

SURVEY OF GRADUATES IN ADULT EDUCATION

AT THE UNIVERSITY OF BRITISH COLUMBIA

by

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ABSTRACT

The recent proliferation in the field of adult education and the scarcity of research about practising professional adult educators led to this follow-up study of the graduates of the Doctor of Education, Master of Arts, Master of Education, Master of Science (Agriculture) and Diploma programs in adult education at the University of British Columbia. The purposes of the study were to describe the graduates' demographic and occupational profile, to identify their career patterns and occupational changes since graduation, to describe their present work activities, to determine their perceptions of the adequacy of their training in adult education and to determine their learning needs and their continuing learning activities in adult education. Seventy-five per cent of the graduates participated in the study.

The respondents were predominantly married males, aged thirty-nine, who had returned to graduate study after five years of work in the field of adult education. They held a variety of occupational titles, were employed by many different, mostly government-associated agencies, and the majority worked in large cities. Their work week averaged forty-three hours, twenty-five of which were spent in activities related to adult education.

Respondents exhibited some definite trends in their career patterns over three time periods (before training, immediately after training and at present), specifically with regard to the type of employer and the extent

of their work in adult education. The application of t-tests to grouped occupational prestige scores revealed that respondents did not perceive their present occupation to have greater prestige than the one they held immediately after training. The best single predictor of occupational mobility of the adult educators in this study as determined by multiple regression analysis was the number of years since graduation.

A work activities list of fourteen items was used to identify respondents' occupational activities, the adequacy of their preparation for those activities and their learning needs. Work activities to which the total respondent group devoted the most amount of time were instructing adults, counselling adults, establishing and maintaining interpersonal relationships, planning and developing adult education programs and continuing their own education. Activities to which they devoted the least amount of time were determining community needs and producing mass media programs. The M.Ed. respondent groups' work activities differed significantly from those of the M.A., M.Sc. and Diploma respondent groups.

The respondents felt adequately prepared for ten of the fourteen listed work activities but reported that they needed to learn a moderate amount for eleven of the fourteen work activities. A positive relationship existed between their perceptions of their learning needs and the adequacy of their preparation for adult education activities. The two activities for which they felt most adequately prepared and for which they felt the strongest learning needs were continuing their own education, and planning and developing adult education programs.

No relationship existed between the work activities respondents performed and their perceptions of the adequacy of their preparation for

those activities, and there was no relationship between the work activities respondents performed and their perceptions of their learning needs for those activities.

Respondents spent an average of 9.1 hours per week in continuing learning activities, approximately half of which were in activities directly related to adult education content.

It appears that the professional training in adult education received by these graduate respondents adequately prepared them to perform a wide variety of occupational roles and work activities and to be continuing learners.

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TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT	i
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	ix
 Chapter	
I. INTRODUCTION	1
Purpose and Hypotheses	2
Definition of Terms	3
Procedure	4
Limitations	7
Plan of the Study	8
II. REVIEW OF THE LITERATURE	9
Characteristics and Career Patterns of Adult Educators	11
Occupational Functions and Behaviors of Adult Educators.	13
Learning Needs	16
Extent and Type of Participation in Continuing Learning Activities	17
Summary	19
III. PROFILE OF THE GRADUATES	20
Personal Characteristics	20
Sex and Marital Status	21
Age on Graduation	22
Number of Dependents on Entry	23
Residence	24

Chapter

Experience in Adult Education	24
Years Since Graduation	27
Educational Characteristics	28
Previous Schooling	28
Adult Education Courses Completed	29
Current Occupational Characteristics	30
Work in Adult Education	31
Hours Worked per Week	31
Current Position in Adult Education	34
Place of Employment	34
Current Employers	36
Income	38
Occupational Mobility	39
Summary	40
IV. PATTERNS OF OCCUPATIONAL CHANGE AND PERCEPTIONS OF OCCUPATIONS	41
Occupational Background	41
Position Title	41
Employing Agency	42
Place of Employment	45
Work in Adult Education	46
Areas of Work Responsibility	47
Income	48
Perceptions of Prestige in Adult Education Occupations	49
Occupations	

Chapter	Pre	Page
	Predictors of Mobility in Occupations	52
	Summary	55
V.	OCCUPATIONAL ACTIVITIES	57
	The Work Activities List	58
	Work Activities of all Respondents	58
	Work Activities of Respondents of Different Programs	61
	The Master of Arts Group	61
	The Master of Education Group	61
	The Master of Science (Agriculture) Group	62
	The Diploma Group	62
	Comparisons of the Work Activities of the Four Groups	63
	Summary	65
VI.	ADEQUACY OF PREPARATION; LEARNING NEEDS; AND PARTICIPATION IN CONTINUING LEARNING ACTIVITIES	67
	Adequacy of Training and Relationship to Work Activities	67
	Adequacy of Training	67
	Relationship of Adequacy Scores to Work Activities	70
	Learning Needs and Relationship to Work Activities	73
	Learning Needs	73
	Relationship of Learning Needs to Work Activities	75
	Relationship Between Adequacy and Learning Need Rankings	77
	Summary	77
	Participation in Continuing Learning Activities	78
	Summary	80

Chapter

VII.	SUMMARY AND IMPLICATIONS	82
	Summary and conclusions	82
	Implications	89
REFERENCES	92

Appendix

A.	AKER'S BEHAVIORAL OBJECTIVES OF ADULT EDUCATORS	95
B.	QUESTIONNAIRE	98
C.	COVERING LETTERS	107

LIST OF TABLES

	<u>Page</u>
Table	
1. Distribution of the Number of Questionnaires Mailed and the Number Returned by Program	6
2. Distribution of Respondents' Sex by Program	21
3. Distribution of Respondents' Marital Status by Program	22
4. Distribution of Respondents' Age on Graduation by Program	23
5. Distribution of Respondents' Number of Dependents on Entry by Program	24
6. Distribution of Respondents' Residence Prior to Entry by Program	25
7. Distribution of Respondents' Current Resident by Program	26
8. Distribution of Respondents' Years of Experience in Adult Education Prior to Entry by Program	27
9. Distribution of Respondents' Years since Graduation by Program	28
10. Distribution of Respondents' Educational Achievement Prior to Entry by Program	29
11. Distribution of Respondents' Number of Units of Adult Education Courses Completed by Program	30
12. Distribution of Respondents' Extent of Work in Adult Education by Program	31
13. Distribution of Respondents' Total Number of Hours Worked per Week by Programs	32
14. Distribution of Respondents' Number of Hours Worked per Week that ARE Related to Adult Education by Program	33
15. Distribution of Respondents' Number of Hours Worked per Week that ARE NOT Related to Adult Education by Program	33
16. Distribution of Respondents' Position Title by Program	ix

Table

16.	Distribution of Respondents' Position Title by Program	35
17.	Distribution of Respondents' Place of Employment by Program	36
18.	Distribution of Respondents' Employers by Program	37
19.	Distribution of Respondents' Annual Income by Program	38
20.	Distribution of Respondents' Occupational Mobility by Program	39
21.	Distribution of Respondents' Position Titles Over Three Time Periods	43
22.	Distribution of Respondents' Employers Over Three Time Periods	44
23.	Distribution of Respondents' Place of Employment Over Three Time Periods	45
24.	Distribution of Respondents' Extent of Work in Adult Education Over Three Time Periods	46
25.	Respondents' Mean Number Supervised at Work and Mean Amount of Budget Controlled - Three Time Periods	47
26.	Respondents' Mean Prestige Ratings of Position Titles Over Four Time Periods	50
27.	Respondents' Mean Percentage of Time in Adult Education Activities Over Four Time Periods	51
228.	Respondents' Occupational Prestige Score Means and Grouped t-Values - Four Time Periods	52
29.	Percentage of Variation in Occupational Mobility and Factors Accounting for the Variation	54
30.	Distribution of Mean Number of Hours in Work Activities per Week and Mean Ranks for all Respondents by Program	60
31.	Spearman's Rank Correlation Matrix of Work Activities for Four Respondent Groups	64
32.	Distribution of Scores, Means and Mean Ranks of Adequacy of Preparation for All Respondents	69

Table

33.	Jaspen's Coefficients of Multiserial Correlation for Work Activities and Adequacy of Preparation	71
34.	Spearman's Rank Correlation Matrix of Work Activities, Adequacy of Preparation and Learning Needs	72
35.	Distribution of Scores, Means and Mean Ranks of Learning Needs for All Respondents	74
36.	Jaspen's Coefficients of Multiserial Correlation for Work Activities and Learning Needs	76
37.	Distribution of Mean Number of Hours per Week Spent in Continuing Learning Activities for All Respondents . . .	79

CHAPTER I

INTRODUCTION

Programs in adult education have always been largely determined by the needs and conditions of the society in which they appear (34). Of the many issues confronting adult educators in contemporary society, the one of greatest concern is that of assisting individuals to adapt to alterations in their life-styles brought about by rapid and complex societal changes. The impact of these changes upon the development of adult education has been three-fold: adults are increasing their participation in organized learning activities as they become more cognizant of the need to continue their education to respond to new modes of living; the scope of the field of adult education, which provides most of these learning activities, has greatly expanded and is now characterized by a wide variety of forms and new functional areas; and consequently the demand for professionally prepared adult educators has grown. In order to provide adult educators who will function competently in both the discipline and the field, educational institutions conducting training programs must be prepared to provide programs which reflect the various developments occurring in all facets of the field.

One way that an institution can begin to identify the diversity of developments in the field is to determine what its own graduates

are doing as practising adult educators. Feedback about their activities and their perceptions of their experiences should yield information with which an institution can begin to ascertain the relevance of its program and with which it can develop criteria for future course and program planning. The only follow-up study that has been carried out on graduates of a professional adult education training program was conducted at North Carolina State University in 1972 (22). This study investigated the relevance of the program objectives to doctoral graduates who were performing various professional roles. Follow-up research identifying occupational activities or learning needs of professionally prepared adult education graduates has not been conducted to date.

PURPOSE AND HYPOTHESES

The primary purpose of this study was to obtain information from the graduates of adult education programs at the University of British Columbia to:

- describe their demographic and occupational profile
- identify their career patterns and occupational changes since training
- determine their present occupational activities
- determine their perceptions of the adequacy of their preparation in adult education
- determine their perceptions of their learning needs in adult education

- describe the amount and type of their participation in continuing learning activities.

Several hypotheses were tested in this study:

1. There are statistically significant differences in the graduates' perceptions of prestige of their occupations during four time periods: before training, after training, at the present time and for future career aspirations.
2. Educational variables are greater predictors of occupational mobility of adult educators than socio-economic or occupational variables.
3. Graduates of the five departmental programs (Ed.D., M.A., M.Ed., M.Sc.(Agriculture), Diploma) will perform significantly different occupational activities.
4. There will be a positive relationship between the occupational activities performed by the graduates and their perceptions of the adequacy of their preparation for those activities.
5. There will be a negative relationship between the occupational activities performed by the graduates and their perceptions of their learning needs in those activities.
6. There will be a negative relationship between the graduates' perceptions of their learning needs and their perceptions of the adequacy of their preparation in adult education activities.

DEFINITION OF TERMS

The terms which denote a specific or restricted meaning, and which will be used extensively in this study are defined below.

A graduate is any person who has completed the requirements of one of the following programs in adult education at the University of British Columbia: Doctor of Education; Master of Arts; Master of Education; Master of Science (Agriculture); and Diploma in Adult Education.

Occupational mobility is any change from one job position to another within the same agency or a change of employer.

An occupational prestige score is the self-assigned prestige rating of a respondent's occupation weighted by the extent of time spent in adult education activities in that occupation.

PROCEDURE

Departmental records, telephone interviews and a mailed questionnaire were used to gather data from the graduates of adult education programs at the University of British Columbia. All graduates of record prior to June, 1973, comprised the population for the survey. The following sections describe the development and administration of the questionnaire, and the analysis of data.

Development of the Questionnaire

The questionnaire (Appendix B) was prepared to gather data about individual respondents in order to achieve the aims of this study. One major problem encountered was the selection of a list of occupational activities which would represent areas of content in the study of adult

education so that relationships between occupational activities, learning needs, and adequacy of preparation could be investigated. A list was finally developed from a review of the literature on competencies and functions of adult educators and from discussions with adult educators and colleagues.

Administration of the Questionnaire

The questionnaire was mailed in mid-June to 131 graduates of the five different programs in adult education offered at the University of British Columbia: the Doctor of Education, the Master of Arts, the Master of Education, the Master of Science (Agriculture), and the Diploma in Adult Education. Current mailing addresses were unknown for 4 graduates and one was deceased.

Ninety-nine returns were received by July 31, 1973, the final cut off date identified in the covering letter (Appendix C). The distribution of the returns by program studied is illustrated in Table 1. The ninety-nine respondents constituted 75% of the total number of graduates, and was considered to be representative of the graduate population.

Analysis of the Data

An occupational prestige score was calculated by multiplying respondents' self-assigned prestige scores for their position (on a ten point scale) by the percentage of time reportedly spent in adult education related activities in that position (see Questionnaire, Part II, Page 3).

Table 1
Distribution of Number of Questionnaires
Mailed and Number Returned by Program

Program	Number Mailed	Number Returned
Ed.D.	4	2
M.A.	35	32
M.Ed.	34	26
M.Sc.	11	9
Diploma	<u>47</u>	<u>30</u>
Total	131	99*

*Includes 4 returned with no responses.

Occupational mobility was assessed by the number of changes made in job position or employer prior to training, immediately after training, and at the present time. A maximum of four moves was possible, and the levels of mobility were defined as:

0 moves = non-mobile

1-2 moves = mobile

3-4 moves = highly mobile

The completed questionnaires were then coded and keypunched for analysis at the University of British Columbia Computing Centre. Bivariate tabulations were conducted to examine the demographic and socio-economic characteristics of the graduates by different programs.

Multiple regression analysis (24) of 24 socio-economic, educational and occupational variables was conducted at the .10 level

of significance to determine which variables were associated with occupational mobility in adult education.

One-way analysis of variance and t-tests (8)(9) were conducted to identify differences in the graduates' average occupational prestige scores for positions held prior to training, after training, at the present time and for the positions to which they aspire.

The significance of the relationships between occupational activities, learning needs, and adequacy of preparation in adult education was tested by Spearman's Rank Correlation Coefficient, r_s , (28) at the .01 and .05 levels of significance.

LIMITATIONS

As this study is restricted to graduates of the department of adult education at the University of British Columbia any conclusions derived from it apply only to the graduates of this institution and should not be generalized to graduates of other programs or institutions.

The inevitable disadvantages of mailed questionnaires, such as fatigue factors, incomplete responses, misinterpretation of questions are acknowledged (10)(16)(25).

The graduates involved in this study had a variety of work and educational experience prior to their entrance into a program of studies at this institution. They also entered the program at many different age levels and at different periods of their lives as adults. Such factors undoubtedly influence graduate student attitudes and the kind

of learning they experience, hence, their responses must be considered in the light of this limitation.

PLAN OF THE STUDY

This study is reported in seven chapters. Chapter II contains a review of the literature. Analysis of the data begins in Chapter III with a descriptive profile of the graduates, followed by analysis of their career patterns and occupational patterns since training in Chapter IV. The graduates' occupational activities are discussed in Chapter V, and Chapter VI describes graduates' perceptions of the adequacy of their preparation and learning needs and their participation in continuing learning activities. The final chapter contains a summary of the results of the study and the implications of the findings for programs in the professional preparation of adult educators.

CHAPTER II

REVIEW OF THE LITERATURE

Although the volume of research studies about adult educators has increased substantially during recent years (2)(7)(35), studies of recipients of professional degrees in adult education have been very limited. Houle's investigations of doctoral recipients in America (12)(13)(14) have been the only systematic descriptions of the professionally trained adult educator and two institutions providing professional training in adult education have conducted follow-up studies on their graduates.

Solway and Draper (31) carried out a longitudinal study of the adult education certificate program graduates at the Ontario Institute for Studies in Education in 1970 in order to obtain socio-economic information and to make comparisons of the academic achievements of certificate and graduate degree students. The findings, as reported in the Canadian Inventory of Degree and Non-Degree Research (2), are extremely general and inconclusive:

the academic achievements of students enrolled in the Certificate, M.Ed., M.A. and Ph.D. programs were comparable. This also was true in cases where the certificate student had only completed a secondary school formal education. Approximately the same number of women and men were enrolled in the program, and achieving the certificate assisted a number of persons to obtain employment in adult education. Others who were employed sometimes received salary increases, thus indicating the

employer's acceptance of the Certificate. However, people entering the program essentially indicated that they were primarily interested in improving their skills and understanding about working with adults. (31)

Noel and Parsons (22) reported a follow-up study of eighty-four doctoral graduates of the Department of Adult and Community College Education at North Carolina State University conducted in 1972. The purpose of the study was to determine if these doctoral graduates who perform different professional roles have different perceptions of the relevance of the Department's educational objectives. Of the eighty-four respondents, 45 held the professional role of administrator, 25 were program development specialists and 14 were in teaching/research. The main conclusion of the study was that professional responsibility was associated with graduates' evaluation of relevance of the Department's objectives: graduates employed as teachers and researchers rated the research objective as more relevant; graduates employed as program development specialists and administrators rated the understanding of adult education as a process of social change and the objectives stressing professional skills needed by the practitioner as more relevant.

The search of the literature failed to reveal any further follow-up studies on professional adult educators. Consequently, this review will summarize related research under four categories, beginning with the literature on characteristics and career patterns of adult educators. The second category will deal with occupational functions and behaviors of adult educators, followed by a section on learning needs. The final category outlines studies on the amount and type of participation in continuing learning activities by professionals generally since studies about professional adult educators as continuing learners were not available.

CHARACTERISTICS AND CAREER PATTERNS OF ADULT EDUCATORS

Verner et. al. (35), reporting the findings of Adams 1969 analytical sociological study of those who held doctoral degrees, describe this group to be Protestant, married, 46-50 years of age, middle class, liberal in politics, and employed mostly in university positions in adult education for an average of 16 to 20 years. They acquired the masters or first professional degree between the ages of 20 and 30 but acquired the doctorate in adult education between 36 and 40 years of age.

Houle (13) also investigated the recipients of doctoral degrees, and his findings revealed that 84% were men and 16% were women, and that the respondents' average age was 47 years. Geographically, most of his 480 respondents were distributed over 46 states or territories of the United States, with 71 in other countries, including 13 in Canada, and 10 in India. The dominant employing organization for this group was the university or college with 333; public schools employed 40, government departments 36, and voluntary associations 20.

Other studies have described the demographic characteristics of adult educators in specific occupational roles. Damon (5) surveyed 178 adult education administrators in California, and found that they usually had a public school background which included some prior training or experience in adult education. Of the 178, 129 were employed full time in adult education, 28 had other school district administrative duties and 21 were part-time day school teachers. Seventy-two percent had taken some college or university work in adult education; 65% had

had some previous experience in adult education as teacher, counselor, or administrator; and 85% had advanced to their present position from within the same school district.

Sharples' study of the characteristics of the principal administrators of adult education in Canadian public school systems in 1969 (29) contained similar findings. His sample differed from Damon's in that the administrators in his sample generally had no formal preparation in adult education, while almost 3/4 of the California administrators had taken some college or university work.

Leathers (17) described 41 conference coordinators in W. K. Kellogg Foundation supported centers for Continuing Education. He found that the average coordinator was about 35, married, in his present position less than three years, held a Bachelors degree only, had previous general experience in education, but had neither experience nor training in adult education.

Only two studies provided data on career patterns of adult educators, each of which was done on adult education administrators in California over ten years ago. Damon (5) reported that 12 of the 32 administrators who changed positions over a two year period moved to other adult education positions, while 20 moved out of the field of adult education entirely. London (18) suggested that most public school adult education administrators in California considered their positions as merely a stage in career progression to other administrative positions of wider scope. No studies were found which dealt specifically with career mobility or the factors which account for it within adult education occupations.

OCCUPATIONAL FUNCTIONS AND BEHAVIORS OF ADULT EDUCATORS

The studies about the activities of adult educators fall into two distinct types: those dealing with actual occupational performance and those describing desirable attributes and competencies.

Regarding actual occupational performance, Houle and Buskey (14) asked 480 recipients of the doctoral degree in adult education to describe their dominant function, and tabulated the following results:

Regulation (government officials)	9
General administration of a unit or organization of which adult education is a subordinate part	64
Specific administration of an adult educational unit or program within a unit	170
Administration of other units	41
Teaching of adult education as a field of study	55
Teaching in content fields other than adult education	52
Research into the principles or practices of adult education	10
Research in other fields of study	9
Advisors, or consultants on, or stimulators of adult education	38
Advisors, or consultants on, or stimulators of, areas of study other than adult education	11
Not gainfully employed	10
Other	11 (14)

Sharples (29) reported that the 205 Canadian adult education directors he studied perceived their primary responsibilities to be the facilitation and improvement of programs and the provision of an adequate organization and structure within the school program. They perceived their primary task as the selection and assignment of teaching and administrative personnel, while their least important tasks were perceived to be community services and public relations. Damon's summary of the duties of adult education administrators in California (5) approximates those outlined by Sharples but lacks the "importance" weighting of the former study.

In Leathers study on real versus ideal role conceptions (17), 24 conference coordinators ranked the responsibilities of administrator first, facilitator second, and educator third for their real role conceptions, but reversed these rankings for their ideal role conceptions. Morehouse (20) studied agricultural agents and found that they spend most of their time in administrative, and training functions, while the agricultural agents in Job's study (15) identified their three most important activities as consultant, source of information and ideas, and student.

Finally, Madry (19) had directors of public school adult education rate a list of 77 statements of functions, as essential, highly desirable, acceptable, unacceptable or unapplicable. He found that the functions the directors selected as acceptable, highly desirable or essential concerned organization and structure, program purposes, program planning and development, instructional services and materials,

student personnel services, staff personnel, facilities and equipment, finance and business management, school community relations and promotion, community services, and program evaluation and research.

Turning to the desirable attributes of adult educators, studies by Aker (1), Chamberlain (4), and Robinson (26) have produced lists of desirable behaviors of adult educators in attempts to establish criteria or identify behavioral objectives which would serve as a basis for program planning and evaluation.

Aker's list of 23 behavioral objectives is more specific than the other two and, as a result, is a more useful description of competencies for evaluating professional training programs in adult education (Appendix A). Graduate students and recipients of the doctorate in adult education were asked to assess the importance of these 23 objectives. The respondents considered evaluation (#16) and research analysis (#23) as most important. Six items were considered as quite important - selection of method (#3), continuing study (#8), understanding of the role of the adult educator (#9), helping adults set their own goals (#11), arranging learning experiences to integrate theory and practice (#14), and creative programming (#17). The respondents also felt that the two objectives judged most important were those that the present programs failed to achieve (1).

The preceding review of literature on functions and behaviors illustrates that adult educators in general seem to have similar expectations of themselves regardless of their type of association with adult education.

LEARNING NEEDS

Research about learning needs of professionally prepared adult educators, as a distinct group, has not been studied extensively. Most studies regarding learning needs of adult educators pertain to specialized aspects of the field, notably agricultural extension and adult basic education.

In their review of literature about learning needs, Verner et al. found adult basic education teachers' learning needs to be related to the principles of adult learning and instruction, or specifically related to the type of client or content they were teaching. Learning needs of extension agents were described as being associated with the occupational role they perceived for themselves, which for the most part was a service role rather than an educational one (35).

White (36) identified the professional improvement interests of 100 adult education leaders from a variety of agencies. They included: 1) gaining a better understanding of the basic needs which cause adults to participate in educational programs, 2) gaining a clearer insight into the changing interests of adults in all aspects of their lives, 3) increasing their ability to apply psychological principles to the selection of objectives, 4) acquiring techniques for relating programs more closely to the needs and interests of adults, 5) acquiring techniques for relating programs more closely to the general needs of the community, 6) becoming more skillful in recognizing the community needs and resources that are important to adult education programs, 7) developing a better understanding of the kinds of educational methods most suitable for

mature people, 8) developing a better understanding of the kinds of educational materials most suitable for mature people, 9) becoming familiar with procedures for "keeping up" with new developments and materials for adult education programs.

EXTENT AND TYPE OF PARTICIPATION IN CONTINUING LEARNING ACTIVITIES

The factors to be considered in the present study, namely, the extent and type of participation by adult educators in continuing learning activities have not been sufficiently investigated to provide a useful data base. Hence, a brief review of the literature exploring participation by other professionals in continuing learning activities is reported here.

Rossman (27) mailed questionnaires to all the graduates of the 1943, 1948, 1953 and 1958 classes of the Yale Divinity School and reported that almost all (94%) of the clergymen had been pursuing some kind of continuing education activities weekly, largely in seminary-sponsored credit courses, institutes or other workshop type activities. Hollister (11) analyzed participation in continuing education by Protestant ministers serving the urban centers of Santa Clara County in California. The ministers allocated about 25 hours per week to all continuing education activities, of which 17 were devoted to private study.

Davis (6) surveyed the members of the Allegheny County Pennsylvania Bar Association to explore their continuing legal education preferences and found that they preferred to attend programs sponsored by

the legal professional associations using seminar and panel techniques. He also noted that only half of the lawyers he studied participated in continuing education programs and that the extent of their participation was limited to one program each year. Taylor's study (32) of 670 members of the Nebraska Bar Association was in general agreement with Davis', concluding also that there was a positive relationship between participation and the length of time in the professional career.

Nakamoto (21) in a review of the literature of continuing education in the health professions described the research on participation by these professionals as tenuous. She concluded that between 10% and 25% of the practicing physicians were disposed to engage in continuing education for less than 20% of their work week and that they preferred activities such as short formal courses and independent study. Of the dentists sampled, approximately 12% participated in continuing dental education an average of 5 hours per month, most of which consisted of reading, attending meetings, conventions, study clubs, or engaging in informal contacts with colleagues. Of the literature available about nurses, less than 30% participated in activities such as reading, short courses, meetings and in-service education programs. In the pharmacy profession, only a small percentage engaged in continuing education and the activity most frequently preferred was short courses.

Lastly, Shorey (30) surveyed the public teachers employed by the Windsor Board of Education in Ontario to determine the factors affecting participation in specific types of learning activities. Research, reading, self-directed learning and membership in the

professional association were the activities most frequently engaged in, and the factors affecting these were personal satisfaction, mental stimulation, self-fulfillment, and professional and self-development respectively.

SUMMARY

Follow-up studies of graduates of professional training programs in adult education and studies about the practicing professional adult educator have been limited. What research that has been done concentrates on descriptive surveys of the adult educators' demographic characteristics, on occupational activities of the public school adult education directors, or on specialized adult educators such as agricultural extension agents.

A review of these studies suggests that a professionally prepared adult educator might be expected to be a middle-aged married male who is employed by a university and who obtained his training in adult education at an older age than recipients of other advanced degrees. He may perform a variety of work activities but will likely spend most of his work time in administrative activities followed by program planning and development and teaching activities. Community services are expected to be his least frequent work activity. Finally, in keeping with the philosophy that professionally prepared adult educators should be continuing learners, he might be expected to be an active participant in continuing learning activities.

CHAPTER III

PROFILE OF THE GRADUATES

This chapter focuses on a demographic and occupational profile of the graduates. The profile is developed in three sections which describe the personal characteristics of the respondents, their educational background, and their present occupational characteristics. A summary of the main demographic and occupational findings concludes the chapter.

Data reported in this chapter were acquired from three sources: the mailed questionnaire, departmental records, and telephone interviews with several graduates in the Vancouver area whose departmental records were incomplete.

PERSONAL CHARACTERISTICS

The personal characteristics that will be discussed are: sex, marital status, age on graduation, number of dependents, area of residence, number of years of experience in adult education, and number of years since completion of the program.

Sex and Marital Status

Almost two-thirds of the respondents (approximately 63%) were male and thirty-six were female, with a similar distribution in every program except the M.Sc. program, where all of the graduates have been male (Table 2). The majority of the respondents were married (Table 3).

Table 2
Distribution of Respondents' Sex by Program

Program	Male	Female	Total
Ed.D.	1	1	2
M.A.	17	15	32
M.Ed.	17	9	26
M.Sc.	9	-	9
Diploma	<u>19</u>	<u>11</u>	<u>30</u>
Total	63	36	99

Table 3
Distribution of Respondents' Marital Status
by Program

Program	Married	Single	Other	Not Known	Total
Ed.D.	1	-	-	-	2
M.A.	19	8	2	3	32
M.Ed.	14	3	2	7	26
M.Sc.	5	2	-	2	9
Diploma	<u>17</u>	<u>9</u>	<u>1</u>	<u>3</u>	<u>30</u>
Total	56	22	6	15	99

Age on Graduation

The respondents' ages on graduation ranged from the mid-twenties to the late fifties (Table 4). The mean age of all the respondents was 39 years. This high average age occurred because the majority of graduate students in adult education began their graduate studies later in life after having gained employment experience. In addition, the part-time study option available in the M.Ed. and Diploma programs enabled students to complete their programs over an extended period of time.

The youngest respondents were from the M.Sc. program, with a mean age of 29.6 years, while the oldest respondents were from the M.Ed. program with a mean of 45.1 years. The mean age of the Ed.D., M.A. and Diploma respondents was 37.0, 36.5, and 41.0 years respectively.

Table 4
Distribution of Respondents' Age on Graduation
by Program

Program	20-29 Years	30-39 Years	40-49 Years	50 Years or older	Not Known	Total
Ed.D.	1	-	1	-	-	2
M.A.	5	8	6	3	10	32
M.Ed.	-	4	6	6	10	26
M.Sc.	3	2	-	-	4	9
Diploma	<u>6</u>	<u>5</u>	<u>8</u>	<u>6</u>	<u>5</u>	<u>30</u>
Total	15	19	21	15	29	99

Number of Dependents on Entry

Seventy-one respondents provided information regarding their dependents prior to entry. Thirty-four of these had no dependents, and the other thirty-seven had between 1 and 7 dependents (Table 5). The mean number of dependents per respondent was 1.4.

The group reporting the largest number of dependents was the Ed.D. group with a mean of 3.0 dependents. Next came the M.Ed. group with a mean of 2.0 dependents, the M.A. group with a mean of 1.6 dependents, and the Diploma group with a mean of 1.0 dependents. The M.Sc. group reported a mean of only .2 dependents.

Table 5
Distribution of Respondents' Number of Dependents
on Entry by Program

Program	None	One	Two	Three	Four or More	Not Known	Total
Ed.D.	-	-	-	-	1	-	2
M.A.	10	2	5	7	2	6	32
M.Ed.	5	2	5	3	3	8	26
M.Sc.	4	1	-	-	-	4	9
Diploma	<u>15</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>10</u>	<u>30</u>
Total	34	6	13	11	7	28	99

Residence Prior to Entry and Currently

Tables 6 and 7 show that the geographic distributions of the respondents prior to entry and currently have remained relatively the same, with seventy-four living in British Columbia during both time periods.

Years of Experience in Adult Education

Approximately two-thirds of the respondents had some experience in adult education prior to entering their program of studies (Table 8). The range of years was distributed between one and twenty-two, with the mean number of years of experience for all respondents being 5.2 years.

The M.Ed. respondents had the most experience in adult education with a mean of 6.0 years, followed by the Diploma respondents with 5.9 years. Ed.D., M.A., and M.Sc. respondents had means of between 2 and 3.9 years.

Table 6

Distribution of Respondents' Residence Prior to Entry by Program

Program	B.C.	Alta.	Sask.	Man.	Ont.	N.B.	N.S.	N.W.T.	Foreign Countries	Not Known	Total
Ed.D.	2	-	-	-	-	-	-	-	-	-	2
M.A.	22	2	1	2	3	-	1	-	-	1	32
M.Ed.	23	-	-	-	-	1	-	-	-	2	26
M.Sc.	2	2	-	-	-	-	1	-	4	-	9
Diploma	<u>25</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>4</u>	<u>30</u>
Total	74	4	1	2	3	1	2	-	5	7	99

Table 7

Distribution of Respondents' Current Residence by Program

Program	B.C.	Alta.	Sask.	Man.	Ont.	Que.	N.S.	N.W.T.	Foreign Countries	Total
Ed.D.	1	-	-	-	1	-	-	-	-	2
M.A.	25	2	1	-	4	-	-	-	-	32
M.Ed.	23	3	-	-	-	-	-	-	-	26
M.Sc.	2	2	-	-	1	-	1	-	3	9
Diploma	<u>23</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>30</u>
Total	74	7	1	1	8	1	2	1	4	99

Table 8

Distribution of Respondents' Years of Experience
in Adult Education Prior to Entry by Program

Program	No Exp.	1-2 Years	3-4 Years	5-10 Years	11 Years or more	No Response	Total
Ed.D.	-	1	-	-	-	1	2
M.A.	13	6	5	3	4	1	32
M.Ed.	6	4	3	6	6	1	26
M.Sc.	2	2	2	2	1	-	9
Diploma	<u>7</u>	<u>3</u>	<u>6</u>	<u>6</u>	<u>5</u>	<u>3</u>	<u>30</u>
Total	28	16	16	17	16	6	99

Years Since Graduation

The number of years since graduation of the respondents ranged from 0 to 12 years, with approximately sixty-four percent of the respondents having graduated during the past four years (Table 9). The first graduate in the department was in 1960.

Those in the Diploma group were the most recent graduates, the mean number of years since graduation being 1.9. This mean is low because ten (one-third) of the Diploma group were 1973 graduates. All other groups reported means between 3.8 and 5.0 years.

Table 9
Distribution of Respondents' Years Since Graduation
by Program

Program	0 Years *	1-2 Years	3-4 Years	5-6 Years	7-8 Years	9 Years or More	Total
Ed.D.	-	-	1	1	-	-	2
M.A.	-	9	9	7	4	3	32
M.Ed.	2	6	6	5	2	5	26
M.Sc.	-	2	2	2	3	-	9
Diploma	10	10	8	2	-	-	30
Total	12	27	26	17	9	8	99

* 1973 graduates

EDUCATIONAL CHARACTERISTICS

Data on previous schooling and units of course work in adult education were available for eighty-eight of the respondents. In cases where a respondent completed more than one program in the department, the highest educational program achieved by that respondent was used to compute the data.

Previous Schooling

As can be seen from Table 10, the majority of the respondents held a Bachelors' degree on entry into the department. The five respondents with senior matriculation or 1 to 3 years of university on entry were enrolled in the Diploma program.

Table 10
Distribution of Respondents' Educational Achievement
Prior to Entry by Program

Program	Grade 12, 13 or 1-3 yrs. univ.	Bachelors' Degree	Masters' degree	Doctoral degree	Not Known	Total
Ed.D.	-	-	2	-	-	2
M.A.	-	29	-	-	3	32
M.Ed.	-	21	1	-	4	26
M.Sc.	-	8	1	-	-	9
Diploma	<u>5</u>	<u>19</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>30</u>
Total	5	77	5	1	11	99

Units of Adult Education Courses Completed

Four of the five programs in the department of adult education at the University of British Columbia require the completion of a minimum of four 3 unit credit courses. The M.Sc. degree often combines courses in both adult education and agriculture, thus, the number of units of adult education course work completed by the respondents ranged widely from 6 to 27 (Table 11), while the mean number of units completed was fifteen.

Table 11

Distribution of Respondents' Number of Units of
Adult Education Courses Completed by Program

Program	6-9 units	12-15 units	18-24 units	27 or more units	Not Known	Total
Ed.D.	-	-	1	1	-	2
M.A.	1	11	12	3	5	32
M.Ed.	2	14	7	2	1	26
M.Sc.	6	2	1	-	-	9
Diploma	<u>1</u>	<u>24</u>	<u>-</u>	<u>-</u>	<u>5</u>	<u>30</u>
Total	10	51	21	6	11	99

CURRENT OCCUPATIONAL CHARACTERISTICS

Occupational characteristics of the respondents were analyzed according to the extent of their work in adult education, the number of hours worked per week, the number of hours worked per week that are specifically related to adult education activities, the number of hours worked per week that are not related to adult education activities, the current title of their position, their current place of work, the name of their employer, their annual income, and the extent to which they have been occupationally mobile.

Extent of Work in Adult Education

Sixty-one respondents reported working in adult education at the present time, thirty-nine of whom were working full-time (Table 12).

Table 12

Distribution of Respondents' Extent of Work in Adult Education by Program

Program	Working in Adult Ed.		Student	Not Working in Adult Ed.	Not Cur- rently Working	No Response	Total
	Full- time	Part- time					
Ed.D.	1	-	-	1	-	-	2
M.A.	14	6	2	6	2	2	32
M.Ed.	10	6	-	5	3	2	26
M.Sc.	3	5	1	-	-	-	9
Diploma	<u>11</u>	<u>5</u>	<u>-</u>	<u>5</u>	<u>2</u>	<u>7</u>	<u>30</u>
Total	39	22	3	17	7	11	99

Number of Hours Worked Per Week

Eighty-two of the ninety-nine respondents reported the total number of hours they work each week. Of all respondents, 55 work over forty hours a week, and half of these work fifty or more hours a week (Table 13). However, the mean number of hours worked per week for all respondents is 42.9.

Table 13
Distribution of Respondents' Total Number of Hours
Worked Per Week by Program

Program	1-29 Hours	30-39 Hours	40-49 Hours	50 or more Hours	No Response	Total
Ed.D.	-	-	2	-	-	2
M.A.	3	10	7	7	5	32
M.Ed.	2	3	7	9	5	26
M.Sc.	1	2	3	3	-	9
Diploma	<u>1</u>	<u>5</u>	<u>8</u>	<u>9</u>	<u>7</u>	<u>30</u>
Total	7	20	27	28	17	99

The respondents were asked to designate how many of their working hours are spent in activities related to adult education and in activities not related to adult education (henceforth: related and non-related activities respectively). The distributions for these hours are found in Tables 14 and 15.

They reported spending an average of 25 hours per week in related activities and 18 hours per week in non-related activities. Of the 50 respondents who spend over 20 hours a week in related activities, 25 indicated they spent 40 hours per week or more; however, of the 38 respondents who spend over 20 hours in non-related activities, only 7 spent 40 or more hours in these activities.

Table 14

Distribution of Respondents' Number of Work Hours Per
Week that ARE Related to Adult Education

Program	None	1-19 Hours	20 or More Hours	No Response	Total
Ed.D.	-	-	1	1	2
M.A.	7	6	16	3	32
M.Ed.	4	6	13	3	26
M.Sc.	-	3	6	-	9
Diploma	<u>6</u>	<u>8</u>	<u>14</u>	<u>2</u>	<u>30</u>
Total	17	23	50	9	99

Table 15

Distribution of Respondents' Number of Work Hours Per
Week that ARE NOT Related to Adult Education

Program	None	1-19 Hours	20 or More Hours	No Response	Total
Ed.D.	1	-	-	1	2
M.A.	12	9	8	3	32
M.Ed.	5	5	13	3	26
M.Sc.	3	2	4	-	9
Diploma	<u>9</u>	<u>6</u>	<u>13</u>	<u>2</u>	<u>30</u>
Total	30	22	38	9	99

Title of Current Position in Adult Education

An analysis of the occupational titles held by the 67 respondents who provided this information shows that seven are Professors/Lecturers or students, and the remaining sixty are practicing in the field. Of that sixty, the largest number (approximately 29%) reported occupations of Teacher/Trainer or Program Director/Assistant Program Director. The other thirty-one reported job titles classified between eight title categories, each having between 3 and 7 respondents (Table 16).

Of the 13 employed as Program Directors/Assistant Program Directors, twice as many are working full time rather than part time, and the Teacher/Trainers are almost evenly split between full time and part time employment. In the title categories of Counsellor/Consultant and Unclassified, more respondents reported working part time than full time, and four of the five Directors of Adult Education reported working full time.

Further analysis of Table 16 reveals a wide distribution in occupational categories by program studied. More titles of Program Director/ Assistant Program Director are reported by the M.A. group; the M.Ed. and Diploma group account for 11 of the 16 Teacher/Trainers; and as would be expected, the four Agriculturists are M.Sc. respondents.

Place of Employment

The majority of the respondents work in large cities with a population of 100,000 or more (Table 17).

Table 16
Distribution of Respondents' Position Title by Program

Title	Ed.D.	M.A.	M.Ed.	M.Sc.	Diploma	Total
Dept. Head or Principal	-	1	3	-	-	4
Director of Adult Education	-	1	2	-	2	5
Professor or Lecturer	1	2	-	-	1	4
Program Director or Assistant	-	5	3	1	4	13
Program Planner or Coordinator	-	3	2	-	1	6
Agriculturist	-	-	-	4	-	4
Teacher or Trainer	-	2	6	3	5	16
Counsellor or Consultant	-	2	2	-	1	5
Unclassified*	-	4	1	-	2	7
Student	-	2	-	1	-	3
Not Applicable	1	8	6	-	7	22
No Response	<u>-</u>	<u>2</u>	<u>1</u>	<u>-</u>	<u>7</u>	<u>10</u>
Total	2	32	26	9	30	99

*Includes such position titles as Pastor, Industrial Hygienist, Librarian, Liaison Officer.

Table 17
Distribution of Respondents' Place of Employment
by Program

Program	Large City (100,000 or more)	Small City (10,000- 99,000)	Small Town or Rural Area (under 10,000)	No Response	Total
Ed.D.	2	-	-	-	2
M.A.	21	4	-	7	32
M.Ed.	16	5	2	3	26
M.Sc.	4	1	2	2	9
Diploma	<u>15</u>	<u>6</u>	<u>3</u>	<u>6</u>	<u>30</u>
Total	58	16	7	18	99

Current Employers

The most common employers are universities with 14, regional or community colleges with 12, and government departments with 10, while public schools employ 15 respondents. This latter figure may be misleading since it includes 5 high school teachers; so the corrected figure for adult practitioners in public schools is ten (Table 18).

Table 18
Distribution of Respondents' Employers
by Program

Agency	Ed.D.	M.A.	M.Ed.	M.Sc.	Diploma	Total
Not associated or employed by adult education agency	-	3	1	-	6	10
Public School	-	2	11	-	2	15
Vocational-Technical School	-	1	-	1	2	4
Regional or Community College	-	3	4	-	5	12
University	1	8	1	2	2	14
Health Agency	-	2	4	-	1	7
Voluntary Agency	-	3	-	-	1	4
Extension Service	-	-	-	4	-	4
Government Dept.	1	2	3	1	3	10
Miscellaneous *	-	1	1	-	4	6
Student	-	2	-	1	-	3
No Response	<u>-</u>	<u>5</u>	<u>1</u>	<u>-</u>	<u>4</u>	<u>10</u>
Total	2	32	26	9	30	99

* Includes such agencies as Correctional Institution, Library, Museum, Mass Media/Communication.

Income

The annual income of the respondents ranged from \$2,500 for students to \$25,000 for a full time adult educator. Approximately 47% of the respondents reported earning between \$10,000 and \$19,999 a year (Table 19). The mean income of all the respondents was \$13,575. The calculated mean income excluding that of the eight respondents who indicated part time or student salaries under \$5,000 was \$14,347.

Table 19
Distribution of Respondents' Annual Income
by Program

Program	Under \$4,999	\$5,000- 9,999	\$10,000- 14,999	\$15,000- 19,999	\$20,000 or more	No Response	Total
Ed.D.	-	-	-	-	2	-	2
M.A.	1	-	7	8	6	10	32
M.Ed.	1	1	7	8	3	6	26
M.Sc.	2	1	4	-	-	2	9
Diploma	<u>4</u>	<u>3</u>	<u>7</u>	<u>6</u>	<u>-</u>	<u>10</u>	<u>30</u>
Total	8	5	25	22	11	28	99

The mean salary for the Ed.D. respondents was \$21,750, for the M.A. respondents was \$16,427, for the M.Ed. respondents was \$14,993, for the M.Sc. respondents was \$8,670, and for the Diploma respondents was \$10,568.

Occupational Mobility

Two criteria were used to determine respondents' occupational mobility. These were changes in job title and changes in employer during three time periods: prior to training, immediately after training and at the present time. Table 20 illustrates the resulting mobility levels. Approximately 37% of the respondents have made at least one or two occupational changes since their training (low mobility) and approximately one-third (32%) have made three or four changes (high mobility). These figures, coupled with the fact that almost 55% of the respondents graduated during the past four years, reveal that the respondents are an occupationally mobile group under the present definition. The most mobile group by program studied was the M.A. group, while the least mobile group was the Diploma group.

Table 20
Distribution of Respondents' Occupational Mobility
by Program

Program	Non-mobile	Low Mobility	High Mobility	No Response	Total
Ed.D.	-	1	1	-	2
M.A.	7	13	12	-	32
M.Ed.	6	10	8	2	26
M.Sc.	2	5	2	-	9
Diploma	<u>6</u>	<u>8</u>	<u>9</u>	<u>7</u>	<u>30</u>
Total	21	37	32	9	99

SUMMARY

The typical graduate in adult education from the University of British Columbia is more likely to be a male than a female, is married, is thirty-nine years of age, lives in British Columbia, and has one or two children. He practiced for five years in the field of adult education before returning to graduate work at the university.

On entering graduate study, he had a Bachelor's degree, and during his program of studies completed fifteen units of adult education course work. He is a recent graduate, having completed his program sometime during the past four years.

Holding the title of Program Director/Assistant Program Director or Teacher/Trainer, he is more likely to work full time than part time for a university or a regional or community college located in a large city. On the average, his work week usually consists of about forty-three hours, twenty-five of which are spent in activities that are related to adult education, and eighteen of which are in non-related adult education activities. And finally, he has likely made two occupational changes either in position or in employer in the four years since he has graduated, and earns an annual income of approximately \$14,000 a year.

CHAPTER IV

PATTERNS OF OCCUPATIONAL CHANGE AND PERCEPTIONS OF OCCUPATIONS

The first section of this chapter reviews the occupational backgrounds of the respondents in an attempt to discover whether any definite career patterns emerge. In the second section, the respondents' perceptions of the prestige of occupations in adult education are discussed, and in the final section, the findings of the analysis of predictors of mobility in adult education occupations are summarized.

OCCUPATIONAL BACKGROUND

In order to determine respondents' occupational change patterns since graduation, a comparison was made of several occupational characteristics in three different time periods. The characteristics used were job title, employing agency, place of work, extent of work in adult education, number of people supervised at work, amount of budget of adult education programs over which they had control, and personal annual income. Information was requested on all of the above characteristics for the time periods before training, immediately after training, and at the present time (July, 1973).

Position Title

Analysis of Table 21 shows that the titles of Program Director/Assistant Program Director with 12 before, 13 after and 13 now; and Agriculturist with 4 before, 3 after and 4 now remained relatively consistent, although the graduates involved were not necessarily the same individuals. Some noticeable decreases over the three time periods are reported for the titles of Teacher/Trainer from 20 to 19 to 16, and Director of Adult Education from 9 to 4 to 5. Two titles showing an increase are those of Department Head/Principal from 1 before and after to 4 now; and of professor/lecturer from 2 before to 4 now. Program Planner/Coordinator was a title not identified by any respondents before training but has maintained 6 respondents in the two time periods since. Though it is difficult to see any definite pattern emerging, there appears to be a trend away from titles of adult education director and teacher to that of department head, principal, program planner or coordinator.

Employing Agency

The graduates display a definite preference towards government-associated employing agencies. Three of those agencies show a steady inflow of 7 to 8 respondents during the three time periods, the largest being the universities with figures of 6 before, 11 after and 14 at the present time. These findings are perhaps not necessarily preferences of the respondents, but merely an indication of what agencies currently are employing adult educators.

Table 21
Distribution of Respondents' Position Titles
Over Three Time Periods

Title	Before Training	Immediately After Training	Now
Department Head/Principal	1	1	4
Director of Adult Education	9	4	5
Professor/Lecturer	2	6	4
Program Director/Assistant Program Director	12	13	13
Program Planner/Coordinator	-	6	6
Agriculturist	4	3	4
Teacher/Trainer	20	19	16
Counsellor/Consultant	3	4	5
Unclassified*	10	11	7
Student	1	1	3
Not Applicable	17	15	22
No Response	<u>20</u>	<u>16</u>	<u>10</u>
Total	99	99	99

* Includes such position titles as Pastor, Industrial Hygienist, Librarian, Liaison Officer.

Table 22
Distribution of Respondents' Employers
Over Three Time Periods

Agency	Before Training	Immediately After Training	Now
Not associated/ employed by Adult Education agency	14	5	10
Public School	27	18	15
Vocational-Technical School	6	6	4
Regional or Community College	5	11	12
University	6	11	14
Health Agency	10	8	7
Voluntary Agency	7	4	4
Extension Service	4	4	4
Government Department	3	9	10
Miscellaneous *	11	6	6
Student	1	4	3
No Response	<u>5</u>	<u>13</u>	<u>10</u>
Total	99	99	99

* Includes such employing agencies as Correctional Institution, Library, Museum, Mass Media/Communication Agency

On the other hand, those agencies which seem to attract fewer respondents are the public schools and health and voluntary agencies decreasing steadily by 3 or more during each time period. The number of respondents who are not associated or employed by an adult education agency has increased from 5 immediately after training to 11 at the present time, suggesting that training in adult education may conceivably be useful preparation for other employment fields (Table 22).

Place of Employment

There seems to be little difference with regard to patterns of work location over the three time periods although there is a small movement out of small towns or rural areas (16 before to 7 now) and into large cities (51 before to 58 now) (Table 23).

Table 23
Distribution of Respondents' Place of Employment
Over Three Time Periods

Place	Before Training	Immediately After Training	Now
Large City	51	52	58
Small City	16	17	16
Small town/rural area	16	13	7
No Response	<u>16</u>	<u>17</u>	<u>18</u>
Total	99	99	99

Extent of Work in Adult Education

Analysis of Table 24 shows a definite pattern of greater work involvement by the respondents in adult education immediately after training than before training or at the present time. The percentage of respondents not working in adult education decreased from approximately 20 before to 11 after but increased at the present time to seventeen.

Table 24

Distribution of Respondents' Extent of Work in Adult Education Over Three Time Periods

Extent of Work	Before Training	Immediately After Training	Present
Full time	35	40	39
Part time	25	26	22
Student	-	1	3
Not working in Adult Education	20	11	17
Not Working	8	8	7
No Response	<u>11</u>	<u>13</u>	<u>11</u>
Total	99	99	99

Both full time and part time work in adult education increased from 35% and 25% respectively to 40% and 26% immediately after training but both have decreased again at the present time to 39% and 22%. Possible explanations for this present trend of lesser involvement in adult education are that some respondents studied adult education as an adjunct

to their expertise in some other field and had never intended to work in adult education; or secondly, that once working in the field of adult education they became disenchanted with it and moved out for a time; or thirdly, that no jobs were available to them in the field. However, such explanations are speculative in that the respondents who accounted for these moves were not always the same individuals.

Areas of Work Responsibility

Approximately 40% of the respondents supplied information about the number of people they supervised at work for the three time periods, and approximately 43% replied to the question asking the budget of the adult education programs over which they had control.

A comparison of the average number of employees supervised for the three time periods indicates that the 40 respondents have less supervisory responsibility at the present time (Table 25). It would appear that the time devoted to increasing one's professional competence is associated with a pattern of less supervisory responsibility following this training.

Table 25

Respondents Mean Number Supervised at Work and
Mean Amount of Budget Controlled -
Three Time Periods

	Before	After	Now
Mean Number supervised at work	27.5	22.4	30.9
Mean Amount of budget of adult education programs controlled	\$66,577	\$260,287	\$322,653

While only 43% of the respondents have budgetary responsibilities, there is a substantial increase in the size of the budget they control over the three time periods. It is difficult to deduce conclusions regarding the amounts reported since they may represent estimates rather than actual amounts known to the respondents.

Income

The annual incomes of the seventy respondents who provided this data rose steadily over the three time periods. Average incomes increased by approximately \$1,350 from \$8,170 before training to \$9,539 immediately after training and then by \$4,100 to \$13,575 at the present time. It is difficult to determine whether this pattern of increasing annual incomes is due to general economic inflationary trends, or to incremental salary adjustments for increased educational preparation, or to a combination of both these factors.

In summary, the respondents in this study show fairly definite patterns of change in the occupational characteristics of: type of employing agency, extent of work in adult education, areas of responsibility (number supervised and amount of budget controlled), and income. Less definite patterns of change occur in title of job position and place of employment. The career changes as reported by the respondents of this study cannot be compared with the findings of Damon (5) and London (18) and demonstrate the need for more thorough investigations of career changes of professionally prepared adult educators.

PERCEPTIONS OF PRESTIGE IN ADULT
EDUCATION OCCUPATIONS

As well as gaining a perspective about the graduates' career changes over time, it was considered equally important to identify the graduates' opinions about the prestige of occupations in adult education. This section tests the hypothesis that there are statistically significant differences in the graduates' perceptions of prestige of their occupations during the four time periods of: before training, immediately after training, at the present time, and future career aspirations.

The first step in the procedure was to compute for every respondent four occupational prestige scores, one for each of the time periods outlined above. The scores were calculated by asking the graduates a) to identify the title of the position he held in each of the four time periods, b) to assign to each position a prestige rating on a scale from one to ten, and c) to state the percentage of time he spent in activities related to adult education in each position. The figures thus obtained were then multiplied to give one prestige score per time period for each respondent for a possible score ranging from 1 to 1,000. Data were provided by approximately the same numbers of respondents who indicated that they were working in adult education in the first three time periods, and the number decreased by two for career aspirations.

Table 26 depicts the respondents ratings of the prestige of their occupations. Ratings were consistently higher as time progressed from 5.8 before training to 8.2 for their career aspirations. The amount of variance in the ratings, reported by the standard deviations, remained

constant at 2.3 in the first three time periods, but decreased to 1.8 for career aspirations. This suggests that the respondents agree more about the prestige ratings for career aspiration positions than they do about the positions they occupied during the first three time periods.

Table 26
Respondents' Mean Prestige Ratings of Position
Over Four Time Periods

Time Period	N	Mean Rating	Standard Deviation
Before Training	63	5.8	2.3
Immediately After Training	62	6.6	2.3
Present	60	7.0	2.3
Future Aspirations	60	8.2	1.8

The percentage of time reported spent in activities related to adult education increased over the first two time periods from 63.9 to 72.5, then decreased to 67.1 at the present time, then increased considerably for career aspirations to 84.9 (Table 27). Once again the lowest standard deviation occurred for the career aspirations time period, implying that the respondents had greater agreement about the percentage of time in adult education activities for their future job positions than any other time period.

The hypothesis, to determine if any statistically significant differences exist in graduates' perceptions of the prestige of their

occupations during four time periods, was tested using one way analysis of variance (9) and t-test (8) procedures. Results of the analysis of variance test produced an F ratio of 8.22, which was not significant at the .05 level, and the hypothesis was not accepted using this procedure.

Table 27

Respondents' Mean Percentage of Time in Adult Education
Activities Over Four Time Periods

Time Period	N	Mean %	Standard Deviation
Before Training	63	63.9	36.6
Immediately After Training	62	72.5	31.9
Present	60	67.1	33.2
Future Aspirations	60	84.9	22.7

Analysis was continued by placing the prestige scores into three groups: before vs after; after vs present and present vs future and subjecting these groupings to separate t-tests. Table 28 shows the values of t that were obtained, two of the three being significant at the .01 level. These findings disclose that respondents perceived the occupation they held immediately after training to be significantly more prestigious than the one they held before training; and the occupation to which they aspire to have significantly more prestige than the one they presently hold. On the other hand, the respondents do not perceive

the occupation they presently hold as having more prestige than the one they held immediately after training. Therefore, the hypothesis is accepted for the before vs after and present vs future occupations and rejected for the after vs present occupations.

Table 28
Respondents' Occupational Prestige Score Means and
Grouped t-values Over Four Time Periods

Time Period	N	Score Means	Standard Deviation	t-test values
Before Training	63	404.6	306.3	} <u>2.14</u>
Immediately After Training	62	518.9	282.4	
Present	60	502.2	308.4	} } <u>3.08</u>
Future Aspirations	60	666.8	269.4	

PREDICTORS OF MOBILITY IN OCCUPATIONS

Twenty-four independent variables were analyzed in a stepwise regressions program (3) to test the hypothesis that educational variables are greater predictors of occupational mobility of adult educators than socio-economic or occupational variables. There were five educational, six socio-economic, and thirteen occupational variables.

- | | |
|-------------|--|
| Educational | <ol style="list-style-type: none"> 1. No. of years of previous schooling. 2. No. of units of adult education course work completed. 3. No. of hours per week in all continuing learning activities. |
|-------------|--|

- | | | |
|----------------|-----|--|
| | 4. | Percentage of hours in continuing learning activities that is specifically related to adult education. |
| | 5. | No. hours per week in continuing adult education learning activities. |
| Socio-economic | 6. | No. of years since graduation. |
| | 7. | Age on graduation. |
| | 8. | No. of dependents |
| | 9. | Annual income prior to training. |
| | 10. | Annual income after training. |
| | 11. | Annual income at the present time. |
| Occupational | 12. | No. years experience in adult education prior to training. |
| | 13. | No. supervised at work prior to training. |
| | 14. | No. supervised at work after training. |
| | 15. | No. supervised at work at the present time. |
| | 16. | Amount of budget controlled prior to training. |
| | 17. | Amount of budget controlled after training. |
| | 18. | Amount of budget controlled at the present time. |
| | 19. | Prestige score of occupation before training. |
| | 20. | Prestige score of occupation after training. |
| | 21. | Prestige score of occupation at the present time. |
| | 22. | Total no. of hours worked per week. |
| | 23. | No. of hours of work per week that are not related to adult education activities. |
| | 24. | No. of hours of work per week that are related to adult education. |

Calculation of a stepwise regression utilizing a five percent level of significance determined that the following variables were significant predictors in this order:

- number of hours of work not related to adult education activities (variable #23)
- amount of budget controlled immediately after training (variable #17)
- the number of years since graduation (variable #6)

These three variables accounted for 24.78 percent of the variation in the dependent variable mobility leaving 75.22 percent attributable to factors other than these three.

Table 29

Percentage of Variation in Occupational Mobility
and Factors Accounting for the Variation

Variable	Regression Step No.	Inclusion Step	Final Step	Cumulative Percent of Variation
No. hours of work in activities not related to adult education	1	.0085	.0056	11.47
Amount of budget controlled in position held immediately after training	2	.0247	.0000	19.03
No. of years since graduation	3	.0428	.0000	24.78
No. people supervised in position held immediately after training	4	.0565	.0000	29.61
No. units of adult education courses completed	5	.0000	.0000	52.46
No. people supervised in position held at present	5	.0000	.0000	
No. dependents	7	.0000	.0000	96.52
Amount of budget controlled in present position	7	.0000	.0000	
No. hours of work in activities that are related to adult education	7	.0000	.0000	

The analysis was repeated with an F probability of .10. At this level, the stepwise regression program selected the following variables in the order listed:

- the number of people supervised in the position held immediately after training (#14),
- the number of adult education units completed (#2),
- the number of people supervised in the position held at the present time (#15),
- the number of dependents (#8),
- the amount of budget controlled in the position held at the present time (#18),
- the number of hours of work that are related to adult education activities (#24),

(Table 29).

In step six of the program, the variable of the number of years since graduation was rejected, which at that stage in the analysis had an F probability of .7935. This means that the best predictor of mobility in occupations is the number of years since graduation and that together the other eight variables accounted for only the remaining 17.17 percent of the total variance which was 96.52. The hypothesis that educational variables are greater predictors of occupational mobility than socio-economic or occupational variables was rejected on the basis of the predictive power of these nine stated variables at the .10 level of significance.

SUMMARY

The findings of the first section of this chapter suggest that a fairly definite pattern of occupational change appears to be developing with regard to employing agencies, extent of work in adult education,

numbers supervised at work, amount of budget controlled at work, and income. Less definite patterns were displayed in position title and place of employment.

Respondents perceived the occupations they held immediately after training to have significantly more prestige than the one they held before training and the occupation to which they aspire to have significantly more prestige than the one they presently hold. They do not, however, perceive their present occupation to have more prestige than the one they held immediately after training.

Of five educational, six socio-economic, and thirteen occupational variables studied by multiple regression analysis to determine predictors of occupational mobility, one educational, one socio-economic, and seven occupational variables were selected as predictors. The greatest single predictor was the socio-economic variable of number of years since graduation.

CHAPTER V

OCCUPATIONAL ACTIVITIES

During the last decade, a great deal of research has been conducted to investigate desirable attributes and competencies of the adult educator (1)(4)(14)(19)(26)(29). These research studies, with few exceptions (14)(26), have delineated adult educators' perceptions of what their work activities ought to be rather than what their specific work activities actually are. Since research has been noticeably deficient in this area of work performance, the third purpose identified for the present study was to describe the adult education work activities currently being performed by practicing adult educators.

The data will be reported in two sections: the first section analyzes the work activities of all the respondents, while the final section analyzes work activities according to graduate program completed.

~~Fifty-five of the sixty-one respondents who are working~~ in adult education supplied information about their work activities. Three of the respondents indicated that the distributions of weekly working hours they reported were only estimates, because the nature of their work varied from one week to another and did not lend itself to such detailed analysis.

THE WORK ACTIVITIES LIST

When designing the questionnaire, it was decided to develop a list of work activities to record the responses rather than have each respondent describe his work activities and have those interpreted by the researcher. It was thought that fewer omissions and greater data reliability would result from this procedure. This same list of work activities was also utilized to identify adequacy of preparation and learning needs and to investigate relationships between these and time spent in work activities in a later part of the study.

The work activities list was developed initially by reviewing previous studies of competencies, functions and behaviors of adult educators for common behavioral items. The final list of activities was prepared after consultation with several adult educators and colleagues. The resulting list satisfied two main criteria: it was broad in scope and it was relevant to the occupations in which the responding graduates were likely to be involved.*

WORK ACTIVITIES OF ALL RESPONDENTS

The respondents were asked to state the number of hours they spent each week in activities directly related to adult education; then they were asked to distribute these working hours among the fourteen work activities on the list. The mean number of hours per week in each

* See questionnaire (Appendix B, page 103).

of the fourteen activities was computed, and the means were then rank-ordered. A summary of the findings is shown in Table 30.

The work activity which the respondents reported devoting most time to was that of instructing groups of adults, with a mean of 7 hours a week. Providing counselling for adults with a mean of 6.8 hours per week was second. Next in the order of frequency were establishing and maintaining interpersonal relationships ($\bar{x} = 4.9$ hours), planning and developing adult education programs ($\bar{x} = 4.6$ hours), and continuing their own education ($\bar{x} = 3.4$ hours).

The respondents devoted the least time ($\bar{x} = 1.7$ hours) to producing mass media programs for adults and to determining community needs for adult education programs ($\bar{x} = 1.2$ hours per week). The remaining activities had means of between 2.2 to 2.9 working hours per week.

These findings are quite different from the work activities that might be expected if Chamberlains' (4) and Aker's (1) lists of desirable behaviors and competencies are taken as a guide. Since the respondents were not requested to place priorities on the list of activities using criteria other than time, a useful exercise in the future might be to compare respondents real time distributions with their ideal time distributions on the work activities list.

Table 30

Distribution of Mean Number of Hours in Work Activities Per Week and Mean Rank
For all Respondents by Program

Activity	<u>All Respondents</u>		<u>M.A.</u>		<u>M.Ed.</u>		<u>M.Sc.</u>		<u>Diploma</u>	
	Mean no. hrs. (N = 55)	Rank	Mean no. hrs. (N = 17)	Rank	Mean no. hrs. (N = 15)	Rank	Mean no. hrs. (N = 7)	Rank	Mean no. hrs. (N = 16)	Rank
Planning and developing adult education programs	4.6	4	7.5	1	3.6	7	1.6	8	3.5	4
Developing instructional materials	2.6	9	2.5	9	2.8	8	3.3	4	2.3	10
Evaluating adult education programs	2.2	12	2.2	11	2.0	12	1.1	13	2.8	7
Determining community needs for adult education programs	2.0	13	2.3	10	1.1	13	1.6	9	3.0	6
Establishing and maintaining interpersonal relationships	4.9	3	2.5	8	5.4	3	1.7	6	8.6	2
Instructing groups of adults	7.0	1	5.7	2	6.9	1	7.7	1	8.0	3
Producing mass media programs for adults	1.7	14	.3	14	5.8	2	.3	14	.2	14
Providing counselling for adults	6.8	2	5.1	3	5.1	4	5.9	2	12.7	1
Publicizing and promoting adult education programs	2.3	11	1.9	12	3.7	6	1.3	12	1.6	12
Recruiting and supervising instructors	2.6	10	3.3	7	2.5	11	1.7	6	1.8	11
Supervising clerical and secretarial staff	2.9	7	3.9	4	2.6	10	1.5	11	2.7	9
Preparing and presenting administrative reports	3.0	6	1.9	12	2.7	9	5.9	2	2.8	8
Planning and conducting research studies	2.6	8	3.9	5	.7	14	3.0	5	1.5	13
Continuing your own education	3.4	5	3.8	6	4.2	5	1.5	10	3.4	5

WORK ACTIVITIES OF RESPONDENTS OF DIFFERENT PROGRAMS

The respondents were classified into the four programs from which they graduated for further analysis of the work activity data. (The data of the one respondent from the doctoral program were included with that of the M.A. group.) Using the same procedures for analysis, the work activities of each group will be described and then compared, to determine whether there were differences in the respondents' work activities by program of graduation (Table 30).

The Master of Arts Group

Planning and developing adult education programs ($\bar{x} = 7.5$ hours per week) was the activity to which most time was devoted, while instructing ($\bar{x} = 5.7$ hours) and counselling ($\bar{x} = 5.1$ hours) ranked second and third respectively. Supervising clerical and secretarial staff ($\bar{x} = 3.9$ hours) ranked fourth, planning and conducting research ($\bar{x} = 3.9$) fifth, and continuing education ($\bar{x} = 3.8$) sixth for the M.A. respondents.

The activity to which the M.A. group devoted least time was the production of mass media programs with a mean of only .3 hours per week. Publicizing and promoting activities, and preparing and presenting administrative reports were devoted the next least time at work by the M.A. group each with means.

The Master of Education Group

Four work activities were ranked high in terms of hours per week devoted to adult education activities by the M.Ed. group. Instructing was ranked first with a mean of 6.9 hours per week, producing mass media

programs ranked second ($\bar{x} = 5.8$ hours), establishing and maintaining interpersonal relationships ranked third ($\bar{x} = 5.4$ hours), and providing counselling fourth ($\bar{x} = 5.1$ hours). Continuing education activities ranked fifth for the M.Ed. group and they reported spending a mean of 4.2 hours a week in this work activity. Together these five activities account for a mean of 26.5 of the M.Ed. groups' reported hours in adult education activities and the remaining hours are spread evenly over a variety of six other listed activities. The two activities which this group reported spending least time on were planning and conducting research ($\bar{x} = .7$ hours) and determining community needs ($\bar{x} = 1.1$ hours). (Table 30).

The Master of Science (Agriculture) Group

Instructing groups of adults ranked highest as the activity to which the M.Sc. respondents devoted most time ($\bar{x} = 7.7$ hours per week). Providing counselling and preparing and presenting administrative reports were both ranked second with a mean of 5.9 hours per week devoted to each.

The activities which M.Sc. respondents devoted the least amount of time to were producing mass media programs ($\bar{x} = .3$ hours) and evaluating adult education programs ($\bar{x} = 1.1$ hours). With the exception of developing instructional materials ($\bar{x} = 3.3$ hours), and planning and conducting research ($\bar{x} = 3.0$ hours), approximately 1.5 hours was the average time spent in the remaining six work activities listed. (Table 30).

The Diploma Group

The activity in which the diploma group spent most of their time

time ($\bar{x} = 12.7$ hours) was providing counselling for adults. Next highest in the ranking were the work activities of establishing and maintaining interpersonal relationships ($\bar{x} = 8.6$ hours) and instructing adults ($\bar{x} = 8.0$ hours). All the other activities received less than 3.5 hours per week. The lowest ranked activities were producing mass media programs ($\bar{x} = .2$ hours) and planning and conducting research ($\bar{x} = 1.5$ hours). (Table 30).

Comparisons of the Work Activities of the Four Groups

Table 30 also shows the rankings of the mean number of hours spent in each activity for all respondents.

No single work activity was ranked the same by all four respondent groups, although there was some general indication by all groups that instructing and counselling were those to which they devoted most of their time. Three of the groups spent the least amount of time producing mass media programs for adults while this activity was allotted the second largest amount of time by the M.Ed. group. This is partly explained by the fact that one M.Ed. respondent spent all his work time in this activity. Again, the M.Ed. group ranked publicizing and promoting programs sixth but the other groups ranked this activity twelfth. Preparing and presenting administrative reports was ranked second by the M.Sc. group, but eighth or above by the other three respondent groups.

A Spearman's Rank Correlation Coefficient procedure (28) was applied to the rankings of work activities by the four respondent groups to test the hypothesis that graduates of different programs will perform

different occupational activities. The levels of significance used were .01 and .05. Table 31 reports the tabulated correlation matrix.

Table 31
Spearman's Rank Correlation Matrix* of
Work Activities for Four Respondent Groups

	M.A.	M.Ed.	M.Sc.	Diploma
M.A.	1.0			
M.Ed.	.13	1.0		
M.Sc.	<u>.45</u>	.15	1.0	
Diploma	<u>.55</u>	.38	.40	1.0

*Underlined coefficients are significant at the .05 level.

Coefficients of .45 between the M.Sc. group and the M.A. group, of .40 between the M.Sc. group and the Diploma group, and of .55 between the M.A. and the Diploma group were statistically significant at the .05 level. These findings indicate that the M.Sc., M.A., and Diploma respondent groups' perform related occupational activities and do not significantly differ with one another.

The analysis resulted in non-significant correlation coefficients between the M.Ed. and M.A. groups, between the M.Ed. and M.Sc. groups and between the M.Ed. and Diploma groups. As a result, the M.Ed. respondent group performed different occupational activities from the three other groups. Therefore, the hypothesis that graduates of different

programs will perform different occupational activities is rejected for all but the graduates of the M.Ed. program.

SUMMARY

The total respondent group reported devoting the most time to work activities of instructing adults, counselling adults, establishing and maintaining interpersonal relationships, planning and developing adult education programs and continuing their own education in that order. Work activities to which they devoted least time were producing mass media programs and determining community needs which ranked 13 and 14 respectively.

The M.A. respondent group reported devoting most of their time to activities of planning and developing adult education programs, instructing adults and counselling adults. This group spent the least amount of time in work activities of producing mass media programs (ranked 14), publicizing and promoting programs, and preparing and presenting administrative reports (each ranked 13).

The M.Ed. respondent group devoted most of their time to work activities of instructing adults, producing mass media programs, establishing and maintaining interpersonal relationships, and counselling adults. They devoted least amount of time to work activities of planning and conducting research and determining community needs.

For the M.Sc. respondents most time was devoted to work activities of instructing adults, counselling adults and preparing and presenting administrative reports (each ranked 2), and least amount of time to producing mass media programs and evaluating adult education programs.

The Diploma respondent group reported devoting most of their time to work activities of counselling adults, establishing and maintaining interpersonal relationships, and instructing adults in that order. They devoted least time to producing mass media programs and planning and conducting research.

Spearman's Rank Correlation Coefficient was used to determine whether the occupational activities of the graduates of the four programs differ. Findings revealed that the respondents in the M.A., M.Sc., and Diploma groups perform significantly related activities. Activities performed by the respondents in the M.Ed. group are not significantly related to those performed by the other three groups and therefore are significantly different.

CHAPTER VI

ADEQUACY OF PREPARATION, LEARNING NEEDS, AND PARTICIPATION IN CONTINUING LEARNING ACTIVITIES

The respondents' opinions about the adequacy of their preparation for adult education activities, and the relationship between these and the activities performed at work are discussed in this chapter. Then the perceived learning needs of the respondents and the relationship between learning needs and activities performed at work are identified. The next section discusses the relationship between respondents' opinions about the adequacy of their preparation and their perceived learning needs for adult education activities, while the final section contains a description of the respondents participation in continuing learning activities.

ADEQUACY OF TRAINING AND RELATIONSHIP TO WORK ACTIVITIES

Adequacy of Training

Using the list of fourteen work activities the graduates were asked to indicate whether they felt their preparation for each activity had been Highly Adequate, Adequate, Inadequate or Highly Inadequate.

These descriptions were then rated 4,3,2 and 1 respectively. From these ratings means could be determined for each item, and subsequently a rank ordering of the 14 adequacy means could be tabulated.

Of the 87 respondents who supplied data regarding adequacy of preparation, the number of those who responded to each item varied. This is perhaps due to the fact that the list contained items concerning activities for which the department does not give courses, as for example, supervision of clerical and secretarial staff. Some respondents also reported that they elected not to study certain courses offered by the department, and this accounted for some inconsistencies in the number of responses to those activities.

Since the amount of variance of response between adequacy and inadequacy was restricted to a range of numerical values between 3 and 2, the value of 2.5 was chosen as the decisive point. Means of 2.5 or above indicated activities for which the graduates felt adequately prepared, while those below 2.5 were those for which they felt inadequately prepared. Table 32 reports the distribution of respondents' scores, the computed means and the rank-order for the activities.

Ten of the fourteen activities received means of 2.5 or above, indicating that the respondents felt that their training had been adequate for these activities. Of these ten, the activity for which the respondents felt they were best prepared was continuing their own education with a mean of 3.46; consequently, the training the respondents received appears to have prepared them to be continuous learners. The respondents also felt more than adequately prepared to plan and develop adult education programs and to instruct groups of adults, the mean for each being 3.04.

Table 32

Distribution of Scores, Means and Mean Ranks of Adequacy of Preparation
for all Respondents

Item	Highly Adequate (4)	Adequate (3)	Inadequate (2)	Highly Inadequate (1)	Mean Score	Rank
Planning and developing adult education programs	24	45	11	6	3.04	2
Developing instructional materials	6	30	37	8	2.58	10
Evaluating adult education programs	17	44	18	5	2.68	7
Determining community needs for adult education programs	14	43	27	2	2.76	6
Establishing and maintaining inter-personal relationships	14	39	27	8	2.59	9
Instructing groups of adults	31	39	11	6	3.04	2
Producing mass media programs for adults	8	33	33	7	3.00	4
Providing counselling for adults	8	19	35	24	2.32	11
Publicizing and promoting adult education programs	6	40	28	9	2.64	8
Recruiting and supervising instructors.	3	18	39	20	2.13	13
Supervising clerical and secretarial staff	3	8	38	28	1.74	14
Preparing and presenting administrative reports	4	28	33	16	2.21	12
Planning and conducting research studies	24	45	12	6	2.84	5
Continuing your own education	40	44	1	2	3.46	1

The four activities for which the respondents felt inadequately prepared were supervising clerical and secretarial staff ($\bar{x} = 1.74$), recruiting and supervising instructors ($\bar{x} = 2.13$), preparing and presenting administrative reports ($\bar{x} = 2.21$), and providing counselling for adults ($\bar{x} = 2.32$). The first three activities are strictly administrative activities for which no formal educational preparation is offered by the department.

Relationship of Adequacy Scores to Work Activities

A correlation matrix of the number of hours graduates spent in work activities and their adequacy scores was computed, using Jaspens's Coefficient of Multiserial Correlation, M (8), to determine the relationship between the work activities the graduates perform and the adequacy of their preparation for those activities. The level of significance used was .01, since the number of observations for each activity was limited to a range of 38 to 45.

The results show that there were five significant negative correlations between work activities and adequacy of preparation (Table 33). Respondents who spent more work time counselling adults felt less adequately prepared to instruct, to do administrative reporting and to continue their own education. The more work time respondents spent determining community needs the less adequately prepared they felt to evaluate adult education programs. Lastly, the more work time they spent continuing their own education the less adequately prepared they felt to instruct adults. An equally probable interpretation of these findings is the converse; that is, for the last reported significant

relationship, the more adequately prepared the respondents felt in instructing adults, the less work time they spent continuing their own education.

Table 33

Jaspen's Coefficients of Multiserial Correlation
for Work Activities and Adequacy* of
Preparation - All Respondents

	Evaluating adult edu- cation programs	Instructing groups of adults	Preparing and presen- ting adminis- trative reports	Continu- ing your own edu- cation
Determining community needs for adult edu- cation programs	-.4260			
Providing counselling for adults		-.5193	-.5171	-.4103
Continuing your own education		-.4312		

* N ranged between 38 to 45.
All coefficients significant at the .01 level.

One observation that can be noted about these results is the absence of any significant positive relationships. Referring to the previous chapter where the respondents reported devoting the most time to the activity of instructing and to the adequacy ranking, where instructing was ranked second, it would be reasonable to expect a positive correlation between the two. The fact that this did not occur suggests that those respondents who ranked the adequacy of preparation for

instructing highly may not have been those who spend their work time engaged in this activity.

Secondly, a negative correlation was expected to occur between the ranking of adequacy of preparation for counselling (eleventh) and the work activity of counselling, reported as having the second largest amount of work time devoted to it. This indicates that those who ranked the adequacy of preparation for counselling as inadequate were probably not those who spend work time in that activity.

A Spearman's Rank Correlation Coefficient r_s (28), using the .01 level of significance was used to test the hypothesis that there will be a positive relationship between the occupational activities performed by the graduates and their perceptions of the adequacy of their preparation for those activities. The analysis resulted in a coefficient of .07 which was not significant and, therefore, the hypothesis was rejected (Table 34).

Table 34

Spearman's Rank Correlation Matrix* of
Work Activities, Adequacy of Preparation
and Learning Needs

	Work activities	Adequacy of preparation	Learning Needs
Work activities	1.0		
Adequacy of preparation	.07	1.0	
Learning needs	-.11	<u>.63</u>	1.0

* Underlined coefficient significant at .01 level.

LEARNING NEEDS AND RELATIONSHIP TO WORK ACTIVITIES

Learning Needs

Once again, using the work activities list, the graduates were asked whether the extent of their learning need was considerable, moderate, very little or none for each of the 14 items. These four descriptors were then assigned ratings of 4,3,2 and 1 respectively so that means could be determined for each item and a rank-ordering of the 14 learning need scores could be obtained. Means of 2.5 or above indicated activities for which learning needs were stronger, and means below 2.5 indicated activities for which little or no learning needs were reported.

Table 35 reports the frequency distribution for each of the fourteen learning needs of the 84 respondents. Eleven of the 14 activities had a mean of 2.50 and over, suggesting that the respondents felt that they still needed to learn at least a moderate amount about the majority of their work activities. The strongest learning need identified by the respondents was continuing their own education, with a mean of 3.17. The two activities respondents reported as their next strongest learning needs were planning and developing adult education programs and determining community needs for adult education programs each with means of 3.04.

Only three activities were reported for which little learning needs were felt. These were evaluating programs ($\bar{x} = 2.30$), recruiting and supervising instructors ($\bar{x} = 2.30$), and supervising clerical and secretarial staff ($\bar{x} = 2.08$).

Table 35

Distribution of Scores, Means, and Ranks for Learning Needs -
All Respondents

Item	Considerable (4)	Moderate (3)	Very Little (2)	None (1)	Mean Score	Rank
Planning and developing adult education programs	18	36	23	6	3.04	2
Developing instructional materials	20	34	24	6	2.96	4
Evaluating adult education programs	22	29	27	6	2.30	12
Determining community needs for adult education programs	22	32	22	8	3.04	2
Establishing and maintaining interpersonal relationships	15	31	31	8	2.50	11
Instructing groups of adults	13	31	26	14	2.80	8
Producing mass media programs for adults	23	25	19	15	2.91	5
Providing counselling for adults	23	21	29	10	2.65	9
Publicizing and promoting adult education programs	14	30	26	13	2.87	7
Recruiting and supervising instructors	6	28	32	17	2.30	12
Supervising clerical and secretarial staff	8	20	33	23	2.08	14
Preparing and presenting administrative reports	12	28	30	14	2.52	10
Planning and conducting research studies	16	34	27	7	2.91	5
Continuing your own education	26	32	15	11	3.17	1

Relationship of Learning Needs to Work Activities

A correlation matrix of the number of hours the respondents spent in work activities and their learning need scores was computed, using Jaspen's Coefficient of Multiserial Correlation, $M(8)$, to determine the relationship between the work activities performed by the respondents and their learning needs for those activities. The .02 level of significance was used because the number of observations was limited to between thirty-four to fifty-four.

The results show five significant correlations between work activities and learning needs, three of which were positive correlations and two of which were negative (Table 36). Two of the activities were positively correlated with each other. These two were developing instructional materials and providing counselling for adults, indicating that the more time the respondents spent in these activities the more they felt they needed to learn about those particular activities. The other positive correlation was between planning programs and evaluating adult education programs, which suggests that those who spend time planning adult education programs felt they needed to learn more about evaluative aspects of program planning.

There was a negative correlation between the adequacy of planning and conducting research, and the learning need for planning and conducting research. Therefore, the more time the respondents' spent in research activities at work the less they felt they needed to learn about it, or the reverse, the more felt they needed to learn about research activities the less time they devote to research activities

at work. A negative correlation also existed between planning adult education programs and providing counselling for adults, suggesting that program planners do not feel much need to learn about counselling.

Table 36

Jaspen's Coefficients of Multiserial Correlation for
Work Activities and Learning Needs -
All Respondents*

Work Activities	Developing instructional materials	Evaluating adult education programs	Providing counselling for adults	Planning and conducting research studies
Planning and developing adult education programs		.3463	-.3258	
Developing instructional materials	.3996			
Providing counselling for adults			.3663	
Planning and conducting research studies				-.4242

* N ranged from 34 to 54.

All coefficients significant at the .02 level.

Finally, Spearman's Rank Correlation Coefficient, r_s , (28) using the .01 level of significance was used to test the hypothesis that there will be a negative relationship between the occupational activities performed by the graduates and their perceptions of their learning needs for those activities. The resulting coefficient of $-.11$ was not significant and therefore this hypothesis was rejected (Table 34).

RELATIONSHIP BETWEEN ADEQUACY AND LEARNING NEED RANKINGS

Respondents ranked four activities the same for their opinions of the adequacy of preparation and their perceived learning needs. Continuing their own education was ranked first as the activity for which they felt most adequately prepared and for which they perceived their strongest learning need. Supervising clerical and secretarial staff ranked last as the activity for which respondents felt least adequately prepared and for which they perceived little learning need (Tables 32 and 35).

Three other activities obtained close adequacy and learning need rankings: producing mass media programs (A-4, LN-5), publicizing and promoting programs (A-8, LN-7), and recruiting and supervising instructors (A-13, LN-12). All other activities differed by 2 to 6 rankings.

In order to test the hypothesis that there will be a negative relationship between the graduates' perceptions of their adequacy of preparation and their perceptions of their learning needs, a Spearman's Rank Correlation Coefficient, r_s , was computed using the .01 level of significance (Table 34). The resulting coefficient of .63 was significant, and therefore this particular hypothesis was rejected. For this respondent group there is a positive relationship between their perceptions of the adequacy of their preparation and their perceptions of their learning needs.

PARTICIPATION IN CONTINUING LEARNING ACTIVITIES

Graduates were asked to indicate the number of hours per week they spent in all continuing learning activities, and the percentage of these hours which was directly related to the content of adult education. Eighty-seven of the ~~ninety-nine respondents~~ supplied this data.

The data reveal that respondents spend a mean of 9.1 hours per week in all continuing learning activities. Approximately 45% of this figure or 4.2 hours is spent in activities that are directly related to adult education (Table 37).

The respondents were then asked to distribute their hours in continuing learning activities that are directly related to adult education over seven activities (Table 37). Analysis of this data shows respondents reporting a total number of hours that exceeds the total numbers reported in the previous question. Results of the findings of this section will be reported but must be considered questionable in view of this inconsistency.

The continuing learning activity allotted the most time per week is independent study projects with a mean of 4.3 hours per week. Respondents devote the next most time to research activities ($\bar{x} = 3.1$ hours), credit courses ($\bar{x} = 2.3$ hours), reading adult or continuing education journals ($\bar{x} = 2.2$ hours), and reading other professional journals ($\bar{x} = 2.1$ hours). Activities of participating in workshops or short courses ($\bar{x} = 1.4$ hours) and participating in programs sponsored by professional adult education associations ($\bar{x} = .7$ hours) have the least amount of time devoted to them.

Table 37

Distribution of Mean Number Hours Per Week
Spent in Continuing Learning Activities -
All Respondents*

No. hrs./week in all continuing learning activities	9.4 hrs.
% of continuing learning activities specifically related to adult education	45.5%
No. hrs./week in continuing learning activities specifically related to adult education	4.2 hrs.
- Reading adult or continuing education journals	2.2 hrs.
- Attending short courses, workshops related to adult education	1.4 hrs.
- Attending programs sponsored by professional adult education associations	.7 hrs.
- Credit courses in adult education	2.3 hrs.
- Independent study projects	4.3 hrs.
- Other:	
- research activities	3.1 hrs.
- reading other professional journals	2.1 hrs.

SUMMARY

Respondents generally felt adequately prepared to perform 10 of the 14 listed work activities. They felt most adequately prepared to continue their own education and to plan and develop adult education programs, while they felt least adequately prepared to supervise clerical and secretarial staff and recruit and supervise instructors. There was no relationship between the occupational activities performed by the respondents and their perceptions of the adequacy of their preparation for those activities.

The respondents felt they needed to learn at least a moderate amount for 11 of the 14 listed work activities. Strongest learning needs were identified for continuing their own education, planning and developing adult education programs, and determining community needs for adult education programs. Respondents reported feeling little learning need for activities of supervising clerical and secretarial staff, recruiting and supervising instructors and evaluating adult education programs. There was no relationship between the occupational activities performed by the respondents and their perceptions of their learning needs for those activities.

Activities ranked first and second as most adequate in preparation also ranked first and second as strongest learning needs, and the activity ranked least adequate in preparation ranked as the least learning need. There was a positive relationship between the respondents perceptions of the adequacy of their preparation and their perceptions of their learning needs in adult education activities.

Respondents reported spending a mean of 9.1 hours per week in all continuing learning activities, approximately half of which was in activities which were directly related to adult education content.

Findings of this section are doubtful however, because of inconsistencies in responses by the respondents.

CHAPTER VII

SUMMARY AND IMPLICATIONS

SUMMARY AND CONCLUSIONS

Procedure

During the months of June, July, and August 1973, data were collected by means of a mailed questionnaire, telephone interviews, and departmental records from graduates of adult education programs at the University of British Columbia. Ninety-nine questionnaires, a response of 75%, were returned.

Socio-economic data were obtained under the broad categories of personal, educational, and current occupational characteristics to develop a demographic and occupational profile of the graduates. Bivariate tables were produced comparing the graduates of five different programs (Doctor of Education, Master of Arts, Master of Education, Master of Science Agriculture, and Diploma in Adult Education) by seven personal, two educational, and seven occupational variables.

Occupational data were obtained for three time periods : before training, immediately after training, and at present to determine graduates' patterns of occupational change.

Respondents' perceptions of prestige in adult education occupations were described. Analysis of variance and t-test procedures (8)(9)

were employed to determine whether there were any significant differences in graduates' perceptions of prestige in their occupations during four time periods: before training, immediately after training, at present, and future career aspirations.

Twenty-four independent variables were analyzed in a step-wise regression analysis program (3) to ascertain the predictors of occupational mobility of adult educators.

A work activities list was developed to describe the graduates' present occupational activities, to determine their perceptions of the adequacy of their preparation in adult education for those activities, and to identify their perceived learning needs in those activities. Spearman's Rank Correlation Coefficients (28) were used to compare the relationships between occupational activities performed by graduates of different programs; between occupational activities and adequacy of preparation; between occupational activities and learning needs; and between adequacy of preparation and learning needs.

Finally, the nature and extent of graduates' participation in continuing learning activities was described.

Profile of the Respondents

The profile displayed by the respondents of adult education programs at the University of British Columbia was predominantly that of a married male, with one or two children, whose average age was thirty-nine, who lived in British Columbia, and who returned to graduate studies after having worked for five years in the field of adult education. The respondent held

a Bachelor's degree on first entry into the program,^{*} completed an average of fifteen units of adult education course work, and graduated during the past four years.

Occupationally, the typical respondent made one or two changes since graduation, either in position held or in employing agency, currently holds the title of Program Director or Teacher, spends twenty-five working hours per week in activities that are related to adult education, and eighteen working hours per week in non-related adult education activities. He is employed by a university or community college located in a large city, and earns an annual income of approximately \$14,000 a year.

Patterns of Occupational Change and Perceptions of Occupations

Some definite trends emerged from data reported about occupational characteristics over three time periods. Respondents exhibited a movement toward universities and community colleges, and away from public schools and health and voluntary agencies. Over the three time periods, consistently increasing numbers of respondents reported not being associated or employed by an adult education agency, while full and part time work in adult education increased immediately after training, but decreased again at the present time. These findings suggest that certain segments of the graduates have, for the present, moved out of the field of adult education entirely. Only small groups within the respondent population reported having supervisory responsibility for others in their work and for budgetary control of adult education programs. The amount of the budget they

* Two respondents completed two programs: one the M.A. and Ed.D.; and one the Diploma and M.A.

controlled rose steadily, as did their annual income. Lastly, there was a less definite trend away from the position titles of Director of Adult Education and Teacher to Department Head/Principal and Program Planner/Coordinator.

The first hypothesis tested in this study was that there are statistically significant differences in the graduates' perceptions of prestige of their occupations during the four time periods: before training, after training, at the present time, and future career aspirations. Only two-thirds of the respondents provided data for this analysis. These respondents perceived the occupation they held immediately after training to have significantly more prestige than the one they held before training, and the occupation to which they aspire to have significantly more prestige than the one they presently hold. However, they do not perceive the occupation they presently hold as having more prestige than the one they held immediately after training. The factor which appears to have had the most influence in this analysis was the percentage of work time that respondents spent in adult education activities, which rose from 63.9 before training to 72.5 after training, dropped to 67.1 at present, and rose again to 84.9 for their career aspirations. No explanation could be found to account for these findings and further investigation of the reasons why such a drop occurred would seem to be merited.

The second hypothesis tested was that educational variables are greater predictors of occupational mobility of adult educators than socio-economic or occupational variables. It was found that one educational variable (the number of units of adult education courses completed), two socio-economic variables (the number of dependents, and the number of years

since graduation), and six occupational variables (the number of hours of work not related to adult education activities, the amount of budget controlled immediately after training, the number of people supervised in the position held immediately after training, the number of people supervised in the present position, the amount of budget controlled in the present position, and the number of hours of work that are related to adult education activities) were predictors of occupational mobility. The greatest of these predictors was the socio-economic variable of the number of years since graduation. Therefore, educational variables were not greater predictors of mobility for the adult educators who reported data for this analysis. Other findings in the study fail to explain these results, and the only conclusion that can be drawn is that the occupational mobility of some adult educators might be predictable on the basis of knowledge of the number of years since graduation, and knowledge of the other eight significant predictors for that individual.

Occupational Activities

The work activities to which the total respondent group reported devoting the most time in order are: instructing adults, counselling adults, establishing and maintaining interpersonal relationships, planning and developing adult education programs, and continuing their own education. The total group devoted least time to determining community needs and producing mass media programs.

The third hypothesis tested was that graduates of different programs will perform different occupational activities. Respondents in the M.A., M.Sc., and Diploma groups performed activities that were related to one

another, but the activities reported by the M.Ed. group were significantly different from all other three respondent groups. Review of the profile of the M.Ed. group discloses that they were the oldest on graduation, that they had the most experience in adult education prior to beginning their studies, that they averaged the most number of years since graduation, and that one-third of the group are teachers employed by public schools. Whether or not these factors are significant determinants of occupational activities remains an area for further research. Moreover, the fact that the M.A., M.Sc., and Diploma groups perform activities that are not significantly different from one another poses some serious implications for the planners of professional training programs in adult education.

Adequacy of Preparation and Learning Needs

The respondents felt adequately prepared for ten of the fourteen listed work activities. Activities for which they felt most adequately prepared were continuing their own education, and planning and developing adult education programs. They felt least adequately prepared to supervise clerical and secretarial staff, and to recruit and supervise instructors.

The fourth hypothesis tested was that there will be a positive relationship between the occupational activities performed by the graduates and their perceptions of the adequacy of their preparation for those activities. It was found that there is no relationship between the two, indicating that those who have studied adult education do not necessarily perform only those work activities for which they feel well-prepared academically. These findings, however, were influenced by the fact that the work activities list that was used to gather this data included some items for which no formal academic preparation was offered by the department. Different results

may have been obtained had these items not been included on the list.

Respondents reported that they needed to learn a moderate amount for eleven of the fourteen listed work activities. Activities for which their learning needs were considerable were continuing their own education, planning and developing adult education programs, and determining community needs for adult education programs. Little or no learning needs were felt for activities of supervising clerical and secretarial staff, recruiting and supervising instructors, and evaluating adult education programs.

The fifth hypothesis tested was that there will be a negative relationship between the occupational activities performed by the graduates and their perceptions of their learning needs for those activities. Although a negative relationship was found to exist, the coefficient of $-.11$ was not significant, and the hypothesis was rejected.

The final hypothesis tested in this study was that there will be a negative relationship between the graduates' perceptions of their learning needs and their perceptions of the adequacy of their preparation in adult education activities. For these respondents, the opposite was found to be true. That is, a positive relationship between adequacy of preparation and learning needs was found. The more adequately prepared they felt, the more they felt they needed to learn which is a strong indication that this group sees itself as continuing learners.

Participation in Continuing Learning Activities

Inconsistencies appeared in the reporting of this data, and the findings therefore must be considered doubtful.

The respondents indicated that they spend a mean of 9.1 hours per

week in all continuing learning activities, and a mean of 4.2 hours per week in continuing learning activities directly related to adult education. Of the latter, the most time was reported devoted to independent study projects, research activities, credit courses, and reading adult or continuing education journals.

IMPLICATIONS

Implications for Further Research

The findings of a study describing a previously uninvestigated area inevitably warrant further research. Replication of the present study using better research instruments, might determine whether the present findings might be generalized to professionally prepared adult educators of other educational institutions.

Routine follow-up studies, conducted over equal time periods would provide more consistent and reliable data about the graduates than the single undertaking reported here.

It is possible that graduates who have had positive experiences in both their educational and occupational endeavours are more likely to respond to follow-up studies than those whose experiences have been negative. A more concerted effort to follow-up those who did not reply would eliminate any statistical bias that might result from such a situation.

Further identification of the occupational activities of professionally prepared adult educators, using criteria other than the time distributions obtained in the present study appear to be necessary. Assessment of the perception of importance or value of each occupational activity, or

comparisons of real time distributions with ideal time distributions would provide more extensive data about the nature of professional adult educators' occupations.

The classification of position titles in this study has been strictly arbitrary. Development of a descriptive classification scheme, incorporating the different categories of titles or roles, and duties performed by adult educators in the various facets of the field of adult education could overcome the skepticism and confusion surrounding such arbitrary classifications.

Additional studies of the perceptions of adequacy of preparation for adult education activities and learning needs of professionally prepared adult educators should be carried out, utilizing scales which permit a wider range of variance in responses than was used in this present study.

Lastly, the factors that influence participation by professionally prepared adult educators in continuing learning activities require investigation. The results of such studies, coupled with the identification of learning needs would build a valuable data base upon which continuing education programs could be developed.

Implications for Program Planning

The findings of the present study and the resulting implications for program planning outlined in this section are directly related to the department of adult education at the University of British Columbia, and thus may not be applicable to programs in any other institutions.

At the time this study was undertaken, the department lacked a statement of goals and objectives upon which the study could be based.

This fact, combined with the finding that the graduates of all the programs, with the exception of the graduates of the M.Ed. program, are performing similar work activities suggests that no clear delineation of the expectations held by the department for the graduates of its' five different programs can be made. Immediate consideration should be given to the development of a written statement of the overall purposes, goals and objectives of the department, expressing and differentiating the expectations held for graduates of each of the programs. Such a definitive statement of goals and objectives would serve not only as guides to effective program planning, but as criteria for ongoing evaluation.

The respondents were found to be performing a wide variety of functional roles in the field of adult education. They therefore represent a valuable source of information regarding current practices and developments in the field, which ought to be shared with program planners and graduate students on a continuing basis. Input of this kind from a selected group of graduates, perhaps through an Advisory Committee, as advocated by Veri (33), could assist the department in planning programs of study that would be responsive to the changing needs in the field.

Addition of specific content areas to the present program of studies is suggested from the findings. The respondents reported devoting considerable amounts of work time to activities of : counselling (ranked second), and establishing and maintaining interpersonal relationships (ranked third). Provision should be made to offer formal course content in these areas to all students in the department. Other work activities to which respondents reported devoting considerable amounts of time, but in which they felt least adequately prepared were administrative activities of recruiting and super-

vising instructors, and supervising staff. Since some administrative responsibilities seem to be inherent in all adult education positions in which graduates will be working, some content related to administration ought to be incorporated into the program of studies. Lastly, activities for which respondents felt both a strong learning need and insufficient preparation were determining community needs and developing instructional materials. These two activities are an integral part of the planning process, and should receive more emphasis than they are presently accorded in the program content.

In summary, program planners in the department of adult education at the University of British Columbia should give priority to developing a statement expressing the goals and objectives of the department, and its' expectations for graduates of the five different programs it offers. Also, consideration should be given to involving the departments' graduates in the overall program planning, and to establishing new or alternative course content.

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APPENDIX A

Aker's Behavioral Objectives of Adult Educators

APPENDIX A

Aker's Behavioral Objectives of Adult Educators¹

The Adult Educator:

1. Helps people control and adjust to change rather than maintain the status quo.
2. Intelligently observes and listens to what is being said or done and uses this information in guiding his response.
3. Selects and uses teaching methods, materials, and resources that are appropriate in terms of the needs and abilities of the individual learners.
4. Helps his clientele acquire the ability for critical thinking.
5. Provides an atmosphere where adults are free to search through trial-and-error without fear of institutional or inter-personal threat.
6. Identifies potential leaders and helps them to develop their potentials and capacities.
7. Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational activities.
8. Is actively involved in continuing study that will increase his professional competence.
9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.
10. Actively shares, participates, and learns with the learners in the learning experiences.
11. Helps adults to actively set their own goals, and provides a way

¹George F. Aker. Criteria for Evaluating Graduate Study in Adult Education. Chicago: Center for Continuing Education, University of Chicago, 1963.

11. Helps adults to actively set their own goals, and provides a variety of means and opportunities for intensive self-evaluation.
12. Identifies and interprets trends that have implications for adult education.
13. Has clearly defined his unique role as an adult educator and understands his responsibility in performing it.
14. Arranges learning experiences so that the learners can integrate theory and practice.
15. Is effective in building a teaching team among lay leaders and group members.
16. Uses the process of appraisal to evaluate programs and to help clarify and change objectives.
17. Is creative and imaginative in developing new programs, and believes that innovation and experimentation are necessary for the expansion of adult education.
18. Makes use of the contributions of all group members through the utilization of individual talents and abilities.
19. Works with schools, teachers, parents, and pre-adults to assist them in developing the motivation, attitudes, understanding, and skills necessary for life-long learning.
20. Objectively presents contrasting points of view.
21. Assumes the initiative in developing a strong national perception of the importance and essentiality of continuing education.
- 22.

22. Recognizes when the communication process is not functioning adequately or when it breaks down.
23. Identifies, critically evaluates, and discusses scholarly work by investigators in adult education and related fields.

APPENDIX B

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Questionnaire

SURVEY OF GRADUATES IN ADULT EDUCATION AT U.B.C.

Completion of this questionnaire will take a short period of your time. In most cases, a check (☒) or short write-in answer is all that is required. The phrase "training in adult education" appears in many questions throughout the questionnaire. This refers to your studies in the Department of Adult Education at the University of British Columbia.

PART I - Background Data.

1. In what year did you graduate? _____
2. How many years of experience in adult education did you have prior to your training in adult education? _____ years.
3. From the following list, would you check, in the appropriate column the type of agency with which you were/are employed:-

Before - Immediately BEFORE your training

After - Immediately AFTER your training

Now - Currently

- a. Not associated or employed by adult education agency
- b. Public School
- c. Vocational-Technical School
- d. Regional or Community College
- e. University
- f. Library/Museum
- g. Correctional Institution
- h. Health Agency
- i. Voluntary Agency
- j. Extension Service
- k. Business and Industry
- l. Armed Services
- m. Government Department
- n. Mass Media/Communication Agency
- o. Other (please specify)

[illegible]

4. Would you consider each of the items listed below as it applies to:

- Your last position BEFORE training in adult education
- Your first position AFTER training in adult education
- Your CURRENT position

and place your responses in the columns provided. If any of the items do not apply, please write N.A. (not applicable) in the appropriate column.

	Last position BEFORE training	First position AFTER training	CURRENT position
a. Work in adult education: full time (F.T.) part time (P.T.) or none (N.)			
b. Number of people you supervise at work			
c. Amount of budget (\$) of adult education programs over which you have control			
d. Personal gross annual income from employment			
e. Place where employed: large city (100,000 or more) small city (10,000-99,999) small town or rural area			

PART II

This section deals with your perceptions about the occupational prestige of positions in adult education. There are four sub-sections relating to:

- A - Your last position PRIOR to training in adult education
- B - Your first position AFTER training in adult education
- C - Your current position in adult education
- D - Your career aspirations in adult education

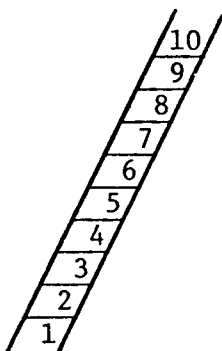
Positions in the field of adult education are the main concern. If you have never been employed in the field of adult education, and have no career expectations in the field, please proceed to question 17. If you have held, presently hold, or aspire to hold positions in adult education, please respond to the sub-sections which refer to these positions.

A- LAST POSITION PRIOR TO TRAINING IN ADULT EDUCATION

5. What was the title of this position?

Let the ladder below represent a prestige scale for occupations in adult education, where ten (10) represents the highest prestige and one (1) the least prestige.

6.



Where on the ladder would you place the position you identified above? Please place the number in the space to the right

7. What percentage of work time in a typical week did you spend in activities related to adult education in that position?

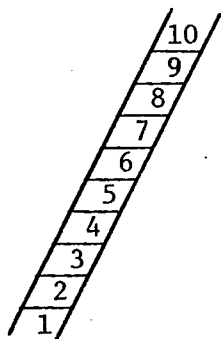
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B- FIRST POSITION AFTER TRAINING IN ADULT EDUCATION

8. What was the title of this position?

Again, let the ladder represent a prestige scale for occupations in adult education, where ten (10) is the highest prestige and one (1) is the least prestige.

9.



Where on the ladder would you place the position you identified above? Please place the number in the space to the right.

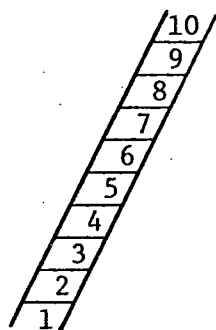
10. What percentage of work in a typical week did you spend in activities related to adult education in that position

_____%

C- CURRENT POSITION IN ADULT EDUCATION

11. What is the title of your current position?

12.



Again, letting the ladder represent the prestige scale for occupations in adult education as described in subsection A, where would you place this position? Please place the number in the space to the right.

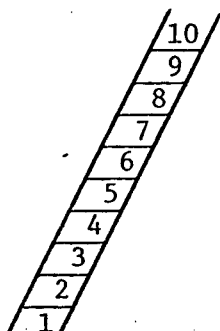
13. What percentage of work time in a typical week do you spend in activities related to adult education in this position?

_____%

D- CAREER ASPIRATIONS IN ADULT EDUCATION

14. What is the title of the position that is most descriptive of your career aspirations in adult education?

15.



Letting the ladder represent the prestige scale for occupations as described in sub-section A, where would you place this position? Please place the number in the space to the right.

16. What percentage of work time in a typical week do you estimate that you would spend in activities related to adult education in that position?

_____ %

PART III

The purpose of this section is to determine the amount of time that you spend in job activities of various types that are related to adult education.

17. First, would you please estimate the total number of hours that you work each week.

_____ hours

a. Of those working hours, how many are spent in job activities that ARE NOT related to adult education?

_____ hours

b. How many are spent in job activities that ARE related to adult education?

_____ hours

If your answer to "b" above was zero hours, please proceed to question 19.

18. If you did spend some working time in activities related to adult education, please attempt to distribute those hours over the activities listed below. Think about what would occur in a "typical" work week and include the appropriate number of hours that will equal the "b" total in question 17.

<u>Activity</u>	<u>Hours per week</u>
a. Planning and developing adult education programs	a. _____
b. Developing instructional materials	b. _____
c. Evaluating adult education programs	c. _____
d. Determining community needs for adult education programs	d. _____
e. Establishing and maintaining interpersonal relationships	e. _____
f. Instructing groups of adults or individuals	f. _____
g. Producing mass media programs for adults	g. _____
h. Providing counselling for adults	h. _____
i. Publicizing and promoting adult education programs	i. _____
j. Recruiting and supervising instructors	j. _____
k. Supervising clerical and secretarial staff	k. _____
l. Preparing and presenting administrative reports	l. _____
m. Planning and conducting research studies	m. _____
n. Continuing your own education	n. _____

PART IV

19. Approximately how many hours per week do you spend in all continuous learning activities? (i.e. continuing your own education.)

_____ hours

20. Of the total time per week that you spend in all continuous learning activities what percentage is specifically related to the subject of adult education?

_____ %

If your answer to the above question was zero, please proceed to question 22.

21. If you do spend time in continuous learning activities related to adult education please estimate how many hours in a typical week you spend in each of the following activities:

Hrs. per week

- a. Reading professional journals related to adult education (such as Adult Leadership, Adult Education, Journal of Continuing Nursing Education etc.)
- b. Participating in short courses, workshops etc., related to adult education (such as "group leadership with adults" etc.).
- c. Participating in programs offered by professional adult education organizations (such as A.C.E., C.A.A.E.)
- d. Credit courses in adult education
- e. Independent study projects related to adult education
- f. Other learning activities directly related to adult education (please specify).

PART V.

In this section, you are asked to evaluate the adequacy of your preparation in adult education at U.B.C. for the activities listed below.

Please indicate by circling the appropriate letter(s) whether it was Highly Adequate (H.A.) Adequate (A) Inadequate (I) or Highly Inadequate (H.I.)

22. Activity

a. Planning and developing adult education programs	a.	HA	A	I	HI
b. Developing instructional materials	b.	HA	A	I	HI
c. Evaluating adult education programs	c.	HA	A	I	HI
d. Determining community needs for adult education programs	d.	HA	A	I	HI
e. Establishing and maintaining interpersonal relationships	e.	HA	A	I	HI
f. Instructing groups of adults	f.	HA	A	I	HI
g. Producing mass media programs for adults	g.	HA	A	I	HI
h. Providing counselling for adults	h.	HA	A	I	HI
i. Publicizing and promoting adult education programs	i.	HA	A	I	HI
j. Recruiting and supervising instructors	j.	HA	A	I	HI
k. Supervising clerical and secretarial staff	k.	HA	A	I	HI
l. Preparing and presenting administrative reports	l.	HA	A	I	HI
m. Planning and conducting research studies	m.	HA	A	I	HI
n. Continuing your own education	n.	HA	A	I	HI

PART VI

This section is intended to identify your learning needs in adult education. For each item, would you please indicate the extent of your learning need by circling C (considerable) M (moderate) V (very little) or N (none).

23. Activity

- | | |
|---|------------|
| a. Planning and developing adult education programs | a. C M V N |
| b. Developing instructional materials | b. C M V N |
| c. Evaluating adult education programs | c. C M V N |
| d. Determining community needs for adult education programs | d. C M V N |
| e. Establishing and maintaining interpersonal relationships | e. C M V N |
| f. Instructing groups of adults | f. C M V N |
| g. Producing mass media programs for adults | g. C M V N |
| h. Providing counselling for adults | h. C M V N |
| i. Publicizing and promoting adult education programs | i. C M V N |
| j. Recruiting and supervising instructors | j. C M V N |
| k. Supervising clerical and secretarial staff | k. C M V N |
| l. Preparing and presenting administrative reports | l. C M V N |
| m. Planning and conducting research studies | m. C M V N |
| n. Continuing your own education | n. C M V N |

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!

APPENDIX C
Covering Letters

THE UNIVERSITY OF BRITISH COLUMBIA

VANCOUVER 8, CANADA

FACULTY OF EDUCATION

June 21st 1973.

Dear

I am conducting a follow-up survey of the graduates in adult education at the University of British Columbia. My purposes for the study are to identify your job activities, learning needs and educational activities, and to obtain your opinions about your training in adult education at U.B.C.

I would appreciate your taking a few minutes from your busy schedule to complete the enclosed questionnaire. The information that you provide will be used initially for my thesis investigation, and when written, the thesis will be useful in planning future programs in adult education. Your responses will be treated with strict confidence.

A return addressed envelope has been included for your convenience. Return of the questionnaire by July 31, 1973 would be most helpful.

Thank you for your cooperation and assistance in my study.

Sincerely,

Judy White,
Adult Education Research Center.

JW/pj
encs.

107a

THE UNIVERSITY OF BRITISH COLUMBIA

VANCOUVER 8, CANADA

FACULTY OF EDUCATION

July 12, 1973.

Dear

The response to my request for information from the graduates in adult education at U.B.C. has been gratifying. Over 40% of the questionnaires have been returned to date. While this rate of response has been encouraging, I am nonetheless desirous of having all the graduates respond so that the information obtained will be as complete as possible.

If you happen to be one of those who has not yet responded, I would appreciate your taking some time now to do so. A second questionnaire and return addressed envelope has been included for your convenience.

Thank you once again for your cooperation and assistance.

Sincerely,

Judy White,
Adult Education Research Center.

JW/pj
enc.