

EXPRESSED INTEREST AND PARTICIPATION  
IN ADULT EDUCATION

by

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## ABSTRACT

The study problem was to analyse the characteristics of individuals who reported interest in continuing education from data collected by means of interviews conducted in a survey of rural residents in the North Okanagan. Two hypotheses were tested to ascertain whether or not there were any significant differences between interested respondents and uninterested respondents with respect to socio-psychological characteristics; and whether or not there were any significant differences between interested participants in adult education and interested non-participants. Data from two hundred and thirty-nine household heads were analysed.

There were statistically significant differences between interested and uninterested respondents with respect to twelve psycho-social characteristics. Of the characteristics of interested respondents studied there were significant differences between participants and non-participants with respect to four: including, level of schooling, wife's schooling, social participation and level of living.

The findings of this study indicated that interest in continuing education was higher for younger respondents, for those with more years of schooling and those whose wives had completed more years of school. Respondents who expressed interest in further education or training had a higher level of living index and a higher income; they were more active in social organizations and in adult education courses;

they were more likely to have been born in Canada outside of the survey area than in the North Okanagan district or in other countries. Interest was higher for farm respondents who had more personal contacts with agricultural extension personnel.

Interest in continuing education was lower for respondents who were more alienated, and those who had a negative attitude toward change. It was lower also for those who had been unemployed longer in the last three years and those who had spent fewer years in their present occupation.

Expressed interest appears to be one of the measurable characteristics which may be expected to affect the future participation of individuals in adult education.

The findings of this study indicated that among those respondents who were interested in continuing education or training, those who had participated in adult education courses were more likely to have had more schooling and their wives to have completed more years of school; were more active in social organizations; and had a higher level of living.

Age, schooling and wife's schooling are important factors in all studies of adult education participation. The indications of this study are that the kinds of attitudes or abilities which lead a respondent to earn socially approved membership in the community are also related to participation in adult education.

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## CHAPTER I

### INTRODUCTION

Who comes to adult education courses and why they come are questions important to those who try to provide educational resources and to those whose responsibility it is to be concerned with the health of communities. Adult educators assume that educational resources aid individuals economically by increasing their employability and personally by enriching their lives. But they are aware that individuals seek help only when they recognize that they need it and when they know where to seek it. If they view education as valuable to solve their specific problems, they will enroll in courses. Those who provide adult education programs must therefore understand how to make them relevant to particular individuals in specific communities.

Many research studies have shown that there are characteristics which differentiate participants from non-participants so it is possible to identify those who are most likely to participate in educational activities. Many of these characteristics, such as past schooling and income level, are descriptive of past experience and life situation so they cannot be changed by any effort of adult educators. The search for factors which bring some individuals to education courses continues. More understanding of the personal and interpersonal dynamics may provide insight into factors which are accessible to change such as interests, attitudes and information.

If an adult educator is to establish a relationship with clients he must be seen as the source of something which is valued by an individual. The educator needs information which will help him bring about this relationship. People who express an interest in further education or training may be among those who are most likely to be future participants. As there is research which lends weight to this assumption, knowledge of the characteristics of interested individuals may provide some understanding of the motivation which brings clients to enrol in programs.

#### PURPOSE

The purpose of this study was to analyze rural household heads with respect to their interest or disinterest in future participation in adult education courses. The characteristics of rural residents in the North Okanagan area of British Columbia who were interested in continuing their education were compared to those not interested to determine whether or not any differences existed between the two groups. The characteristics of the same individuals who reported an interest in continuing education were also analyzed in terms of whether or not they had participated in adult education courses recently.

#### HYPOTHESES

Two null hypotheses were tested in this study as indicated below.

1. There are no statistically significant differences

between specified psycho-social characteristics of people who express an interest in future participation and those who do not report that interest.

2. There are no statistically significant differences between specific psycho-social characteristics of people who express interest in future participation and have not participated in the past and those who express interest in future participation and have participated in the past.

#### PROCEDURE

The present study is concerned with analyzing data collected in a socio-economic survey of the North Okanagan area in British Columbia. The sampling procedures used in the study are fully reported by Verner.<sup>1</sup> The universe from which a random sample was drawn consisted of the rural pre-empted lots in the area. The 1,099 pre-empted lots in the North Okanagan at the time of the survey were listed according to school district. A random sample was drawn from each district using a table of random numbers.<sup>2</sup> The total sample of 138 lots was 12.5 per cent of the lots in each school district and

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<sup>1</sup>Verner, Coolie. Planning and Conducting a Survey: A Case Study. Ottawa: Rural Development Branch, Department of Forestry and Rural Development, 1967. (Project No. 16018)

<sup>2</sup>Kendall, M.G. and B. Babington Smith. Tables of Random Sampling Numbers. London: Cambridge University Press, 1951.

56 of the lots were occupied by 260 households. Interviews were completed with 240 household heads. Sixteen (6.2 per cent) of the household heads could not be contacted in three attempts and four (1.5 per cent) refused to be interviewed.

The area in which the data were gathered is the northern section of a valley in the south central region of British Columbia. The survey area measures about 50 by 50 miles and includes the cities of Vernon and Kelowna and the town of Armstrong. It is in the most heavily populated section of the interior with 58,005 residents in 1966.<sup>3</sup> The Kelowna school district consisted of 1,100 square miles with 33,576 residents in 1966, while Vernon has 2,156 square miles with a population of 20,927, and Armstrong has 88 square miles and a population of 3,052.<sup>4</sup>

Of the rural household heads interviewed in the survey of the North Okanagan, 34.2 per cent were classified as farm and 65.8 per cent were classified as non-farm. A respondent was classified as farm if he sold more than \$250 worth of agricultural products raised on his land in 1967.

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<sup>3</sup> Age Group Distribution of British Columbia's Population by School Districts. Department of Industrial Development, Trade and Commerce, Victoria, 1968.

<sup>4</sup> Verner, Coolie and Gary Dickinson. A Socio-Economic Survey of the North Okanagan Area. University of British Columbia, Faculty of Education, Vancouver, 1969. p. 3.

The analysis of the survey data reported by Verner and Dickinson,<sup>5</sup> described the North Okanagan respondents as comparing favourably with those in other rural areas in the province in amount of education and training; being in favour of continued education; earning their living from a variety of semi-skilled or unskilled occupations with which they were fairly well-satisfied; having a socio-economic status which compares reasonably well with that of residents in other rural areas.

Interviews were collected by means of an interview schedule<sup>6</sup> administered by trained interviewers. The interviews were collected between May and July, 1968, and took from twenty to forty minutes each.

Socio-economic characteristics studied included farm or non-farm occupation, job satisfaction, number of years in the present occupation, total family income, and level of living. Other characteristics studied were age, marital status, years of schooling, participation in adult education, number of months unemployed in the last three years and contact with agriculture extension service.

Information about attitudes and interests was collected by the survey questionnaire. Interest in further education was sought by the question, "Would you like to take some kind of further education or training?"

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<sup>5</sup>Ibid., pp. 34-35, 47-48, 88.

<sup>6</sup>Copies of the interview schedule are available from the Department of Adult Education, University of British Columbia, Vancouver.

A five-step scale was used to measure the attitude of respondents toward living in a rural rather than an urban area.

A six-item scale to assess attitudes toward change was constructed and administered as part of the survey. The scale was constructed using data gathered in one of the areas surveyed in 1967. A scalogram analysis showed a coefficient of reproducibility of .9103 and a consistency coefficient of .5400.<sup>7</sup>

The participation of respondents in formal organizations was measured by Chapin's Social Participation Scale. Social participation is measured by the number of memberships held during the previous year, each membership counting as one point toward the total scale score. Intensity of involvement is measured by attendance at meetings, financial contributions, committee memberships, and the holding of offices. A higher scale score reflects a higher rate of participation.<sup>8</sup>

Data were gathered to describe the feeling of alienation, of being cut-off or isolated from society. A five-item scale constructed by Srole<sup>9</sup> to measure interpersonal alienation was administered.

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<sup>7</sup> See: Louis Guttman, "The Basis for Scalogram Analysis," in Studies in Social Psychology in World War II: Volume IV, Measurement and Prediction. New York: John Wiley and Sons, 1966, pp. 60-90.

<sup>8</sup> Chapin, F.S. Social Participation Scale, Minneapolis: University of Minnesota Press, 1938.

<sup>9</sup> Srole, Leo. "Social Integration and Certain Corrolaries: An Exploratory Study," American Sociological Review, 21:709-716, (Dec. 1956).

A high score on the scale is indicative of a high feeling of alienation.

The level of living was measured by the Sewell Farm Family Socio-Economic Status Scale.<sup>10</sup> The index is made up of items possessed which effect the ease of living: exterior finish of house, room-person ratio, lighting, water, refrigeration and laundry facilities; ownership of radio, newspaper, telephone, car, and the church attendance of respondent and wife.

For those respondents who were categorized as farmers, two scores were used of personal and impersonal contact with agricultural extension personnel.

#### ANALYSIS

The data reported here compares respondents who answered "Yes" to the question, "Would you like to take some kind of further education or training?", with those respondents who answered "No". Characteristics of individuals interested in further education or training were compared with those who were not interested, to find if they differed in other ways described by the data.

Bivariate tabulations were prepared and tested for significant differences at the .01 and .05 levels of significance, using the chi square statistic.<sup>11</sup>

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<sup>10</sup> Sewell, W.H. "A Short Form of the Farm Family Socio-Economic Status Scale," Rural Sociology, 8:161-170, (June, 1943).

<sup>11</sup> Garret, Henry E. Statistics in Psychology and Education. New York: David McKay Co., Inc., 1964, pp. 253-265.

The data given by respondents who answered, "Yes", to the question, "Would you like to take some kind of further education or training?" was subjected to further analysis by examining the relationship between participation and other characteristics. Tabulations were prepared and tested for significant differences at the .01 and .05 levels using the chi square statistic.

### LIMITATIONS

The findings to be presented must be taken as referring only to the population studied although there is reason to suggest that the findings may be indicative of trends in other rural areas of British Columbia. Since heads of households were interviewed, most of the respondents were male.

It was not possible to determine whether or not the type of education the respondent was interested in is in fact available for him although the North Okanagan region is well supplied with adult education resources.

The survey method does not allow interpretation of a causal relationship. It cannot be assumed that because some characteristics are found to be related to expressed interest that those characteristics cause interest or vice versa. It may be that there is a more basic characteristic that has a tendency to effect both interest and other measurable factors.

### PLAN

Chapter II presents the results of the statistical analysis examining the relationship between expressed interest and personal, social, economic and educational characteristics. Chapter III presents the results of the statistical analysis of the relationship between participation and personal, social, educational and economic characteristics of interested participants.

In Chapter IV the findings of this study are summarized. These are then interpreted in the light of their usefulness to adult education.

#### REVIEW OF LITERATURE

Two summaries<sup>12, 13</sup> of the results of research yielding information about the characteristics of participants in adult educational activities are discussed by Houle,<sup>14</sup>

The people actually served (by adult education), turn out to be drawn chiefly or entirely from the middle class, the relatively highly educated, and the professional or clerical occupation, ~~and~~ high income groups are more likely to take part in educational activities than low income groups. Participation is also positively related to the size of the community, the length of residence in it, and the number of different kinds of educational activity available. People with certain nationality or religious backgrounds are more active than those with other backgrounds. Age is important: the very young adult seldom takes part, but there is a sharp upturn in the late twenties, a fairly constant level of activity until the age of fifty, and a decline afterward. Married people participate more than single people and families with school-age children more than families without them. But the most universally important factor is schooling. The higher the formal education of the adult, the more likely it is that he will take part in continuing education. The amount of schooling is, in fact, so significant that it underlies or reinforces many of the other determinants, such as occupation, size of community, length of stay in it, and nationality and religious backgrounds.

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<sup>12</sup>Verner, Coolie and John S. Newberry, Jr. "The Nature of Adult Participation," Adult Education, VIII, pp. 208-222 (Summer, 1958).

<sup>13</sup>Brunner, Edmund de S., D. S. Wilder, C. Kirchner and J. S. Newberry, Jr. An Overview of Adult Education Research. Chicago: Adult Education Association, 1959.

<sup>14</sup>Houle, Cyril O. The Inquiring Mind. Madison: University of Wisconsin Press, 1961.

Kaplan<sup>15</sup> agrees there is no question about the above factors relating to participation in adult education, but suggested that such factors are not sufficient to understand participation. In his research he found people who did not participate because of a sense of not belonging. Kaplan also reported clear patterns of differences of interest between neighbourhoods of higher and lower socio-economic status; the higher reporting more interest in arts, crafts and hobbies and the lower reporting more interest in vocational choices.

There is considerable basis in the literature to support the opinion that interest is indicative of future participation. Loewenstein and Lewis<sup>16</sup> summarize the literature which bears on this:

Thorndike proposed that if one increases interest, one increases participation. MacIver and Page stated that, 'man's interests are those items to which he directs his attention. Our own external behavior is an expression of our own attitudes and interests.' Dennis concluded that the study of human interests was for the most part the study of activities and that these activities are the best indicator of interests. Further, he indicated that interests will determine future participation in a given activity. According to Knox, interests involve a choice between activities on the part of the participant. If interests involve a choice among alternative courses of action, then what a person does is a good index of his interest and vice versa.

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Kaplan, Abraham A. "Socio-Economic Circumstances and Adult Participation in Certain Cultural and Educational Activities." *Contributions to Education* No. 889. New York: Teachers College, Columbia University, 1943.

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Loewenstein, D.E. and S. S. Lewis. "A Study of the Components of Future Participation in Adult Education Programs." Cooperative Extension Service, University of Nebraska, 1966.

Johnstone and Rivera,<sup>17</sup> in a study of the educational pursuits of American adults, were concerned with the relation of learning interest to educational behavior. They asked of the subjects in their study the question, "Most people have things they'd like to learn more about or would like to do better. Is there anything in particular that you would like to learn more about, or would like to learn to do better?" Twenty-three per cent of their respondents gave negative answers to this question. The authors suggest that a negative response is likely to represent little hope of getting the respondent into an adult education program. They found an association between wanting to learn more and the percentage having taken a course in the last five years or engaged in independent study or saying they would like to take another course. The existence of such a relationship suggested to the authors that learning interests do represent important preconditions to enrolment. They were not sufficient preconditions, however, since only one-third of those with learning interest had participated in formal or informal educational pursuits in the last five years and more than one-third had not even thought of taking a course.

Kuhlen<sup>18</sup> states that psychological needs partly determine what aspects of the environment we respond to, the direction in which efforts are expended and the energy thrown into a task. He points out that motivation changes as life situations change and that expressed interest is

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<sup>17</sup>Johnstone, J.W.C. and R.J. Rivera. Volunteers for Learning. Chicago: Aldine Publishing Company, 1965.

<sup>18</sup>Kuhlen, Raymond G. "Motivational Changes During the Adult Years," in Psychological Backgrounds of Adult Education. R.G. Kuhlen, editor, Center for the Study of Liberal Education for Adults, 1963.

likely to reflect the needs of the individual. Kuhlen suggests that needs may be affected by experience. For example, curiosity may be decreased by sameness of stimulation and need to achieve may be affected by chronic failure. He suggests that achievement needs decrease when security and success are gained, and that affiliation or service needs become more important.

Maslow<sup>19</sup> reported that as the physiological needs are satisfied, needs for self-actualization become dominant. This would lead us to expect that different types of interest would operate in inducing motivation toward adult education. Houle<sup>20</sup> concludes that people seek to satisfy various personal needs by participation in adult education and so can be expected to enrol in particular kinds of courses.

Douglah and Moss<sup>21</sup> found evidence to support the view that motivation should be studied with reference to the individual's background. The variables, income, status, and number of children induced motivation to participate among adults of low education. The authors suggest that among the highly educated the primary motivation may be associated with a desire for self-actualization, that is, such people are growth motivated rather than deficiency motivated. Douglah and Moss conclude that

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<sup>19</sup> Maslow, A.H. "A Theory of Human Motivation." Psychological Review, 50, pp. 370-96, 1943.

<sup>20</sup> Houle, Cyril O., op. cit.

<sup>21</sup> Douglah, Mohammed and Gwenna Moss. "Differential Participation Patterns of Adults of Low and High Educational Attainment," Adult Education, 18:247-259, (Summer, 1968).

the functions of adult education are varied and appeal to individuals differentially depending on their needs and interests.

London, Wenkert and Hagstrom<sup>22</sup> analyzed the relationship between participation and different leisure styles and found three themes. First, there tended to be a leisure style consisting of membership and participation in organizations which was congenial to participation in adult education. Second, there was a style of broad leisure interest, expressed by the pursuit of a large number and variety of non-organizational activities. This also was congenial to participation in adult education. Third, they found that a distinction must be made with respect to the content of the activities engaged in frequently. Frequent participation in cultural matters, social relations outside the immediate family or neighbourhood or immediate work situation, and active engagement in sports tended to be highly related to participation in adult education. In contrast, frequent participation in activities situated in one's immediate surroundings, friendship relations in more restricted social circles, and a passive engagement in sports and the mass media tend to be negatively associated with participation in adult education.

Goard and Dickinson<sup>23</sup> explored attitudes which might be related to participation in adult education. They reported that participants and non-participants have markedly different attitudes toward change.

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<sup>22</sup>London, Jack, Robert Wenkert and W.O. Hagstrom. Adult Education and Social Class. Survey Research Center, Project No. 1017. University of California, Berkeley, 1963, pp. 145.

<sup>23</sup>Goard, Dean S. and Gary Dickinson. The Influence of Education and Age on Participation in Rural Adult Education. Special Study No. 2. Vancouver: Faculty of Education, University of British Columbia, 1968.

On the basis of existing knowledge of psychological factors affecting overt behaviour, there is justification for the study of those who express interest in further education or training. Interest may be a variable which would lead to further understanding of the characteristics of individuals who are likely to participate in adult education. If as Johnstone and Rivera<sup>24</sup> state, learning interests do represent important preconditions to enrolment, we may learn more about people who are likely to become participants by finding if they can be distinguished from individuals who do not express interest. If respondents grouped according to expressed lack of interest are found to be differentiated from respondents grouped according to expressed interest, it is likely that interest is a real factor; that our scales and questions are measuring something which makes a difference. An understanding about respondents who are interested in adult education may provide the basis for further studies and ultimately add to the ability of adult educators to reach their clientele.

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<sup>24</sup> Johnstone and Rivera, op. cit.

## CHAPTER II

### CHARACTERISTICS ASSOCIATED WITH INTEREST

A number of factors were found to differentiate between respondents interested in further education or training and respondents who were not interested or undecided. Data regarding certain socio-economic characteristics were collected from each respondent in the survey and are used here to compare the two groups.

A summary of the factors differentiating between the interested and the uninterested respondents is presented in Table 1. The chi square statistic indicated a significant difference at the .05 level for two personal characteristics, age and place of birth. Of the social characteristics, level of living, social participation, alienation and attitude to change differentiated between interested and uninterested respondents. All of the educational characteristics, including years of schooling, wife's schooling and participation in adult education, differentiated between the two groups of respondents. Less than half of the economic characteristics studied differentiated between respondents interested and uninterested in further education. Total income, months unemployed in the last three years, and the years worked in the present occupation differentiated between the groups at the .05 level of significance.

TABLE I  
CHI SQUARE VALUES FOR DISTRIBUTION OF FACTORS BETWEEN  
INTERESTED AND NOT INTERESTED RESPONDENTS

Factor	Chi Square	Degrees of Freedom	P
Personal:			
Marital status	1.72	1	NS > .05
Age	34.55	4	< .01
Number of children	4.04	5	NS > .05
Years in locality	10.27	6	NS > .05
Place of birth	12.74	5	< .05
Previous residence	1.74	3	NS > .05
Social:			
Level of living	11.14	5	< .05
Social participation	7.87	3	< .05
Alienation	12.49	5	< .05
Attitude to rural living	3.32	1	NS > .05
Attitude to change	60.90	5	< .01
Educational:			
Years of schooling	22.16	4	< .01
Wife's schooling	12.99	4	< .05
A. E. participation	16.34	1	< .01
Economic:			
Total income	15.69	3	< .01
Farm income	.00	1	NS > .05
Months worked in 1968	.03	3	NS > .05
Months unemployed in last three years	9.02	3	< .05
Job satisfaction	1.01	2	NS > .05
Acres owned or operated	7.08	4	NS > .05
Years in occupation	16.73	6	< .05

## PERSONAL CHARACTERISTICS

Most of the participants in the study were married (Table 2) with 12.6 per cent of those not interested and 7.5 per cent of those who were interested being single or widowed, divorced or separated from their spouses. A somewhat greater percentage of the interested

TABLE 2

## PERCENTAGE DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS AND INTEREST IN CONTINUING EDUCATION

Marital Status	Not Interested		Interested	
	No.	%	No.	%
Single, divorced, separated or widowed	15	12.6	9	7.5
Married	104	87.4	111	92.5
TOTALS	119	100.0	120	100.0

$$X^2 = 1.72, \text{ d.f.} = 1, p > .05$$

respondents (92.5) per cent) were married than the percentage of the uninterested (87.4 per cent), but the data indicated no tendency for marriage and interest to vary together.

The difference in the distribution between the groups according to age was statistically significant, showing that respondents interested in continuing education were younger than those who were not interested (Table 3). Up to the age of 44, many more respondents were

interested (55 per cent), than were uninterested (36 per cent). This suggests that there is a considerable number of potential participants in the population studied as adult education is known about and seen as desirable. Between the ages of 45 and 54 almost as many were uninterested (22.7 per cent) as were interested (25 per cent). After the age of 55, 51.3 per cent were uninterested and 20 per cent were interested in continuing their education. Some respondents in every age group were interested in further training or education and 4.2 per cent of the interested were over 65, thus advanced age did not preclude interest entirely.

TABLE 3  
PERCENTAGE DISTRIBUTION OF RESPONDENTS BY AGE  
AND INTEREST IN CONTINUING EDUCATION

Age	Not Interested		Interested	
	No.	%	No.	%
15 - 34 years	10	8.4	35	29.2
35 - 44	21	17.6	31	25.8
45 - 54	27	22.7	30	25.0
55- 64	36	30.3	19	15.8
65 and over	25	21.0	5	4.2
TOTALS	119	100.0	120	100.0

$$\chi^2 = 34.55, \text{ d.f.} = 1, p < .01$$

The number of children reported did not differentiate between the two groups. Individuals with few children were as likely to be interested as they were to be uninterested, and individuals with more children were also as likely to be interested as not. The data provides no grounds to suggest that a large family lowers interest in adult education, nor that it tends to produce a feeling of inadequacy which is reflected in a desire for further education.

TABLE 4

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY NUMBER OF CHILDREN  
AND INTEREST IN CONTINUING EDUCATION

No. of Children	Not Interested		Interested	
	No.	%	No.	%
None	14	11.9	16	13.3
1	11	9.3	18	15.0
2	26	21.8	25	20.9
3	26	21.8	21	17.5
4 - 5	26	21.8	30	25.0
6 or more	16	13.4	10	8.3
TOTALS	119	100.0	120	100.0

$$\chi^2 = 4.04, \text{ d.f.} = 5, p > .05$$

Since those interested in adult education were younger, it could be expected that the interested group would have lived fewer years in the community, however, this did not appear to be the case.<sup>1</sup> Some 18.5 per cent of those not interested in continuing education had been in their present locality for five or fewer years, while 49.6 per cent had been there for twenty or more years (Table 5). Of those who were interested, 32.5 per cent were relative newcomers and 40.8 per cent had been in their present community for more than twenty years. The difference in the distribution by number of years resident in the area and interest in continuing education was not statistically significant.

TABLE 5

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY YEARS IN LOCALITY  
AND INTEREST IN CONTINUING EDUCATION

Years here	Not Interested		Interested	
	No.	%	No.	%
2 years or less	13	10.9	24	20.0
3 - 5	9	7.6	15	12.5
6 - 10	14	11.8	15	12.5
11 - 16	14	11.8	10	8.3
17 - 20	10	8.4	7	5.8
20 or more	41	34.5	34	28.4
Life	18	15.1	15	12.5
TOTALS	119	100.0	120	100.0

$$\chi^2 = 10.27, \text{ d.f.} = 6, p > .05$$

<sup>1</sup>Verner and Dickinson, op. cit. Permission to reprint the correlation table was granted and it will be found in the appendix.

The distribution of the respondents according to place of birth indicated a significant difference between the groups (Table 6). Respondents born in parts of British Columbia other than the survey area were more likely to be interested in continuing education. They made up 43.7 per cent of the uninterested and 65.0 per cent of the interested respondents, while those born in the survey area made up 16.0 per cent of the uninterested and 13.3 per cent of the interested groups. In all other categories of place of birth respondents were more likely to be uninterested than interested. The data suggest that people who

TABLE 6  
PERCENTAGE DISTRIBUTION OF RESPONDENTS BY PLACE OF BIRTH  
AND INTEREST IN CONTINUING EDUCATION

Place of Birth	Not Interested		Interested	
	No.	%	No.	%
Here	19	16.0	16	13.3
British Columbia	10	8.4	17	14.2
Elsewhere in Canada	42	35.3	61	50.8
United States	10	8.4	4	3.3
United Kingdom	11	9.2	8	6.7
Other	27	22.7	14	11.7
TOTALS	119	100.0	120	100.0

$$\chi^2 = 12.74, \text{ d.f.} = 5, p < .05$$

do not move from the place of birth are less motivated to seek self-improvement than are those who do move, even if the movement is only within the province. People who move from other cultures may be involved with informal learning of the new culture to such an extent that they do not wish to enroll in courses or they may not have learned where courses are offered. Those from elsewhere in Canada make a lesser change in their environment and may find stimulation in the newness.

The above suggestion is consistent with the data respecting previous residence (Table 7). People who had lived elsewhere in Canada before coming to their present community were no more likely to be interested than uninterested. This group would include those moving from the place of birth directly to North Okanagan as well as those moving another time since they had left their place of birth. The distribution of respondents according to where they had lived previously did not differentiate between the groups of interested and not interested respondents.

#### SOCIAL CHARACTERISTICS

The social characteristics studied including level of living, social participation, alienation, and attitude to change, all discriminate between respondents who were interested and those uninterested in adult education. Those are all characteristics which may affect and reflect interpersonal interaction.

TABLE 7

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY PREVIOUS RESIDENCE  
AND INTEREST IN CONTINUING EDUCATION

Previous Place of Residence	Not Interested		Interested	
	No.	%	No.	%
Lifetime resident	17	14.3	14	11.7
British Columbia	42	35.3	51	42.5
Elsewhere in Canada	44	37.0	43	35.8
U.S., U.K. or other	16	13.4	12	10.0
TOTALS	119	100.0	120	100.0

$$\chi^2 = 1.74, \text{ d.f.} = 3, p > .05$$

The level of living index is made up of items which affect the ease of living: exterior finish of house, room-person ratio, lighting, water and refrigeration and laundry facilities: ownership of communications media: radio, newspaper, telephone; ownership of a car; and the church attendance of respondent and spouse. It is an index of socio-economic status,<sup>2</sup> assessing the position of the family in the eyes of the neighbours and presumably of the families' idea of their own status or position relative to others.

The Level of Living Score for all North Okanagan respondents

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<sup>2</sup>Sewell, W.H. "A Short Form of the Farm Family Socio-Economic Status Scale," Rural Sociology, 8:161-170, June, 1943.

was significantly correlated with social participation ( $r = .23$ ), years in present job ( $r = .16$ ), job satisfaction ( $r = .33$ ), and total income ( $r = .24$ ).

The correlations obtained here are consistent with a study by Douglass and Moss<sup>3</sup> in which it was concluded that some motivation toward adult education was growth rather than deficiency based. Those respondents in the North Okanagan who were more settled in their jobs, had higher incomes, possessed the conveniences of modern living, and participated in clubs and organizations with other community members would appear to be integrated into their community and would likely possess status in their community.

The Level of Living Score discriminated between the two groups of respondents (Table 8). Of the eleven respondents receiving the lowest Level of Living Score, ten were not interested in further education and of the thirteen receiving 75 to 79 points, eight were not interested. But at the high end of the Level of Living Scale, nineteen respondents were interested in further education whereas ten were not. That the respondents with a higher level of living score are more likely to be interested in further education is consistent with growth orientated motivation rather than with a need to overcome deprivations.

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<sup>3</sup> Douglass and Moss, op. cit.

TABLE 8  
PERCENTAGE DISTRIBUTION OF RESPONDENTS BY LEVEL OF LIVING SCORES  
AND INTEREST IN CONTINUING EDUCATION

Level of Living	Not Interested		Interested	
	No.	%	No.	%
74 or less	10	8.4	1	.1
75 - 79	8	6.7	5	4.3
80 - 84	20	16.8	23	19.4
85 - 89	27	22.7	29	24.4
90 - 94	44	37.0	43	35.9
95 or more	10	8.4	19	15.9
TOTALS	119	100.0	120	100.0

$$\chi^2 = 11.14, \text{ d.f.} = 5, p < .05$$

Respondents scoring higher in social participation were more likely to be interested in further education than respondents with a low social participation score. (Table 9). Respondents with a score of zero included 64.7 per cent of the uninterested and 50.8 per cent of the interested. Respondents scoring 11 or more included 15.1 per cent of the uninterested and 30.0 per cent of the interested respondents.

TABLE 9

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY SOCIAL PARTICIPATION SCALE  
AND INTEREST IN CONTINUING EDUCATION

Social Particip- ation Scores	Not Interested		Interested	
	No.	%	No.	%
0	77	64.7	61	50.8
1 - 10	24	20.2	23	19.2
11 - 20	11	9.2	22	18.3
21 and over	7	5.9	14	11.7
TOTALS	119	100.0	120	100.0

$$\chi^2 = 7.87, \text{ d.f.} = 3, p < .05$$

The relationship between interest in adult education and participation in and contributing to organizations is relevant to the finding of London, Wenkert and Hagstrom that a leisure style consisting of membership and participation in organizations was congenial to participation in adult education. A style or pattern of spending leisure time is a complicated dimension, yet further understanding of how to improve ability to predict which people are most likely to participate may be gained by consideration of such a dimension.

The relationship between interest in adult education and social participation suggests that organizations could be approached by adult educators with an offer of courses tailored for their membership or to give information which would be pertinent to the solution of problems

which the organization is involved in solving.

It is felt by many adult educators that one function adult education may serve is to develop better citizenship and acceptance of responsibility for community problems.<sup>4</sup> Training in logical problem solving, group effectiveness and leadership offers advantages to organizations and communities. If individuals who are members of organizations are more likely to be interested in further education or training, an approach through other organizations could be an effective means of expanding adult education clientele.

The alienation score was related to interest in further education and respondents who were more alienated from their society were less likely to be interested in further education or training. As illustrated in Table 10, 31.7 per cent of the interested respondents compared with 16.0 per cent of the uninterested fell into the category of zero alienation score. Respondents receiving alienation scores of four or five made up a higher percentage of the uninterested (29.4 per cent) than of the interested (17.5 per cent). The alienation scores were significantly negatively correlated with job satisfaction ( $r = -.21$ ), and total income ( $r = -.20$ ), revealing a tendency for low income, low job satisfaction and high alienation to vary together.<sup>5</sup>

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<sup>4</sup>Fessler, Donald R. "Maximum Feasible Participation," Adult Leadership 18: Number 7, 1970.

<sup>5</sup>The five statements in the alienation scale are found as Items 60 through 64 of the interview schedule in the Appendix.

TABLE 10

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY ALIENATION SCORE  
AND INTEREST IN CONTINUING EDUCATION

Alienation Score	Not Interested		Interested	
	No.	%	No.	%
0	19	16.0	38	31.7
1	29	24.4	33	27.5
2	18	15.1	18	15.0
3	18	15.1	10	8.3
4	20	16.8	13	10.8
5	15	12.6	8	6.7
TOTALS	119	100.0	120	100.0

$$\chi^2 = 12.49, \text{ d.f.} = 5, p < .05$$

The alienation scale is constructed to reflect a concept of being cut off from the world. Fessler<sup>6</sup> suggests that alienation is the result of men being unable to participate in the decision making which affects their lives. The presence of alienated individuals in a community suggests that adult educators might make an approach to improving group leadership in a way that leads to members being involved in decision making.

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<sup>6</sup>Fessler, Donald R., op. cit.

The attitude to change score yielded a statistically significant chi square value with respect to interest in adult education (Table 11). Respondents who were more accepting of change were more interested in continuing education with 68.2 per cent of those who were not interested having scores of 2, 3, or 4, while 31.8 per cent of those not interested had scores of 5, 6, or 7. In contrast, 74.8 per cent of those who were interested had scores of 5, 6, or 7, and 25.2 per cent had scores of 2, 3, or 4. Since learning brings about

TABLE 11

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY ATTITUDE TO CHANGE SCALE  
AND INTEREST IN CONTINUING EDUCATION

Attitude to change score	Not Interested		Interested	
	No.	%	No.	%
2	33	30.0	3	2.5
3	21	19.1	10	8.4
4	21	19.1	17	14.3
5	20	18.2	24	20.2
6	8	7.2	29	24.4
7	7	6.4	36	30.2
TOTALS	110	100.0	119	100.0

$$\chi^2 = 60.90, \text{ d.f.} = 5, p < .01$$

change, it was expected that respondents who had positive attitudes about change would more likely be interested in education. Those respondents whose acceptance of change was low and who were interested in further education or training may not expect that taking further education will involve change.

The fifth social characteristic, attitude to rural living, was not significantly related to interest in adult education (Table 12). The table of correlation coefficients shows it to be positively related to age ( $r = .14$ ), number of children ( $r = .15$ ), and negatively related to the attitude toward change ( $r = -.25$ ). There is a tendency for older people or people with more children to favour living in the country. That people who favour rural rather than urban living are likely to feel negatively toward change may be partly accounted for by age.

TABLE 12

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY ATTITUDE TO RURAL LIVING  
AND INTEREST IN CONTINUING EDUCATION

Attitude to Rural Living	Not Interested		Interested	
	No.	%	No.	%
Favourable to urban or rural living or neutral	21	17.6	33	27.5
Strongly favourable to rural living	98	82.4	87	72.5
TOTALS	119	100.0	120	100.0

$$\chi^2 = 3.32, \text{ d.f.} = 1, p > .05$$

## EDUCATIONAL FACTORS

Three educational factors including years of schooling, of wife's schooling and participation in adult education differentiated between interested and uninterested respondents. Those respondents who had fewer years of schooling were less likely to be interested in continuing education (Table 13). Respondents with 8 or fewer

TABLE 13

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY YEARS OF SCHOOLING  
AND INTEREST IN CONTINUING EDUCATION

Schooling	Not Interested		Interested	
	No.	%	No.	%
5 years or less	18	15.1	7	5.8
6 - 8	47	39.5	26	21.7
9 - 11	35	29.4	57	47.5
12	8	6.7	21	17.5
13 or more	11	9.3	9	7.5
TOTALS	119	100.0	120	100.0

$$\chi^2 = 22.16, \text{ d.f.} = 4, p < .01$$

years of schooling accounted for 54.6 per cent of respondents uninterested in further education and 27.5 per cent of those who were interested. Respondents with 12 or more years of schooling accounted for

16.0 per cent of those uninterested and 25 per cent of the interested. The difference in the distribution by years of school completed between the two groups was statistically significant.

This finding should not be interpreted to mean there is little chance of drawing individuals with less schooling into adult education courses. It does mean that adult educators will have to find how to communicate the fact that some adult education courses fit with the interests of individuals who have not received much formal education. In fact, adult education offers the opportunity for many kinds of learning which are unlike the opportunities offered in school.

TABLE 14

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY WIFE'S SCHOOLING  
AND INTEREST IN CONTINUING EDUCATION

Wife's Schooling	Not Interested		Interested	
	No.	%	No.	%
8 yrs. or less	41	39.0	21	19.3
9 - 11	30	28.6	47	43.1
12	25	23.8	24	22.0
13 or more	9	8.6	17	15.6
TOTALS	105	100.0	109	100.0

$$\chi^2 = 12.6, \text{ d.f.} = 3, p < .01$$

The spouse's schooling correlated significantly with respondents schooling ( $r = .45$ ) and was also related to interest in education. Table 14 illustrates that respondents whose spouses had 8 or fewer years of schooling included 39 per cent of those uninterested in further education and 19.3 per cent of those interested. Respondents whose spouses had 12 or more years of schooling included 32.4 per cent of uninterested and 37.6 per cent of interested respondents. The difference in the distribution by spouse's schooling between the two groups of respondents was statistically significant.

Participation in adult education was not significantly correlated with schooling or with spouse's schooling in the area studied. In data gathered in other rural areas in British Columbia<sup>7</sup> participation in adult education was significantly related to schooling and wife's schooling. However, participation in adult education discriminated between interested and uninterested respondents (Table 15) at a statistically significant level. Those who had taken no adult education courses accounted for 89.1 per cent of the uninterested and 67.5 per cent of the interested respondents. Those who had taken one or more adult education courses accounted for 10.9 per cent of the uninterested and 32.5 per cent of the interested respondents.

The interview schedules of farm respondents were examined to ascertain the relationship between the amount of contact with agricultural extension and interest in adult education. Of those farmers

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<sup>7</sup>Goard and Dickinson, op. cit., p. 9.

TABLE 15

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY ADULT EDUCATION PARTICIPATION  
AND INTEREST IN CONTINUING EDUCATION

Adult Education Participation	Not Interested		Interested	
	No.	%	No.	%
None	106	89.1	81	67.5
One or more courses	13	10.9	39	32.5
TOTALS	119	100.0	120	100.0

$$\chi^2 = 16.34, \text{ d.f.} = 1, p < .01$$

who were interested, 67.5 per cent had taken no courses. This reveals that interest is not a sufficient prerequisite to ensure enrolment. The identification of respondents who were interested but did not enroll suggests the focal point for understanding adult education participation. These respondents are informed of the advantages of adult education and perceive potential need satisfaction in adult education. This finding is similar to that of Johnstone and Riviera<sup>8</sup> who reported that one-third of those who expressed interest in education had participated in courses.

Farm respondents were asked the number of impersonal contacts they had in the previous year with the agricultural extension personnel through radio, television, newspaper or mailings.<sup>9</sup> Respondents who were

<sup>8</sup>Johnstone and Rivera, op. cit.

<sup>9</sup>The statements of impersonal and personal contact are found as Item 58 in the interview schedule, page 16. (See Appendix 2).

not interested in further education or training had as many impersonal contacts as had those respondents who were interested (Table 16). Some 41.4 per cent of the uninterested respondents had 5 contacts and 57.5 per cent of interested respondents had 5 contacts.

TABLE 16  
PERCENTAGE DISTRIBUTION OF FARM RESPONDENTS BY NUMBER  
OF IMPERSONAL CONTACTS WITH AGRICULTURAL EXTENSION  
AND INTEREST IN CONTINUING EDUCATION

Number of Contacts	Not Interested		Interested	
	No.	%	No.	%
0 - 2	9	22.0	7	17.5
3 - 4	15	36.6	10	25.0
5	17	41.4	23	57.5
TOTALS	41	100.0	40	100.0

$$\chi^2 = 2.14, \text{ d.f.} = 2, p > .05$$

Respondents who are interested in further education reported significantly more personal contacts with agricultural extension personnel through attending meetings, visiting and being visited by personnel and speaking to them on the telephone (Table 17). Thus, 61 per cent of the uninterested respondents had no personal contacts and 25 per cent of the interested had no contacts. Of those respondents

TABLE 17  
PERCENTAGE DISTRIBUTION OF FARM RESPONDENTS BY NUMBER  
OF PERSONAL CONTACTS WITH AGRICULTURAL EXTENSION  
AND INTEREST IN CONTINUING EDUCATION

Number of Contacts	Not Interested		Interested	
	No.	%	No.	%
0	25	61.0	10	25.0
1 - 2	9	22.0	5	12.5
3 - 7	3	7.3	15	37.5
8 - 9	4	9.7	10	25.0
TOTALS	41	100.0	40	100.0

$$\chi^2 = 18.12, \text{ d.f.} = 3, p < .01$$

who were not interested 17 per cent had more than 2 contacts compared with 25 per cent of those who were interested and had more than 2 contacts.

There is a clear tendency for interest in adult education and personal contact with agricultural extension to vary together. Akinbode's<sup>10</sup> work is relevant to interpretation of this finding. He reported that farmers with more years of schooling, more active participation in adult education and higher socio-economic status had more personal contacts with the District Agriculturalist.

<sup>10</sup> Akinbode, I.A. The Relationships between the Socio-Economic Characteristics of Farmers in British Columbia and Their Contacts with District Agriculturalists. Unpublished M. Sc. Thesis, Vancouver, University of British Columbia, 1969, p. 113.

If interest is evidence of perceived need satisfaction potential, then we would expect interested respondents to seek education from agricultural extension if they see it as a source of education or training. This cannot be confirmed from the data presented herein. The results are equally well understood by considering that those farmers contacted by the agricultural extension agents are more interested as a result of experiencing personal contact.

#### ECONOMIC FACTORS

The total family income of respondents was a significant factor influencing interest in adult education, with those in the higher income categories more likely to want further education or training than those in the low income groups. As Table 18 illustrates, 48.7 per cent of the interested respondents as against 23.9 per cent of those not interested reported incomes of more than \$6,000 per year. The lowest income category of less than \$3,000 per year contained 17.4 per cent of those interested compared to 24.8 per cent of those not interested in further education or training. The difference in the distribution by total family income between the two groups of respondents was statistically significant.

Factors other than interest in continuing education were significantly related to total family income. There were significant positive correlations between job satisfaction and level of living ( $r = .33$ ), and between the former characteristic and number of years in the present

TABLE 18  
PERCENTAGE DISTRIBUTION OF RESPONDENTS BY TOTAL INCOME CATEGORY  
AND INTEREST IN CONTINUING EDUCATION

Total Income	Not Interested		Interested	
	No.	%	No.	%
Less than \$3,000	28	24.8	20	17.4
\$3,000 to \$5,999	58	51.3	39	33.9
\$6,000 to \$8,999	16	14.2	38	33.0
\$9,000 or more	11	9.7	18	15.7
TOTALS	113	100.0	115	100.0

$\chi^2$  - 15.69, d.f. = 3,  $p < .01$

job ( $r = .15$ ), but job satisfaction was negatively correlated with alienation ( $r = -.21$ ). Thus, job satisfaction tended to increase as job experience and level of living increased, but a higher level of alienation was indicative of lower job satisfaction. As Table 19 indicates, there was no statistically significant difference in the distribution by job satisfaction between those respondents who were interested and those not interested in continuing education. Most of the respondents in both groups were either satisfied or very satisfied with their present jobs.

TABLE 19  
PERCENTAGE DISTRIBUTION OF RESPONDENTS BY JOB SATISFACTION  
AND INTEREST IN CONTINUING EDUCATION

Job Satisfaction	Not Interested		Interested	
	No.	%	No.	%
Very dissatisfied, dissatisfied or neutral	15	14.9	18	15.4
Satisfied	54	53.5	55	47.0
Very satisfied	32	31.7	44	37.6
TOTALS	101	100.0	117	100.0

$$\chi^2 = 1.01, \text{ d.f.} = 2, p > .05$$

The distribution of respondents according to the amount of money received for agricultural products indicated no difference between the interested and uninterested groups (Table 20). Of respondents earning less than \$250 a year for agricultural products, as many were uninterested (66.4 per cent) as interested (66.7 per cent) in further education. Among the farm respondents were 33.6 per cent of the uninterested and 33.3 per cent of the interested. Goard<sup>11</sup> found that the rural farm household heads were less likely to participate in adult education than the non-farm heads. Since it appears that they are as interested in participating, it may be that farmers simply have more call on their time than do non-farmers.

<sup>11</sup> Goard, Dean S., op. cit., p. 30.

TABLE 20  
PERCENTAGE DISTRIBUTION OF RESPONDENTS BY MONEY  
RECEIVED FOR AGRICULTURAL PRODUCTS  
AND INTEREST IN CONTINUING EDUCATION

Amount Received for Agricultural Products	Not Interested		Interested	
	No.	%	No.	%
Less than \$250	79	66.4	80	66.7
More than \$250	40	33.6	40	33.3
TOTALS	119	100.0	120	100.0

$$\chi^2 = .002, \text{ d.f.} = 1, p > .05$$

The number of months worked in 1968 did not differentiate between the groups. Individuals who had worked 6 months or less and those who had worked 12 months, were neither more nor less likely to be interested in further education or training (Table 21). In each category of respondents by months worked in 1968 the percentages of interested and uninterested respondents were similar. Thus, respondents who had months in which they were not working were not drawn to adult education either to increase their employability or to enrich their leisure.

TABLE 21

PERCENTAGE DISTRIBUTION OF RESPONDENTS BY MONTHS WORKED IN 1968  
AND INTEREST IN CONTINUING EDUCATION

Months Worked 1968	Not Interested		Interested	
	No.	%	No.	%
1 - 6 months	7	6.9	8	6.9
7 - 9	9	8.9	10	8.6
10 - 11	11	10.9	12	10.3
12	74	73.3	86	74.2
TOTALS	101	100.0	116	100.0

$$\chi^2 = .03, \text{ d.f.} = 3, p > .05$$

The number of acres owned or operated did not yield a distribution which differentiated between the groups arranged according to interest in further education (Table 22). Respondents owning one acre or less were somewhat more likely to be interested (39.5 per cent) than uninterested (27.1 per cent) in further education or training, although the difference was not statistically significant. Respondents owning or operating 100 acres or more were as likely to be uninterested (15.2 per cent) as interested (13.4 per cent).

TABLE 22  
PERCENTAGE DISTRIBUTION OF RESPONDENTS BY NUMBER  
OF ACRES OWNED OR OPERATED AND INTEREST  
IN CONTINUING EDUCATION

Acres owned or operated	Not Interested		Interested	
	No.	%	No.	%
1 or less	32	27.1	47	39.5
2 - 9	34	28.8	25	21.1
10 - 39	15	12.7	20	16.8
40 - 99	19	16.1	11	9.2
100 and over	18	15.3	16	13.4
TOTALS	118	100.0	119	100.0

$$\chi^2 = 7.08, \text{ d.f.} = 4, p > .05$$

The distribution of respondents tabulated on the basis of the number of months unemployed in the last three years discriminated between interested and uninterested respondents at a statistically significant level. As is seen in Table 23 respondents who had not been unemployed in the last three years included 76.5 per cent of the respondents not interested in further education and 68.3 per cent of those interested in further education. Respondents who had been unemployed 6 months or less included 8.4 per cent of the uninterested

TABLE 23  
PERCENTAGE DISTRIBUTION OF RESPONDENTS BY MONTHS  
UNEMPLOYED IN LAST THREE YEARS AND INTEREST  
IN CONTINUING EDUCATION

Months Unemployed in last 3 years	Not Interested		Interested	
	No.	%	No.	%
0	91	76.5	82	68.3
up to 6 months	10	8.4	24	20.1
7 - 12	8	6.7	10	8.3
13 - 36	10	8.4	4	3.3
TOTALS	119	100.0	120	100.0

$$\chi^2 = 9.02, \text{ d.f.} = 3, p < .05$$

and 20 per cent of the interested respondents. Those who had been unemployed over 13 months accounted for 8.4 per cent of the uninterested and 3.3 per cent of the interested.

It appears that some difficulty with finding employment tends to be associated with an interest in further education or training, but with severe unemployment there is a disinterest in further education or training. This finding suggests that adult educators should attempt to interest individuals who are newly experiencing difficulty in finding unemployment.

Unemployment was significantly negatively correlated with attitude toward change ( $r = .55$ ), which finding may result from the fact that older people suffer more unemployment and do not report a positive attitude toward change.

TABLE 24  
PERCENTAGE DISTRIBUTION OF RESPONDENTS BY YEARS IN  
PRESENT OCCUPATION AND INTEREST IN  
CONTINUING EDUCATION

Years Worked in Present Occupation	Not Interested		Interested	
	No.	%	No.	%
2 or less	17	16.8	19	16.4
3 - 5	9	8.9	22	19.0
6 - 10	18	17.8	22	19.0
11 - 15	13	12.9	14	12.0
16 - 20	9	8.9	22	19.0
21 - 25	8	7.9	4	3.4
26 or more	27	26.7	13	11.2
TOTALS	101	100.0	116	100.0

$$\chi^2 = 16.73, \text{ d.f.} = 6, p < .05$$

The distribution of respondents on the basis of the number of years they have worked in their present occupation differentiated between those interested and those not interested in adult education

at a statistically significant level (Table 24). Respondents who had worked in their present occupation 21 years or more were less interested in adult education. In two categories: 3 to 5 years and 16 to 20 years in the present job, the number of interested respondents was twice that of uninterested respondents. This may indicate that after two or three years in an occupation a respondent feels a need to widen his environment, if he remains in the same occupation he is stimulated to search again to develop himself. Thus, years in the present occupation may be a useful index to mark the life periods in which respondents are most accessible to the offer of further education or training.

#### SUMMARY

The respondents in this study who reported that they were interested in further education or training were younger and they and their wives had more schooling than respondents who reported they were not interested or were undecided. Those who were interested were more likely to have been born in Canada outside of the survey area, they had a higher level of living, were more active in social organizations, had a higher income and participated more in adult education.

The uninterested were more likely to be alienated, to have a negative attitude to change, to have been unemployed longer in the last three years, and to have spent fewer years in their present occupation than those who were interested in continuing their education.

### CHAPTER III

#### PARTICIPATION AND INTEREST

The purpose of this study of providing more information about individuals who express an interest in adult education may be pursued by an examination of this data to discern if those who are interested and who do participate can be differentiated on any characteristics from those who are interested and do not participate. People who say they are interested in further education may or may not have taken courses. Those who are interested and have taken courses may not differ on any other characteristic from those who are interested and have not taken courses. A discernible difference in the characteristics of these two groups of respondents could suggest further understanding of the factors which support the likelihood that interest will result in participation.

Of the respondents who reported interest, 67.5 per cent had taken no course, whereas the remaining 32.5 per cent had taken one or more courses. The following analysis is of interested respondents tabulated according to their participation in adult education courses, and according to other personal, social, educational and economic characteristics. The characteristics found to differentiate the interested non-participants from the interested participants were: social participation, level of living, schooling, and wife's schooling. The economic and personal characteristics generally did not differentiate between the groups.

TABLE 25

CHI SQUARE VALUES FOR DISTRIBUTION OF FACTORS BETWEEN  
INTERESTED RESPONDENTS WHO HAD PARTICIPATED IN  
ADULT EDUCATION COURSES AND THOSE WHO  
HAD NOT PARTICIPATED

Factor	Chi Square	Degrees of Freedom	P
Personal:			
Age	5.38	2	NS>.05
Marital status	.47	1	NS>.05
Number of children	1.54	3	NS>.05
Place of birth	5.48	3	NS>.05
Years resident in area	1.68	3	NS>.05
Social:			
Level of living	8.76	3	<.05
Social participation	8.53	3	<.05
Attitude to rural living	.10	1	NS>.05
Attitude to change	6.67	4	NS>.05
Alienation	3.84	4	NS>.05
Educational:			
Years of schooling	9.24	3	<.05
Wife's schooling	10.59	2	<.01
Economic:			
Total income	1.85	3	NS>.05
Farm income	1.17	1	NS>.05
Years in occupation	4.60	5	NS>.05
Job satisfaction	1.60	2	NS>.05
Months unemployed in last three years	5.68	2	NS>.05

## PERSONAL CHARACTERISTICS

Age is not a factor which discriminates between the interested respondents who had and those who had not taken adult education courses. Thirty-six per cent of the participants and 25.9 per cent of the non-participants were under the age of thirty-four, while 36 per cent of the former group and 58 per cent of the latter were between the ages of thirty-five and fifty-four. Somewhat unexpected was the finding that over the age of fifty-five, 28 per cent of the participants and 16.1 per cent of the non-participants were found (Table 26). In most studies of participation older people participated less but in this case older people participated more. These data suggest that in the higher age group interest may be more effective as motivation or conversely that participation arouses more interest, although the precise relationship could not be determined.

TABLE 26

PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND AGE

Age	Participants		Non-participants	
	No.	%	No.	%
15-34 years	14	36.0	21	25.9
35-54	14	36.0	47	58.0
55 or more	11	28.0	13	16.1
TOTALS	39	100.0	81	100.0

$\chi^2 = 5.38$ , d.f. = 2, p is not significant.

TABLE 27  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION  
AND MARITAL STATUS

Marital Status	Participants		Non-participants	
	No.	%	No.	%
Single, widowed or divorced, separated	2	5.0	7	8.6
Married	37	95.0	74	91.4
TOTALS	39	100.0	81	100.0

$\chi^2 = .47$ , d.f. = 1, p is not significant.

Marital status did not differentiate between the two groups of interested respondents (Table 27), and the number of respondents' children made no difference between participation and non-participation by respondents who were interested in further education or training. Those who had up to two children included 48.8 per cent of the participants and 49.3 per cent of the non-participants. Those with three or more children included 51.2 per cent of the participants and 50.7 per cent of the non-participants (Table 28).

It cannot be demonstrated that place of birth affects participation of interested respondents (Table 29). Respondents born in British Columbia outside the survey area include 20.6 per cent of the participants and 11.1 per cent of the non-participants. Respondents born outside of Canada include 10.2 per cent of the participants and

27.2 per cent of the non-participants. Although some slight variations appeared to exist, the difference in the distribution by place of birth between interested participants and interested non-participants was not statistically significant.

TABLE 28  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
NUMBER OF CHILDREN

Number of Children	Participants		Non-participants	
	No.	%	No.	%
None	7	18.0	9	11.1
1 or 2	12	30.8	31	38.2
3 or 4	12	30.8	27	33.3
5 or more	8	20.4	14	17.4
TOTALS	39	100.0	81	100.0

$\chi^2 = 1.54$ , d.f. = 3, p is not significant.

TABLE 29  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
PLACE OF BIRTH

Place of birth	Participants		Non-participants	
	No.	%	No.	%
Here	5	12.8	11	13.6
B.C.	8	20.6	9	11.1
Elsewhere in Canada	22	56.4	39	48.1
U.S., U.K. or other	4	10.2	22	27.2
TOTALS	39	100.0	81	100.0

$\chi^2 = 5.48$ , d.f. = 3, p is not significant

Years resident in the area used as a factor to tabulate interested respondents did not discriminate between the groups of respondents. Some 15.4 per cent of the participants were resident in the area for two or less years, while 46.1 per cent of them were twenty or more years resident. Of the non-participants, 22.2 per cent were two or less years resident and 38.3 per cent had lived twenty or more years in the area (Table 30).

TABLE 30  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
YEARS RESIDENT IN AREA

Years Resident in Area	Participants		Non-Participants	
	No.	%	No.	%
2 years or less	6	15.4	18	22.2
3 - 5	6	15.4	9	11.1
6 - 20	9	23.1	23	28.4
more than 20	18	46.1	31	38.3
TOTALS	39	100.0	81	100.0

$\chi^2 = 1.68$ , d.f. = 3, p is not significant.

## SOCIAL CHARACTERISTICS

The distribution of the data of interested respondents according to their level of living index does discriminate at a statistically significant level between the groups, as shown in Table 31.

Those respondents who had the lowest level of living were more likely to be non-participants. In all other categories based on the level of living index, the percentage of participants was higher than that of non-participants.

The meaning of a low level of living must be sought in psychological terms, for it is apparent that this is not the same as a lack of money. In this case money is not spent on those things which are status signs in a community.

The individual who does not buy himself a radio, car, or newspaper, does not provide his house with telephone and electricity, is likely to be the individual whose report of interest in adult education does not coincide with participation. His idea of himself and what his neighbours see in his home might be subsumed under the term "morale". It appears that such a concept may be used to describe a person who does not get himself to adult education courses although he sees them as potentially satisfying.

Interested respondents whose social participation score was in the highest category were much more likely to be participants (20.5 per cent) than non-participants (7.4<sup>3</sup> per cent). Respondents whose social participation score was in the next highest category were also

TABLE 31  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
LEVEL OF LIVING

Level of living	Participants		Non-participants	
	No.	%	No.	%
84 or less	3	7.7	26	32.1
85 - 89	12	30.8	17	21.0
90 - 94	16	41.0	27	33.3
95 or more	8	20.5	11	13.6
TOTALS	39	100.0	81	100.0

$\chi^2 = 8.76$ , d.f. = 3,  $p < .05$

TABLE 32  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
SOCIAL PARTICIPATION

Social Participation Score	Participants		Non-participants	
	No.	%	No.	%
1	13	33.3	48	59.3
2 - 3	9	23.1	14	17.3
4 - 5	9	23.1	13	16.0
6 - 9	8	20.5	6	7.4
TOTALS	39	100.0	81	100.0

$\chi^2 = 8.53$ , d.f. = 3,  $p < .05$

more likely to be participants (23.1) per cent than non-participants (16 per cent). Those interested respondents who were not active in social organizations were more likely to be non-participants (59.3 per cent) than participants (33.3 per cent) (Table 32). The difference in the distribution between the two groups analyzed by social participation score was statistically significant.

It may be that respondents who are generally active in the community are more likely to carry out that behavior which they perceive as potentially satisfying in situations involving education. This suggests again the advantage of attempting to contact adult education clientele through formal social organizations.

The tabulation, in Table 33, of interested respondents according to their attitude toward rural living did not discriminate between the participants and the non-participants. Regardless of whether or not they are strongly favourable to rural living they are as likely to be participants as non-participants, so this characteristic seems to bear no relationship to participation.

The attitude to change scale (Table 34) showing participation and non-participation of interested respondents indicates that this characteristic did not differentiate between the two groups. The percentage of participants increases as the attitude to change rises. In the two highest categories of attitude to change the percentages of participants were larger than the percentages of non-participants, but the chi square statistic does not show that this is a difference significantly greater than chance.

TABLE 33

PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
ATTITUDE TO RURAL LIVING

Attitude to Rural Living	Participants		Non-participants	
	No.	%	No.	%
Favourable to rural or urban, or neutral	10	25.6	23	28.4
Strongly favour rural	29	74.4	58	71.6
TOTALS	39	100.0	81	100.0

$\chi^2 = .10$ , d.f. = 1, p is not significant

TABLE 34

PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
ATTITUDE TO CHANGE

Attitude to Change Score	Participants		Non-participants	
	No.	%	No.	%
1 - 3	3	8.0	10	12.4
4	4	10.5	13	16.0
5	4	10.5	20	24.7
6	11	29.0	18	22.2
7	16	42.0	20	24.7
TOTALS	38	100.0	81	100.0

$\chi^2 = 6.67$ , d.f. = 4, p is not significant.

X The data measuring alienation of interested respondents and their participation showed no significant tendency for those variables to change together (Table 35). The least and the most alienated respondents, who were interested in further training or education, were roughly twice as likely not to have taken any courses. A feeling of being cut off from the world did not affect the likelihood that interested respondents participated.

TABLE 35  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
ALIENATION

Alienation Score	Participants		Non-participants	
	No.	%	No.	%
0	16	41.0	22	27.2
1	11	28.2	22	27.2
2	3	7.7	15	18.5
3	3	7.7	7	8.6
4 - 5	6	15.4	15	18.5
TOTALS	49	100.0	81	100.0

$\chi^2 = 3.84$ , d.f. = 4, p is not significant.

## EDUCATIONAL CHARACTERISTICS

As respondents' level of schooling rises so does the likelihood that he will be a participant in adult education (Table 36). Interested respondents who had eight or less years of school completed included 10.2 per cent of the participants and 35.8 per cent of the non-participants. Interested respondents who had nine to eleven years of school included 61.5 per cent of the participants and only 40.7 per cent of the non-participants. Those with twelve years of school accounted for 18 per cent of the participants and 14 per cent of the non-participants, while respondents with thirteen or more years of school were somewhat more likely to be participants (10.3 per cent) than non-participants (6.2 per cent). The difference in the distribution between the two groups by years of schooling was statistically significant.

Respondents who had less than eight years of school completed were less likely to participate in adult education (10.2 per cent) than respondents who had nine or more years. This finding reflects again the difficulty of adult educators in reaching people who have little formal schooling. Some different approach is needed to communicate to those potential clients how they may acquire the further training or education in which they are interested. The jump in percentage of participants compared with non-participants at the category of nine or more years of school is a focal point where the strong effect of education can be seen.

The level of the wife's schooling is clearly related to the participation of interested respondents and this finding was

statistically significant (Table 37). Those whose wives had eleven years or less of schooling accounted for 72.6 per cent of the non-participants and 41.7 per cent of the participants, while those whose wives had twelve or more years of schooling accounted for 58.3 per cent of the participants and 27.4 per cent of the non-participants. Interested respondents whose wives had twelve or more years of school completed were, therefore, more likely to have participated in adult education courses.

TABLE 36  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
SCHOOLING

Schooling	Participants		Non-participants	
	No.	%	No.	%
8 years or less	4	10.2	29	35.8
9 - 11	24	61.5	33	40.7
12	7	18.0	14	17.3
13 or more	4	10.3	5	6.2
TOTALS	39	100.0	81	100.0

$$\chi^2 = 9.24, \text{ d.f.} = 3, p < .05$$

TABLE 37  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
WIFE'S SCHOOLING

Wife's Schooling	Participants		Non-Participants	
	No.	%	No.	%
11 years or less	15	41.7	53	72.6
12	11	30.5	13	17.8
13 or more	10	27.8	7	9.6
TOTALS	36	100.0	73	100.0

$$\chi^2 = 10.59, \text{ d.f.} = 2, p < .01$$

#### ECONOMIC CHARACTERISTICS

Interested respondents were neither more nor less likely to be participants if their total income was below \$3,000 or above \$9,000 (Table 38). Respondents whose income was below \$6,000 included 48.6 per cent of the participants and 43.2 per cent of the non-participants. Respondents receiving \$6,000 or more made up 51.4 per cent of the participants and 46.8 per cent of the non-participants.

Of the respondents classified as farmers, 35.9 per cent of them fell into the category of participants and 32.1 per cent into the category of non-participants, which was not significantly different than the proportions reported for the non-farm respondents (Table 39).

TABLE 38

PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS BY PARTICI-  
PATION IN ADULT EDUCATION AND TOTAL INCOME

Income	Participants		Non-participants	
	No.	%	No.	%
Up to \$2,999	7	18.9	13	16.9
3,000 - 5,999	11	29.7	28	36.3
6,000 - 8,999	15	40.6	23	29.9
9,000 and over	4	10.8	13	16.9
TOTALS	37	100.0	77	100.0

$\chi^2 = 1.85$ , d.f. = 3, p is not significant

TABLE 39

PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION  
AND AMOUNT RECEIVED FROM AGRICULTURAL PRODUCTS

Amount Received	Participants		Non-participants	
	No.	%	No.	%
Less than \$250	25	64.1	55	67.9
More than \$250	14	35.9	26	32.1
TOTALS	39	100.0	81	100.0

$\chi^2 = .17$ , d.f. = 1, p is not significant.

Interested respondents who had spent up to fifteen years in their occupation appeared to be as likely to be participants as non-participants (Table 40). Those who had spent between sixteen and twenty years in their occupation included almost three times as many non-participants (24.0 per cent) as participants (8.2 per cent). In the highest category of years spent in occupation we find many of the oldest respondents; we do not find a larger percentage of non-participants (14.0 per cent) than of participants (16.2 per cent). This is unexpected because age has been shown in many studies to have a powerful effect on participation. No statistical significance is attributable to this finding.

The distribution of interested respondents according to their job satisfaction score did not discriminate between the participants and the non-participants. The very dissatisfied, the dissatisfied, and the neutral, were as likely to be in the participant group (13.5 per cent) as in the non-participant group (16.3 per cent). The very satisfied were also distributed almost equally in the participant and non-participant groups, (46.0 and 33.7 per cent) (Table 41).

The distribution of interested respondents by the months they had been unemployed during the last three years and their participation in courses reveals no statistically significant differences between the groups. Although the chi square value did approach significance, respondents who had not been unemployed included 76.9 per cent of the participants and 64.2 per cent of the non-participants.

TABLE 40  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION  
AND YEARS IN OCCUPATION

Years in Occupation	Participants		Non-participants	
	No.	%	No.	%
2 or less	7	18.9	12	15.2
3 - 5	7	18.9	15	19.0
6 - 10	9	24.3	13	16.4
11 - 15	5	13.5	9	11.4
16 - 20	3	8.2	19	24.0
21 or more	6	16.2	11	14.0
TOTALS	37	100.0	79	100.0

$\chi^2 = 4.60$ , d.f. = 5, p is not significant.

TABLE 41  
PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION  
AND JOB SATISFACTION

Job Satisfaction	Participants		Non-participants	
	No.	%	No.	%
Very dissatisfied, dissatisfied or neutral	5	13.5	13	16.3
Satisfied	15	40.5	40	50.0
Very satisfied	17	46.0	27	33.7
TOTALS	37	100.0	80	100.0

$\chi^2 = 1.60$ , d.f. 2, p is not significant.

Those who had been unemployed less than six months included a smaller percentage of participants (7.7 per cent) than of non-participants (25.9 per cent). Those who had been unemployed for seven months or more included a larger percentage of participants (15.4 per cent) than of non-participants (9.9 per cent) (Table 42).

#### SUMMARY

Interested respondents were differentiated on the basis of past participation in adult education and certain other characteristics including social participation, own education and wife's schooling, and level of living. Interested respondents were not differentiated on the basis of participation and specific other characteristics including age, marital status, number of children, place of birth, years resident in the area, attitude to rural living, attitude to change, alienation, total income, amount received from agricultural production, years in occupation, job satisfaction, months unemployed for the last three years. In general, the interested respondents who had participated were more active in social organizations, had a higher level of living index, more years of schooling and were married to wives who had completed more years of school.

TABLE 42

PERCENTAGE DISTRIBUTION OF INTERESTED RESPONDENTS  
BY PARTICIPATION IN ADULT EDUCATION AND  
MONTHS UNEMPLOYED IN LAST THREE YEARS

Months Unemployed in Last Three Years	Participants		Non-participants	
	No.	%	No.	%
0	30	76.9	52	64.2
6 months or less	3	7.7	21	25.9
7 months or more	6	15.4	8	9.9
TOTALS	39	100.0	81	100.0

$\chi^2 = 5.68$ , d.f. = 2, p is not significant.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

This study is an analysis of data collected in a Socio-Economic survey under the Canada Land Inventory. It is concerned with the interest in continuing education of residents in the North Okanagan area of British Columbia. The study has described the relationship of specific psycho-social characteristics to interest in continuing education.

A total of 239 household heads were interviewed in the North Okanagan survey area. Of these, half were interested in continuing education. Distributions for twenty-one characteristics of respondents in relation to their interest or disinterest in adult education were described and chi square was used to test the null hypothesis of no significant difference. Distributions for seventeen characteristics of interested respondents in relation to their participation or non-participation were also described and tested.

### INTEREST IN CONTINUING EDUCATION

The first hypothesis tested in this study was that there were no statistically significant differences in certain specified psycho-social characteristics of respondents who expressed an interest in future participation and those who did not report such an interest. Twelve of the twenty-one characteristics tested showed statistically significant differences in the distributions by interest in continuing education.

### PERSONAL CHARACTERISTICS

There were personal characteristics related to expressed interest in adult education. Younger people were more likely to be interested; those born in Canada outside of the survey area expressed more interest than respondents born in other countries or in the North Okanagan. Marital status, number of children, place of previous residence and the number of years resident in the survey area did not affect interest in continuing education.

### SOCIAL CHARACTERISTICS

Level of living was related to interest and those who had more of the amenities were more likely to be interested in continuing education. Respondents who participated more in formal social organizations were more likely to desire further education or training. Respondents who reported a negative attitude toward change and those who were alienated were more likely to be uninterested in further education or training. The respondents' attitude toward rural living did not affect their reported interest.

### EDUCATIONAL CHARACTERISTICS

The years of schooling which the respondents had did affect interest, with those who had completed more school years being more likely to desire further training. The years of school completed by the respondent's wife was also positively related to interest. Respondents who had participated in adult education courses were more

likely to be interested than those who had not.

Analysis of the farm respondents showed that those who had a greater number of personal contacts with agricultural extension personnel were more likely to be interested. The number of impersonal contacts with agricultural extension personnel did not influence interest in further education.

### ECONOMIC CHARACTERISTICS

The total income of respondents was related to interest. Those reporting higher incomes were more likely to express interest in further education. Amount earned from the sale of agricultural products and the number of acres owned or operated did not influence interest in continuing education. Months unemployed during the last three years was significantly related to continuing education with respondents who had experienced some months of unemployment being more likely to express interest than those who had experienced no unemployment or those who had been unemployed thirteen months or more.

Number of years worked in present occupation was related to interest; respondents having worked three to five years, and those who had worked sixteen to twenty years were more likely to be interested than respondents in other categories of number of years worked. The factor of job satisfaction and the number of months worked in 1968 did not influence interest in further education.

## PARTICIPATION AND INTEREST

The second hypothesis tested in this study was that there are no statistically significant differences between specified psychosocial characteristics of people who express interest in future participation and have not participated in the past and those who express interest in future participation and have participated in the past.

Four of the seventeen characteristics showed statistically significant differences in the distributions by participation and non-participation of the interested respondents.

The null hypothesis was accepted for: age; marital status; number of children; place of birth; years resident in the area; attitude to rural living; attitude to change; alienation; total income; amount received from agricultural products; years in occupation; job satisfaction; and months unemployed in the last three years. The null hypothesis was rejected for years of schooling, wife's schooling, social participation and level of living. The interested respondent who is most likely to have participated in adult education is one with more than nine years of schooling, whose wife has twelve or more years of schooling, who has a level of living index of 85 or over and who participates in formal social organizations.

The analysis pertinent to the second hypothesis suggests the factors which determine whether respondents who are interested in continuing education will be participants.

Schooling and wife's schooling differentiated between participants and non-participants. Those respondents, interested in continuing education, who had not completed Grade Nine were significantly more likely not to have participated. This repeats the most consistent finding in studies of participation in adult education,<sup>1</sup> that there is a strong association between the level of formal education and participation.

Level of living and social participation discriminated between the groups of interested non-participants and interested participants.

#### IMPLICATIONS

The method of measuring interest may be used with some conviction that the answers given are signs of a real variable. The question, "Would you like to take some kind of further education or training?" is useful in discovering individuals most accessible to some adult education courses. For it does appear from the data analysed herein, that expressed interest is a factor which adds to the forces operating to bring participants to adult education.

This question then offers a tool for an experimental attempt to increase interest. The use of knowledge of group interaction to develop group cohesion is one way an influence attempt might be made. Another is by the use of the methods of group dynamics to teach skills in shared decision making. Motivation to learn such skills could be aroused by directing the problem solving attempt toward problems existing in formal

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<sup>1</sup> Verner, C. and Newberry, John S., Jr. op. cit.

social organizations. The question quoted above may be used as an instrument before and after experimental measures to affect interest.

The importance of the social factors suggested by their significant relationships with interest should be kept in mind by adult educators developing communication with possible clients. The factors, level of living and social participation are both involved with the relationship between respondents and others. The status of the respondent in his community reflects in the level of living score. What others think of him, and what he thinks others think of him, have to do with the way he fits into his community. The respondent's associating with others in formal social organizations indicates that he takes a place as a member of a group with shared goals. That these factors are related to participation in adult education suggests that the individual who is identified with his membership in the community is the most likely participant.

This study should not be used in a way which would lead to a self-fulfilling prediction. If it were assumed that people with particular characteristics are most likely to be interested in adult education and therefore these are the individuals to be addressed in advertising and in determining the types of courses to be given, the result would be to decrease the possibility of finding a way to new clientele.

These findings suggest the nature of adult education, as it is practised, does not appeal to people who do not identify themselves as members of the community. Adult education is not a change agent or a

leveling agent. It is attended by individuals of the middle-class who have achieved a social self in accord with their neighbours' norms and values.

This study offers more understanding of interest as one variable affecting participation. Those who would widen the effect of adult education will be aware that interest is not a fixed factor, it may be aroused by experience.

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# APPENDIX ONE

## CORRELATION COEFFICIENTS FOR ALL RESPONDENTS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	1.00															
2.	<u>-.24</u>	1.00														
3.	<u>-.21</u>	<u>.45</u>	1.00													
4.	.19	.18	-.00	1.00												
5.	<u>.28</u>	-.11	<u>-.16</u>	.14	1.00											
6.	<u>.18</u>	-.06	-.05	.07	-.03	1.00										
7.	.06	<u>.44</u>	<u>.40</u>	.19	-.03	.12	1.00									
8.	-.14	<u>.29</u>	<u>.23</u>	.23	-.17	.16	<u>.23</u>	1.00								
9.	<u>.14</u>	-.13	-.09	.17	<u>.15</u>	.02	-.08	.02	1.00							
10.	<u>-.53</u>	<u>.25</u>	<u>.14</u>	-.24	-.14	-.05	.09	.04	<u>-.25</u>	1.00						
11.	<u>.43</u>	-.01	.08	.13	.07	.11	<u>.16</u>	-.05	.05	<u>-.36</u>	1.00					
12.	.12	.22	.13	.07	.03	.05	<u>.33</u>	.08	.09	-.07	<u>.15</u>	1.00				
13.	<u>.55</u>	-.20	-.06	-.19	.21	.10	-.21	-.22	-.04	<u>-.29</u>	.09	.00	1.00			
14.	<u>-.31</u>	<u>.29</u>	<u>.15</u>	.01	-.12	-.04	<u>.24</u>	.13	-.09	<u>.18</u>	-.05	<u>.16</u>	<u>-.50</u>	1.00		
15.	.03	-.01	<u>.15</u>	<u>.31</u>	.10	.04	.01	-.04	.08	-.10	<u>.21</u>	.00	-.08	-.02	1.00	
16.	.10	<u>-.28</u>	<u>-.19</u>	.24	.04	.06	-.13	-.19	.09	-.22	.01	<u>-.21</u>	.13	<u>-.20</u>	-.12	1.00

List of Factors:

No.	Factor
1.	Age
2.	Husband's Education
3.	Wife's Education
4.	Adult Education
5.	Number of Children
6.	Years in the Area
7.	Level of Living
8.	Social Participation
9.	Rural Attitude
10.	Attitude Toward Change
11.	Years in Present Job
12.	Job Satisfaction
13.	Unemployment
14.	Total Income
15.	Total Acres
16.	Alienation