welfare factor, scored highest on the External Expectation factor as well. In other words, these two groups were motivated by mixed factors; people in Yoga, needing a change from daily routine, and people in the discussion group, wanting improved social relationships, were participating in compliance with the recommendations of others.



* Plots are reversed due to direction of factor loading.

** Significant at .01 level of probability.

Figure 7 E.P.S. Factor Scores by Course

CHAPTER FOUR

SUMMARY, DISCUSSION, CONCLUSIONS

This chapter summarizes the results of the study, discusses the practical implications of the findings, suggests directions for future studies and draws conclusions.

SUMMARY

Rationale of Study

Research literature on participation in general interest public adult education classes indicates that people in the higher socio-economic stratum of society participate to the greatest extent. Those in the lower socio-economic stratum, who could possibly benefit most from participating, are not usually reached. After successfully opening a public night school centre offering general interest courses, in a low socio-economic neighbourhood, this study was designed to find out whether the participants were residents of the area, and if so, to enquire into the extent to which they resembled the general population of the area. Specifically, the problem investigated was whether the new centre was reaching people living in the target area whose socio-economic characteristics were similar to those reported in the Census

Tract Bulletin, 1971, Series B. These characteristics are in contrast to those usually associated with adult education participants. The centre was opened with the hope that most participants would live in the neighbourhood, would have been born outside Canada, would have less than high school graduation, and would have work in the least prestigious jobs on the Blishen Scale. The results of this investigation could have implications for future attempts to reach the majority of the population who do not participate in any form of adult education.

Procedure

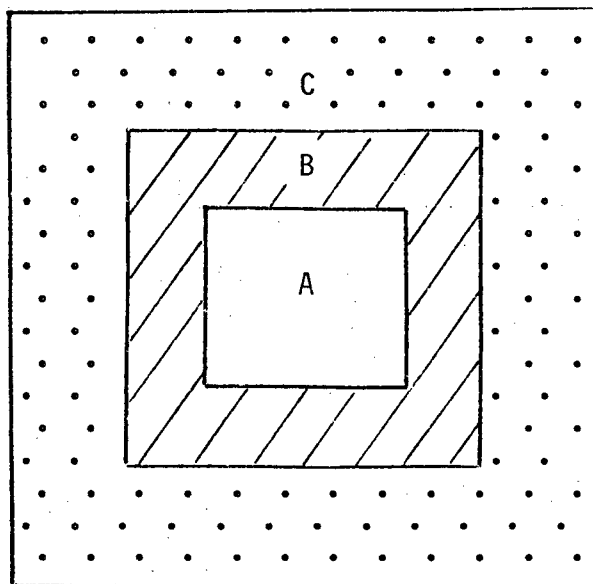
Data describing the socio-economic and motivational characteristics of 127 of the 165 participants in the new centre were collected using a Survey Questionnaire and Boshier's (1971) Education Participation Scale. The sample was divided into two groups according to area of residence; sixty target participants comprised those living within the secondary school district boundaries in which the centre was located; sixty-seven outside participants comprised those living in all other parts of the city (Figure 8). Data describing target participants were compared with census tract data describing the general population of the school district and with data describing the outside participants.

Findings

(a) Socio-Economic Characteristics

The centre was opened with the hope that it would attract a majority of participants who lived in the target area and had socio-

economic characteristics similar to the general population of the neighbourhood. However, based on previous studies of the socio-economic characteristics of adult education participants, reported previously in Chapter Two, it was necessary to hypothesize in this study that the characteristics of the participants living in the target area would be different from the characteristics of the general population of the area, and similar to participants coming



C. Outside Participants

Participants who travelled to the new night centre from all parts of metropolitan Vancouver exclusive of the target area.

B. Target Population

Everyone living within the secondary school boundaries in which the new night centre was located.

A. Target Participants

Participants who lived within the secondary school boundaries in which the new night centre was located.

Figure 8 Schematic Presentation of Samples

from all other parts of the city. Based on a review of the literature, it was expected that the participants coming from the target area would not reflect the low socio-economic characteristics indigenous to the target population, but, in common with outside participants, manifest elitist characteristics associated with most adult learners. The results of this part of the study are summarized in Table 26, p. 77.

(i) Formal Education, Occupation. The most marked socio-economic difference between the target participants and population concerned years of formal education. Only 36% of the target population had reached high school graduation compared with 77% of the target participants and 88% of the outside participants. Only 3% of the target population held a university degree compared with 10% of the target participants and 27% of the outside participants. This was reflected in the occupation patterns of the groups. Only 10% of the target population, compared with 21% of the target participants and 29% of the outside participants, worked in occupations classified in the three highest categories on the Blighen Scale. A similar proportion of target population (54%) and target participants (56%) worked full time for salary, compared with 70% outside participants. This must be considered in the light of the greater percentage of housewives living in the target area who attended. There were no statistically significant differences at the .05 level of probability between the percentages of target and outside participants by level of education, prestige of occupation and working full time for salary.

TABLE 26
SUMMARY OF FINDINGS FOR HYPOTHESES 1, 2, 3

Hypothesis Number	Characteristics	Target Population	Target Participants	Outside Participants
1a, 2a	Level of Education-- Grade 12 & higher University Degree	36% 3%	77% 10%	88% 27%
1b, 2b	Born in Canada	63%	75%	61%
1c, 2c	Speak English at home	80%	90%	83%
1d, 2d	Work full time for salary	54%	56%	70%
1e, 2e	Length of Occupancy 2 years or less Over 10 years	33% 35%	45% 32%*	62% 7%*
1f, 2f	High prestige occupation	10%	21%	29%
2g	Previous Adult Ed. Public Night School Other Institutions		68% 35%	63% 35%
2h	Meetings and Club Participation		35%	43%
2i	Sex: Male Female		25% 75%	40% 60%
	Age: Under 40 years		74%	66%
	Marital Status: Married Single		57% 43%	42% 58%
3	Average Class Attendance Rate		88%	82%
3	Dropout Rate		7.5%	7.9%

*Indicates statistically significant chi square, $p < .001$.

This was the only statistically significant difference found past .05 level of significance.

(ii) Length of Occupancy. A similar proportion of the target population (35%) and target participants (32%) had lived at their present address for ten years or longer. There was a statistically significant difference at the .01 level of probability on a chi square test between the 33% of target participants and 7% of outside participants who had ten years or longer occupancy at their present address (Hypothesis 2.e).

(iii) Place of Birth, Language Spoken at Home. A nonsignificantly larger proportion of target participants were born in Canada and said they spoke English at home, compared with the target population and outside participants. (Table 26, p. 77). Along with the finding about length of occupancy, this gives further indication that the socio-economic characteristics of the target participants were more similar to the elitist characteristics associated with adult learners than with the characteristics indigenous to the people living in the target area.

(iv) Age, Marital Status, Sex. A larger proportion of young, married women attended from the target area compared with outside the area. These differences were not statistically significant (Table 26). These findings identify relationships the same as those discussed in the literature review, Chapter Two, p. 25.

(v) Previous Participation in Adult Education and Other Activities. A similar proportion of target (68%) and outside (63%) participants had previous adult education experience. In both groups, twice as many

had attended public school adult classes than any other institution. A slightly smaller proportion of target participants (35%) compared with outside participants (43%) attended meetings or other interest group activities. The extent of involvement in meetings or outside activities was smaller for both groups than that for adult education participants reported in the Literature Reveiw, Chapter Two, p. 26 of this study.

(b) Dropout and Attendance Rates

The 88% average class attendance rate for target participants was slightly higher than the 82% for outside participants. The 7.5% dropout rate for target participants was similar to the 7.9% for outside participants. The attendance rates were considerably higher and the dropout rates markedly lower than those reported in the Review of the Literature (p. 29) for this study.

The high attendance and low dropout rates could be interpreted as an indication of satisfaction with the centre on the part of both target and outside participants.

The high crime rate in the target area did not appear to effect dropout rates.

(c) Motivation

(i) Area of Residence: Motivation for attending night classes was similar for all the participants grouped according to area of residence. There were no satistically significant differences in any

of the E.P.S. factor scores between the participants living in the target area, in the east, south or west of the area.

It is interesting to note that of all the groups' scores on the Escape/Stimulation factor, the target participants scored highest. This could indicate their interest in leisure activity, which is usually associated with the middle to upper classes of society.

(ii) Level of Education. There was a statistically significant negative correlation between level of education and the Escape/Stimulation, Social Welfare and External Expectations factor scores. In other words, people with the least formal education were motivated to participate because someone else recommended to them that the night school classes might satisfy their need for a break in their routine and/or for improved social relationships. This confirms Boshier's (1976) contention that participants from the lower socio-economic groups are "life-chance" motivated.

(iii) Place of Birth. Participants born in Canada scored higher on the Escape/Stimulation factor than those born outside Canada. Participants born outside Canada scored higher on the Social Welfare and External Expectations factors than those born in Canada.

(iv) Age, Sex. Age correlated positively with Cognitive Interest, indicating that older participants were more interested in knowledge for its own sake than were younger participants. Women scored higher than men on the Escape/Stimulation factor. These findings are compared with

those of Morstain and Smart (1974) and Boshier (1976) in their examinations of group differences in expressed reasons for adult education participation by age and sex in Tables 27 and 28.

TABLE 27
COMPARISON OF FINDINGS CONCERNING RELATIONSHIP BETWEEN
AGE AND E.P.S. FACTOR SCORES

	Morstain & Smart	Boshier	This Study
	Younger People	Younger People	Younger People
Escape/ Stimulation	tended to score higher than older people	no relationship	scored significantly higher than older people
Social Welfare	scored significantly higher than older people	no relationship	tended to score higher than older people
Cognitive Interest	tended to score higher than older people	tended to score lower than older people	scored significantly lower than older people

(v)

Course Enrollment. Participants in the Yoga class scored highest on the Escape/Stimulation factor and participants in the discussion group scored highest on the Social Welfare factor. This finding suggests that a relationship exists between course content and motive for attending, since the Yoga class content was escape

TABLE 28
COMPARISON OF FINDINGS CONCERNING RELATIONSHIP BETWEEN
SEX AND E.P.S. FACTOR SCORES

	Morstain & Smart	Boshier	This Study
	Women	Women	Women
Escape/ Stimulation	scored the same as men	tended to score higher than men	scored signifi- cantly higher than men
Cognitive Interest	tended to score higher than men	tended to score higher than men	scored the same as men

oriented and the discussion group dealt with social relationships. However, Boshier's (1976) study of E.P.S. factor scores by subject enrolled showed many reasons for enrollment unrelated to the course content, prompting Boshier to conclude that inferring motives on the basis of course content is a dubious undertaking.

DISCUSSION AND IMPLICATIONS

Even though a new night centre was opened in the midst of a low socio-economic neighbourhood, and efforts were made to create a friendly image, it failed to attract significant numbers of participants who had the low socio-economic characteristics indigenous to those of the target

population. The new centre failed to attract the clientele toward whom it was directed. The summary of results of this study indicates that the centre attracted only an elite stratum of the target population. The centre attracted people living in the neighbourhood who most likely had more formal education, were engaged in a prestigious job, had been born in Canada and spoke English at home.

As has been shown in previous studies, of all the socio-economic variables, amount of formal schooling holds the greatest influence on whether a person will participate in adult education. Therefore, the dramatic disparity in level of education achieved by the target area participants compared with the target area population is particularly worthy of note. While 64% of the target area population failed to complete high school, only 23% of the target participants were in this category. Congruent with this finding (for reasons discussed earlier) is the disparity between the proportion of target participants (21%) and target population (10%) engaged in prestigious occupations. In Canada, high school graduation is a prerequisite for most academic and vocational advancement. People who graduate from high school are better equipped to make choices about their life's plans, while those who do not, are more likely to be subject to chance or the whim of opportunity. The ability to make choices and to feel in control of one's self and environment is related to self concept, which, many suggest, mediates attitudes and actions (Boshier, 1973, 1976; Farmer, 1972; James and Jongeward, 1971; Patterson, 1973; Rogers, 1961, 1969). Assumptions concerning self concept are most prominent in Knowles' (1974) descrip-

tion of andragogy, a term meaning education for adults.

Andragogy is predicated upon the fact that an adult learner's self concept is rooted in his/her past experiences (Knowles, 1974). Assumptions underlying andragogy have enabled adult educators to plan programmes designed to meet needs of "life-space motivated participants " (Boshier, 1976, p. 2) whose positive self concept, derived from years of gratifying experiences, motivates him/her to seek further fulfilment. These people represent a small percentage of society. Adult educators have not dealt with the needs of the great majority whose negative self concept is circumscribed "by his own definition of his situation" (London, 1963, p.4). This situation, likely to have developed out of an unhappy school experience, includes a negative attitude towards class rooms and schools, (though not necessarily towards education), poor verbal skills, concern about coping with life's demands and a need for peer conformity.

Boshier has suggested this 'distance' between lower socio-economic participants and typical adult education institutions can be operationalized using the notion of 'congruence'. Relevant to present purposes is the notion "Persons manifesting self/institution congruence are significantly more inclined to participate in adult education than persons manifesting self/institution incongruence" (Boshier, 1973, p. 18). It is unlikely that the typical non-participant could feel self/institution congruence sitting in a class room, without support of friends, being talked at by a teacher having good verbal facility, about a subject of general interest.

Johnstone and Rivera (1965) concluded in their study that the lower third of the population in socio-economic status have a negative attitude towards education. They turn to adult education to learn skills required to cope with necessities of everyday living. As people ascend the socio-economic ladder, they become more interested in education for the use of leisure time.

Many adult educators have suggested that people in the lower socio-economic groups do not participate in adult education because it is 'incongruent' and poses a threat by loosening group security and inducing a fear of failure. Therefore, they propose the development of nonthreatening strategies by using established patterns of interaction to reach these people (Boggs, 1974; Douglass, 1970; Havighurst, 1964; Kuhlen, 1963; London, 1970; Miller and Riessman, 1961; Pollard, 1974; Stanley, 1972).

Incongruence between the manner of advertising the new centre and the life style of the typical target resident may have reduced the effectiveness of the public relations attempt. Most likely the typical target resident did not read the newspaper advertisements, nor the flyer, did not hear about the new centre from nonparticipant friends and co-workers and did not frequent places where posters appeared.

Adult educators now generally recognise they must employ methods, techniques and programme planning principles congruent with the needs and expectations of their target clientele. For examples, Knowles (1974, p. 371) describes planning a university graduate curriculum based on the notion that, as people develop, their self concept shifts

from dependent to self directing, their accumulated personal experiences and readiness to learn becomes increasingly influenced by developmental tasks. Similarly, Freire (1972), who has devoted efforts to teaching illiterates, grounded his approach in the assumption that people have the capacity to recreate their self image by using critical intelligence to think through and cope with problems (Farmer, 1972; London, 1972; Stanley, 1972; Griffith, 1972). Knowles (1974, p. 155) recommends Community Development as the vehicle for obtaining educational objectives through personal and community problem solving. Freire used Community Development in a process he labeled 'Conscientization', to move students from illiteracy and oppression to literacy and freedom through total involvement in their own situation. Freire considers that the oppressed class of people is not limited to the disadvantaged, but includes everyone who feels they have lost meaning in life and control of their own destiny. Thus, the unemployed aerospace engineer requiring updated technical skills, the homebound housewife, the retired pensioner and the high school dropout could qualify as 'oppressed' within Freire's definition.

Ideally, children would develop a need for learning at home and at school during their first developmental period, in which case, they would devote much time throughout their lives to satisfying this need through life long learning. Since this rarely happens, it is necessary for adult educators to 'hook' people at what Kuhlen (1963) terms their "critical period of motivational change", or Havighurst (1964) calls their "decade of dominant concern". Adult educators today

seem to be unanimous in supporting some kind of developmental approach to design and delivery of adult education. It seems that at present, experimental projects to test these assumptions are required.

For example, advertising an adult education programme aimed at people in the low socio-economic class might be more effective if visible on posters, beer cans, and match folders in neighbourhood pubs, or on spot commercials of football and hockey telecasts, than in newspapers or flyers which people with poor reading skills ignore. Holding an adult education activity in the neighbourhood bingo hall (and following the 'class' with free bingo), the neighbourhood pub (and serving one or two free beer) or the home of a relative or close friend (and following the 'class' with a party), might be congruent to those for whom adult education looms as a threat. These settings, besides being less threatening than a school building, may satisfy two of the three needs expressed in this study by participants with the least formal education, that is, the need for Escape/Stimulation, a break from the monotony of daily routine, and the need for Social Welfare, improved social relationships.

Because people in the lower strata of society usually have poor language and reading skills, a negative attitude towards school, and experience feelings of threat, it would appear that the format and content of adult education programmes should be based on developmental task and experiential learning concepts. Teaching new immigrants English can be accomplished in participants' kitchens where they share cooking skills. In an area of young families, courses dealing with

the changing parent-child, school-child, peer-child relationships can be fun using role playing and games. Where employable skills need upgrading, the neighbourhood garage or factory can be the site for demonstrations and practice.

CONCLUSIONS

This study attempted to evaluate the effectiveness of a new night school centre opened in the midst of a low socio-economic neighbourhood for the purpose of involving residents of the area in adult education. The centre was located in a secondary school, and offered noncredit courses of general interest. In advance of its opening, attempts were made to publicize the new centre to all living within the secondary school district; during and following the opening, attempts were made to create a friendly atmosphere in the school. Fifty percent of the participants enrolled in the new centre did live in the neighbourhood. However, the results of this study show that they represented the socio-economic elite. An examination of their socio-economic and motivational characteristics indicated that these resembled more closely characteristics of the participants coming to the centre from all other parts of the city than the characteristics of the general neighbourhood population.

The failure of the centre to attract the clientele for whom it was intended may have been due in some measure to lack of time in preparation. Without benefit of any kind of survey, except census tract data, it was impossible to know about the felt needs and concerns of people living in the area, nor about their attitudinal or language limitations. Adult educators attempting to reach the presently unreachable most likely hold basic assumptions about the nature of people which include an ability to change and solve problems. In order to act on this assumption it is necessary for the adult educator to find out what the prospective participant would like to change. In the case of the centre studied, it would have been helpful to know if, in the community, there was a need for courses leading to high school graduation, upgrading of particular employable skills, English instruction, ethnic activities, recreational activities, or a forum for confronting community problems.

With knowledge of the prospective clientele's interests and attitudes, together with an understanding of perceptions common to most low social stratum people, the adult educator can more effectively plan a situation most conducive to involving the participant in his own learning process. This involves boundless creativity. Knowles (1974, pp. 129-132) describes the design of adult education programmes as being an art form, with the adult educator the artist. Hopefully, this view holds more truth than London's accusation that "adult educators have a trained incapacity to serve the disadvantaged groups in society"

(1972, p. 27). Extensive testing of current adult education theories, using innovative modes, which respond to knowledgeable assessment of a clientele's situation, might bring the benefits of adult education to the majority of the people in our society who are presently classified as unreachable.

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APPENDIX A

METHODS OF ADVERTISING

The usual method for announcing Community Education Services night classes in Vancouver is through a multi page advertisement in the daily newspapers. The advertisement lists the night school centres with the courses offered at each. Since this centre was new, and located in an area where the surrounding population was not likely to be adult education oriented, the author was sceptical about the chances of people in the target area consulting or even noticing the newspaper advertisement. Hence, the author sought ways for creating in the community awareness of, and hopefully, enthusiasm for the new night centre through:

1. circulating, using postal walks, an illustrated descriptive flyer to the 1500 residents living closest to the centre;
2. submitting copy for a feature article to the community bimonthly newspapers;
3. submitting copy for the daytime school's newsletter to parents;
4. meeting with the chairpersons of the daytime school's Community Assistance Club, an extra curricular activity for the students. The students responded enthusiastically to learning of the night school centre and initiated plans to advertise the centre on their local

radio time, through their bulletins and on posters in the community. They further volunteered to serve as guides for the first few nights and to organize a coffee and do-nut sale at each session;

5. meeting casually with the school's daytime staff to talk about the night centre; and
6. contacting daytime teacher coordinators to advise them of courses relevant to their teachers and/or parents of students.

APPENDIX B

SURVEY QUESTIONNAIRE - ADULT EDUCATION STUDY

This questionnaire will help us in making our future plans at Tupper. We are not asking for your name. The honest information you give us will be the most helpful.

1. What course are you taking at Tupper? _____
2. Have you ever attended Night School classes before? Yes ____ No ____
3. If so, at what school? _____ in what year? _____ name of course _____

4. Have you ever taken adult courses sponsored by other institutions?
 (Example - Church, Community Centre, 'Y', etc.)
 Yes _____ No _____
5. If so, at what place? _____ in what year? _____ name of course? _____

6. Do you have children attending Tupper now? Yes ____ No ____
7. Do you have children who attended Tupper before? Yes ____ No ____
8. Do you have children who will attend Tupper in the future?
 Yes ____ No ____
9. What is your address? _____
10. How many years have you lived at this address? _____
11. How many years have you lived in Vancouver? _____
12. How many years have you lived in Canada? _____
13. What is your age? _____
14. In what country were you born? _____
15. What language do you most often speak at home? _____
16. Are you a female? _____ or a male? _____
17. Are you married? Yes _____ No _____

18. Do you work for a salary full time? _____ part time? _____
don't work? _____
19. What is your occupation, that is, what kind of work do you do?

20. How did you first learn about your course at Tupper?
In the advertisement in the SUN or PROVINCE paper? _____
In THE MOUNT PLEASANT MOUTHPIECE? _____
The yellow leaflet received through the mail? _____
The leaflet brought home from school by your child? _____
On the radio? _____
Through a friend? _____
Other ways? _____
21. How many minutes does it take you to travel to this class? _____
22. How do you travel to class? car ___ bus ___ walk ___ other _____
23. What was the last grade you completed in school? _____
24. Have you attended other kinds of schools?
(Example - secretarial, mechanical)
School _____ Year attended _____
Course _____
25. How many meetings or club activities do you usually attend in a
month? _____

APPENDIX C

EDUCATION PARTICIPATION SCALE

We're excited by our new Community Education Centre at Tupper. We want to make it even better. You can help us do this by answering this questionnaire. We're not asking for your name so that you can feel free to answer truthfully. There are no right or wrong answers. Only your Honest response can help us.

Like everyone else here, you have a reason for coming, maybe several reasons. We'd like to know what these influences are. This will help us to make future plans for Tupper night classes.

Read each statement carefully and then circle one of the numbers, -9 if the statement describes 'very much influence' on the reason for your being here, 7 - much influence, 5 - moderate influence, 3 - little influence and 1 - very little influence.

Each time you turn a page, look at the top. The 'very much influence' is sometimes on the left, sometimes on the right.

If the amount of influence on your reason falls between two numbers, you may circle the * between them.

There are reasons described on the front and back of each page.

Please begin. We do appreciate your taking the time to help us.

	Very much influence	Much influence	Moderate influence	Little influence	Very little influence
--	------------------------	-------------------	-----------------------	---------------------	--------------------------

1. To seek knowledge for its own sake	9	*	7	*	5	*	3	*	1
--	---	---	---	---	---	---	---	---	---

2. To share a common interest with my spouse or a friend	9	*	7	*	5	*	3	*	1
--	---	---	---	---	---	---	---	---	---

3. To secure professional advancement	9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---	---

	Very little influence	Little influence	Moderate influence	Much influence	Very much influence
--	--------------------------	---------------------	-----------------------	-------------------	------------------------

4. To become more effective as a citizen of this city

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

5. To get relief from boredom

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

6. To carry out the recommendation of some authority

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

Very much influence	Mcuh influence	Moderate influence	Little influence	Very little influence
------------------------	-------------------	-----------------------	---------------------	--------------------------

7. To respond to the
fact that I am
surrounded by
people who con-
tinue to learn

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

8. To satisfy an
enquiring mind

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

9. To overcome the
frustration of
day to day
living

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

	Very little influence	Little influence	Moderate influence	Much influence	Very much influence
--	--------------------------	---------------------	-----------------------	-------------------	------------------------

10. To be accepted
by others

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

11. To give me
higher status
in my job

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

12. To supplement
a narrow
previous
education

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

	Very much influence	Much influence	Moderate influence	Little influence	Very little influence
--	------------------------	-------------------	-----------------------	---------------------	--------------------------

13. To stop myself
becoming a
"cabbage"

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

14. To acquire
knowledge that
will help me
with other
educational
courses

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

15. To fulfil a
need for person-
al associations
and friendships

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

Very little influence Little influence Moderate influence Much influence Very much influence

16. To keep up with competition

1 * 3 * 5 * 7 * 9

17. To meet members of the opposite sex

1 * 3 * 5 * 7 * 9

18. To escape the intellectual narrowness of my occupation

1 * 3 * 5 * 7 * 9

Very much influence	Much influence	Moderate influence	Little influence	Very little influence
------------------------	-------------------	-----------------------	---------------------	--------------------------

19. To participate
in group
activity

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

29. To increase my
competence in
my job

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

21. To gain insight
into myself and
my personal
problems

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

Very little influence Little influence Moderate influence Much influence Very much influence

22. To help me earn
a degree, diploma
or certificate

1 * 3 * 5 * 7 * 9

23. To escape
television

1 * 3 * 5 * 7 * 9

24. To prepare for
service to the
community

1 * 3 * 5 * 7 * 9

	Very much influence	Much influence	Moderate influence	Little influence	Very little influence
--	------------------------	-------------------	-----------------------	---------------------	--------------------------

25. To gain insight
into human
relations

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

26. To have a few
hours away from
responsibilities

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

27. To clarify
what I want to
be doing 5
years from now

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

Very little influence	Little influence	Moderate influence	Much influence	Very much influence
--------------------------	---------------------	-----------------------	-------------------	------------------------

28. To become acquainted with congenial people

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

29. To provide a contrast to the rest of my life

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

30. To obtain some immediate practical benefit

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

	Very much influence		Much influence		Moderate influence		Little influence		Very little influence
--	------------------------	--	-------------------	--	-----------------------	--	---------------------	--	--------------------------

31. To get a break
in the routine
of home or
work

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

32. To improve my
ability to
serve mankind

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

33. To comply with
my employer's
policy

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

Very little Little Moderate Much Very much
influence influence influence influence influence

34. To keep up
with others. 1 * 3 * 5 * 7 * 9

35. To improve my
social relation-
ships 1 * 3 * 5 * 7 * 9

36. To carry out the
expectations of
someone with
formal authority 1 * 3 * 5 * 7 * 9

	Very much influence	Much influence	Moderate influence	Little influence	Very little influence
--	------------------------	-------------------	-----------------------	---------------------	--------------------------

37. To take part in
an activity
which is customary
in the circles in
which I move

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

38. To meet some
formal require-
ments

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

39. To maintain or
improve my social
position

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

Very little	Little	Moderate	Much	Very much
influence	influence	influence	influence	influence

40. To escape an
unhappy
relationship

1 * 3 * 5 * 7 * 9

41. To provide a
contrast to my
previous
education

1 * 3 * 5 * 7 * 9

42. To comply with
the suggestions
of someone else

1 * 3 * 5 * 7 * 9

	Very much influence	Much influence	Moderate influence	Little influence	Very little influence
--	------------------------	-------------------	-----------------------	---------------------	--------------------------

43. To learn just
for the sake
of learning

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

44. To make new
friends

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

45. To improve my
ability to
participate
in community
work

9	*	7	*	5	*	3	*	1
---	---	---	---	---	---	---	---	---

	Very little influence	Little influence	Moderate influence	Much influence	Very much influence
--	--------------------------	---------------------	-----------------------	-------------------	------------------------

46. To comply with the fact that people with status and prestige attend adult education classes

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

47. To comply with instructions from someone else

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

48. To assist me when I go overseas

1	*	3	*	5	*	7	*	9
---	---	---	---	---	---	---	---	---

APPENDIX D

FACTOR I

ESCAPE/STIMULATION

Individuals scoring high on this factor have a need to break away from the tedium of their everyday activities and responsibilities.

E.P.S. Item		Contribution fo Factor
18	To escape the intellectual narrowness of my occupation	-42
15	To fulfill a need for personal associations and friendships	-42
23	To escape television	-49
29	To provide a contrast to the rest of my life	-55
44	To make new friends	-57
13	To stop myself becoming a cabbage	-58
5	To get relief from boredom	-60
28	To become acquainted with congenial people	-63
19	To participate in group activity	-68
26	To have a few hours away from responsibilities	-68
9	To overcome the frustration of day to day living	-74
31	To get a break in the routine of home and work	-80

FACTOR II

PROFESSIONAL ADVANCEMENT

Individuals scoring high on this factor are seeking greater professional or vocational competence with a view to occupational advancement.

E.P.S. Item		Contribution to factor
3	To secure professional advancement	74
20	To increase my competence in my job	71
11	To give me higher status in my job	70
27	To clarify what I want to be doing five years from now	65
22	To help me earn a degree, diploma or certificate	64
38	To meet some formal requirements	57
14	To acquire knowledge that will help me with other courses	55
16	To keep up with competition	53
33	To comply with my employer's policy	49
12	To supplement a narrow previous education	48
34	To keep up with others	40

FACTOR III

SOCIAL WELFARE

Individuals scoring high on this factor indicate a need for improving their social relationships, gaining insights into personal problems and participating in communal affairs.

E.P.S. Item		Contribution to factor
24	To prepare for service to the community	-50
21	To gain insight into myself and my personal problems	-51
4	To become more effective as a citizen of this city	-55
35	To improve my social relationships	-57
25	To gain insight into human relationships	-64
45	To improve my ability to participate in community work	-64
32	To improve my ability to serve mankind	-66

FACTOR IV

EXTERNAL EXPECTATIONS

Individuals scoring high on this factor indicate a need to fulfill the expectations of others.

E.P.S. Item		Contribution to factor
47	To comply with instructions from someone else	65
6	To carry out the recommendation of some authority	59
36	To carry out the expectations of someone with formal authority	59
42	To comply with the suggestion of someone else	56
40	To escape an unhappy relationship	48
46	To comply with the fact that people with status and prestige attend adult education classes	46
39	To maintain or improve my social position	40

FACTOR V

COGNITIVE INTEREST

Individuals scoring high on this factor are seeking to satisfy an inquiring mind.

8	To satisfy an inquiring mind	-53
1	To seek knowledge for its own sake	-57
43	To learn just for the sake of learning	-57

APPENDIX E

SURVEY QUESTIONNAIRE - CODING SCHEDULEADULT EDUCATION STUDY

<u>Column</u>	<u>Question</u>	<u>Code</u>
1,2,3	I.D.	
7	1	Course in which enrolled: Auto Mechanics 1
		Children-Challenge 2
		French 3
		Guitar 4
		Income Tax 5
		Spanish 6
		Stitchery 7
		Woodwork 8
		Yoga 9
8	2	Attended night school before: yes 1
		no 2
9	3	When attended night school for first time: never 0
		Sept. '74 1
		'73-'74 2
		'72-'73 3
		'71-'72 4
		'70-'71 5
		'69-'70 6
		'68-'69 7
		'67-'68 8
		Before '67 9
10	3	When attended night school most recently: never 0
		Sept. '74 1
		'73-'74 2
		'72-'73 3

<u>Column</u>	<u>Question</u>	<u>Code</u>
	'71-'72	4
	'70-'71	5
	'69-'70	6
	'68-'69	7
	'67-'68	8
	before '67	9
11	4 Attended other institutions	
	before: yes	1
	no	2
12	5 Which institutions:	
	no response	0
	none	1
	church	2
	'y'	3
	vocation related	4
	private -	
	interested related	5
	community centre	6
13	5 When attended for first time:	
	never	0
	Sept. '74	1
	'73-'74	2
	'72-'73	3
	'71-'72	4
	'70-'71	5
	'69-'70	6
	'68-'69	7
	'67-'68	8
	before '67	9
14	5 When attended most recently:	
	never	0
	Sept. '74	1
	'73-'74	2
	'73-'74	2

<u>Column</u>	<u>Question</u>	<u>Code</u>
	'72-'73	3
	'71-'72	4
	'70-'71	5
	'69-'70	6
	'68-'69	7
	'67-'68	8
	before '67	9
15	3 & 5 Total number of courses taken: as listed	0-8
	9 and more	9
16	6 Children attending Tupper now: yes	1
	no	2
17	7 Children attended Tupper before:	
	yes	1
	no	2
18	8 Children will be attending Tupper:	
	yes	1
	no	2
19	9 Address - Living in Tupper area - no response	0
	Census Tracts 19,30,32,33, 37,38 Tupper area	1
	West of T. area	2
	East of T. area	3
	South of T. area	4
	North of T. area	5
20	9 Number of blocks from Tupper school:	
	no response	00
21		01-98
	99 and over	99
22	10 Length of occupancy in present home:	
	no response	00
	(01 includes up to 1 year)	01-99

<u>Column</u>	<u>Question</u>	<u>Code</u>
24	10 Length of occupancy in present home:	
	no response	00
	less than 1 year	1
	1-2 years	2
	3-5 years	3
	6-10 years	4
	over 10 years	5
25	11 Years living in Vancouver:	no response 00
26		01-99
27	11 Years living in Vancouver:	
	no response	0
	less than 1 year	1
	1-2 years	2
	3-5 years	3
	6-10 years	4
	over 10 years	5
28	12 Years in Canada:	no response 00
29		01-99
30	12 Years in Canada:	
	no response	0
	less than 1 year	1
	1-2 years	2
	3-5 years	3
	6-10 years	4
	over 10 years	5
31	13 Age:	no response 00
32		years 01-99
33	13 Age:	
	no response	0
	20-29 years	1
	30-39 years	2
	40-49 years	3
	50 year & over	4

<u>Column</u>	<u>Question</u>		<u>Code</u>
34	14	Where born:	
		no response	0
		inside Canada	1
		outside Canada	2
35	14	Immigration:	
		no response	0
		didn't immigr.	1
		immigr. before '45	2
		immigr. after '45	3
36	14	Place of birth:	
		no response	0
		Canada	1
		Br.Isles,U.S., N.Z.	2
		Netherlands (2)	3
		Switzerland (1)	
		Germany (1)	
		Italy (1)	
		Czech. (1)	4
		Hungary (1)	
		Yugoslavia (1)	
		China (6)	5
		Hong Kong (4)	
		India (2)	6
		Uganda (1)	7
		Phillipines (2)	8
		Other-Korea Venezuala (1)	9
37	15	Language spoken at home:	
		no response	0
		English	1
		Other	2
38	16	Sex:	
		no response	0
		male	2
		female	2

<u>Column</u>	<u>Question</u>	<u>Code</u>
39	17 Marital status:	no response 0
		married 1
		single 2
40	18 Work for salary:	no response 0
		work full time 1
		work part time 2
		don't work 3
41	19 Occupation: (as per census tract categories)	no response 0
		managerial 1
		teaching 2
		medicine & health 3
		engineering & math 4
		(includes social sc., religion, arts & recreation)
		product fabri- cation 5
		service 6
		housewives 7
		clerical & sales 8
		student 9
42	19 Occupational status:	no response 0
		prof., tech. 1
		managerial 2
		clerical, sales 3
		unskilled 4
		skilled 5
		housewife, student, retired 6
		others 7
43	20 How learn about Tupper night school:	Sun or Province 1
		Mt. Pleasant Mouthpiece 2

Column Question

Code

			yellow flyer	3
			TCAP flyer	4
			inquiry to school board	5
			friend	6
44	21	Travelling time in minutes:	no response	0
45				01-98
				99 & over 99
46	21	Travelling time:	no response	0
			1-9 minutes	1
			10-19 minutes	2
			20-29 minutes	3
			30-39 minutes	4
			40 minutes & over	5
47	22	Mode of travel	no response	0
			car	1
			bus	2
			walk	3
48	23	Last grade completed (Since question asked about school, information about university is ambiguous, hence use grade 12 as cut off)	no response	0
			grade 7	1
			grade 8	2
			grade 9	3
			grade 10	4
			grade 11	5
			grade 12	6

<u>Column</u>	<u>Question</u>		<u>Code</u>
49	23	Level of education	no response 0
		*Due to small number completing grades 9,10, without or with additional training, these categories were put together, as were grade 11 and grade 11 with training	less than gr.9 1
			*grades 9,10. grades 9,10 with training** 2
	24	** (training includes courses taken at licensed secretarial or vocational schools)	
		grade 11	
		grade 11 with training	4
		grades 12, 13	6
		grades 12,13 with training	7
		some univer.	8
		univ. degree	9
50	25	Number of meetings and club activities	
		none	0
		one	1
		two	2
		three-six	3
		seven & over	4

A P P E N D I X F

CATEGORIES OF OCCUPATIONS¹ AND DESIGNATION OF PARTICIPANTS

ENGINEERING - includes occupations in Natural Sciences, Mathematics, Religion, as well as artistic and literary related occupations.

Architect	Commercial Artist
Clergyman	Graphic Artist
Draftsman	Research Analyst
Engineer	Structural Designer

TEACHING - Elementary School Teacher
Professor
Teacher

HEALTH -	Dental Assistant	Medical Receptionist
	Dental Receptionist	Physiotherapist
	Dietician	Practical Nurse
	Laboratory Technician	Registered Nurse

CLERK, SALES	Accounting	Manpower
	Bank Teller	Partsman
	Bank Clerk	Purchasing Assistant
	Department Manager	Salesman
	Data Processing	Secretary
	Food Checker	Stenographer
	Immigration Enforcement	Statistics
	Legal Secretary	Store Clerk
	Library Clerk	Switchboard Operator
	Office Worker	Typist

PRODUCT FABRICATION - includes occupations related to Farming, Fishing, Hunting, Forestry, Logging, Mining, Oil and Gas Field Work, Processing, Machining, Repairing, Construction Trades.

Appliance Repair	Cable Splicer
Auto Body Work	Construction
Photography Processing	Electrical Technician
Cannery	Technician

SERVICE - includes Transportation.

Bus Driver	Hospital Worker
Cook	Housekeeper
Cook's Helper	Janitor
Day Care Worker	Restaurant
Hair Stylist	Truck Driver
	Waitress

¹Classified according to Census Tract Data, and ranked in accordance with Blishen's Scale.