

AN ANALYTICAL SURVEY OF PARTICIPANTS IN NON-CREDIT  
LIBERAL ARTS EXTENSION CLASSES

by

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in the Faculty of Education  
(Adult Education)

We accept this thesis as conforming to the  
required standard

THE UNIVERSITY OF BRITISH COLUMBIA

April, 1969

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## ABSTRACT

This study, an analysis of participants in university extension liberal arts non-credit courses at the University of British Columbia, is based on 1005 interviews which were given during the spring of 1968.

The clientele has been described in terms of socio-economic characteristics, motivation, participation in adult education, reactions about the scheduling of classes, and methods of obtaining information concerning the courses. The data were furthermore utilized in testing the hypothesis that no statistically significant differences at the one per cent level existed between males and females, between veterans and novices, or between non-committed and committed learners with respect to selected socio-economic and psychological characteristics and specified ways of obtaining information about extension courses.

Participants differed from the general population in that they had a higher ratio of women to men, constituted greater percentages of people in each of the age categories from 25 to 54 years, possessed higher socio-economic status and were more actively involved in the formally organized life of their community.

Learning-orientation--the desire to seek knowledge for its own sake--emerged as the prime motivator for most participants. Three-quarters of them reported previous involvement in adult education, and a similar proportion indicated strong intentions to enrol in future extension classes. One-half of the clientele were novices in university extension classes. Virtually all respondents resided in the greater Vancouver area, and spent less than thirty minutes travelling to class.

Direct mailing techniques of promotional material influenced more participants than did newspaper advertising. Less than one-third of all respondents indicated that they had learned about classes through other people.

Testing of the hypothesis revealed statistically significant differences between male and female participants with respect to educational level, goal-orientation, learning-orientation, interest in subjects, attendance during specified times of the day, preferences for starting times of classes, attendance on specified days of the week, interest in weekend seminars, and the type of announcement received for the course.

Participants with prior experience in adult education differed significantly from novices in their distributions according to age, occupational ranking, income, social participation, type of announcement received for the course, and

the extent of their use of the two step information flow.

Committed and non-committed learners were significantly different from each other in the distributions according to marital status, income, learning-orientation, previous participation in university extension activities, interest in weekend seminars, and in their utilization of the two step information flow.

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## TABLE OF CONTENTS

|   | Page |
|---|------|
| Abstract . . . . .                        | ii   |
| List of Tables . . . . .                  | viii |
| Acknowledgements . . . . .                | xii  |
| CHAPTER                                   |      |
| I. INTRODUCTION. . . . .                  | 1    |
| Statement of the Problem. . . . .         | 1    |
| Definition of Terms . . . . .             | 3    |
| Hypothesis. . . . .                       | 4    |
| II. REVIEW OF RELATED LITERATURE. . . . . | 5    |
| The Marginality of Participation. . . . . | 5    |
| Characteristics of Participants . . . . . | 6    |
| Sex . . . . .                             | 6    |
| Marital Status. . . . .                   | 6    |
| Age . . . . .                             | 7    |
| Socio-Economic Status . . . . .           | 7    |
| Social Participation. . . . .             | 11   |
| Residence . . . . .                       | 11   |
| Motivation. . . . .                       | 12   |
| Program Promotion . . . . .               | 14   |
| III. DESIGN OF THE STUDY . . . . .        | 16   |
| Setting . . . . .                         | 16   |
| Population Studied. . . . .               | 16   |
| Characteristics Studies . . . . .         | 17   |
| Procedure . . . . .                       | 19   |

## CHAPTER

## Page

## III. (Continued)

|                                 |    |
|---------------------------------|----|
| Collection of Data. . . . .     | 19 |
| Statistical Procedures. . . . . | 19 |

## IV. DATA ANALYSIS AND RESULTS . . . . . 24

## Characteristics of Participants . . . . . 24

|   |    |
|---|----|
| Sex . . . . .                               | 24 |
| Marital Status. . . . .                     | 24 |
| Age . . . . .                               | 26 |
| Socio-Economic Status . . . . .             | 26 |
| Social Participation. . . . .               | 37 |
| Motivation. . . . .                         | 37 |
| Previous Participation in Adult Education . | 44 |
| Intentions about Future Enrolment in        |    |
| Extension Courses . . . . .                 | 44 |
| Previous Subject Areas of Study . . . . .   | 48 |
| Present Subject Areas of Study. . . . .     | 51 |
| Subject Areas of Intended Study . . . . .   | 53 |
| Residence . . . . .                         | 55 |
| Travel Time . . . . .                       | 57 |
| Locations of Classes. . . . .               | 57 |
| Reactions to Scheduling . . . . .           | 60 |
| Sources of Information. . . . .             | 73 |

## Veterans and Novices. . . . . 77

|                                      |    |
|--------------------------------------|----|
| Age . . . . .                        | 77 |
| Occupation. . . . .                  | 80 |
| Income. . . . .                      | 80 |
| Social Participation. . . . .        | 83 |
| Motivation. . . . .                  | 83 |
| Previous Participation in Extension  |    |
| Activities. . . . .                  | 85 |
| Intentions about Future Enrolment in |    |
| Extension Classes . . . . .          | 88 |
| Sources of Information. . . . .      | 88 |

## Non-Committed and Committed Learners. . . . . 91

|                                     |    |
|-------------------------------------|----|
| Marital Status. . . . .             | 91 |
| Income. . . . .                     | 94 |
| Motivation. . . . .                 | 94 |
| Previous Participation in Extension |    |
| Activities. . . . .                 | 97 |

## CHAPTER

## Page

## IV. (Continued)

|   |    |
|---|----|
| Interest in Weekend Seminars. . . . .       | 99 |
| Process Leading to Awareness of Courses . . | 99 |

## V. SUMMARY AND CONCLUSIONS . . . . . 102

## Characteristics of Participants . . . . . 102

|                                     |     |
|-------------------------------------|-----|
| Sex . . . . .                       | 102 |
| Marital Status. . . . .             | 103 |
| Age . . . . .                       | 103 |
| Socio-Economic Status . . . . .     | 104 |
| Social Participation. . . . .       | 105 |
| Motivation. . . . .                 | 105 |
| Participation and Interest. . . . . | 106 |
| Residence . . . . .                 | 108 |
| Scheduling. . . . .                 | 108 |
| Sources of Information. . . . .     | 109 |

## Hypothesis Testing. . . . . 109

|   |     |
|---|-----|
| Male and Female Participants. . . . .       | 110 |
| Veterans and Novices. . . . .               | 110 |
| Non-Committed and Committed Learners. . . . | 115 |
| Interpretation of Statistical Results . . . | 115 |
| Suggestions for Further Research. . . . .   | 116 |

## BIBLIOGRAPHY . . . . . 118

## APPENDIX . . . . . 124

## A. Enrolment and Interviews grouped

|   |     |
|---|-----|
| According to Subject Matter Areas . . . . . | 125 |
|---|-----|

## B. Tables of Expressed Preferences for

|                                 |     |
|---------------------------------|-----|
| Scheduling of Classes . . . . . | 131 |
|---------------------------------|-----|

## C. The Interview Schedule. . . . . 135



## LIST OF TABLES

| TABLE NO. |  | Page |
|-----------|--|------|
| I.        | Bivariate Distribution of Respondents by<br>Marital Status and Sex. . . . .  | 25   |
| II.       | Bivariate Distribution of Respondents by<br>Sex and Age . . . . .  | 27   |
| III.      | Bivariate Distribution of Respondents by<br>Sex and Level of Formal Education . . . . .  | 28   |
| IV.       | Percentage Distribution of Respondents with<br>Supplemental Full Time Education by Type<br>of Education. . . . .               | 31   |
| V.        | Bivariate Distribution of Respondents by<br>Sex and Years of Supplemental Full Time<br>Education . . . . .                     | 33   |
| VI.       | Distribution of Respondents According to<br>Blisshen Occupational Scale Deciles. . . . .                                       | 35   |
| VII.      | Bivariate Distribution of Respondents by<br>Sex and Gross Annual Family Income. . . . .  | 36   |
| VIII.     | Bivariate Distribution of Respondents by<br>Social Participation Score (Chapin<br>Scale) and Sex. . . . .                      | 38   |
| IX.       | Bivariate Table of Goal-Orientation vs.<br>Sex of Respondent . . . . .   | 40   |
| X.        | Bivariate Table of Activity-Orientation<br>vs. Sex of Respondent . . . . .   | 41   |
| XI.       | Bivariate Table of Learning-Orientation<br>vs. Sex of Respondent . . . . .   | 42   |
| XII.      | Distribution of all Respondents by Type of<br>Orientation and Score Category (Kolmogorov-<br>Smirnov Two-Tailed Test). . . . . | 45   |
| XIII.     | Bivariate Distribution of Respondents by<br>Sex and Previous Participation in Adult<br>Education (Any Type). . . . .           | 46   |

| TABLE NO. |   | Page |
|-----------|---|------|
| XIV.      | Bivariate Distribution of Respondents by Sex and Previous Participation in University of B.C. Extension Classes . . . . | 47   |
| XV.       | Bivariate Distribution of Respondents by Sex and Stated Intentions about Future Enrollment in Adult Education . . . . . | 49   |
| XVI.      | Bivariate Distribution of Respondents by Sex and Previous Subject Areas of Study . .                                    | 50   |
| XVII.     | Bivariate Distribution of Respondents by Sex and Present Subject Areas of Study. . .                                    | 52   |
| XVIII.    | Bivariate Distribution of Respondents by Sex and Subject Areas of Intended Study . .                                    | 54   |
| XIX.      | Bivariate Distribution of Respondents by Sex and Area of Residence . . . . .  | 56   |
| XX.       | Bivariate Distribution of Respondents by Sex and Travel Time to Class. . . . .  | 58   |
| XXI.      | Bivariate Distribution of Respondents by Sex and Location of Class . . . . .  | 59   |
| XXII.     | Bivariate Distribution of Respondents by Sex and Satisfaction with Location for Their Courses . . . . .                 | 61   |
| XXIII.    | Factors which Influenced Respondents' Choice of Location for Classes . . . . .  | 62   |
| XXIV.     | Ranking of Factors which Influenced Preferences for Class Locations (Kolmogorov-Smirnov Test) . . . . .                 | 63   |
| XXV.      | Bivariate Distribution for Respondents by Sex and Time of Day for Class . . . . .                                       | 65   |
| XXVI.     | Bivariate Distribution of Respondents by Sex and Preferred Scheduling Time for Classes . . . . .                        | 67   |
| XXVII.    | Bivariate Distribution of Respondents by Sex and Day of Week for Class . . . . .  | 69   |

## TABLE NO.

|          |   |    |
|----------|---|----|
| XXVIII.  | Bivariate Distribution of Respondents by Sex and Votes for Preferred Days of the Week. . . . .                        | 70 |
| XXIX.    | Bivariate Distribution of Respondents by Sex and Inclination Toward Weekend Seminars. . . . .                         | 72 |
| XXX.     | Bivariate Distribution of Respondents by Sex and Type of Announcement Received for the Course. . . . .                | 74 |
| XXXI.    | Bivariate Distribution of Respondents by Sex and Process Leading to Awareness of Courses. . . . .                     | 78 |
| XXXII.   | Bivariate Distribution of Veterans and Novices by Age Groups . . . . .  | 79 |
| XXXIII.  | Bivariate Distribution of Veterans and Novices by Blisshen Occupational Ranks . . .                                   | 81 |
| XXXIV.   | Bivariate Distribution of Veterans and Novices by Income Categories. . . . .  | 82 |
| XXXV.    | Bivariate Distribution of Veterans and Novices by Social Participation Scores. . .                                    | 84 |
| XXXVI.   | Bivariate Distribution of Veterans and Novices According to Learning-Orientation .                                    | 86 |
| XXXVII.  | Bivariate Distribution of Veterans and Novices by Previous Participation in University Extension Activities . . . . . | 87 |
| XXXVIII. | Bivariate Distribution of Veterans and Novices by Intention to Return to Future Adult Education Activities. . . . .   | 89 |
| XXXIX.   | Bivariate Distribution of Veterans and Novices by Type of Announcement Received for Course . . . . .                  | 90 |
| XL.      | Bivariate Distribution of Veterans and Novices by Processes Leading to Awareness of Courses. . . . .                  | 92 |
| XLI.     | Bivariate Distribution of Non-Committed and Committed Learners by Marital Status. .                                   | 93 |

| TABLE NO. |   | Page |
|-----------|---|------|
| XLII.     | Bivariate Distribution of Non-Committed<br>and Committed Learners by Income<br>Categories. . . . .  | 95   |
| XLIII.    | Bivariate Distribution of Non-Committed<br>and Committed Learners According to Learning<br>Orientation . . . . .                                | 96   |
| XLIV.     | Bivariate Distribution of Non-Committed<br>and Committed Learners by Previous Parti-<br>cipation in University Extension<br>Activities. . . . . | 98   |
| XLV.      | Bivariate Distribution of Non-Committed<br>and Committed Learners by Interest in<br>Weekend Seminars. . . . .                                   | 100  |
| XLVI.     | Bivariate Distribution of Non-Committed<br>and Committed Learners by Processes<br>Leading to Awareness of Courses . . . . .                     | 101  |
| XLVII.    | (a) Chi-Square Values and Coefficients for<br>Participant Characteristics by Sex,<br>Veteran Status, and Commitment Category . .                | 111  |
|           | (b) Hypothesis Rejections. . . . .  | 114  |

## ACKNOWLEDGEMENTS

The writer gratefully acknowledges the expert guidance given to him by Professor C. Verner at the inception of this study.

The entire project would not have been feasible without the grant of funds from the British Columbia Educational Research Council and the substantial assistance given by Mr. G. Selman, director of the Department of University Extension, and his staff.

Lastly, the writer wishes to express his sincere thanks to Dr. J. Niemi, chairman of the thesis committee for his invaluable and untiring help throughout the progress of the thesis.

Dedication

To Viola and our children, Rhonda,  
Robert and Longard Benno.

## CHAPTER I

### INTRODUCTION

#### I. STATEMENT OF THE PROBLEM

During the past thirty years, no other facet of adult education has experienced a growth and development comparable to that of the "liberal arts" area (14:129). Further expansion in the near future is being anticipated by the experts (34:76). The recent realization that liberal education constitutes an essential element even in the education of specialists enhances its value even further. For instance, Clark wrote:

As a society veers toward expertise, the cultural strains highlighted by the old distinctions between the cultivated man and the expert, the pure and applied, are made severe. The efforts to bring liberal education to the expert constitute a social response to the strain, an attempt to avoid a barbarism of men acute in technical judgement but myopic in social affairs, politics and cultural understanding. The future of the expert society challenges education to close a gap that in the natural course of affairs will ever widen (13:290).

Although various agencies are involved in liberal adult education, Knowles (37:509) states that experimental evidence points to institutions of higher learning as the potentially most effective agencies for the promotion of permanent growth in this field.

Yet very little is known about the Canadian adults who are enrolling in liberal arts non-credit university extension courses. Generalizations from research in the United States do not lend themselves to unqualified application to the Canadian scene, since Buttedahl (6:72) and Bertram (2:61) showed that the socio-economic characteristics, and especially the levels of education, of Canadian participants differ from those of their American counterparts. Nevertheless, it is imperative for an adult educator to make a realistic appraisal of his student population, if he is going to meet their needs by providing an effective learning situation, and thus enhance the utility of his institution.

The present study will attempt to establish a profile of the participants in non-credit arts university extension courses given by the University of British Columbia during the spring of 1968, by investigating the socio-economic characteristics of the participants as well as some of their psychological traits and their ways of obtaining information about the courses.

Three dichotomies will be established for further analysis. The entire clientele will be divided in each one according to sex, previous participation in adult education, and intentions for future participation. Tests will then be applied to determine whether or not any statistically significant differences with respect to the established characteristics exist within each of the dichotomies.



## II. DEFINITION OF TERMS

Certain terms which have a particular meaning throughout this study are defined in the following list.

Liberal arts non-credit course. Every course listed under the headings "Special Programs," "Daytime Programs," "Humanities, Arts and Science," in the Extension Department Brochure (48), and offered to the general public, without credit, by the Extension Department of the University of British Columbia during the spring of 1968.

Adult. A person for whom the educational activity is supplemental to his primary role in society (50:3).

Participant. An adult who had enrolled in at least one liberal arts non-credit course during the spring of 1968.

Veteran. A participant who indicated on the interview schedule that he had participated in at least one adult education activity, involving three or more meetings, prior to the spring of 1968.

Novice. A participant who indicated on the interview schedule that he had never before taken part in an adult education activity involving three or more meetings.

Committed learner. A participant who positively indicated during the interview that he intended to enroll again in university extension courses.

Non-committed learner. A participant who, during the interview, answered "no" or "perhaps" to the question whether

he intended to enrol again in university extension courses.

### III. HYPOTHESIS

The hypothesis to be tested is this one: there are no statistically significant differences at the .01 level between males and females, between veterans and novices, or between committed and non-committed learners with respect to selected socio-economic and psychological characteristics and specified communication patterns. Specifically, the following characteristics will be investigated:

1. Adult roles--sex, marital status,
2. Age,
3. Socio-economic status,
4. Social participation,
5. Residence,
6. Motivation,
7. Participation in adult education--past and future,
8. Interest in specific subject areas,
9. Reaction to scheduling,
10. The source of information concerning extension courses.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Since specific information concerning Canadian participants in liberal arts non-credit university extension courses is lacking, consideration must be given to literature from the broad areas of adult education--university-sponsored adult education and even university-sponsored liberal arts education--and from the narrower fields within the liberal arts area, such as study-discussion groups and the Great Books Programs. Results from these investigations will provide some criteria for comparisons with the findings of this study.

#### I. THE MARGINALITY OF PARTICIPATION

Recent estimates show approximately twelve to fifteen per cent of the Canadian adult population engaged in adult education activities (8:11; 7:15). These figures agree with recent findings in the United States, where Johnstone in 1965 reported fifteen per cent of the adult population participating. London, Wenkert and Hagstrom in 1963, as well as Knox and Videbeck in the same year, reported twelve per cent participation (30:234).

Among the various institutions which offered adult education in Canada and the United States, universities and

colleges sponsored from fourteen to twenty-six per cent of all courses (8:37; 30:235). At Canadian universities, only one-third of all extension courses were liberal arts non-credit offerings (8:25; 7:17). On the basis of these statistics, even a very generous estimate will yield only one adult per hundred of population as a participant in liberal arts non-credit university extension activities.<sup>1</sup>

## II. CHARACTERISTICS OF PARTICIPANTS

### Sex

Participation studies in the liberal arts differ from surveys of all adult education (46:7; 8:17) by consistently indicating a majority of women within the clientele. Reported percentages range from fifty-six to seventy-four.<sup>2</sup>

### Marital Status

In the field of general adult education, participation did not appear to be associated with marital status (46:7). However, Knox (31:8) found that the proportion of married persons in liberal adult education was higher than in the adult population. The Canadian 1961 Census will be used as

- 
- <sup>1</sup>A. 20% of the total population participates in adult education.
  - B. 15% of all courses are offered by universities and colleges.
  - C. 33% of (B) are liberal arts, non-credit courses.
- $$A \times B \times C = 0.0096.$$

<sup>2</sup>(22:22) Hill, (15:14) Davis, (28:10) Kaplan, (6:48) Buttedahl, (27:18) Jones, (33:2) Livingstone, (39:53) Montross.

a reference. It reported 63 per cent of all persons over 19 years of age as married (9a:28-1).

### Age

Johnstone (25:104) mentioned age as one of three factors which persistently distinguished participants from non-participants. He showed the average age of participants to be six years less than the average age of his entire sample. Knot (31:6) found the median age of adults in liberal education programs to be near the national average of 40 years, and with less variance than was the case in the total adult population, but with greater variance than was the case for adult participants generally. Two-thirds of the liberal education participants were in the 35-55 year category while an equal proportion of the total United States' population was distributed over the 25-59 year range. Morton gives the median age of extension enrollees as 38 years (40:88). Participation, according to Verner (50:28), tends to be fairly high from the late twenties or early thirties to the early fifties. However, adults over sixty are proportionally under-represented in adult education programs.

### Socio-Economic Status

Brunner (4:38) explains that university extension appears to serve middle class status groups more effectively

than those of lower status. Other researchers agree that liberal arts extension participants have higher socio-economic status than most of the population.<sup>3</sup> According to Verner (50:28) three determinants of socio-economic status are related to participation: educational level, occupation, and income; of these, the level of previous education has been found to be the most important variable which influences attendance in liberal arts education (40:29; 30:233).

Educational level. In educational achievement the clientele for adult education is superior to the general population. The 1957 United States survey showed that 5.6 per cent of non-participants and 20.3 per cent of participants had completed over sixteen years of schooling (16:10). Knox (31:8) found that almost all participants in liberal education had some college experience, and about half of them had completed at least a bachelor's degree. Morton's earlier investigation revealed that 37 per cent of participants had completed high school and over ten per cent were engaged in graduate study (40:89).

At the University of British Columbia, Buttedahl (6:26) reported in 1963 that 32 per cent of participants in

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<sup>3</sup>(15:25) Davis, (27:26) Jones, (28:128) Kaplan, (31:18) Knox, (38:141) Mizruchi and Vanaria, (40:91) Morton, (50:31) Verner and Booth.

liberal arts classes had some college education, while Livingstone's report of 1966 listed 64 per cent of participants in the same category (33:4). In contrast, only 8 per cent of all Canadian household heads have ever attended college (17:128).

Caution must be exercised in any attempt to compare actual years of schooling between Canadian and American participants, because recent evidence indicates that the educational levels of Canadian and American populations differ noticeably. Bertram (2:61) wrote that during the early 1960's, the median year of schooling of the Canadian male labour force was about two years below that of the United States. Reports on the Living Room Learning participants tend to substantiate this claim. In British Columbia, 57 per cent of the participants were high school graduates, and 30 per cent were university graduates (49), whereas American centres reported that 13 per cent had high school graduation and all others had higher education (6:72). It is conceivable, however, that promotion, location, and subject content of these classes, among other variables, could so influence the nature of participation as to either accentuate or diminish existing national differences.

Occupation. Analyzing the findings of nine recent studies in liberal adult education, Knox (31:7) showed that

these programs were most frequently attended by participants whose occupations were classified as professional or managerial. Similarly, the United States population survey (46:8) showed 40.5 per cent of all participants in adult education to be from the professional, technical and managerial ranks, while only 23.9 per cent of the non-participants were in those categories.

For the University of British Columbia, Buttedahl (52:24) and Livingstone (33:8) reported about fifty per cent of the liberal arts participants to be in professional or managerial occupations, while only twenty per cent of the Canadian labour force were in the professional occupations in 1965 (17:73).

Gould (20:21) concluded that teachers were thirty-five times as likely to yield adult students from their ranks as were manual workers, while professional workers and non-manual workers were reported to be groups four times as "fertile" as manual workers.

Income. The relationship between occupational ranking and income seems obvious, and one would expect participants to come from the higher income groups among the population. Morton (40:91), Knox (31:18), and Jones (27:57) have shown this finding to be true for liberal arts extension participants. Actual income figures however are subject to the



most frequent revisions. For 1961, the highest income group in British Columbia, professional and technical occupations, received an average of \$6,973 per annum, while the average income for all occupations combined was \$4,473 (9b:65).

Considering the three determinants of socio-economic status simultaneously, Johnstone (25:105) concluded in 1963 that a person who had been to college, held a white-collar job, and had an income of over \$7,000 per year was about six times more likely to be in adult education than a blue collar worker, who had not gone beyond grade school and who had an income of less than \$4,000 annually.

#### Social Participation

One criterion for the assessment of an individual's relationship to his community is the extent and nature of his participation in its formal organizational life. Only an estimated 40 per cent of the population have any contact with this formally organized life in a community (53:209). In the light of this estimate, Buttedahl's finding that about 75 per cent of the respondents in his study were involved in community organizations (51:71) seems to indicate that participants in adult education tend to be more involved with community organizations than the general population.

#### Residence

The studies of Johnstone and Rivera (26:78), of Knox and Videbeck (30:232), and of Gould (20:33) show a positive

relationship between community size and rate of adult participation. Morton (40:90) reported 75 per cent of all extension users to be urban residents. The accessibility of classes is no doubt a factor determining participation, though its effects are exceedingly difficult to isolate because of its interrelations with the effect of socio-economic status. Verner (50:29), Melton (36:62), and McKinnon (35:76) corroborate the assertion that within an urban setting distance is no barrier to participation, and Ulmer (45:156) found that the distance travelled bore no significant relation to dropouts from evening classes in a community college.

### Motivation

The motivation of participants, central though it is to adult education, has had little previous study (23:75). Houle has proposed that adult continuing learners have three orientations. These are the goal, the activity, and the learning orientations as defined below:

The goal-oriented are those who use education as a means of accomplishing fairly clear-cut objectives. The . . . activity-oriented are those who take part because they find in the circumstances of the learning a meaning which has no necessary connection, and often no connection at all, with the content or the announced purposes of the activity. The learning-oriented seek knowledge for its own sake (24:15).

Solomon (43) has compiled the papers of Sheffield, Ingham and Brown, and has presented them as pioneering attempts along the lines of Houle's classifications.

Sheffield found basic substantiation for those classifications but had to expand the "goal-orientation" into two categories: "personal goal" and "societal goal." Furthermore, he subdivided "activity orientation" into "desire for sociability" and "need fulfillment." Ingham investigated the reported "leisure satisfaction" of his respondents and found four leisure satisfaction pattern types, three of which appeared to be compatible with the three "orientations" of Houle. Brown, in an attempt to assess the influence of college experience on participation in continuing education, found that alumni of highly-rated colleges participated to a greater degree in continuing education than did alumni of "average" colleges, and suggested that there was something about the atmosphere of a school which would or would not promote an attitude about continuing education.

Averill (1:196) detected variations in attitudes towards certain key elements associated with formal education in pairs of participants and non-participants who were closely matched for age, education and socio-economic status. An analysis of variance showed significant differences between the two categories and responses, using the semantic differential, to the key words: "classroom," "teacher," and "examination."

Dow's study of university extension students (18) could find no goal-oriented learners in non-credit courses, though these same respondents had been goal-oriented in other educational activities. She reported a small minority of learning-oriented adults, and remarked that the remainder did not fit Houle's activity-oriented classification. Chapman (12:40), on the other hand, by reporting that 72 per cent of extension students were attending in clusters with friends, provided support for the theory that social reasons have an effect on participation.

Carter, Kerr, and York (10:223) discovered that more non-credit than other extra-mural students had enrolled to obtain personal satisfaction and to improve performance, and Knox, summarizing again nine studies in liberal adult education, wrote:

Students attend for a variety of reasons, with two mentioned most often. . . content interest and intellectual stimulation from group experience (31:9).

### III. PROGRAM PROMOTION

Traditionally, adult education agencies have relied on direct mail, newspaper and trade magazine publicity, some radio and television coverage, and even personal communications for the promotion of their programs (19:8; 44:30; 41:25). No single method has emerged as the best for all situations, and some degree of uncertainty about the most successful way to reach the audience persists (44:29). Generally, the pro-

motion of any one program involves utilization of a variety of media. Kidd (29:104) and Burch (5:13) reported that word of mouth constituted the most important primary source of information for participants, thus supporting the theory of the two-step flow of information (32:151), which involves a leader who receives the communication initially and then passes it to others.

## CHAPTER III

### DESIGN OF THE STUDY

#### I. SETTING

The spring program of the Department of University Extension at the University of British Columbia for 1968 offered fifty courses and two workshops in the liberal arts non-credit area. While a core of the usual liberal arts courses was maintained, the Lecture-Discussion and Study-Discussion groups of the previous years were discontinued, and eleven day-time classes were offered for the first time.

#### II. POPULATION STUDIED

At the inception of this study, plans were made to interview all participants in all liberal arts non-credit courses. This goal was not attained. Seven courses were cancelled for lack of sufficient students. One course, "Choice and Challenge," permitted registration for each separate session and was not included because each meeting contained a different audience. Permission to interview participants in "Archaeology" could not be obtained from the chairman. In all, 1005 persons, seventy per cent of those enrolled in the remaining forty courses were interviewed.<sup>1</sup>

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<sup>1</sup>Attendance records were not kept for evening non-credit classes, and it is likely that some participants had dropped out before the time of the interview.

Appendix A contains a summary of the offerings and investigations for the spring term of 1968.

During the interviews, it became apparent that thirty adults were enrolled in more than one liberal arts non-credit course simultaneously, and so they were asked to fill out only one interview schedule. Since all responses were anonymous, a valid analysis of the multiple enrollment phenomenon was impossible. Nevertheless, it became evident from 45 encounters with "multiple participants" that 24 persons were simultaneously enrolled in two courses, while 3 attended three courses, 2 attended four courses, and one ambitious gentleman persisted in six courses.

### III. CHARACTERISTICS STUDIED

Information was collected from the participants about nine socio-economic characteristics: place of residence, marital status, sex, age, income, occupation of respondent or spouse, social participation, level of education, and travel time to class. Participants were classified according to age in categories which offered easy comparison with those used by the census. Blishen's (3:41) Socio-Economic Index for Occupations in Canada was used to categorize occupations.<sup>2</sup>

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<sup>2</sup>Blishen's index for occupations in Canada ranks the occupations which are listed in census publications in terms of socio-economic status. Data on education and income characteristics of incumbents were used in conjunction with

Social participation scores were calculated according to the Chapin Social Participation Scale (11:277).<sup>3</sup>

In addition to information about their socio-economic characteristics, participants were asked twelve questions designed to facilitate their categorizations according to Houle's three types of motivation: goal-orientation, activity-orientation, and learning-orientation, as defined in chapter 2.<sup>4</sup> Furthermore, an attempt was made to determine participants' satisfaction with the scheduling of classes as well as with their location and duration. Data was also collected on previous participation and on future intentions of the respondents. Several additional questions, of specific interest to the administration of the Extension Department, and concerned with projected preferences about the scheduling of classes, were included at their request. Tabulations of these answers, insofar as they were not included in the study are given in Appendix B.

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occupations from the Pineo-Porter scale. The 320 male occupations were divided into deciles, with the highest decile denoting highest occupational rank.

<sup>3</sup>Chapin Scale: The extent of participation is measured by the number of memberships held during the previous year, and each membership counts as one point toward the total scale score. Intensity, or degree of involvement, is measured by attendance at meetings, financial contributions, committee memberships, and the holding of offices. A high scale score reflects a high rate of participation.

<sup>4</sup>Supra, p. 12. Orientation scores were derived from the following questions: Goal-orientation questions--54,55, 56,58; Activity-orientation--53,57,59,62; Learning-orientation --52,60,61,63.



#### IV. PROCEDURE

##### Collection of Data

The group interview was given to each class during its fourth session, unless, as happened in seven cases, the instructor requested postponement for one session. All persons present on the day of the interview completed the interview schedule, usually within ten to twenty minutes. It was then collected and removed. The participants had not received any advance notice of the interview. Comments during its introduction were held reasonably constant by the interviewers, and, in case of difficulty, respondents were encouraged to request assistance in completing the interview schedules.

##### Statistical Procedures

Responses to the interviews were coded and keypunched onto computer cards. Univariate and bivariate frequency tables were produced by the University's IBM 7044 Computer, which also computed chi-square values for the bivariate contingency tables according to the formula given in the Multivariate Contingency Tabulations Manual (16:29):

$$\chi^2 = \frac{1}{n} \sum_{j=1}^v \frac{1}{c_j} \sum_{i=1}^u \frac{(n f_{ij} - r_i c_j)^2}{r_i}$$

where  $n$  is the number of subjects

$u$  is the number of rows

$v$  is the number of columns

$r_i$  is the sum of the  $i^{\text{th}}$  row

$c_j$  is the sum of the  $j^{\text{th}}$  column, and

$f_{ij}$  is the entry in the  $i^{\text{th}}$  row and  $j^{\text{th}}$  column.

Zero responses were ignored in the calculation of chi-square. Of the 923 adults who were interviewed, 28 did not indicate their sex, thus reducing the total in the male-female dichotomy to 895. Similarly, 23 adults did not respond to the questions concerning their intentions for future participation in adult education, and the total in the dichotomy of non-committed and committed learners was consequently reduced to 900.

For the distributions on motivation, and in some cases where combinations of categories were necessitated by small frequencies or by the need to establish more meaningful groupings, the chi-square was calculated on a desk calculator according to the formula for the Pearson Statistic (21:582).

A special Fortran program was written to compile the votes for preferred days, since many respondents marked more than one day as suitable for classes. A maximum of three responses to question 44--"Which day of the week do you most prefer for attending University Extension Classes?"--were

accepted, and each respondent was given 12 voting units which were allotted evenly to his responses. Thus, if a respondent indicated two days as suitable, each received six points.

For questions 48 to 51, which inquired about the factors that influenced participants' choices of locations for classes, all numerical values assigned to one factor were added, and the resulting sum was divided by the number of responses to that question. The Kolmogorov-Smirnov one-sample test, considered to be more powerful than the chi-square test (42:51), was then applied in order to establish whether the calculated rankings of the four factors differed in a statistically significant manner.

The data on motivation lent themselves to the application of the Kolmogorov-Smirnov two-sample test; in this case the two-tailed test for large samples was used (42:131). Since the test is considered more powerful than either the chi-square test or the median test, the results should be more discriminatory.

While the chi-square test was useful to probe for dependence of independence between two attributes, virtually any degree of true statistical relationship was expected to show up as a significant result because of the population size (21:613). Three coefficients,  $C$ ,  $\phi$  ( $\phi$ ), and  $\lambda$  ( $\lambda$ ) were therefore calculated. The first two provide measures

of the strength of association between attributes, while the third is an indication of predictive association.

The Contingency Coefficient: C. Calculated by use of the formula

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}}$$

the Contingency Coefficient is a measure of the extent of association or relation between two sets of attributes (42:196). This coefficient will equal zero when there is complete lack of any association, but it will not equal unity when the variables show complete dependence. The maximum value which C can attain for a 2x2 table is 0.707. Furthermore, two contingency coefficients are not comparable unless they are yielded by contingency tables of the same size (42:201).

The Phi-Coefficient. Cramer's statistic,  $\phi^1$  is defined as:

$$\phi^1 = \sqrt{\frac{\chi^2}{N(L-1)}}$$

where L is the smaller of the number of rows or the number of columns, and N is the number of observations. This coefficient will always lie between 0, reflecting complete independence, and 1, showing complete dependence, of the attributes (21:606). In the case of dichotomous distributions, which

were used exclusively in this study, the denominator becomes N.

The Index of Predictive Association. This index,  $\lambda_{AB}$ , was calculated according to the procedure outlined in Hays (21:610), as a symmetric measure of the power to predict classification A by knowing B, or vice versa. The actual value of the index indicates the reduction of the probability of error in one's attempt to predict one category while knowing the other. It is possible for some statistical association to exist even though lambda is zero. On the other hand, states Hays (21:608), if there is complete proportionality throughout a contingency table, so that Cramer's Phi is zero, then lambda must be zero. Furthermore, in a case of complete association, where perfect prediction is possible, both Phi and lambda must be 1.00.

## CHAPTER IV

### DATA ANALYSIS AND RESULTS

#### I. CHARACTERISTICS OF PARTICIPANTS

As indicated in the preceding chapter, the following characteristics of participants were examined: sex, marital status, age, educational level, occupation, income, social participation, motivation, previous participation in adult education, intentions about future enrollment in extension courses, residence, travel time, place of attendance, satisfaction with location of the class, time of attendance, preferred scheduling time for classes, interest in weekend seminars, and sources of information concerning classes.

##### Sex

Of the 923 adults in the population of participants, approximately 29 per cent were male and 68 per cent were female, the ratio of female to male being 2.3 to 1. Three per cent of all adult respondents did not indicate their sex.

##### Marital Status

Table I reveals that 26.4 per cent of participants were single, while 62.6 per cent were married and 10.4 per cent either widowed, divorced or separated. The existing differences in marital status between male and female participants were not statistically significant, and the null hypothesis to this effect was therefore accepted.

TABLE I  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY  
MARITAL STATUS AND SEX

| Marital Status                   | Total |       | Males |       | Females |       | N.R. |       |
|----------------------------------|-------|-------|-------|-------|---------|-------|------|-------|
|                                  | N     | %     | N     | %     | N       | %     | N    | %     |
| Single                           | 244   | 26.4  | 69    | 25.7  | 171     | 27.3  | 4    | 14.3  |
| Married                          | 578   | 62.6  | 179   | 66.5  | 379     | 60.5  | 20   | 71.4  |
| Widowed<br>Divorced<br>Separated | 96    | 10.4  | 20    | 7.4   | 74      | 11.8  | 2    | 7.1   |
| No response                      | 5     | 0.5   | 1     | 0.3   | 2       | 0.3   | 2    | 7.1   |
| Total                            | 923   | 100.0 | 269   | 100.0 | 626     | 100.0 | 28   | 100.0 |

$$\chi^2 = 4.7$$

$$\text{d.f.} = 2$$

$p < .20$  not significant at the .01 level

### Age

The median age category for all respondents together, as well as for males and females separately, was 35 to 44 years. The largest group, comprising 27.9 per cent of the sample, was in the 25-to 34-year category. The 25- to 54-year range contained 72.7 per cent of all participants. Only 15.6 per cent were over 54 years old, and 10.9 per cent were younger than 25 years.

Comparisons within age categories revealed, as shown in Table II, that more males than could be expected were in the 25-to 44-year range, while females were over-represented in the 45-to 64-year range and again in the group over 70 years old.

A chi-square value of 11.4 was obtained, which is significant at the 0.05 level. The small contingency coefficient of 0.11 indicated a very weak association between age category and sex. Hence, the hypothesis that male and female participants do not differ with respect to age was accepted.

### Socio-Economic Status

Educational level. Table III shows the levels of formal education as reported by the participants. Forty-one per cent of all respondents have graduated from university, and 11.3 per cent hold post-graduate degrees. Since a further



TABLE II  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND AGE

| Age Categories    | Total |       | Males |       | Females |       |
|-------------------|-------|-------|-------|-------|---------|-------|
|                   | N     | %     | N     | %     | N       | %     |
| 19 years or under | 6     | 0.7   | 1     | 0.4   | 5       | 0.8   |
| 20 - 24 years     | 91    | 10.2  | 24    | 8.9   | 67      | 10.7  |
| 25 - 34 years     | 250   | 27.9  | 90    | 33.5  | 160     | 25.6  |
| 35 - 44 years     | 213   | 23.8  | 71    | 26.4  | 142     | 22.7  |
| 45 - 54 years     | 188   | 21.0  | 45    | 16.7  | 143     | 22.8  |
| 55 - 64 years     | 80    | 8.9   | 19    | 7.1   | 61      | 9.7   |
| 65 - 69 years     | 41    | 4.6   | 13    | 4.8   | 28      | 4.5   |
| 70 years or over  | 20    | 2.2   | 3     | 1.1   | 17      | 2.7   |
| No response       | 6     | 0.7   | 3     | 1.1   | 3       | 0.5   |
| Totals            | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 11.4$$

$$\text{d.f.} = 5$$

$p < 0.05$  not significant at the .01 level

TABLE III  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX  
AND LEVEL OF FORMAL EDUCATION

| Level of Education        | Total |       | Males |       | Females |       |
|---------------------------|-------|-------|-------|-------|---------|-------|
|                           | N     | %     | N     | %     | N       | %     |
| Elementary school or less | 7     | 0.8   | 5     | 1.9   | 2       | 0.3   |
| Some high school          | 71    | 7.9   | 21    | 7.8   | 50      | 8.0   |
| High school graduation    | 210   | 23.5  | 51    | 19.0  | 159     | 25.4  |
| 1 year college            | 116   | 13.0  | 21    | 7.8   | 95      | 15.2  |
| 2 years college           | 69    | 7.7   | 13    | 4.8   | 56      | 9.0   |
| 3 years college           | 48    | 5.4   | 14    | 5.2   | 34      | 5.4   |
| Baccalaureate degree      | 260   | 29.5  | 87    | 32.3  | 173     | 27.6  |
| Post-graduate degree      | 101   | 11.3  | 53    | 19.7  | 48      | 7.7   |
| No response               | 13    | 1.5   | 4     | 1.5   | 9       | 1.4   |
| Totals                    | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 37.01$$

$$C = .20$$

$$\text{d.f.} = 3$$

$$\phi^1 = .20$$

$$p < .001$$

$$\lambda_{AB} = .01$$

26 per cent indicated some university experience, a total of 65 per cent have been involved in higher education. An additional indication of the high level of education among participants is the fact that less than 10 per cent had not completed high school.

The percentages of males and females in the two lowest educational categories were approximately equal. Women were proportionally more numerous among the high school graduates--25.4 per cent compared with only 19 per cent of the males. While 15.2 per cent of all females reported one year of college education, and 9 per cent of them two years of college education, the corresponding percentages for males were 7.8 and 4.8. About 5 per cent of each sex reported 3 years of college education. Only 27.6 per cent of all women respondents held baccalaureate degrees, compared to 32.3 per cent of all men. Likewise, only 7.7 per cent of the women held post-graduate degrees, in comparison with 19.7 per cent of the men.

The median level of education for women was one year of college, and for men 3 years of college. A chi-square value of 37.01 was obtained, which is significant at the .001 level. The Contingency Coefficient was .20. Hence, the hypothesis that no differences in educational level exist between male and female participants was rejected.

University of British Columbia Alumni. Among the respondents were 187 graduates of the University of British Columbia. Forty per cent were male, and 60 per cent were female. Based on the ratio of 626 women to 269 men, fewer females than expected were alumni of the University of British Columbia. A chi-square value of 8.25 indicated that this difference could be accepted at the .01 level of significance. It would be unwise, however, to conclude that female graduates of the University of British Columbia are under-represented among participants, except in the sense of the null hypothesis. The graduating classes of 1968 at this university contained 2.4 times as many men as women.<sup>1</sup> In fact, it appears that more women graduates of the University of British Columbia attended extension courses than could be expected on the basis of the estimated total number of graduates.

Supplemental full time education. A total of 296 courses was reported by the 281 respondents who indicated they had taken supplemental full time education. Table IV shows the different types of further education reported. Nurses' training accounted for 26.7 per cent of all activities, normal school for 19.3 per cent, business education for 14.2 per cent, secretarial

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<sup>1</sup>Telephone conversation with Mr. K. G. Young, assistant registrar, on August 14, 1968.

TABLE IV  
PERCENTAGE DISTRIBUTION OF RESPONDENTS WITH SUPPLEMENTAL  
FULL TIME EDUCATION BY TYPE OF EDUCATION<sup>1</sup>

|                      | N   | %     |
|----------------------|-----|-------|
| Nursing              | 79  | 26.7  |
| Normal School        | 57  | 19.3  |
| Post-University      | 17  | 5.7   |
| Secretarial          | 29  | 9.8   |
| Business             | 42  | 14.2  |
| Art                  | 15  | 5.1   |
| Technical-Vocational | 25  | 8.4   |
| Other                | 32  | 10.8  |
| Totals               | 296 | 100.0 |

<sup>1</sup>Nine respondents are reported in two categories.

training for 9.8 per cent, technical-vocational education for 8.4 per cent, post-university education for 5.7 per cent, art school for 5.1 per cent, and other types of schooling for 10.8 per cent.

Table V facilitates the deduction that 54.8 per cent of those reporting additional education had attended for one year or less, and that under 10 per cent had more than three years of further education. Sixty-nine per cent of all respondents reported no additional education of any kind.

The same table indicates that 36.7 per cent of all women respondents, but only 19 per cent of all men, had participated in supplemental full time education. Twenty-one per cent of females and 8.6 per cent of males had experienced a maximum of one year, and 4.6 per cent of females and 6.7 per cent of males reported 2 years of additional education. All but three of the 53 women in the three-year category were nurses. Numbers in the remaining categories were too small for valid inferences. A chi-square value of 38.6 and a Contingency Coefficient of .20 were obtained. The hypothesis that there are no statistically significant differences in the amounts of further education between male and female participants was rejected at the .001 level of significance.

TABLE V  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND YEARS  
OF SUPPLEMENTAL FULL TIME EDUCATION

| No. of Years | Total |       | Males |       | Females |       |
|--------------|-------|-------|-------|-------|---------|-------|
|              | N     | %     | N     | %     | N       | %     |
| None         | 614   | 68.6  | 218   | 81.0  | 396     | 63.3  |
| 0.1-1        | 154   | 17.2  | 23    | 8.6   | 131     | 20.9  |
| 2            | 47    | 5.3   | 18    | 6.7   | 29      | 4.6   |
| 3            | 53    | 5.9   | 0     | 0.0   | 53      | 8.5   |
| 4            | 16    | 1.8   | 3     | 1.1   | 13      | 2.1   |
| 5            | 5     | 0.6   | 3     | 1.1   | 2       | 0.3   |
| 6            | 1     | 0.1   | 0     | 0.0   | 1       | 0.2   |
| 7            | 2     | 0.2   | 2     | 0.7   | 0       | 0.0   |
| 8            | 3     | 0.3   | 2     | 0.7   | 1       | 0.2   |
| Totals       | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 38.6$$

$$\text{d.f.} = 3$$

$$p < .001$$

$$C = .20$$

$$\phi^1 = .24$$

$$\lambda_{AB} = .03$$

Occupation. The distribution of respondents according to the Blishen Socio-Economic Index for Occupations in Canada (3:41) is shown in Table VI where the uppermost decile represents the highest occupational rank. The 302 housewives not otherwise employed were ranked according to their husbands' occupations, and 324 employed women according to their own, even though the Blishen scale does not rank womens' occupations. This procedure, while providing the required information about respondents' occupations, precluded any male-female contrasts. Hence, the chi-square test was omitted.

The upper four deciles which contain only 46 per cent of the British Columbia labour force (3:53), included 84.9 per cent of the participants. In sharp contrast, only 5.8 per cent of participants ranked in the lower five deciles which contain 40 per cent of the labour force in British Columbia.

Income. Gross family income categories for participants are given in Table VII. The median annual income category, \$6,000 to \$8,999, contained the largest number of respondents, 26.6 per cent.

In most instances, the percentages of males and females in each income category were very close to the expected values. A chi-square value of 6.1 was calculated, which is significant at the .5 level. The hypothesis that male and female parti-



TABLE VI  
 DISTRIBUTION OF RESPONDENTS ACCORDING TO  
 BLISHEN OCCUPATIONAL SCALE DECILES  
 (Total percentage compared to 1961  
 British Columbia Census)

| Blishen<br>Decile | Total<br>N | Total<br>% | B.C. Census<br>% |
|-------------------|------------|------------|------------------|
| 1 & 2             | 13         | 1.5        | 10.0             |
| 3                 | 7          | .8         | 9.0              |
| 4                 | 10         | 1.1        | 14.0             |
| 5                 | 21         | 2.4        | 7.0              |
| 6                 | 15         | 1.7        | 13.0             |
| 7                 | 176        | 19.6       | 9.0              |
| 8                 | 140        | 15.6       | 11.0             |
| 9                 | 111        | 12.4       | 14.0             |
| 10                | 333        | 37.2       | 12.0             |
| 0                 | 69         | 7.7        |                  |
| Totals            | 895        | 100.0      | 100.0            |

TABLE VII  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX  
AND GROSS ANNUAL FAMILY INCOME

| Income Category   | Total |       | Males |       | Females |       |
|-------------------|-------|-------|-------|-------|---------|-------|
|                   | N     | %     | N     | %     | N       | %     |
| Under \$3,000     | 37    | 4.1   | 11    | 4.1   | 26      | 4.2   |
| \$3,000 - 5,999   | 184   | 20.6  | 46    | 17.1  | 138     | 22.4  |
| \$6,000 - 8,999   | 238   | 26.6  | 85    | 31.6  | 153     | 24.4  |
| \$9,000 - 11,999  | 154   | 17.2  | 49    | 18.2  | 105     | 16.8  |
| \$12,000 - 14,999 | 90    | 10.1  | 26    | 9.7   | 64      | 10.2  |
| \$15,000 - 17,999 | 59    | 6.6   | 17    | 6.3   | 42      | 6.7   |
| \$18,000 and over | 107   | 12.0  | 31    | 11.5  | 76      | 12.1  |
| Totals            | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 6.1$$

$$\text{d.f.} = 6$$

$p < .5$  not significant at the .01 level

cipants do not differ with respect to gross annual family income was accepted.

### Social Participation

Scores on the Chapin Scale for social participation revealed that approximately 60 per cent of respondents held membership in at least one organization during the year 1967. The median score category for socially active participants was 11-15, with one-quarter scoring above 16, as Table VIII shows.

Under two degrees of freedom, a chi-square value of 7.2 was obtained, which was significant at the .05 level and which justified the acceptance of the hypothesis that male and female participants do not differ in the extent of their participation in formal organizations within the community.

### Motivation

Results of the inquiry into the motivation of participants are shown in Tables IX, X, and XI. Not all respondents answered each question, and many of them felt that they had assigned the lowest possible value for motivation to a question by not responding to it at all. Nevertheless, 72 to 78 per cent of the participants responded to the three sets of four questions in an explicit manner.

TABLE VIII  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SOCIAL  
PARTICIPATION SCORE (CHAPIN SCALE) AND SEX

| Scores on<br>Chapin Scale | Total |       | Males |       | Females |       |
|---------------------------|-------|-------|-------|-------|---------|-------|
|                           | N     | %     | N     | %     | N       | %     |
| 0                         | 360   | 40.2  | 105   | 39.0  | 255     | 40.7  |
| 1 - 5                     | 107   | 12.0  | 27    | 10.0  | 80      | 12.8  |
| 6 - 10                    | 138   | 15.4  | 36    | 13.4  | 102     | 16.3  |
| 11 - 15                   | 107   | 12.0  | 33    | 12.3  | 74      | 11.8  |
| 16 - 20                   | 61    | 6.8   | 20    | 7.4   | 41      | 6.6   |
| 21 - 25                   | 37    | 4.1   | 12    | 4.5   | 25      | 4.0   |
| 26 - 30                   | 28    | 3.1   | 13    | 4.8   | 15      | 2.4   |
| 31 - 35                   | 13    | 1.5   | 7     | 2.6   | 6       | 1.0   |
| Over 35                   | 44    | 4.9   | 16    | 6.0   | 28      | 4.5   |
| Totals                    | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 7.2$$

$$\text{d.f.} = 4$$

$p < .05$  not significant at the .01 level

Goal-orientation. With 76 per cent of participants responding, and scores ranging from 1 to 5, the mean score for this category was 2.4 and the standard error of the mean 1.28. More females and fewer males than expected scored "1" on the scale, indicating low goal-orientation. Although almost equal percentages of both sexes scored "5", fewer females than expected scored in the categories between "1" and "5". A chi-square value of 30.8 was calculated which is significant at the .001 level. The hypothesis that male and female participants possess equal degrees of goal-orientation was rejected.

Activity-orientation. Questions on activity-orientation elicited the lowest response rate, 72 per cent. Almost three-quarters of all respondents were in the two lowest score categories. The mean score was 1.7, with a standard error of 0.62. There was no significant difference in the distribution of males and females over the five categories, and the calculated chi-square value of 1.3 led to the acceptance of the null hypothesis with respect to activity-orientation.

Learning-orientation. The response rate to questions on learning-orientation was 78 per cent, the mean score 3.1 and the standard error 0.46. More females and fewer males than expected indicated high learning-orientation, and the opposite was found for the three lowest score categories.

TABLE IX  
BIVARIATE TABLE OF GOAL-ORIENTATION  
VS. SEX OF RESPONDENT

| Score  | Total |       | Males |       | Females |       |
|--------|-------|-------|-------|-------|---------|-------|
|        | N     | %     | N     | %     | N       | %     |
| 1      | 1430  | 51.0  | 419   | 45.3  | 1011    | 53.7  |
| 2      | 181   | 6.5   | 85    | 9.2   | 96      | 5.1   |
| 3      | 353   | 12.6  | 135   | 14.6  | 218     | 11.6  |
| 4      | 257   | 9.2   | 95    | 10.3  | 162     | 8.6   |
| 5      | 585   | 20.8  | 190   | 20.6  | 395     | 21.0  |
| Totals | 2860  | 100.0 | 924   | 100.0 | 1882    | 100.0 |

Response rate: 76%

Mean score: 2.4

$$\chi^2 = 30.8$$

$$C = .10$$

$$\phi^1 = .11$$

$$\text{d.f.} = 4$$

$$\lambda_{AB} = 0.0$$

$$p < .001$$

TABLE X  
BIVARIATE TABLE OF ACTIVITY-ORIENTATION  
VS. SEX OF RESPONDENT

| Score  | Total |       | Males |       | Females |       |
|--------|-------|-------|-------|-------|---------|-------|
|        | N     | %     | N     | %     | N       | %     |
| 1      | 1562  | 57.0  | 519   | 57.7  | 1043    | 56.8  |
| 2      | 370   | 13.5  | 133   | 14.8  | 237     | 12.9  |
| 3      | 412   | 15.0  | 136   | 15.1  | 276     | 15.0  |
| 4      | 145   | 5.3   | 47    | 5.2   | 98      | 5.3   |
| 5      | 249   | 9.1   | 65    | 7.2   | 184     | 10.0  |
| Totals | 2738  | 100.0 | 900   | 100.0 | 1838    | 100.0 |

Response rate: 76%

Mean score: 1.9

$\chi^2 = 7.6$

d.f. = 4

$p < .10$  not significant at the .01 level

TABLE XI  
BIVARIATE TABLE OF LEARNING-ORIENTATION  
VS. SEX OF RESPONDENT

| Score  | Totals |       | Males |       | Females |       |
|--------|--------|-------|-------|-------|---------|-------|
|        | N      | %     | N     | %     | N       | %     |
| 1      | 734    | 25.6  | 269   | 29.2  | 465     | 23.3  |
| 2      | 256    | 8.8   | 200   | 10.9  | 156     | 7.8   |
| 3      | 626    | 21.5  | 208   | 22.6  | 418     | 21.0  |
| 4      | 493    | 16.9  | 149   | 16.2  | 344     | 17.2  |
| 5      | 805    | 27.6  | 194   | 21.1  | 611     | 30.6  |
| Totals | 2914   | 100.0 | 920   | 100.0 | 1994    | 100.0 |

Response rate: 78%

Mean score: 3.1

$\chi^2 = 37$

d.f. = 4

$p < .001$

$C = .11$

$\phi^1 = 0.11$

$\lambda_{AB} = 0.0$



The calculated chi-square value of 37 was significant at the .001 level, warranting the rejection of the hypothesis that there is no difference between men and women in the degree of their learning-orientation.

Analysis of motivation data. Although the mean scores ranged from 1.7 to 3.1, t-tests applied to each possible pair of means revealed that the variations were not significant at the .05 level. Similarly, t-tests on the mean scores for men and women within each category failed to reveal any significant differences. T-tests, however, are parametric tests, and the distributions under discussion are not normal in the statistical sense. The Kolmogorov-Smirnov two-sample two-tailed test, considered more powerful than either the chi-square or median tests (42:131), substantiated the results of the chi-square test for male-female distributions in the activity-oriented categories, showing no statistically significant differences. The Kolmogorov-Smirnov test also confirmed statistically significant differences between the distributions of males and females in both the learning-oriented and goal-oriented score categories at the .001 level of significance.

The same test, applied to the distributions of all respondents over any two orientation categories, showed significant differences--at the .001 level--between all possible combinations. The largest difference was observed

between learning-orientation and activity-orientation, followed by the difference between goal-orientation and learning-orientation, while the difference between goal-orientation and activity-orientation was smallest, as shown in Table XII. According to this table, the lowest percentage of respondents was found in the categories which indicated low learning-orientation.

#### Previous Participation in Adult Education

Table XIII reveals that 74 per cent of all respondents have at some time participated in adult education activities. The ratio of veterans to novices is approximately 3:1. However, if respondents are divided according to their previous participation in university extension courses, as shown in Table XIV, the ratio of extension veterans to extension novices drops to approximately 1:1. Chi-squared values of 1.89 and 2.74 for Tables XIII and XIV, respectively, warranted acceptance of the hypothesis that no statistically significant differences exist between male and female participants with respect to previous participation in adult education.

#### Intentions About Future Enrolment in Extension Courses

Only 1.6 per cent of all participants stated definite intentions of not returning to extension courses in the future, while 25.7 per cent indicated that they would perhaps

TABLE XII  
DISTRIBUTION OF ALL RESPONDENTS BY TYPE OF ORIENTATION  
AND SCORE CATEGORY (KOLMOGOROV-SMIRNOV  
TWO-TAILED TEST)

| Type of Orientation  | Score Categories                  |      |      |      |      |
|----------------------|-----------------------------------|------|------|------|------|
|                      | 1                                 | 2    | 3    | 4    | 5    |
|                      | Cumulative Frequency Distribution |      |      |      |      |
| Goal-Orientation     | .511                              | .574 | .701 | .791 | 1.00 |
| Activity-Orientation | .569                              | .704 | .855 | .908 | 1.00 |
| Learning-Orientation | .251                              | .388 | .553 | .722 | 1.00 |

|                   |        |                               |
|-------------------|--------|-------------------------------|
| Maximum $D_{G-A}$ | = .154 | Significant at the .001 level |
| Maximum $D_{G-L}$ | = .260 | Significant at the .001 level |
| Maximum $D_{A-L}$ | = .366 | Significant at the .001 level |

TABLE XIII  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND PREVIOUS  
PARTICIPATION IN ADULT EDUCATION (ANY TYPE)

|            | Total |       | Males |       | Females |       |
|------------|-------|-------|-------|-------|---------|-------|
|            | N     | %     | N     | %     | N       | %     |
| "Veterans" | 663   | 74.1  | 191   | 71.0  | 472     | 75.4  |
| "Novices"  | 232   | 25.9  | 78    | 29.0  | 154     | 24.6  |
| Totals     | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\bar{\chi}^2 = 1.89$$

$$\text{d.f.} = 1$$

$p < .30$  not significant at the .01 level

TABLE XIV

BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND PREVIOUS  
PARTICIPATION IN UNIVERSITY OF B.C. EXTENSION CLASSES

|                           | Total |       | Males |       | Females |       |
|---------------------------|-------|-------|-------|-------|---------|-------|
|                           | N     | %     | N     | %     | N       | %     |
| "Extention<br>Veterans"   | 427   | 47.7  | 117   | 43.5  | 310     | 49.5  |
| "Novices in<br>Extension" | 468   | 52.3  | 152   | 56.5  | 316     | 50.5  |
| Totals                    | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 2.74$$

$$d.f. = 1$$

$p < .10$  not significant at the .01 level

return and 70.4 per cent seemed positively committed to future participation, as shown in Table XV. Valid predictions for future enrollments cannot be made, because no commitments as to the time for future participation were given.

The hypothesis that men and women do not differ in their intentions for future enrolment in extension classes was accepted on the basis of a chi-square value of 3.19 which is not statistically significant.

#### Previous Subject Areas of Study

The total number of courses previously taken by participants are categorized by subject area in Table XVI. The largest percentage of reported courses, 29.6 per cent, was in the liberal education area, while 22.8 per cent had been concerned with current events and related areas. Studies of leisure time activities accounted for 16.7 per cent, those relating to personal development for 12.3 per cent, professional and vocational courses for 11.7 per cent, and 6.7 per cent of the reported courses had dealt with subject related to home and family life.<sup>2</sup>

More males and fewer females than expected under the null hypothesis had attended the professional and vocational

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<sup>2</sup>Detailed definitions of the subject areas mentioned appear in Appendix C.

TABLE XV  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND STATED  
INTENTIONS ABOUT FUTURE ENROLLMENT IN ADULT EDUCATION

|                    | Total |      | Males |      | Females |      |
|--------------------|-------|------|-------|------|---------|------|
|                    | N     | %    | N     | %    | N       | %    |
| "No" and "Perhaps" | 244   | 27.3 | 84    | 31.2 | 160     | 25.6 |
| "Yes"              | 630   | 70.4 | 178   | 66.2 | 452     | 72.2 |
| No Response        | 21    | 2.4  | 7     | 2.6  | 14      | 2.2  |

$$\chi^2 = 3.19$$

$$\text{d.f.} = 1$$

$p < .10$  not significant at the .01 level

TABLE XVI

BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND  
PREVIOUS SUBJECT AREAS OF STUDY

| Subject Area                                  | Total |      | Males |      | Females |      |
|---|-------|------|-------|------|---------|------|
|   | N     | %    | N     | %    | N       | %    |
| Liberal Education Subjects                    | 217   | 29.7 | 56    | 29.3 | 161     | 29.8 |
| Professional Vocational and Technical Courses | 86    | 11.8 | 39    | 20.4 | 47      | 8.7  |
| Leisure-time Activities                       | 122   | 16.7 | 24    | 12.6 | 98      | 18.2 |
| Home and Family Life                          | 49    | 6.7  | 9     | 4.7  | 40      | 7.4  |
| Personal Development                          | 90    | 12.3 | 21    | 11.0 | 69      | 12.8 |
| Current Events, Public Affairs, Citizenship   | 167   | 22.8 | 42.   | 22.0 | 125     | 23.1 |
| Totals  | 731   | 100  | 191   | 100  | 540     | 100  |

$$\chi^2 = 24.9$$

$$\text{d.f.} = 5$$

$$p < .001$$

$$C = .18$$

$$\phi^1 = .19$$

$$\lambda_{AB} = .00$$



courses, while more females and fewer males than expected reported studies of leisure-time activities and home and family life subjects. In the other categories, the distributions according to sex were approximately equal. A chi-square value of 24.9 was obtained through addition of values from individual cells and this was significant at the .001 level. The hypothesis that there is no difference between male and female participants with respect to previous interest in specified subject areas was, therefore, rejected.

#### Present Subject Areas of Study

The tabulations shown in Table XVII reveal that current events, public affairs and citizenship courses drew the largest group of participants, 41 per cent. Liberal education subjects were second, with 33.3 per cent in this category, followed by personal development courses which drew 11.5 per cent. Classes on home and family life subjects contained 9.8 per cent of participants, and those on leisure-time activities 3.5 per cent. Only one course, involving 1 per cent of all participants, was classified as professional or vocational.

The foregoing figures once again reflect not only the popularity of certain subject areas, but also the influence which course offerings have on enrolment. The numbers within parentheses in each subject area category of Table XVII

TABLE XVII  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND  
PRESENT SUBJECT AREAS OF STUDY

| Subject Area   | Total |       | Males |       | Females |       |
|--|-------|-------|-------|-------|---------|-------|
|  | N     | %     | N     | %     | N       | %     |
| Liberal Education Subjects (12)                      | 298   | 33.3  | 104   | 38.7  | 194     | 31.0  |
| Professional, Vocational and Technical Courses (1) * | 8     | 1.0   | 5     | 1.9   | 3       | 0.5   |
| Leisure-time Activities (3)                          | 31    | 3.5   | 16    | 6.0   | 15      | 2.4   |
| Home and Family Life (4)                             | 88    | 9.8   | 9     | 3.3   | 79      | 12.6  |
| Personal Development (5)                             | 103   | 11.5  | 35    | 13.0  | 68      | 10.9  |
| Current Events, Public Affairs, Citizenship (15)     | 367   | 41.9  | 100   | 37.2  | 267     | 42.7  |
| Totals   | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 32.9$$

$$C = 0.19$$

$$d.f. = 4 *$$

$$\phi^1 = 0.19$$

$$p < .001$$

$$\lambda_{AB} = 0.01$$

\* The second category was not included in the calculation of chi-square.

indicate the courses offered while Appendix A contains the names of courses and enrolment statistics for each.

More women and fewer men than expected participated in home and family life courses, and in current events, public affairs and citizenship subjects, while liberal education, professional and vocational, leisure time activities, and personal development attracted proportionally more men. A chi-square value of 32.9, significant at the .001 level, was obtained. The Contingency Coefficient and Cramer's statistic were both .19. Thus, the hypothesis that males and females are alike in their present interest in specific subject areas was rejected.

#### Subject Areas of Intended Study

Table XVIII depicts the intentions of participants with regard to future study in specific subject areas. Many respondents have indicated more than one choice. Of the total preferences stated, 24 per cent were for liberal education, 21.6 per cent for leisure time activities, 17.9 per cent for current events, public affairs and citizenship, 15.9 per cent for personal development, 13.7 per cent for professional, vocational and technical, and 6.7 per cent for home and family life. More men and fewer women than expected reported preferences for professional, vocational and technical courses, and for personal development, whereas more

TABLE XVIII  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND  
SUBJECT AREAS OF INTENDED STUDY

| Subject Area                                   | Total |      | Males |      | Females |      |
|--|-------|------|-------|------|---------|------|
|  | N     | %    | N     | %    | N       | %    |
| Liberal Education Subjects                     | 274   | 24.2 | 85    | 24.0 | 189     | 24.3 |
| Professional, Vocational and Technical Courses | 155   | 13.7 | 71    | 20.1 | 84      | 10.8 |
| Leisure-time Activities                        | 244   | 21.6 | 70    | 19.8 | 174     | 22.4 |
| Home and Family Life                           | 76    | 67.2 | 16    | 4.5  | 60      | 7.7  |
| Personal Development Events                    | 180   | 15.9 | 58    | 16.4 | 122     | 15.7 |
| Current Events, Public Affairs, Citizenship    | 202   | 17.9 | 54    | 15.3 | 148     | 19.1 |
| Totals   | 1131  | 100  | 354   | 100  | 777     | 100  |

$$\chi^2 = 22.4$$

$$\text{d.f.} = 5$$

$$p < .001$$

$$C = 0.14$$

$$\phi^1 = 0.14$$

$$\lambda_{AB} = 0.00$$

women and fewer men than expected indicated interest in leisure-time activities, home and family life, and current events, public affairs and citizenship.

A chi-square value of 22.4 was calculated, and is significant at the 0.001 level. The Contingency Coefficient was .14. The hypothesis that men do not differ from women in their stated intentions for the study of specific subject areas in the future was, therefore, rejected.

### Residence

As shown in Table XIX, about 70 per cent of the respondents resided in the city of Vancouver and over 17 per cent lived on the North Shore. The remaining 12 per cent were distributed among the neighbouring municipalities to the east and south of Vancouver with a few coming from as far as 50 miles away. Since the extension classes were held in various locations<sup>3</sup> only extensive cross-tabulations will reveal the areas from which respondents were drawn for the different courses and show whether proximity of the center was as influential a factor as the subject matter of a course. Calculations for the three categories mentioned above gave a chi-square value of 1.17 which was not significant. The hypothesis that male and female respondents do not differ with respect to areas of residence was accepted.

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<sup>3</sup>cf. post, Appendix A.

TABLE XIX  
BIVARIATE DISTRIBUTION OF RESPONDENTS  
BY SEX AND AREA OF RESIDENCE

| Area of Residence                            | Total |       | Males |       | Females |       |
|--|-------|-------|-------|-------|---------|-------|
|  | N     | %     | N     | %     | N       | %     |
| VANCOUVER, West of Alma/Dunbar               | 134   | 15.0  | 38    | 14.3  | 96      | 15.3  |
| VANCOUVER, between Alma/Dunbar and Granville | 213   | 23.8  | 49    | 18.2  | 164     | 26.2  |
| VANCOUVER, West End                          | 114   | 12.7  | 40    | 14.9  | 74      | 11.8  |
| VANCOUVER, between Granville & Main          | 115   | 12.9  | 35    | 13.0  | 80      | 12.8  |
| VANCOUVER, East of Main                      | 54    | 6.0   | 24    | 8.9   | 30      | 4.8   |
| NORTH VANCOUVER                              | 82    | 9.2   | 29    | 10.8  | 53      | 8.5   |
| WEST VANCOUVER                               | 75    | 8.4   | 17    | 6.3   | 58      | 9.3   |
| BURNABY                                      | 28    | 3.1   | 12    | 4.5   | 16      | 2.6   |
| NEW WESTMINSTER                              | 7     | 0.8   | 1     | 0.4   | 6       | 1.0   |
| COQUITLAM                                    | 17    | 1.9   | 5     | 1.9   | 12      | 1.9   |
| FRASER MILLS                                 | 1     | .1    | 1     | .4    | 0       | 0.0   |
| PORT MOODY                                   | 6     | .7    | 4     | 1.5   | 2       | .3    |
| RICHMOND                                     | 21    | 2.4   | 6     | 2.2   | 15      | 2.4   |
| SURREY                                       | 8     | .9    | 5     | 1.9   | 3       | .5    |
| OTHER  | 19    | 2.1   | 3     | 1.1   | 16      | 2.6   |
| Totals                                       | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$\chi^2 = 1.17$ ; d.f. = 2;  $p < .70$  not significant at the .01 level

### Travel Time

Table XX indicates the time spent by respondents travelling to class. The median travel time category is 11-20 minutes, with 80 per cent of the participants reporting travel times below 30 minutes. Very little deviation from the expected number of males and females in each category was observed. A chi-square of 2.9 was calculated which is significant at the .5 level. The hypothesis that male and female participants do not differ in the amount of time spent in travelling to class was accepted.

### Locations of Classes

Extension classes were held in seven different locations, as indicated in Table XXI. The downtown designation included the Vancouver Public Library, the Aquarium, the Intermedia Center on Beatty Street and one private residence. The majority of participants, 41.5 per cent, attended courses in those locations, 29.5 per cent came to the campus, about 10 per cent attended each of the Kitsilano library and the Jewish Community Center, while 5 per cent went to classes at the Unitarian Church. Two courses, involving 2.8 per cent of all respondents, were given at the Delbrook High School in North Vancouver, and one course, involving 1.6 per cent, was held in Coquitlam.

TABLE XX  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY  
SEX AND TRAVEL TIME TO CLASS

| Travel Time      | Total |       | Males |       | Females |       |
|------------------|-------|-------|-------|-------|---------|-------|
|                  | N     | %     | N     | %     | N       | %     |
| Under 10 minutes | 165   | 18.4  | 54    | 20.1  | 111     | 17.7  |
| 11 - 20 minutes  | 329   | 36.8  | 97    | 36.1  | 232     | 37.1  |
| 21 - 30 minutes  | 227   | 25.4  | 74    | 27.5  | 153     | 24.4  |
| 31 - 40 minutes  | 83    | 9.3   | 25    | 9.3   | 58      | 9.3   |
| 41 - 50 minutes  | 45    | 5.0   | 11    | 4.1   | 34      | 5.4   |
| 51 - 60 minutes  | 19    | 2.1   | 3     | 1.1   | 16      | 2.6   |
| 61 - 70 minutes  | 5     | 0.6   | 2     | 0.7   | 3       | 0.5   |
| 71 - 80 minutes  | 5     | 0.6   | 2     | 0.7   | 3       | 0.5   |
| Over 80 minutes  | 11    | 1.2   | 0     | 0.0   | 11      | 1.8   |
| Totals           | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 2.89$$

$$\text{d.f.} = 3$$

$p < .50$  not significant at the .01 level



TABLE XXI  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY  
SEX AND LOCATION OF CLASS

| Location                   | Total |       | Males |       | Females |       |
|----------------------------|-------|-------|-------|-------|---------|-------|
|                            | N     | %     | N     | %     | N       | %     |
| Campus                     | 264   | 29.5  | 91    | 33.8  | 173     | 27.6  |
| Downtown<br>Vancouver      | 371   | 41.5  | 114   | 42.3  | 257     | 41.1  |
| Unitarian<br>Church        | 47    | 5.3   | 1     | 0.4   | 46      | 7.4   |
| Kitsilano<br>Library       | 85    | 9.5   | 25    | 9.3   | 60      | 9.6   |
| Jewish Community<br>Center | 89    | 9.9   | 27    | 10.4  | 62      | 9.9   |
| Coquitlam                  | 14    | 1.6   | 3     | 1.1   | 11      | 1.8   |
| North Vancouver            | 25    | 2.8   | 8     | 3.0   | 17      | 2.7   |
| Totals                     | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 9.8$$

$$\text{d.f.} = 4$$

$p < .05$  not significant at the .01 level

Over 70 per cent of all respondents attended classes off campus, attesting to the literal extension of liberal arts courses beyond campus boundaries. Differences in the numbers of men and women attending at the various locations were not statistically significant, except at the Unitarian Church, where one man and 46 women were enrolled in daytime classes. Chi-square calculations for this one cell produced a value of 15.7, which is significant at the .001 level.

#### Reactions to Scheduling

Satisfaction with location of the class. Eighty per cent of the respondents declared their satisfaction with the locations of the classes they attended, as Table XXII indicates. Of the dissatisfied 168, approximately one-quarter preferred each of the downtown, campus, North Shore, and other locations. Although 21 per cent of the females and only 13.8 per cent of the men voiced dissatisfaction with the locations, the chi-square value of 6.3--significant at the .02 level--justified acceptance of the hypothesis that men and women participants do not differ significantly in their satisfaction with the location for their classes.

Ranking of factors in order of their influence on the respondents' choice of location resulted in Table XXIII, which also indicates the weightings for each factor.

TABLE XXII  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND  
SATISFACTION WITH LOCATION FOR THEIR COURSES

|              | Total |       | Males |       | Females |       |
|--------------|-------|-------|-------|-------|---------|-------|
|              | N     | %     | N     | %     | N       | %     |
| Satisfied    | 718   | 80.2  | 229   | 85.1  | 489     | 78.1  |
| Dissatisfied | 168   | 18.8  | 37    | 13.8  | 131     | 21.0  |
| No Response  | 9     | 1.0   | 3     | 1.1   | 6       | 1.0   |
| Totals       | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 6.3$$

$$d.f. = 1$$

$p < .02$  not significant at the .01 level

TABLE XXIII  
FACTORS WHICH INFLUENCED RESPONDENTS' CHOICE OF  
LOCATION FOR CLASSES

| Factor                      | Weight |
|-----------------------------|--------|
| 1. Travel time and distance | 3.51   |
| 2. Instructional facilities | 2.93   |
| 3. Parking facilities       | 2.87   |
| 4. Library facilities       | 2.56   |

The Kolmogorov-Smirnov one-sample test--Table XXIV--revealed that the preponderance of respondents who ranked travel time and distance as the most influential factor in determining their preference was significant at the .001 level. In fact, even under the assumption that travel time and distance was three times as likely to be chosen as the most important factor over the other three factors assumed to be of equal influence, the difference between observed and expected frequencies was still significant at the .01 level.

TABLE XXIV  
RANKING OF FACTORS WHICH INFLUENCED PREFERENCES FOR  
CLASS LOCATIONS (KOLMOGOROV-SMIRNOV TEST)

|  | Library<br>Facilities | Instruct.<br>Facilities | Parking | Travel:<br>Time &<br>Dist. |
|--|-----------------------|-------------------------|---------|----------------------------|
| $f$ = No. of subjects<br>choosing this<br>factor as most<br>important            | 60                    | 120                     | 84      | 456                        |
| $F_o(X)$ = Theoretical<br>cumulative dis-<br>tribution<br>(Assuming equivalence) | .25                   | .50                     | .75     | 1.0                        |
| $S_{720}(X)$ = Cumulative<br>distribution of<br>observed choices                 | .08                   | .25                     | .38     | 1.0                        |
| $F_o(X) - S_{720}(X)$  | .17                   | .25                     | .37     | .00                        |

Maximum deviation = .37

$p < .001$

A summary of the findings about residence, about satisfaction with location and travel time, and about the ranking of factors which contribute to the preferences of locations seems to justify the inference that accessibility of a liberal arts non-credit university extension class plays a crucial part in a person's decision to attend. Only 12 per cent of all participants resided outside the city limits of Vancouver, North Vancouver and West Vancouver. Eighty per cent of all participants spent less than 30 minutes travelling to class, a fact which would indicate a maximum journey of 10 miles on city streets. The additional emergence of travel time and distance as the most important of four factors determining a respondent's satisfaction with a class location seems to indicate that the clientele for any one liberal arts course was largely drawn from the vicinity of that location.

Starting times for classes. Since the greatest number of classes were scheduled for evenings, they attracted 73.4 per cent of all participants, as shown in Table XXV. Twenty-one per cent of respondents attended afternoon classes and another 5.8 per cent came to morning sessions. While the 66.7 per cent of women attending evening classes came within one per cent of the proportion of females among all participants, 94 per cent of the morning clientele and

TABLE XXV  
BIVARIATE DISTRIBUTION FOR RESPONDENTS BY  
SEX AND TIME OF DAY FOR CLASS

| Time of Day | Total |       | Males |       | Females |       |
|-------------|-------|-------|-------|-------|---------|-------|
|             | N     | %     | N     | %     | N       | %     |
| Morning     | 52    | 5.8   | 3     | 1.1   | 49      | 7.8   |
| Afternoon   | 186   | 20.8  | 26    | 9.7   | 160     | 25.6  |
| Evening     | 657   | 73.4  | 240   | 89.2  | 417     | 66.6  |
| Totals      | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 50.56$$

$$\text{d.f.} = 2$$

$$p < .001$$

$$C = 0.23$$

$$\phi^1 = .24$$

$$\lambda_{AB} = .00$$

84 per cent of the afternoon attendants were women, attending the classes which, in many cases, were intended for a female audience. The value for chi-square, 50.56, was significant at the .001 level. The Contingency Coefficient was .23. The hypothesis that women do not differ from men in their attendance at different times of the day was, therefore, rejected.

Preferred starting times for classes. Participants' preferences for the starting times of classes are tabulated in Table XXVI. Sixty-six per cent of all respondents considered the evening hours most suitable for extension classes, 16 per cent preferred afternoon hours, and 8 per cent found mornings most convenient.

While 11 per cent of all female respondents indicated a preference for morning classes, only 1.5 per cent of all males had similar options. Afternoon classes were considered most convenient by 20.5 per cent of the women and by only 6.3 per cent of the men. Whereas 84.4 per cent of the men preferred evening classes, a mere 58.3 per cent of the women found that time of day most convenient. The "other" category contains 7.7 per cent of all respondents, namely those who indicated more than one convenient time, and so created sub-categories which contained less than 1 per cent of respondents each. The chi-square calculated for this distribution was 65.1, which was significant at the .001



TABLE XXVI  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX  
AND PREFERRED SCHEDULING TIME FOR CLASSES

| Time        | Total |       | Males |       | Females |       |
|-------------|-------|-------|-------|-------|---------|-------|
|             | N     | %     | N     | %     | N       | %     |
| Morning     | 73    | 8.2   | 4     | 1.5   | 69      | 11.2  |
| Afternoon   | 145   | 16.2  | 17    | 6.3   | 128     | 20.5  |
| Evening     | 592   | 66.2  | 227   | 84.4  | 365     | 58.3  |
| Other       | 69    | 7.7   | 16    | 6.0   | 53      | 8.5   |
| No Response | 16    | 1.8   | 5     | 1.9   | 11      | 1.8   |
| Totals      | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 65.1$$

$$\text{d.f.} = 3$$

$$p < .001$$

$$C = .26$$

$$\phi^1 = .27$$

$$\lambda_{AB} = 0.00$$

level, and the Contingency Coefficient was .26. Hence the hypothesis that male and female respondents are similar in their preferences for starting times of courses was rejected.

Attendance on different days of the week. Table XXVII shows that 24.8 per cent of all respondents attended Monday classes, while 19 per cent attended on Tuesdays, 32 per cent on Wednesdays, and 24 per cent on Thursdays. Fewer females and more males than expected attended on Mondays, and more females, but fewer males than expected came to Thursday classes, while approximately the expected numbers of each sex attended on Tuesdays and Wednesdays. The differences led to a chi-square value of 12.7, which was significant at the .01 level, and the Contingency coefficient of .12 indicated a weak association between sex of participant and day of the week for attendance. This information per se seems of little value, since no evidence was collected to indicate how the popularity of any one course influenced attendance. However, when the respondents were given an opportunity to indicate which day of the week suited them best for participation in extension courses, a similar pattern emerged. Table XXVIII shows that Wednesday received 30 per cent of the votes, followed by Monday with 24 per cent, Tuesday with 23.6 per cent, and Thursday with 19.6 per cent. The other days received a total of 2.2 per cent of votes. Ten per cent of respondents expressed no prefer-

TABLE XXVII  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX  
AND DAY OF WEEK FOR CLASS

| Day of Week<br>for Class | Total |       | Males |       | Females |       |
|--------------------------|-------|-------|-------|-------|---------|-------|
|                          | N     | %     | N     | %     | N       | %     |
| Monday                   | 222   | 24.8  | 83    | 30.9  | 139     | 22.2  |
| Tuesday                  | 171   | 19.1  | 56    | 20.8  | 115     | 18.4  |
| Wednesday                | 287   | 32.1  | 82    | 30.5  | 205     | 32.8  |
| Thursday                 | 215   | 24.0  | 48    | 17.8  | 167     | 26.7  |
| Totals                   | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 12.7$$

$$\text{d.f.} = 3$$

$$p < .01$$

$$C = .12$$

$$\phi^1 = .12$$

$$\lambda_{AB} = .00$$

TABLE XXVIII  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX  
AND VOTES FOR PREFERRED DAYS OF THE WEEK

| Preferred<br>Day | Total |       |       | Males |       |       | Females |       |       |
|------------------|-------|-------|-------|-------|-------|-------|---------|-------|-------|
|                  | N     | %     | %     | N     | %     | %     | N       | %     | %     |
| Monday           | 194   | 21.7  | 24.2  | 72    | 26.8  | 29.5  | 122     | 19.5  | 21.9  |
| Tuesday          | 189   | 21.1  | 23.6  | 57    | 21.2  | 23.4  | 132     | 23.1  | 23.4  |
| Wednesday        | 244   | 27.3  | 30.4  | 73    | 27.1  | 29.9  | 171     | 27.3  | 30.6  |
| Thursday         | 157   | 17.5  | 19.6  | 32    | 11.9  | 13.1  | 125     | 20.0  | 22.4  |
| Other days       | 18    | 2.0   | 2.2   | 10    | 3.7   | 4.1   | 8       | 1.3   | 1.4   |
|                  |       |       | 100.0 |       |       | 100.0 |         |       | 100.0 |
| No Response      | 93    | 10.4  |       | 25    | 9.3   |       | 68      | 10.9  |       |
| Totals           | 895   | 100.0 |       | 269   | 100.0 |       | 626     | 100.0 |       |

$$\chi^2 = 15.9$$

$$\text{d.f.} = 4$$

$$p < .01$$

$$C = .13$$

$$\phi^1 = .13$$

$$\lambda_{AB} = .00$$

ences. Thus, Wednesday, which had 32 per cent of all attendance, was actually chosen by 30 per cent of those 802 participants who expressed any preferences. Monday ranked second in actual attendance and in stated preference. Tuesday and Thursday had 19 and 23.4 per cent of all attendance, and in reverse order, were preferred by 24 and 19.6 per cent.

Furthermore, fewer females but more males than expected voted for Mondays, and more males but fewer females than expected voted for Thursday; a distribution which is similar to the actual attendance pattern. The chi-square value of 15.9 calculated for Table XXVIII was significant at the .01 level, and lead to the rejection of the hypothesis that males and females have like preferences for attending extension classes on specific days of the week.

Interest in weekend seminars. Three hundred fifty of the respondents, or 39.1 per cent, indicated an interest in attending weekend seminars, as shown in Table XXIX. Of these, 19.7 per cent preferred seminars in the spring term, 12.5 per cent in the summer, and 26 per cent in the autumn term. Another one per cent showed interest in weekend activities in both spring and summer, and almost 25 per cent in spring and autumn terms, where a further 15 per cent favoured weekend seminars in all three terms. Since conferences, short courses and seminars on campus alone attracted

TABLE XXIX  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX  
AND INCLINATION TOWARD WEEKEND SEMINARS

|                                   | Total |       | Males |       | Females |       |
|-----------------------------------|-------|-------|-------|-------|---------|-------|
|                                   | N     | %     | N     | %     | N       | %     |
| In favour of weekend seminars     | 350   | 39.11 | 139   | 51.7  | 211     | 33.7  |
| Not in favour of weekend seminars | 462   | 51.6  | 113   | 42.0  | 349     | 42.0  |
| No Response                       | 83    | 9.3   | 17    | 6.3   | 66      | 10.5  |
| Totals                            | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 21.65$$

$$\text{d.f.} = 1$$

$$p < .001$$

$$C = .15$$

$$\phi^1 = .16$$

$$\lambda_{AB} = .04$$

about 4,400 participants during 1966-67 (47:26), it is likely that ample provision for the accommodation of these 350 participants has been made in current programs. Considerably more men than women expressed interest in weekend seminars. The chi-square value, calculated as 21.65, is significant at the .001 level, and the Contingency Coefficient was .15. The hypothesis that men and women do not differ in their interest in weekend seminars was rejected.

#### Sources of Information

In order to determine the effectiveness of different types of publicity used by the extension department, respondents were asked to indicate the type of announcement--about the course they were attending at the time of the interview--which came to their attention first. A second question attempted to establish to what extent participants had learned about the courses through secondary sources, namely people or organizations not directly connected with the extension department.

As indicated in Table XXX, almost 34 per cent of all participants reported the flyer--a two-colour reproduction of the newspaper advertisement--as their first source of information about the course in which they eventually enrolled. About 26 per cent of respondents were initially

TABLE XXX  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX AND  
TYPE OF ANNOUNCEMENT RECEIVED FOR THE COURSE

| Type of<br>Announcement    | Total |       | Males |       | Females |       |
|----------------------------|-------|-------|-------|-------|---------|-------|
|                            | N     | %     | N     | %     | N       | %     |
| Newspaper<br>Advertisement | 215   | 24.0  | 82    | 30.5  | 133     | 21.3  |
| Special Flyer              | 303   | 33.9  | 71    | 26.4  | 232     | 37.1  |
| Brochure                   | 230   | 25.7  | 68    | 25.3  | 162     | 25.9  |
| Others                     | 39    | 4.4   | 8     | 3.0   | 31      | 5.0   |
| None                       | 48    | 5.4   | 21    | 7.8   | 27      | 4.3   |
| No Response                | 60    | 6.7   | 19    | 7.1   | 41      | 6.6   |
| Totals                     | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 19.0$$

$$\text{d.f.} = 4$$

$$p < .001$$

$$C = .14$$

$$\phi^1 = .15$$

$$\lambda_{AB} = .01$$



informed by a mailed brochure about a particular course or group of courses, and 24 per cent read the two-page newspaper advertisement which appeared in one issue of each of Vancouver's two daily papers. Five per cent reported that they had not received any announcements, and a similar proportion indicated "other" sources.

It is also apparent from Table XXX that selective distribution of promotional material brought greater returns than newspaper advertising. The flyers and brochures, mailed according to mailing lists or upon request, attracted 59 per cent of the participants, while the newspapers were responsible for drawing 24 per cent.

The newspapers carrying the advertisement had a combined circulation of about 360,000, whereas 38,000 flyers and 20,000 brochures were distributed. While it is possible to calculate that each flyer cost about five times as much to produce and deliver as one newspaper advertisement, and that each brochure cost three to four times as much, further analyses of cost and effectiveness are impeded by the fact that the newspaper advertisement and the flyer carried publicity for business and professional programs as well. However, in terms of their influence on the liberal arts non-credit program, one flyer was twelve times more effective in producing participants than one newspaper advertisement, and one individual brochure about nineteen times more effective.

The role of mailing lists in the promotional approach will become more apparent in the next section, where veterans and novices are discussed.

There were statistically significant differences between the number of men and women who received the various announcements. Thirty-one per cent of all male respondents and 21 per cent of all females reported the newspaper advertisement as their primary source of information. The flyer was mentioned as an effective source of information by 26 per cent of the men and 37 per cent of the women. One-quarter of all male and all female respondents learned about their course from a brochure. About 8 per cent of all men and 4 per cent of all women had not received any promotional material. The calculated chi-square value of 19.0 was significant at the .001 level, and the Contingency Coefficient was found to be .15. The hypothesis that no difference existed between males and females with respect to their source of information about the course had to be rejected.

When asked whether any persons or agencies had been instrumental in drawing their attention to the extension course in which they were enrolled at the time of the interview, 29 per cent of all respondents mentioned friends, relatives or employers, while 56 per cent reported that they had found out independently, and 15 per cent did not respond

to the question at all, as Table XXXI shows. The chi-square value was calculated as 3.1, which is not significant. Therefore, the hypothesis that men and women do not differ in the extent to which they use the two-step flow of information was accepted.

## II. VETERANS AND NOVICES

Analysis of the data pertaining to veterans and novices revealed statistically significant differences between them with respect to nine of the characteristics under study. These findings are summarized in Table XLVII on page 111 and a brief discussion of each distribution follows.

### Age

Table XXXII shows the distribution of veterans and novices according to age. The median age category for novices 25 to 34 years, was ten years below that for veterans. More novices than expected under the null hypothesis were under 35 years old, and more veterans than expected appeared in every age category over 35 years. Forty per cent of all veterans and 20 per cent of all novices were over 45 years old. While 68 per cent of all participants under 45 years held veteran status, it also became apparent that 20 per cent of all novices were older than 45 years. The chi-square value was calculated as 84.6, which was significant at the .001 level.

TABLE XXXI  
BIVARIATE DISTRIBUTION OF RESPONDENTS BY SEX  
AND PROCESS LEADING TO AWARENESS OF COURSE

|  | Total |       | Males |       | Females |       |
|--|-------|-------|-------|-------|---------|-------|
|  | N     | %     | N     | %     | N       | %     |
| Found out independently                    | 505   | 56.4  | 164   | 61.0  | 341     | 54.5  |
| Foud out through<br>Friend, Employer, etc. | 256   | 28.6  | 71    | 26.4  | 185     | 29.5  |
| No Response                                | 134   | 14.9  | 34    | 12.6  | 100     | 16.0  |
| Totals                                     | 895   | 100.0 | 269   | 100.0 | 626     | 100.0 |

$$\chi^2 = 3.1$$

$$\text{d.f.} = 2$$

$p < .30$  not significant at the .01 level

TABLE XXXII  
BIVARIATE DISTRIBUTION OF VETERANS  
AND NOVICES BY AGE GROUPS

| Age Group      | Total |       | Veterans |       | Novices |       |
|----------------|-------|-------|----------|-------|---------|-------|
|                | N     | %     | N        | %     | N       | %     |
| Under 24 years | 99    | 10.7  | 39       | 5.7   | 60      | 25.0  |
| 25 - 34 years  | 257   | 27.8  | 179      | 26.2  | 78      | 32.6  |
| 35 - 44 years  | 219   | 23.7  | 173      | 25.3  | 46      | 19.3  |
| 45 - 54 years  | 194   | 21.0  | 159      | 23.3  | 35      | 14.6  |
| 55 - 64 years  | 84    | 9.1   | 72       | 10.5  | 12      | 5.0   |
| Over 65        | 62    | 6.7   | 54       | 7.9   | 8       | 3.4   |
| No Response    | 8     | 0.9   | 8        | 1.2   | 0       | 0.0   |
| Totals         | 923   | 100.0 | 684      | 100.0 | 239     | 100.0 |

$$\chi^2 = 84.64$$

$$\text{d.f.} = 5$$

$$p < .001$$

$$C = .29$$

$$\phi^1 = .30$$

$$\lambda_{AB} = .02$$

The Contingency Coefficient of .29 and Cramer's statistic of .30 both indicated one of the higher degrees of association found in this study.

### Occupation

In the distribution of veterans and novices according to the Blishen Occupational Ranks, as tabulated in Table XXXIII, more novices than expected were found in each of the lower eight deciles and more veterans than expected in the two highest deciles, indicating that proportionally more veterans than novices held higher ranking jobs. The greatest divergence occurred in the highest decile which contained 40.2 per cent of all veterans, but merely 29.7 per cent of all novices. The differences in distribution led to a chi-square value of 14.5, which is significant at the .01 level. The Contingency Coefficient of .12 and Cramer's statistic of .13 indicated a weak association between the two variables under discussion.

### Income

Gross family incomes for veterans and novices differed significantly, as shown in Table XXXIV. The median income category for veterans was \$9,000 to \$11,999, while that for novices was \$6,000 to \$8,999. More novices than expected under the hypothesis were found in the three lowest income

TABLE XXXIII  
BIVARIATE DISTRIBUTION OF VETERANS AND  
NOVICES BY BLISHEN OCCUPATIONAL RANKS

| Blishen<br>Deciles | Total |       | Veterans |       | Novices |       |
|--------------------|-------|-------|----------|-------|---------|-------|
|                    | N     | %     | N        | %     | N       | %     |
| 0                  | 73    | 7.9   | 52       | 7.6   | 21      | 8.8   |
| 1 - 6              | 69    | 7.5   | 46       | 6.7   | 23      | 9.6   |
| 7                  | 178   | 19.3  | 121      | 17.7  | 57      | 23.9  |
| 8                  | 143   | 15.5  | 99       | 14.4  | 44      | 18.4  |
| 9                  | 114   | 12.4  | 91       | 13.3  | 23      | 9.6   |
| 10                 | 346   | 37.5  | 275      | 40.2  | 71      | 29.7  |
| Totals             | 923   | 100.0 | 684      | 100.0 | 239     | 100.0 |

$$\chi^2 = 14.5$$

$$\text{d.f.} = 4$$

$$p < .01$$

$$C = .12$$

$$\phi^1 = .13$$

$$\lambda_{AB} = .00$$

TABLE XXXIV  
BIVARIATE DISTRIBUTION OF VETERANS  
AND NOVICES BY INCOME CATEGORIES

| Income<br>Category | Total |       | Veterans |       | Novices |       |
|--------------------|-------|-------|----------|-------|---------|-------|
|                    | N     | %     | N        | %     | N       | %     |
| Under \$3,000      | 37    | 4.0   | 21       | 3.1   | 16      | 6.7   |
| \$ 3,000 - 5,999   | 190   | 20.6  | 132      | 19.3  | 58      | 24.3  |
| \$ 6,000 - 8,999   | 243   | 26.3  | 173      | 25.3  | 70      | 29.3  |
| \$ 9,000 -11,999   | 157   | 17.0  | 119      | 14.4  | 38      | 15.9  |
| \$12,000 -14,999   | 94    | 10.2  | 72       | 10.5  | 22      | 9.2   |
| \$15,000 -17,999   | 62    | 6.7   | 54       | 7.9   | 8       | 3.4   |
| \$18,000 and over  | 110   | 11.9  | 93       | 13.6  | 17      | 7.1   |
| No Response        | 30    | 3.3   | 20       | 2.9   | 10      | 4.2   |
| Totals             | 923   | 100.0 | 684      | 100.0 | 239     | 100.0 |

$$\chi^2 = 21.35$$

$$\text{d.f.} = 6$$

$$p < .01$$

$$C = .15$$

$$\phi^1 = .15$$

$$\lambda_{AB} = .00$$



categories, whereas more veterans than anticipated were found in each of the four higher income categories. The maximum disparities occurred in the lowest income group, where 3.1 per cent of all veterans and 6.7 per cent of all novices were found, and again in the two highest income categories, which contained 7.9 and 13.6 per cent of all veterans, but only 3.4 and 7.1 per cent of all novices.

### Social Participation

Although the Chapin Score categories in Table XXXV had to be combined to ensure minimum numbers of respondents in each cell, it is evident that veterans were more socially active than novices. Seventy-three per cent of all novices but only 59 per cent of all veterans had obtained low Chapin scores ranging from 0 to 10, leaving 37 per cent of veterans and a mere 21 per cent of novices in the upper score categories which indicated greater social involvement. The chi-square value calculated was 19.6, which is significant at the .001 level. The Contingency Coefficient of .14 and Cramer's statistic of .15 indicated a weak association between respondents' veteran status and social participation scores.

### Motivation

The only significant difference between veterans and novices regarding motivation was found with respect to

TABLE XXXV  
BIVARIATE DISTRIBUTION OF VETERANS AND  
NOVICES BY SOCIAL PARTICIPATION SCORES

| Chapin Score<br>Category | Total |       | Veterans |       | Novices |       |
|--------------------------|-------|-------|----------|-------|---------|-------|
|                          | N     | %     | N        | %     | N       | %     |
| 0 - 10                   | 576   | 62.4  | 401      | 58.6  | 175     | 73.2  |
| 11 - 25                  | 208   | 22.5  | 167      | 24.4  | 41      | 17.2  |
| Over 26                  | 87    | 9.4   | 77       | 11.3  | 10      | 4.2   |
| No Response              | 52    | 5.6   | 39       | 5.7   | 13      | 5.4   |
| Totals                   | 923   | 100.0 | 684      | 100.0 | 239     | 100.0 |

$$\chi^2 = 19.6$$

$$\text{d.f.} = 2$$

$$p < .001$$

$$C = .14$$

$$\phi^1 = .15$$

$$\lambda_{AB} = .00$$

learning-orientation--the desire to study for the sake of learning. Table XXXVI shows the distributions which do not follow any consistent pattern. More veterans than expected and concurrently fewer novices than anticipated, were in both the highest and lowest score categories, and the opposite was found for the third and fourth score categories. Eighty-one per cent of all possible responses was made, and the mean score was 2.9. Chi-square was calculated at 26.6 which is significant at the .001 level. The Contingency Coefficient of .17 and Cramer's statistic of the same value attested to a weak association between the two variables.

#### Previous Participation in Extension Activities

The distribution of veterans and novices according to their previous participation in extension courses at the University of British Columbia, as shown in Table XXXVII, revealed that almost 48 per cent of all veterans had prior experience with extension courses at this university. A persistence of the enrollment pattern of 1967 (33:16) was thus established, indicating that almost one-half of the participants in liberal arts non-credit courses were newcomers to the Extension Department offerings.

TABLE XXXVI  
BIVARIATE DISTRIBUTION OF VETERANS AND NOVICES  
ACCORDING TO LEARNING-ORIENTATION

| Score<br>Category | Total |       | Veterans |       | Novices |       |
|-------------------|-------|-------|----------|-------|---------|-------|
|                   | N     | %     | N        | %     | N       | %     |
| 1                 | 756   | 25.1  | 580      | 26.0  | 172     | 22.6  |
| 2                 | 260   | 8.7   | 194      | 8.7   | 66      | 8.7   |
| 3                 | 642   | 21.5  | 461      | 20.7  | 181     | 23.8  |
| 4                 | 505   | 16.9  | 352      | 15.8  | 153     | 20.1  |
| 5                 | 833   | 27.8  | 644      | 28.9  | 189     | 24.8  |
| Totals            | 2992  | 100.0 | 2231     | 100.0 | 761     | 100.0 |

Response rate: 81%

Mean score: 2.9

$$\chi^2 = 26.6$$

$$\text{d.f.} = 4$$

$$p < .001$$

$$C = .17$$

$$\phi^1 = .17$$

$$\lambda_{AB} = .00$$

TABLE XXXVII  
BIVARIATE DISTRIBUTION OF VETERANS AND NOVICES BY PREVIOUS  
PARTICIPATION IN UNIVERSITY EXTENSION ACTIVITIES

|                       | Total |       | Veterans |       | Novices |       |
|-----------------------|-------|-------|----------|-------|---------|-------|
|                       | N     | %     | N        | %     | N       | %     |
| Have participated     | 441   | 47.8  | 441      | 64.5  | 0       | 0.00  |
| Have not participated | 482   | 52.2  | 243      | 35.5  | 239     | 100.0 |
| Totals                | 923   | 100.0 | 684      | 100.0 | 239     | 100.0 |

$$\chi^2 = 295$$

$$\text{d.f.} = 1$$

$$p < .001$$

$$C = .49$$

$$\phi^1 = .57$$

$$\lambda_{AB} = .29$$

### Intentions about Future Enrolment in Extension Classes

Significantly more veterans than novices were definitely committed to future participation in adult education, as can be seen from Table XXXVIII. While 53 per cent of all novices indicated intentions of participating again, over 76 per cent of all veterans were similarly inclined. This distribution yielded a chi-square value of 46.1, significant at the .001 level, and a Contingency Coefficient as well as Cramer's statistic of .22. Some degree of association between veteran status and commitment for future participation in adult education is thus indicated.

### Sources of Information

There were statistically significant differences between the numbers of veterans and novices who received the various announcements. As indicated in Table XXXIX the newspaper advertisement reached 21.8 per cent of all veterans and 30.1 per cent of all novices. The flyer and the brochure respectively came to the attention of 35.4 and 28.4 per cent of all veterans, but reached a mere 28.5 and 18.8 per cent of all novices. Thus, the newspaper advertisement was noticed by the largest group of novices, while the flyer drew the attention of the largest group of veterans. The percentage of novices who received no promotion materials was 8.3, twice as great as the percentage of veterans. The

TABLE XXXVIII  
BIVARIATE DISTRIBUTION OF VETERANS AND NOVICES BY INTENTION  
TO RETURN TO FUTURE ADULT EDUCATION ACTIVITIES

| Intention<br>to Return | Total |       | Veterans |       | Novices |       |
|------------------------|-------|-------|----------|-------|---------|-------|
|                        | N     | %     | N        | %     | N       | %     |
| "No" and "perhaps"     | 249   | 27.0  | 15       | 2.2   | 8       | 3.3   |
| "Yes"                  | 651   | 70.5  | 524      | 76.6  | 127     | 53.1  |
| No Response            | 23    | 2.5   | 15       | 2.2   | 8       | 3.3   |
| Totals                 | 923   | 100.0 | 684      | 100.0 | 239     | 100.0 |

$$\chi^2 = 46.1$$

$$\text{d.f.} = 1$$

$$p < .001$$

$$C = .22$$

$$\phi^1 = .22$$

$$\lambda_{AB} = .00$$

TABLE XXXIX  
BIVARIATE DISTRIBUTION OF VETERANS AND NOVICES  
BY TYPE OF ANNOUNCEMENT RECEIVED FOR COURSE

|                         | Total |       | Veterans |       | Novices |       |
|-------------------------|-------|-------|----------|-------|---------|-------|
|                         | N     | %     | N        | %     | N       | %     |
| Newspaper advertisement | 221   | 23.9  | 149      | 21.8  | 72      | 30.1  |
| Flyer                   | 310   | 33.6  | 242      | 35.4  | 68      | 28.5  |
| Brochure                | 239   | 25.9  | 194      | 28.4  | 45      | 18.8  |
| Other                   | 41    | 4.4   | 29       | 4.4   | 12      | 5.0   |
| None                    | 49    | 5.3   | 29       | 4.2   | 20      | 8.3   |
| No Response             | 63    | 6.8   | 41       | 6.0   | 22      | 9.2   |
| Totals                  | 923   | 100.0 | 684      | 100.0 | 239     | 100.0 |

$$\chi^2 = 19.9$$

$$\text{d.f.} = 4$$

$$p < .001$$

$$C = .15$$

$$\phi^1 = .15$$

$$\lambda_{AB} = .00$$



chi-square of 19.9 is significant at the .001 level. Both the Contingency Coefficient and Cramer's statistic were calculated at .15. Significantly more veterans, 57.6 per cent, than novices, 52.3 per cent, proved to be independent in learning about extension courses as shown in Table XL. On the other hand, 39.8 per cent of novices, but only 24.7 per cent of veterans, received the information from other persons or agencies. A chi-square value of 12.3 was obtained, which is significant at the .01 level. The Contingency Coefficient and Cramer's statistic, each amounting to .12, indicated a weak association between the two variables.

### III. NON-COMMITTED AND COMMITTED LEARNERS

Participants who indicated definite intentions of returning for future extension courses differed significantly from the others in their distributions according to six of the characteristics under study.

#### Marital Status

One-third of all non-committed learners, but only 23.5 per cent of committed learners were single, as Table XLI shows. There was a proportional over-representation of committed learners in the married group, as well as in the widowed, divorced or separated group. The differences are significant

TABLE XL  
BIVARIATE DISTRIBUTION OF VETERANS AND NOVICES  
BY PROCESSES LEADING TO AWARENESS OF COURSES

|  | Total |       | Veterans |       | Novices |       |
|--|-------|-------|----------|-------|---------|-------|
|  | N     | %     | N        | %     | N       | %     |
| Found out independently                  | 519   | 56.2  | 394      | 57.6  | 125     | 52.3  |
| Found out through Friend, Employer, etc. | 264   | 28.6  | 169      | 24.7  | 95      | 39.8  |
| No Response                              | 140   | 15.2  | 121      | 17.7  | 19      | 8.0   |
| Totals                                   | 923   | 100.0 | 684      | 100.0 | 239     | 100.0 |

$$\chi^2 = 12.27$$

$$\text{d.f.} = 1$$

$$p < .01$$

$$C = .12$$

$$\phi^1 = .12$$

$$\lambda_{AB} = 0.2$$

TABLE XLI  
BIVARIATE DISTRIBUTION OF NON-COMMITTED AND  
COMMITTED LEARNERS BY MARITAL STATUS

| Marital Status                     | Total |       | Non-Committed |       | Committed |       |
|------------------------------------|-------|-------|---------------|-------|-----------|-------|
|                                    | N     | %     | N             | %     | N         | %     |
| Single                             | 236   | 26.2  | 83            | 33.3  | 153       | 23.5  |
| Married                            | 567   | 63.0  | 145           | 58.2  | 422       | 64.8  |
| Widowed,<br>Divorced,<br>Separated | 92    | 10.2  | 19            | 7.6   | 73        | 11.2  |
| No Response                        | 5     | 0.6   | 2             | 0.8   | 3         | 0.5   |
| Totals                             | 900   | 100.0 | 249           | 100.0 | 651       | 100.0 |

$$\chi^2 = 10.16$$

$$\text{d.f.} = 2$$

$$p < .01$$

$$C = .11$$

$$\phi^1 = .11$$

$$\lambda_{AB} = .00$$

only at the .01 level, and the association between the variables is relatively weak, with both the Contingency Coefficient and Cramer's statistic at .11. Neither of the preceding dichotomies, however, showed any significant differences in the distributions according to marital status.

### Income

The distributions according to income are tabulated in Table XLII. Only 21.5 per cent of committed learners, but 29.7 per cent of non-committed learners, reported gross annual family incomes below \$6,000. More of the committed learners than expected were found in the \$6,000 to 8,999 group and in the categories over \$12,000. With four degrees of freedom, the chi-square value of 20.45 is significant at the .001 level. The Contingency Coefficient and Cramer's statistic were calculated as .15.

### Motivation

Among the three types of orientation under study,<sup>3</sup> only in the distribution according to learning-orientation was there any significant difference between non-committed and committed learners. Table XLIII contains these data and shows that more committed learners than expected had

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<sup>3</sup>Supra, Chapter II, p. 12.

TABLE XLII  
BIVARIATE DISTRIBUTION OF NON-COMMITTED LEARNERS AND  
COMMITTED LEARNERS BY INCOME CATEGORIES

| Income<br>Category | Total |       | Non-Committed |       | Committed |       |
|--------------------|-------|-------|---------------|-------|-----------|-------|
|                    | N     | %     | N             | %     | N         | %     |
| Under \$6,000      | 214   | 23.8  | 74            | 29.7  | 140       | 21.5  |
| \$ 6,000 - 8,000   | 241   | 26.7  | 56            | 22.5  | 185       | 28.4  |
| \$ 9,000 - 11,999  | 152   | 16.9  | 48            | 19.3  | 104       | 16.0  |
| \$12,000 - 17,999  | 156   | 17.3  | 36            | 14.5  | 120       | 18.4  |
| \$18,000 and Over  | 110   | 12.2  | 24            | 9.6   | 86        | 13.2  |
| No Response        | 27    | 3.0   | 11            | 4.4   | 16        | 2.5   |
| Totals             | 900   | 100.0 | 249           | 100.0 | 651       | 100.0 |

$$\chi^2 = 20.45$$

$$\text{d.f.} = 4$$

$$p < .001$$

$$C = .15$$

$$\phi^1 = .15$$

$$\lambda_{AB} = .02$$

TABLE XLIII

BIVARIATE DISTRIBUTION OF NON-COMMITTED AND COMMITTED  
LEARNERS ACCORDING TO LEARNING-ORIENTATION

| Score<br>Category | Total |       | Non-Committed |       | Committed |       |
|-------------------|-------|-------|---------------|-------|-----------|-------|
|                   | N     | %     | N             | %     | N         | %     |
| 1                 | 746   | 25.3  | 230           | 29.5  | 516       | 23.8  |
| 2                 | 258   | 8.8   | 68            | 8.7   | 190       | 8.8   |
| 3                 | 623   | 21.1  | 187           | 24.0  | 436       | 20.1  |
| 4                 | 497   | 16.9  | 131           | 16.8  | 366       | 16.9  |
| 5                 | 825   | 28.0  | 164           | 21.0  | 661       | 30.5  |
| Totals            | 2949  | 100.0 | 780           | 100.0 | 2169      | 100.0 |

Response rate: 82%

Mean score: 3.2

$$\chi^2 = 29.7$$

$$\text{d.f.} = 4$$

$$p < .001$$

$$C = .10$$

$$\phi^1 = .10$$

$$\lambda_{AB} = .02$$

high learning-orientation, and more non-committed learners than expected indicated low learning-orientation. The differences in distribution were most pronounced in the category of lowest learning-orientation, with 29.5 per cent of non-committed learners and only 23.8 per cent of committed learners, and again in the category of highest learning-orientation, which by contrast held 21.0 per cent of non-committed learners and 30.5 per cent of committed ones. A chi-square value of 29.7 was calculated which is significant at the .001 level. Cramer's statistic and the Contingency Coefficient were .10.

#### Previous Participation in Extension Activities

Previous participation in university extension activities appears to be associated with the respondents' intentions to re-enrol. While 55.2 per cent of the committed learners reported such participation, only 30.1 per cent of non-committed learners did, as the data on Table XLIV indicate. The distribution resulted in a chi-square value of 45.2, which is significant at the .001 level. The Contingency Coefficient and Cramer's statistic, both at .22, attested to some association between the variables. The index of predictive association, though only .10, was higher for this distribution than for any other in the study.

TABLE XLIV  
BIVARIATE DISTRIBUTION OF NON-COMMITTED AND COMMITTED  
LEARNERS BY PREVIOUS PARTICIPATION IN  
UNIVERSITY EXTENSION ACTIVITIES

|                       | Total |       | Non-Committed |       | Committed |       |
|-----------------------|-------|-------|---------------|-------|-----------|-------|
|                       | N     | %     | N             | %     | N         | %     |
| Have participated     | 434   | 48.2  | 75            | 30.1  | 359       | 55.2  |
| Have not participated | 466   | 51.7  | 174           | 69.9  | 292       | 44.8  |
| Totals                | 900   | 100.0 | 249           | 100.0 | 651       | 100.0 |

$$\chi^2 = 45.2$$

$$\text{d.f.} = 1$$

$$p < .001$$

$$C = .22$$

$$\phi^1 = .22$$

$$\lambda_{AB} = .10$$



### Interest in Weekend Seminars

More committed learners than expected under the null hypothesis showed an interest in weekend seminars. As Table XLV shows, 44.4 per cent of them were interested, compared with 28.9 per cent of non-committed learners. This difference, together with the ensuing distribution of uninterested respondents, resulted in a chi-square value of 16.3, significant at the .001 level. The Contingency Coefficient was .13, and Cramer's statistic .14.

### Process Leading to Awareness of Courses

The results as shown in Table XLVI indicate that more committed than non-committed learners discovered their course independently, the percentages for the groups being 59.0 and 51.8. On the other hand, 35.8 per cent of non-committed learners found out about the course through friends, relatives or employers, while only 25.5 per cent of the committed learners showed a similar dependence. The chi-square value for this distribution was found to be 7.9, significant at the .01 level, and the association between the two variables was weak. Both the Contingency Coefficient and Cramer's statistic were .09.

TABLE XLV  
BIVARIATE DISTRIBUTION OF NON-COMMITTED AND COMMITTED  
LEARNERS BY INTEREST IN WEEKEND SEMINARS

|                | Total |       | Non-Committed |       | Committed |       |
|----------------|-------|-------|---------------|-------|-----------|-------|
|                | N     | %     | N             | %     | N         | %     |
| Interested     | 361   | 40.1  | 72            | 28.9  | 289       | 44.4  |
| Not Interested | 471   | 52.3  | 153           | 61.4  | 318       | 48.9  |
| No Response    | 68    | 7.5   | 24            | 9.6   | 44        | 6.8   |
| Totals         | 900   | 100.0 | 249           | 100.0 | 651       | 100.0 |

$$\chi^2 = 16.3$$

$$\text{d.f.} = 1$$

$$p < .001$$

$$C = .13$$

$$\phi^1 = .14$$

$$\lambda_{AB} = 0.0$$

TABLE XLVI

BIVARIATE DISTRIBUTION OF NON-COMMITTED AND COMMITTED  
LEARNERS BY PROCESSES LEADING TO AWARENESS OF COURSES

|  | Total |       | Non-Committed |       | Committed |       |
|--|-------|-------|---------------|-------|-----------|-------|
|  | N     | %     | N             | %     | N         | %     |
| Found out<br>independently                     | 513   | 57.0  | 129           | 51.8  | 384       | 59.0  |
| Found out<br>through Friend,<br>Employer, etc. | 255   | 28.3  | 89            | 35.8  | 166       | 25.5  |
| No Response                                    | 132   | 14.6  | 31            | 12.4  | 101       | 15.5  |
| Totals   | 900   | 100.0 | 249           | 100.0 | 651       | 100.0 |

$$\chi^2 = 7.98$$

$$\text{d.f.} = 1$$

$$p < .01$$

$$C = .09$$

$$\phi^1 = .09$$

$$\lambda_{AB} = .00$$

## CHAPTER V

### SUMMARY AND CONCLUSIONS

This study has established some differentiating characteristics of the clientele for liberal arts non-credit university extension courses at the University Columbia during the 1968 spring term. The participants discussed herein, like their counterparts in several North American locations, varied from the general population norm in many respects, supporting the impression that they are largely members of select strata in society. Interestingly, the same data pointed to some degrees of divergence within this particular group, as indicated by the chi-square and similar tests during the testing of the hypothesis. An enumeration of the instances in which the hypothesis was rejected follows the summary of descriptive observations in this chapter.

#### I. CHARACTERISTICS OF PARTICIPANTS

##### Sex

Women constituted 68 per cent of the clientele. Their preponderance, in close agreement with the results of related studies,<sup>1</sup> clearly demonstrates the selective attraction of

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<sup>1</sup>Cf. ante, p. 6.

non-vocational liberal education classes on females.

### Marital Status

The percentage of married, separated or widowed participants was 73, which is in very close agreement with the findings of all other studies reviewed.<sup>2</sup> Sixty-three per cent of all respondents were actually married at the time of the interview, a percentage identical to that of Canadians who were over 19 years old and married at the time of the 1961 Census. In terms of potential participants, there seems to be no justification, therefore, in concluding that married adults are more likely to participate than single ones.

### Age

Any attempt to relate findings about the age of participants to any of the previous studies is seriously impeded by the lack of standardized schemes for the classification of age data. This study revealed the median age category of participants to be 35 to 44 years. About 73 per cent of all respondents were between 25 and 55 years old. Even when census percentages are adjusted so as to omit all persons under 19 years of age, thus creating an age range compatible

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<sup>2</sup>Cf. ante, pp.6-7.

to that of potential participants, the percentage of participants in each of the age categories from 25 to 54 years is higher than those of the general population.<sup>3</sup>

### Socio-Economic Status

Educational level. About 65 per cent of all participants reported having had some college education or more. Thus respondents were far above the Canadian population norm, which shows 8 per cent of all household heads to be similarly qualified. While in agreement with other Canadian descriptions of liberal arts extension participants, this finding gives further evidence of disparity between the educational achievements of American and Canadian participants.<sup>4</sup> Between 84 and 88 per cent of the American participants described in the literature had been exposed to some college education.

Occupation. Participants were drawn almost exclusively from households where at least one member held an occupation which was rated in the upper four deciles of the Blishen Socio-Economic Index for Occupations in Canada. Since less than one-half of British Columbia's labour force is found within those four deciles, it became obvious that families

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<sup>3</sup>The Kolmogorov-Smirnov two-sample test showed the differences to be significant at the .001 level.

<sup>4</sup>Cf. ante, p. 8.

associated with high ranking occupations were the major constituents of this particular extension clientele.

Income. Comparisons with values for the Canadian population, as reported in the literature, indicated that the median income category determined in this study, \$6,000 to \$9,000, was above the median income for the total population. In short, participants were above the Canadian average for each of the three determinants of socio-economic status: educational level, occupation, and income.

### Social Participation

The proportion of persons involved in the formally organized life of the community was greater for participants than for the Canadian population. Even without considering church membership, approximately 60 per cent of participants reported membership in at least one community organization.

### Motivation

High learning-orientation was indicated by the largest proportion of participants. This addiction to learning for the sake of intellectual stimulation was expected to exist among participants in liberal arts non-credit courses. It seems apparent, however, that activity-orientation, the motivation to attend for social reasons, was unusually low among the subjects of this study, whereas goal-orientation

was uncommonly high. The upper three of five score categories, where the uppermost indicated the highest degree of motivation, contained 64 per cent of all those who responded to the learning-orientation questions, 42 per cent who responded to the goal-orientation questions, and 26 per cent who responded to the activity-orientation questions. The subjective nature of the test and the diversity of instruments employed by different researchers preclude any direct comparisons with findings of other studies.

#### Participation and Interest

Relatively few participants were newcomers to adult education. About 74 per cent had at some previous time engaged in such activities, and 50 per cent of all participants had attended university extension classes. The greatest number of encounters had been with liberal education courses. Current events, public affairs and citizenship constituted the second most popular category, followed by leisure-time activities, personal development, professional and vocational courses, and courses on home and family life.

During the spring of 1968, the largest proportion of participants, 41.9 per cent, was engaged in studying current events, public affairs and citizenship, while 33 per cent pursued liberal education subjects. Approximately 10 per



cent concentrated on home and family life, and 10 per cent on personal development.

Over 70 per cent of the respondents indicated strong intentions to enrol in university extension classes at some future time, whereas another 26 per cent stated that there was a possibility of their returning. There were indications that some participants in liberal arts would change to professional, vocational and technical courses, while 22 per cent of those stating future preferences would study leisure-time activities. This year's enrolment for the latter subject was 4 per cent of all participants. Another noticeable future shift appeared to involve a decline of interest in current events, public affairs and citizenship subjects, but the validity of such a prediction is uncertain. It seems reasonable to assume that the political situation in the world during and prior to 1968 led to the establishment of numerous current events courses and these, in turn, attracted many of the available participants. An analogous situation in the future could conceivably replicate this interest in current events. In fact, any comparisons and predictions based on participants' past, present, and future interest in subject areas is rendered highly speculative by the different time spans involved in each period. Nevertheless, some basis for planning of future courses may be found in the data.

### Residence

Almost 90 per cent of the participants resided in Vancouver, North Vancouver and West Vancouver. Eighty per cent of all respondents spent less than 30 minutes in coming to class. Distance and travel time were reported to be the two factors most influential on a respondent's choice of location for classes. These findings suggest that the location of a class will have considerable effect in determining its participants, and one is left to speculate as to how many potential participants are to be found beyond the present barriers of distance and travel time.

### Scheduling

Evening classes involved almost 75 per cent of all respondents. Twenty-one per cent attended afternoon sessions, and 6 per cent attended morning classes. The audience for these daytime sessions was almost exclusively female, and the preferences of participants indicated that the potential audience for daytime classes was predominantly female as well.

Wednesday emerged as the most popular day for extension classes, and Thursday as the least favoured. The rather superficial probe into interests in weekend seminars revealed about 40 per cent of the respondents to be favourably inclined.

### Sources of Information

The results of the question on sources of information indicate that the flyer had reached the largest group, 34 per cent of all participants. The brochures accounted for 26 per cent, and newspaper advertising for another 25 per cent. Thus, direct mailing techniques reached 59 per cent of participants, whereas newspaper advertisements reached only 25 per cent. Over half of all respondents reported receiving information about the courses without any intermediary, while 29 per cent were initially informed through other persons or agencies. The proportion of respondents who received the information in the two-step manner is lower here than reported in the literature. One must be mindful, however, of the fact that all University of British Columbia alumni, who constituted 21 per cent of all respondents, appear on the mailing list of the Extension Department, as do participants from previous extension courses who make up 48 per cent of the present clientele.

## II. HYPOTHESIS TESTING

One objective of this study involved the testing of a three-part hypothesis that no statistically significant differences existed between males and females, between veterans and novices, or between committed and non-committed

learners with respect to selected socio-economic and psychological characteristics and specified communication patterns. The results of testing this statement against 28 selected variables for the male-female dichotomy, and against 23 variables for the other two reference dichotomies, are compiled in Table XLVII. This table enumerates the several instances in which the hypothesis was found unacceptable at the .01 confidence level, and distinguishes certain other cases which led to the rejection of the hypothesis at the superior .001 level of confidence.

#### Male and Female Participants

Statistically significant differences were found to exist between male and female participants with respect to educational level, occupational ranking, goal-orientation, learning-orientation, interest in subjects--past, present, and projected--attendance during specified times of the day, preferences for specified starting times of classes, attendance on specified days of the week, interest in weekend seminars, and the type of announcement received for the course.

#### Veterans and Novices

Veterans were found to differ from novices in the statistical sense with respect to age, occupational ranking,

TABLE XLVII(a)

CHI SQUARE VALUES AND COEFFICIENTS FOR PARTICIPANT CHARACTERISTICS  
BY SEX, VETERAN STATUS, AND COMMITMENT CATEGORY

|                           | Males vs. Females |      |     |          |                | Veterans vs. Novices |      |     |          |                | Non-Committed vs. Committed |      |     |          |                |
|---------------------------|-------------------|------|-----|----------|----------------|----------------------|------|-----|----------|----------------|-----------------------------|------|-----|----------|----------------|
|                           | $\chi^2$          | p<   | C   | $\phi^1$ | $\lambda_{AB}$ | $\chi^2$             | p<   | C   | $\phi^1$ | $\lambda_{AB}$ | $\chi^2$                    | p<   | C   | $\phi^1$ | $\lambda_{AB}$ |
| ADULT ROLES:              |                   |      |     |          |                |                      |      |     |          |                |                             |      |     |          |                |
| Sex                       |                   |      |     |          |                | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Marital Status            | 4.7               | .20  |     |          |                | N.S.                 |      |     |          |                | 10.2                        | .01  | .11 | .11      | .00            |
| AGE                       | 11.4              | .05  |     |          |                | 84.6                 | .001 | .29 | .30      | .02            | N.S.                        |      |     |          |                |
| SOCIO-ECONOMIC STATUS:    |                   |      |     |          |                |                      |      |     |          |                |                             |      |     |          |                |
| Formal Education          | 37.0              | .001 | .20 | .20      | .01            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Addit. Education          | 38.6              | .001 | .20 | .21      | .03            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Occupation                |                   |      |     |          |                | 14.5                 | .01  | .12 | .13      | .00            | N.S.                        |      |     |          |                |
| Income                    | 6.1               | .5   |     |          |                | 21.4                 | .01  | .15 | .15      | .00            | 20.4                        | .001 | .15 | .15      | .02            |
| Alumni of UBC             | 8.3               | .01  | .10 | .10      |                | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| SOCIAL PARTICI-<br>PATION | 7.2               | .05  |     |          |                | 19.6                 | .001 | .14 | .15      | .00            | N.S.                        |      |     |          |                |

TABLE XLVII(a) (Continued)

|                            | Males vs. Females |      |     |          |                | Veterans vs. Novices |      |     |          |                | Non-Committed vs. Committed |      |     |          |                |
|----------------------------|-------------------|------|-----|----------|----------------|----------------------|------|-----|----------|----------------|-----------------------------|------|-----|----------|----------------|
|                            | $\chi^2$          | p<   | C   | $\phi^1$ | $\lambda_{AB}$ | $\chi^2$             | p<   | C   | $\phi^1$ | $\lambda_{AB}$ | $\chi^2$                    | p<   | C   | $\phi^1$ | $\lambda_{AB}$ |
| MOTIVATION:                |                   |      |     |          |                |                      |      |     |          |                |                             |      |     |          |                |
| Goal-Orientation           | 30.8              | .001 | .10 | .11      | .00            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Activity-orientation       | 7.6               | .10  |     |          |                | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Learning-orientation       | 37.0              | .001 | .11 | .11      | .00            | 26.6                 | .001 | .17 | .17      | .00            | 29.7                        | .001 | .10 | .10      | .02            |
| PREVIOUS PARTICIPATION:    |                   |      |     |          |                |                      |      |     |          |                |                             |      |     |          |                |
| All Adult Educ.            | 1.9               | .30  |     |          |                |                      |      |     |          |                | 46.1                        | .001 | .22 | .22      | .00            |
| UBC Extension              | 2.7               | .10  |     |          |                | 29.5                 | .001 | .49 | .57      | .29            | 45.2                        | .001 | .22 | .22      | .10            |
| INTENTIONS FOR RETURNING   | 3.2               | .10  |     |          |                | 46.1                 | .001 | .22 | .22      | .00            |                             |      |     |          |                |
| SUBJECT AREAS OF INTEREST: |                   |      |     |          |                |                      |      |     |          |                |                             |      |     |          |                |
| Past                       | 24.9              | .001 | .18 | .19      | .00            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Present                    | 32.9              | .001 | .19 | .19      | .01            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Future                     | 22.4              | .001 | .14 | .14      | .00            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| RESIDENCE                  | 1.2               | .30  |     |          |                | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |

TABLE XLVII(a) (Continued)

|                            | Males vs. Females |      |     |          |                | Veterans vs. Novices |      |     |          |                | Non-Committed vs. Committed |      |     |          |                |
|----------------------------|-------------------|------|-----|----------|----------------|----------------------|------|-----|----------|----------------|-----------------------------|------|-----|----------|----------------|
|                            | $\chi^2$          | p<   | C   | $\phi^1$ | $\lambda_{AB}$ | $\chi^2$             | p<   | C   | $\phi^1$ | $\lambda_{AB}$ | $\chi^2$                    | p<   | C   | $\phi^1$ | $\lambda_{AB}$ |
| TRAVEL TIME                | 2.9               | .10  |     |          |                | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| SATISFACTION WITH LOCATION | 6.3               | .02  |     |          |                | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| ATTENDANCE AT LOCATIONS    | 9.8               | .05  |     |          |                | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| SCHEDULING:                |                   |      |     |          |                |                      |      |     |          |                |                             |      |     |          |                |
| Starting Times             | 50.6              | .001 | .23 | .24      | .00            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Pref. Starting Times       | 65.1              | .001 | .26 | .27      | .00            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Day of Week for Class      | 12.7              | .01  | .12 | .12      | .00            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Pref. Day of Week          | 15.9              | .01  | .13 | .13      | .00            | N.S.                 |      |     |          |                | N.S.                        |      |     |          |                |
| Interest in Seminars       | 21.7              | .001 | .15 | .16      | .04            | N.S.                 |      |     |          |                | 16.3                        | .001 | .13 | .14      | .00            |
| SOURCES OF INFORMATION:    |                   |      |     |          |                |                      |      |     |          |                |                             |      |     |          |                |
| Primary Sources            | 19.0              | .001 | .14 | .15      | .01            | 19.9                 | .001 | .15 | .15      | .00            | N.S.                        |      |     |          |                |
| Two-Step Information Flow  | 3.1               | .10  |     |          |                | 12.3                 | .01  | .12 | .12      | .02            | 7.9                         | .01  | .09 | .09      | .00            |

TABLE XLVII (b)

## HYPOTHESIS REJECTIONS

| Dichotomy                               | .01 Level | .001 Level | Total |
|---|-----------|------------|-------|
| Males vs. Females                       | 3         | 12         | 15    |
| Veterans vs. Novices                    | 3         | 6          | 9     |
| Non-Committed vs.<br>Committed Learners | 2         | 5          | 7     |



income, social participation, learning-orientation, intention to enrol in future adult education activities, the type of announcement received for the course, and their utilization of the two-step information flow.

#### Non-Committed and Committed Learners

These two groups were found to have statistically significant differences between them in reference to marital status, income, learning-orientation, previous participation in university extension activities, interest in weekend seminars, and in their utilization of the two-step information flow.

#### Interpretation of Statistical Results

Given a population as large as the one studied, one may expect virtually any degree of true statistical relationship between two attributes to show up as a significant result in a chi-square test. Attention was therefore given to the coefficients which provide some measure of the strength of association between attributes. These coefficients are listed in Table XLVII. The Index of Predictive Association was particularly low, being 0.00 in most cases, and less than .05 in all but one. Nevertheless, the Coefficient of Contingency, and particularly the coefficient of mean square contingency--phi--when applied within the limitations inherent in their nature, are indicative of the strengths of various associations and could serve as guides to starting points for

more intensive and discriminatory future investigations.

### Suggestions for Further Research

The need for additional research in several areas of clientele analysis has become obvious. A more concise definition of "veterans," based on the extent of previous participation, seems desirable. Longitudinal studies based on information from enrolment records are needed in order to determine whether interests in specific subject areas vary with a participant's age, possibly according to the developmental tasks of adulthood. This approach should also reveal the extent to which participants pursue a single topic in depth or move from breadth to depth--especially from a possibly indiscriminate and arbitrary selection of unrelated subjects toward concentration in a specific field of study--or from narrow to broader interests, as from learning a foreign language to literature and comparative reading.

Consistent applications of one suitable instrument for the measurement of motives are required if one wishes to establish whether consecutive groups of participants possess similar orientations. More intensive explorations of motives might also reveal the extent of influence which the social participation or social mobility of some family members has on the educational participation of others.

Studies in the area of publicity might explore the reasons underlying the findings that certain promotional procedures were more effective for men and for novices, while others reached more women and veterans. Planners of educational activities would certainly be aided by increased knowledge about the supposed association between the prestige value of a meeting place and attendance at that location. To what extent does the ethnic or religious character associated with a center affect participation?

The differences between veterans and novices, as revealed in this study, were primarily of a socio-economic nature. Further studies might establish other discriminating characteristics, and ranking orders for them, through the use of different instruments.

Lastly, there is a need for similar studies at other Canadian locations to test the applicability of the results found in this study, and to aid in identifying the common characteristics of this particular subgroup of adult participants on a national scale. A clearer understanding of the reasons why this clientele is so select might help to explain why other adults do not engage in liberal arts education, and could conceivably lead to the removal of some existing barriers to participation.

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## A P P E N D I X

APPENDIX A.      Enrolment and Interviews grouped  
According to Subject Matter Areas

Enrolment and Interviews in Liberal Arts Courses

| Course                                   | Location             | Enrolled<br>(Interviewed) | Per cent<br>Interviewed |
|--|----------------------|---------------------------|-------------------------|
| Indians of the B.C. Interior             | Campus               | 13 (8)                    | 61.5                    |
| The Art of Primitive Cultures            | Campus               | 15 (12)                   | 80.0                    |
| Elementary French                        | Campus               | 13 (11)                   | 84.6                    |
| Elementary French (D) *                  | Unitarian<br>Church  | 8 (6)                     | 75.0                    |
| Intermediate French                      | Campus               | 12 (10)                   | 83.3                    |
| Voix et Images de France                 | Campus               | 13 (13)                   | 100.00                  |
| Journeys to the East                     | Campus               | 120 (102)                 | 85.0                    |
| Spanish Introductory<br>Conversation (D) | 1483 W.<br>15th      | 2 (2)                     | 100.0                   |
| Seminars in Literature (D)               | Van.Lib.             | 13 (11)                   | 84.6                    |
| Literature                               | Campus               | 28 (23)                   | 82.1                    |
| Rebellious Discontent                    | Kitsilano<br>Library | 39 (31)                   | 79.5                    |
| The Ocean                                | Aquarium             | 183 (135)                 | 73.8                    |
| Totals: 12 courses                       |                      | 459 (364)                 | 79.3                    |

\* (D) denotes a daytime course

Enrolment and Interviews in Professional, Vocational  
and Technical Courses

| Course             | Location | Enrolled<br>(Interviewed) | Per cent<br>Interviewed |
|--------------------|----------|---------------------------|-------------------------|
| Radio Broadcasting | Campus   | 15 (11)                   | 73.3                    |
| Total: 1 course    |          | 15 (11)                   | 73.3                    |

Enrolment and Interviews in Leisure-Time Activities

| Course             | Location   | Enrolled<br>(Interviewed) | Per cent<br>Interviewed |
|--------------------|------------|---------------------------|-------------------------|
| Film Production    | Campus     | 15 (10)                   | 66.7                    |
| Aesthetic Response | Campus     | 21 (16)                   | 76.2                    |
| Intermedia         | 575 Beatty | 25 (12)                   | 48.0                    |
| Totals: 3 courses  |            | 61 (38)                   | 62.0                    |

Enrolment and Interviews in Home and Family Life Courses

| Course                 | Location             | Enrolled<br>(Interviewed) | Per cent<br>Interviewed |
|------------------------|----------------------|---------------------------|-------------------------|
| Language and Thought   | Kitsilano<br>Library | 22 (16)                   | 72.7                    |
| Dimensions of the Home | Vancouver<br>Library | 94 (38)                   | 43.6                    |
| Child Psychology (D)   | Kitsilano<br>Library | 18 (12)                   | 66.7                    |
| Home Landscape (D)     | Unitarian<br>Church  | 32 (26)                   | 81.3                    |
| Totals: 4 courses      |                      | 166 (92)                  | 55.4                    |

Enrolment and Interviews in Personal Development Courses

| Course                                     | Location | Enrolled<br>(Interviewed) | Per cent<br>Interviewed |
|--|----------|---------------------------|-------------------------|
| Reading Improvement                        | Campus   | 26 (23)                   | 88.5                    |
| Punishment and the Control<br>of Behaviour | Campus   | 28 (18)                   | 64.3                    |
| The Individual and Society                 | N.Van.   | 15 (11)                   | 73.3                    |
| The Individual and Society                 | Campus   | 18 (12)                   | 66.7                    |
| Contemporary Psychiatry                    | Campus   | 76 (47)                   | 64.5                    |
| Totals: 5 courses                          |          | 163 (111)                 | 68.1                    |

Enrolment and Interviews in Current Events, Public  
Affairs and Citizenship Courses

| Course                               | Location            | Enrolled<br>(Interviewed) |       | Per cent<br>Interviewed |
|--------------------------------------|---------------------|---------------------------|-------|-------------------------|
| Contemporary Thought                 | Van.Lib.            | 112                       | (70)  | 66.1                    |
| Medicine and Drugs                   | Campus              | 39                        | (13)  | 33.3                    |
| Day in Court (D)                     | Kits.Lib.           | 19                        | (13)  | 68.4                    |
| Current International<br>Affairs (D) | Van.Lib.            | 42                        | (38)  | 92.7                    |
| Galbraith's New World                | Van.Lib.            | 46                        | (45)  | 97.8                    |
| Money Management (D)                 | Van.Lib.            | 96                        | (68)  | 70.8                    |
| Issues Today (D)                     | Unitarian<br>Church | 20                        | (15)  | 75.0                    |
| Criminal Law                         | Kits.Lib.           | 22                        | (17)  | 77.3                    |
| Law in Everyday Life                 | Campus              | 20                        | (15)  | 75.0                    |
| Conscience and Responsibility        | Campus              | 27                        | (13)  | 48.2                    |
| Background to the Middle East        | Campus              | 17                        | (14)  | 82.4                    |
| World Affairs                        | Coquitlam           | 14                        | (14)  | 100.0                   |
| Current International Affairs        | Campus              | 50                        | (29)  | 58.0                    |
| Current International Affairs        | N. Van.             | 21                        | (14)  | 66.7                    |
| The Vertical Mosaic                  | Van.Lib.            | 26                        | (11)  | 42.3                    |
| Totals: 15 courses                   |                     | 570                       | (389) | 68.2                    |

Summary of Enrolment and Interviews

|                                   |  |
|-----------------------------------|--|
| Classes interviewed               | 40   |
| Enrolment                         | 1434   |
| Persons Interviewed               | 1005 (this number includes<br>82 full-time students) |
| Per cent of enrollees interviewed | 70.1   |



APPENDIX B.    Tables of Expressed Preferences for  
Scheduling of Classes.

Bivariate Distribution of Respondents by Length of  
Present Course and By Desired Number of Sessions

| Desired No.<br>of Sessions | Number of Sessions During<br>the Spring Term |      |         |      |            |      | Horizontal<br>Tot. and % |       |
|----------------------------|--|------|---------|------|------------|------|--------------------------|-------|
|                            | Under 10                                     |      | 11 - 15 |      | 16 or more |      | N                        | %     |
|                            | N  | %    | N       | %    | N          | %    |                          |       |
| Under 10                   | 491  | 58.5 | 21      | 36.2 | 3          | 11.5 | 515                      | 55.8  |
| 11 - 15                    | 164  | 19.6 | 22      | 37.9 | 8          | 30.8 | 194                      | 21.0  |
| 16 or<br>more              | 42   | 5.0  | 7       | 21.1 | 9          | 34.6 | 58                       | 6.3   |
| No<br>Preference           | 94   | 11.2 | 6       | 10.3 | 5          | 19.2 | 105                      | 11.4  |
| None                       | 9  | 1.1  | 1       | 1.7  | 1          | 3.8  | 11                       | 1.2   |
| No Response                | 39   | 4.7  | 1       | 1.7  | 0          | 0.0  | 40                       | 4.3   |
| Totals                     | 839  | 91.0 | 58      | 6.3  | 26         | 2.8  | 923                      | 100.0 |

Participants' Preferences Concerning the Desired Number  
of Sessions for Spring, Summer and Fall Terms

| Desired No.<br>of Sessions | T e r m |       |        |       |      |       |
|----------------------------|---------|-------|--------|-------|------|-------|
|                            | Spring  |       | Summer |       | Fall |       |
|                            | N       | %     | N      | %     | N    | %     |
| 10 or fewer                | 515     | 55.8  | 152    | 16.5  | 479  | 51.9  |
| 11 - 15                    | 194     | 21.0  | 39     | 4.2   | 195  | 21.1  |
| 16 or more                 | 58      | 6.3   | 12     | 1.3   | 61   | 6.6   |
| No Preference              | 105     | 11.4  | 100    | 10.8  | 113  | 12.2  |
| None                       | 11      | 1.2   | 550    | 59.6  | 23   | 2.5   |
| No Response                | 40      | 4.3   | 70     | 7.6   | 52   | 5.6   |
| Totals                     | 923     | 100.0 | 923    | 100.0 | 923  | 100.0 |

Bivariate Table Indicating Participants' Satisfaction  
With Starting Times for Courses vs. Participants'  
Present Schedule

| Most Convenient<br>Time of Day for<br>Course | Actual Time of Day for Course |       |           |       |         |       |
|--|-------------------------------|-------|-----------|-------|---------|-------|
|  | Morning                       |       | Afternoon |       | Evening |       |
|  | N                             | %     | N         | %     | N       | %     |
| Morning                                      | 31                            | 59.6  | 23        | 12.1  | 22      | 3.2   |
| Afternoon                                    | 6                             | 11.5  | 125       | 65.8  | 16      | 2.3   |
| Evening                                      | 5                             | 9.6   | 12        | 6.3   | 595     | 87.4  |
| Invalid Responses                            | 10                            | 19.2  | 30        | 15.8  | 48      | 7.1   |
| Totals                                       | 52                            | 100.0 | 190       | 100.0 | 681     | 100.0 |

## APPENDIX C.

## The Interview Schedule

Department of University Extension  
THE UNIVERSITY OF BRITISH COLUMBIA

Do Not  
Write  
in This  
Column

YOUR NAME IS NOT REQUIRED, AND ANONYMITY  
IS ASSURED.

Your answers to this interview will aid the  
Department of University Extension in planning  
for future courses.

Unless otherwise instructed, Write "X" in the  
square next to your proper response.

|                        |       |   |   |   |
|------------------------|-------|---|---|---|
| R. No. . . . . (1,3)   | _____ | 1 | 2 | 3 |
| Course . . . . . (4,5) | _____ | 4 | 5 |   |
| Course Loc . . . (6)   | _____ |   | 6 |   |
| Sess.Frequ.. . . (7)   | _____ |   | 7 |   |
| Time . . . . . (8)     | _____ |   | 8 |   |
| Day. . . . . (9)       | _____ |   |   | 9 |

START HERE

I.(a) Indicate your area of residence:

|   |       |   |    |
|---|-------|---|----|
| VANCOUVER, WEST OF ALMA/DUNBAR                | _____ | 1 |    |
| VANCOUVER, BETWEEN ALMA/DUNBAR<br>& GRANVILLE | _____ | 2 |    |
| VANCOUVER, WEST END                           | _____ | 3 |    |
| VANCOUVER, BETWEEN GRANVILLE & MAIN           | _____ | 4 |    |
| VANCOUVER, EAST OF MAIN                       | _____ | 5 |    |
| NORTH VANCOUVER                               | _____ | 6 |    |
| WEST VANCOUVER                                | _____ | 7 |    |
| BURNABY                                       | _____ | 8 |    |
| NEW WESTMINSTER                               | _____ | 9 | 10 |
| COQUITLAM                                     | _____ | A |    |
| FRASER MILLS                                  | _____ | B |    |

|                       |   |
|-----------------------|---|
| PORT MOODY _____      | C |
| RICHMOND _____        | D |
| SURREY _____          | E |
| OTHER (SPECIFY) _____ | F |

## (b) Marital Status:

|                                       |   |    |
|---------------------------------------|---|----|
| Single _____                          | 1 | 11 |
| Married _____                         | 2 |    |
| Widowed, Divorced,<br>Separated _____ | 3 |    |

|          |              |   |    |
|----------|--------------|---|----|
| (c) Sex: | Male _____   | 1 | 12 |
|          | Female _____ | 2 |    |

|                |                         |   |
|----------------|-------------------------|---|
| (d) Age group: | 19 Years or Under _____ | 1 |
|                | 20 - 24 Years _____     | 2 |
|                | 25 - 34 Years _____     | 3 |
|                | 35 - 44 Years _____     | 4 |
|                | 45 - 54 Years _____     | 5 |
|                | 55 - 64 Years _____     | 6 |
|                | 65 - 69 Years _____     | 7 |
|                | 70 Years or Over _____  | 8 |

|  |                           |   |    |
|--|---------------------------|---|----|
| (e) Indicate your approximate gross<br>annual family income: | Under \$3,000 _____       | 1 | 13 |
|  | \$ 3,000 - \$ 5,000 _____ | 2 |    |
|  | \$ 6,000 - \$ 8,999 _____ | 3 |    |
|  | \$ 9,000 - \$11,999 _____ | 4 |    |
|  | \$12,000 - \$14,999 _____ | 5 |    |
|  | \$15,000 - \$17,999 _____ | 6 |    |
|  | \$18,000 and over _____   | 7 |    |

Do Not  
Write  
in This  
Column

(f) Occupation:

If you are permanently retired, give your previous occupation.

If you are a housewife, and not otherwise employed, CHECK  
HERE

and state your husband's occupation below.

What kind of business or industry are you usually employed in (e.g. ship building, drug retail, dairy farming etc.)

---

What is your usual occupation, or what kind of work do you usually do in this industry (e.g. office clerk, sales clerk, store manager, auto mechanic, graduate nurse etc.)

---

1  
2  
3  
4  
5 15  
6  
7  
8  
9

(g) In Column 1 write the types or names of all the organizations to which you have belonged in the past year.

In Columns 2 - 5 please check for each organization, whether you attended, contributed, etc.

Do not include church membership under organizations, but DO INCLUDE membership in an organized church group. Also include labor union membership.



Do Not  
Write  
in This  
Column

| 1            | 2               | 3                     | 4                    | 5               |
|--------------|-----------------|-----------------------|----------------------|-----------------|
| Organization | Atten-<br>dance | Fin.Contri-<br>bution | Mem. of<br>Committee | Offices<br>Held |
| 1.           |                 |                       |                      |                 |
| 2.           |                 |                       |                      |                 |
| 3.           |                 |                       |                      |                 |
| 4.           |                 |                       |                      |                 |
| 5.           |                 |                       |                      |                 |
| 6.           |                 |                       |                      |                 |
| 7.           |                 |                       |                      |                 |
| 8.           |                 |                       |                      |                 |
| 9.           |                 |                       |                      |                 |
| 10.          |                 |                       |                      |                 |
| Total        | (X1)            | (X2)                  | (X3)                 | (X4)            |

Participation Score:

|         |   |
|---------|---|
| 0       | 1 |
| 1 - 5   | 2 |
| 6 - 10  | 3 |
| 11 - 15 | 4 |
| 16 - 20 | 5 |
| 21 - 25 | 6 |
| 26 - 30 | 7 |
| 31 - 35 | 8 |
| Over 35 | 9 |

16

(h) Indicate the highest level of formal education  
you attained.

|   |   |
|---|---|
| Elementary School or less                                     | 1 |
| Some High School  | 2 |
| High School Graduation  | 3 |
| Some University or College,<br>Mark last year completed: 1 yr | 4 |
| 2 Yr  | 5 |
| 3 Yr  | 6 |
| University Baccalaureate<br>Degree (B.A. or equivalent)       | 7 |
| University Post-Grad.Degree                                   | 8 |

17

Do Not  
Write  
in This  
Column

- (i) If you received any other full-time education, specify the kind, and length:

\_\_\_\_\_ 18  
\_\_\_\_\_

- (j) If you are a university graduate, did you receive any degree(s) from U.B.C.?

NO \_\_\_\_\_ 1  
YES \_\_\_\_\_ 2 19

- II. (a) Have you ever, anywhere, taken part in Adult Education Activities (3 meetings or more) before,

NO \_\_\_\_\_ 1  
YES \_\_\_\_\_ 2 20

- (b) If you have previously taken Extension courses at UBC, indicate the subject area(s) in column I of the list below
- (c) If you are presently enrolled in any other Extension Course(s) at UBC, the subject areas(s) in column II indicate
- (d) If you intend to continue your education anywhere in the future, indicate the subject area(s) of your choice in Column III

1. Liberal education subjects:

I II III

All college and general education subjects, (Geography, Math.etc.) including economics, creative writing, public speaking, language, literature, local history, study discussion, travel etc. but excluding all those listed under "2"

21 28 35

Do Not  
Write  
in This  
Column

I II III

2. Professional, vocational and technical courses:

Subjects and skills used in the professional, technical and business spheres.

22 29 36

3. Leisure-time activities:

Classes dealing with the creative arts (i.e. painting, music, sculpture, drama etc.) crafts, skills and interests for leisure-time enjoyment.

23 30 37

4. Home and Family Life:

Topics pertaining to the establishment, maintenance or improvement of a home, and to carrying out household duties and family responsibilities; the social and psychological aspects of parenthood, family life, child care and development, etc.

24 31 38

5. Personal development:

Subjects and skills aimed at helping people expand themselves in the areas of health, physical fitness, personality development, interpersonal skills, reading and writing. Also those subjects concerned with the areas of spiritual, moral and ethical development.

25 32 39

6. Current events, public affairs and citizenship:

Topics dealing with current social, political and economic affairs. Courses for citizenship, in civic responsibilities, in general political education, law for laymen, etc.

26 33 40

7. Other (specify) \_\_\_\_\_

27 34 41

Do Not  
Write  
in This  
Column

III.(a) Which type of announcement for this course came to your attention first,

- |   |   |    |
|---|---|----|
| NONE _____  | 1 |    |
| NEWSPAPER ADVERTISEMENT,<br>LISTING ALL COURSES _____ | 2 |    |
| NEWSPAPER ADVERTISEMENT FOR<br>THIS COURSE ONLY _____ | 3 | 42 |
| SPECIAL FLYER (ALL COURSES) _____                     | 4 |    |
| BROCHURE OR LEAFLET ABOUT<br>THIS COURSE _____        | 5 |    |
| RADIO ANNOUNCEMENT _____                              | 6 |    |
| TELEVISION ANNOUNCEMENT _____                         | 7 |    |
| NEWSPAPER ARTICLE _____                               | 8 |    |
| OTHER (SPECIFY) _____                                 | 9 |    |

(b) How did you learn that this course was being offered?

- |   |   |    |
|---|---|----|
| FOUND OUT ON MY OWN _____                                       | 1 |    |
| THROUGH EMPLOYER, COMPANY OR<br>PROFESSIONAL ORGANIZATION _____ | 2 | 43 |
| THROUGH A FRIEND OR ACQUAINTANCE _____                          | 3 |    |

(c) Which day of the week do you most prefer for attending University Extension Classes?

- |                 |   |    |
|-----------------|---|----|
| MONDAY _____    | 1 |    |
| TUESDAY _____   | 2 |    |
| WEDNESDAY _____ | 3 |    |
| THURSDAY _____  | 4 |    |
| FRIDAY _____    | 5 |    |
| SATURDAY _____  | 6 | 44 |
| SUNDAY _____    | 7 |    |

Do Not  
Write  
In This  
Column

- (d) What time of day is most convenient for your attending University Extension Classes? (mark one only)

|                 |               |     |   |    |
|-----------------|---------------|-----|---|----|
| MORNING         | 10:00 - 12:00 | ___ | 1 |    |
| NOON HOUR       | 12:00 - 1:00  | ___ | 2 |    |
| EARLY AFTERNOON | 1:00 - 3:00   | ___ | 3 | 45 |
| LATE AFTERNOON  | 3:00 - 5:00   | ___ | 4 |    |
| EARLY EVENING   | 5:00 - 7:00   | ___ | 5 |    |
| EVENING         | 7:30 - 10:00  | ___ | 6 |    |

- IV.(a) How many minutes do you spend coming to this class? (one way)

|                 |     |   |    |
|-----------------|-----|---|----|
| 10 MIN. OR LESS | ___ | 1 |    |
| 11 - 20 MIN.    | ___ | 2 |    |
| 21 - 30 MIN.    | ___ | 3 | 46 |
| 31 - 40 MIN.    | ___ | 4 |    |
| 41 - 50 MIN.    | ___ | 5 |    |
| 51 - 60 MIN.    | ___ | 6 |    |
| 61 - 70 MIN.    | ___ | 7 |    |
| 71 - 80 MIN.    | ___ | 8 |    |
| OVER 80 MIN.    | ___ | 9 |    |

Do Not  
Write  
in This  
Column

(b) Are you satisfied with the location of this class?

YES \_\_\_\_\_ 1

NO, I would rather attend:

ON CAMPUS \_\_\_\_\_ 2

DOWNTOWN VANCOUVER \_\_\_\_\_ 3

ON THE NORTH SHORE \_\_\_\_\_ 4

ELSEWHERE IN VANCOUVER (specify) \_\_\_\_\_

\_\_\_\_\_ 5

IN BURNABY \_\_\_\_\_ 6

IN NEW WESTMINSTER \_\_\_\_\_ 7

ELSEWHERE (specify) \_\_\_\_\_ 8

47

9  
A  
B  
C  
D  
E  
F  
G

(c) What factors influence your above preference?

Assign number "4" to the factor which is most  
important, number "3" to the next most important  
etc., to as many as you feel apply.

48

LIBRARY FACILITIES \_\_\_\_\_

INSTRUCTIONAL FACILITIES  
(lab., equipment, etc.) \_\_\_\_\_

49

PARKING FACILITIES \_\_\_\_\_

50

TRAVEL TIME, DISTANCE \_\_\_\_\_

OTHER (specify) \_\_\_\_\_

51

Do Not  
Write  
In This  
Column

- V. People attend University Extension Courses for various reasons. Please indicate the extent to which each of the following reasons has influenced you. Mark one square per line.

| I am attending this University<br>Extension Course. . . . .   | INFLUENCE |      |      |        |      |    |
|---|-----------|------|------|--------|------|----|
|   | great     | much | some | little | none |    |
| 1. because the field of study<br>was new to me  | 5         | 4    | 3    | 2      | 1    | 52 |
| 2. to meet new or different<br>people   | 5         | 4    | 3    | 2      | 1    | 53 |
| 3. to increase my knowledge or<br>skill in a hobby, vocation,<br>or interest which I already<br>have          | 5         | 4    | 3    | 2      | 1    | 54 |
| 4. to prepare for a career ad-<br>vancement in my present<br>field with my <u>employer's</u><br>encouragement | 5         | 4    | 3    | 2      | 1    | 55 |
| 5. to prepare for a career<br>advancement in my present<br>field, on my <u>own</u><br>initiative              | 5         | 4    | 3    | 2      | 1    | 56 |
| 6. to aid me in understanding<br>and dealing more effectively<br>with people in social<br>situations          | 5         | 4    | 3    | 2      | 1    | 57 |
| 7. to increase my effectiveness<br>in my present field of work  | 5         | 4    | 3    | 2      | 1    | 58 |
| 8. to be with a close friend or<br>relative who is also attending   | 5         | 4    | 3    | 2      | 1    | 59 |
| 9. to increase my understanding<br>of life and living in today's<br>world                                     | 5         | 4    | 3    | 2      | 1    | 60 |
| 10. to develop a greater appre-<br>ciation of the Arts (such as<br>Music, Literature, Fine<br>Arts, etc.)     | 5         | 4    | 3    | 2      | 1    | 61 |

Do Not  
Write  
in This  
ColumnInfluence  
great, much, some, little, none

|  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 11. because the type of social contacts which I prefer requires more education than I have | 5 | 4 | 3 | 2 | 1 | 62 |
| 12. to find or develop a new interest or vocation  | 5 | 4 | 3 | 2 | 1 | 63 |
| 13. other (specify) _____<br>_____   | 5 | 4 | 3 | 2 | 1 | 64 |

VI.(a) Are you likely to enrol in other University  
Extension courses in the future?

NO \_\_\_\_\_ 1  
PERHAPS \_\_\_\_\_ 2 65  
YES \_\_\_\_\_ 3

If you answered "YES" or "PERHAPS"  
to (a), then answer the questions  
under (b) please.

(b) (i) How many meetings do you prefer to  
attend for any one course during the  
SPRING TERM (Jan.-April)

NONE \_\_\_\_\_ 1  
NO PREFERENCE \_\_\_\_\_ 2  
6 - 10 MEETINGS \_\_\_\_\_ 3 66  
11 - 15 MEETINGS \_\_\_\_\_ 4  
16 OR MORE MEETINGS \_\_\_\_\_ 5

(ii) How many meetings do you prefer to  
attend during the SUMMER TERM? (June-Aug)

NONE \_\_\_\_\_ 1  
NO PREFERENCE \_\_\_\_\_ 2 67



Do Not  
Write  
in This  
Column

6 - 10 MEETINGS \_\_\_\_\_ 3

11 - 15 MEETINGS \_\_\_\_\_ 4

16 OR MORE MEETINGS \_\_\_\_\_ 5

(iii) How many meetings do you prefer to attend  
during the AUTUMN TERM? (Sept.-Dec.)

NONE \_\_\_\_\_ 1

NO PREFERENCE \_\_\_\_\_ 2

6 - 10 MEETINGS \_\_\_\_\_ 3

11 - 15 MEETINGS \_\_\_\_\_ 4

16 OR MORE MEETINGS \_\_\_\_\_ 5

68

(iv) Would you be interested in attending  
weekend seminars? (1 to 3 days) Mark as  
many as you wish

NO \_\_\_\_\_ 1

YES, IN THE SPRING \_\_\_\_\_ 2

YES, IN THE SUMMER \_\_\_\_\_ 3

YES, IN AUTUMN \_\_\_\_\_ 4

69

5

6

7

8

VII. Use the following space to make any additional  
comments which you might have regarding  
University Extension services

70

71

THANK YOU