

A FOLLOW-UP SURVEY OF THE GRADUATES
OF THE CONTINUING EDUCATION PROGRAMS,
UNIVERSITY OF SASKATCHEWAN, 1966-1980

A Thesis

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Master of Continuing Education
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by

Lillas Marie Brown
Saskatoon, Saskatchewan

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Head of the Department of Continuing Education
University of Saskatchewan
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Abstract

The increased adult education activity in society has caused an increased demand for professionally prepared adult educators and a concern regarding their appropriate training requirements. These developments led to this follow-up survey of the graduates of the Continuing Education Programs, University of Saskatchewan, 1966 to 1980.

The research problem was to investigate the professional roles of the graduates, to ascertain their perceived competency to perform these roles, and to ascertain their perceived adequacy of preparation from their graduate programs to perform the roles.

A conceptual framework developed from the literature was used to analyze the research problem. It consists of seven defined roles of adult educators--administration, research, instruction, program planning, evaluation, counselling and community development. These roles are described by 31 requisite competencies or specific adult education work activities. This list of adult education work activities was used to determine the specific adult education work activities the graduates are performing in their work and volunteer roles. This list was also used to determine the

graduates perceived current competency levels in each of the activities and to determine their perceived adequacy of preparation from the Programs in Continuing Education to perform each of these activities.

A mailed questionnaire was sent to the graduates and an 87% response rate (N=103) was obtained. The data were coded and analysed by computer program. The majority of the graduates (68%) live and work in Saskatchewan; hence the results and conclusions very much reflect the Saskatchewan adult education scene.

Conclusions:

1. Professional Affiliation

The graduates as a group have divided and dual loyalties in terms of professional affiliation. Some graduates primarily affiliate with adult education while others primarily affiliate with other professions—likely the profession of their undergraduate degree.

2. Adult Education Work Roles and Activities

Adult education work roles and activities fall into two clusters based on the proportion of graduates performing them. The first cluster includes program planning, instruction, administration and evaluation. Activities in this category are performed by approximately two-thirds of the

graduates. The second cluster, performed by approximately one-third of the graduates, includes research, counselling, and community development.

3. Adult Education Volunteer Roles and Activities

The graduates perform a broad range of adult education work activities as volunteers, serving at all levels in Houle's pyramid and not only at the base performing direct guidance and teaching of adults.

Secondly, the pattern of work activities performed in volunteer roles is different from those performed in work roles.

4. Appropriateness of Graduate Professional Preparation

The graduates are performing work activities for which preparation at the Master's and Postgraduate Diploma level is appropriate. These graduates can be termed adult education practitioners according to the Douglass and Moss model (1969).

5. Perceptions of Current Competency to Perform Adult Education Work Activities

The graduates generally perceive themselves to be competent to perform the adult education work activities. However, the graduates feel more competent to perform activities in the program planning and instruction roles, and

less competent to perform administration, research, evaluation, community development and counselling roles.

6. Perceptions of Adequacy of Preparation to Perform Adult Education Work Activities

As a group, the graduates' perceptions of adequacy of preparation from the Programs in Continuing Education can be described as "adequate". However, it should be noted that some individuals perceived their preparation to be less than adequate, and that for some activities a considerable number of graduates indicated that they had received no preparation.

7. Relationships Between Adult Education Work Activities Performed/Not Performed and Perceived Adequacy of Preparation

No one global conclusion can be drawn to explain the data regarding the relationships between adult education work activities performed/not performed and perceived adequacy of preparation. Four different patterns emerged amongst the work roles and respective activities. There are those exhibiting no relationships (evaluation activities), those exhibiting positive relationships (research activities), those exhibiting negative relationships (administration activities), and finally those exhibiting a mix of positive relationships and no relationships (counselling, community development, program planning and instruction activities).

8. Relationships Between Perceived Competency and Perceived Adequacy of Preparation for Adult Education Work Activities

The graduates who perceive themselves to be competent to perform adult education work activities, also perceive that they were adequately prepared by their Program in Continuing Education for those activities. However, the relationships were far from perfect indicating that competency can be attributed not only to graduate professional preparation, but also to other factors such as work experience, self-study, inservice training/conferences/workshops and undergraduate preparation.

Recommendations for further research and implications for the University of Saskatchewan Programs in Continuing Education were made.

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Table of Contents

Chapter	Page
1. Nature and Purpose of the Study	1
1.1 Need for the Study	1
1.2 History of the Program in Continuing Education at the University of Saskatchewan	7
1.3 Research Problem	9
1.4 Objectives of the Research	11
1.5 Definitions	12
2. Literature Review and Development of a Conceptual Framework	15
2.1 Introduction	15
2.2 Role Perception Studies	16
2.3 Role Structure in Adult Education	23
2.4 Summary and Development of the Defined Roles	28
2.5 Attributes, Beliefs, Behaviors and Competencies of Adult Educators	30
2.6 Training Structures in Adult Education .	37
2.6.1 History of Adult Education	37
2.6.2 Content of Graduate Program	39

2.6.3	The University of Saskatchewan's Graduate Program	41
2.7	Follow-up Studies of Graduates in Adult Education	43
2.8	Development of the Requisite Competencies	47
2.9	Overview of the Conceptual Framework . .	49
3.	Methodology	51
3.1	Research Design	51
3.2	Population	52
3.3	Developing the Instrument	52
3.4	The Pilot Survey	55
3.5	Administration of the Questionnaire . .	56
3.6	Analysis of Data	57
3.7	Limitations of the Research	60
3.8	Delimitations	61
3.9	Assumptions in the Research	62
4.	Analysis and Discussion of Data	63
4.1	Introduction	63
4.2	Description of Respondents	65
4.2.1	Sex and Age	65
4.2.2	Educational Characteristics	66

4.2.3	Location of the Respondents' Current Workplace (or Residence If Not Working)	69
4.3	Current Work Profile of the Respondents	69
4.3.1	Employment Since Graduation	71
4.3.2	Current Employment State	71
4.3.3	Current Field of Employment	72
4.3.4	Current Employer	73
4.3.5	Annual Income	75
4.4	Professional Affiliation	75
4.5	Adult Education Work Activities Performed on the Job	76
4.6	Adult Education Work Activities Performed in Volunteer Roles	80
4.7	Perceptions of the Respondents' Current Competency Levels in Performing Adult Education Work Activities	84
4.8	Perceptions of the Respondents' Adequacy Of Preparation to Perform Adult Education Work Activities	88
4.9	The Relationships Between Adult Education Work Activities Performed and Perceptions of Adequacy of Preparation	95
4.10	The Relationships Between Perceptions of Competency and Perceptions of Adequacy of Preparation for Adult Education Work Activities	99

5. Summary, Conclusions, Discussion and	
Recommendations	104
5.1 Summary of the Findings	104
5.1.1 Description of the Respondents	104
5.1.2 Work Situation of the Respondents	105
5.1.3 Professional Affiliation	106
5.1.4 Adult Education Work Roles and Activities	
Performed On the Job	106
5.1.5 Adult Education Work Activities Performed	
in Volunteer Roles	107
5.1.6 Perceptions of the Respondents' Current	
Competency Levels in Performing Adult	
Education Work Activities	108
5.1.7 Perceptions of the Respondents' Adequacy	
of Preparation to Perform Adult Education	
Work Activities	109
5.1.8 The Relationships Between Performance of	
Adult Education Work Activities and	
Perceptions of Adequacy of Preparation	
for Adult Education Work Activities	111
5.1.9 The Relationships Between Perceptions of	
Competency and Perceptions of Adequacy of	
Preparation for Adult Education Work	
Activities	112
5.2 Conclusions and Discussion	113

5.2.1	Professional Affiliation	113
5.2.2	Adult Education Work Roles and Activities	113
5.2.3	Adult Education Volunteer Roles and Activities	114
5.2.4	Appropriateness of Graduate Professional Preparation	115
5.2.5	Perceptions of Current Competency to Perform Adult Education Work Activities	116
5.2.6	Perceptions of Adequacy of Preparation to Perform Adult Education Work Activities	117
5.2.7	Relationships Between Adult Education Work Activities Performed/Not Performed and Perceived Adequacy of Preparation .	118
5.2.8	Relationships Between Perceived Competency and Perceived Adequacy of Preparation for Adult Education Work Activities	119
5.3	Recommendations for Research and the Programs in Continuing Education . . .	120
	References	125
	Appendix A Chamberlain's Top Ten Competencies . . .	131

Appendix B	Aker's Behavioral Descriptions of the Objectives of Graduate Study in Adult Education	132
Appendix C	White's Occupational Activities of Adult Educators	134
Appendix D	Adult Education Work Activities	135
Appendix E	Pilot Questionnaire	136
Appendix F	Pilot Covering Letter	147
Appendix G	Questionnaire	149
Appendix H	Covering Letter	157
Appendix I	Reminder/Thank You Postcard	159
Appendix J	Follow-up Letter	160

List of Tables

Table	Page
1. Distribution of Graduates, Questionnaires Sent, and Respondents by Year of Graduation, 1966 to 1980	64
2. Frequency and Percentage Distribution of Respondents by Current Age and Age at Graduation	66
3. Frequency and Percentage Distribution of Respondents By Previous Degrees	67
4. Frequency and Percentage Distribution of Respondents By Program	68
5. Frequency and Percentage Distribution of Respondents' Current Workplace Location (or Residence if not Working)	70
6. Distribution of Respondents According to Size of Centre of Workplace (or Residence if not Working)	70
7. Frequency and Percentage Distribution of Respondents' By Number of Jobs Since Graduation	71
8. Frequency and Percentage Distribution of Respondents by Employment State	72
9. Frequency and Percentage Distribution of the Working Respondents by Type of Employer	74
10. Percentage Distribution of Employed Respondents by Employment Status and Income Category	75
11. Number and Percentage of Respondents Performing Adult Education Work Activities in Work Roles	77

12.	Number and Percentage of Respondents Performing Adult Education Work Activities as a Volunteer	82
13.	Frequency Distribution of Respondents' Means and Ranks of Current Competency Levels	86
14.	Frequency Distribution of Scores, Means and Ranks of Adequacy of Preparation for all Respondents	90
15.	Correlation Coefficients Between Respondents' Perceptions of Adequacy of Preparation for Adult Education Work Activities and Performance of Adult Education Work Activities	96
16.	Correlation Coefficients Between the Respondents' Perceptions of Competency and Adequacy of Preparation for Adult Education Work Activities	101

Chapter 1

NATURE AND PURPOSE OF THIS STUDY

1.1 Need for the Study

The demand for adult education is expanding because society is constantly changing and becoming increasingly complex. Many adults recognize a need to continue their education as a means to adjust to these changes. The scope of adult education has greatly expanded as new needs are met and as more segments of the population are served. The field of adult education now includes a variety of institutional forms such as residential centres, external degree programs, clearing houses, and brokering agencies (Peters and Associates, 1980, p. 39).

These developments in adult education increase the demand for professionally prepared adult educators. A recent study by Hohman, as quoted in Knox (1980, p. 33), concludes that "the astonishing recent growth in continuing education has resulted in many practitioners having backed, fallen or been pushed into the field." His conclusion that many adult

educators do not have the proper professional training suggests that the education of today's adult educator is a crucial issue.

From a global perspective, the final report of the Third World Conference on Adult Education sponsored by UNESCO, Tokyo, August, 1973 concludes "that the biggest challenge facing adult education during the 1970's will be how to mobilize and train sufficient professional personnel to discharge the multivarious tasks involved in enabling adults to learn and to want to go on learning." (Charters and Hilton, 1978).

Campbell discusses the Canadian situation of phenomenal growth in adult education. He states "the education of adults will expand--and at an increasing rate. But the crux of the matter is the role of those engaged in its provision. They are the adult educators. What is the extent and character of the training they require to better enable them to serve their expanding clientele?" (Campbell, 1977, p. 19).

Whale (1978) describes the Saskatchewan adult education scene which requires a supply of professionally prepared adult educators. He identifies five types of organizations providing adult education--educational institutions, government, business, libraries (including museums and art galleries) and voluntary organizations.

The educational institutions include the Universities of Saskatchewan and Regina, Saskatchewan Government Correspondence, Cooperative College and the network of 16 community colleges. The system of Saskatchewan Community Colleges is unique in Canada and has a role to coordinate, promote and administer adult education throughout the province. As well, it has a mandate for adult counselling and community development (Chapman, n.d.).

The government departments include federal and provincial departments such as Agriculture and Employment and Immigration. Business includes Federated Cooperatives, Saskatchewan Wheat Pool, and the Potash Corporation to name a few. Libraries, Museums and Art Galleries include the Western Development Museums, Saskatchewan Public Libraries and many art galleries. The voluntary organizations include the Saskatchewan Association for Lifelong Learning and the Young Women's Christian Association to name a couple.

Whale found that "a characteristic of adult education as it is practised in Saskatchewan is that a greater amount of personnel time is devoted to need identification, planning, coordinating, and evaluating than to direct guidance of learners" (p. 77). The majority of those adult educators interviewed for his study were employed to perform adult educator functions on a full time basis. However, not all their titles quickly identified them as adult educators.

The plethora of definitions of adult education testify to the complexity of the field in which today's educator must be prepared to work. Depicting the nature of adult education within the collage of organizations, programs and clientele is a difficult task. Knowles (1980) describes adult education as a complex mosaic of unrelated activities and processes which permeate almost all the established organizations in our society. Knowles states that the term adult education has been used in the literature with three different meanings:

(1) a field of operation that encompasses all the organized activities in which mature men and women engage for the purpose of learning, usually under the auspices of an institution.

(2) a process of self directed inquiry through which individuals systematically learn from their daily experiences and other resources in their environment.

(3) a social movement that encompasses the whole spectrum of mature individuals learning in infinite ways under innumerable auspices the many things that make life richer and more civilized and is dedicated to the improvement of the process of adult learning, the extension of opportunities to learn, and the advancement of the general level of our culture. (p.13)

Houle (1970) expresses his concern that often those responsible for directing the adult educational activities of universities, churches, community colleges, social service agencies do not see themselves as adult educators. Houle comments that interestingly, though these people are obviously dealing with education and working with adults,

relatively few perceive themselves as adult educators. "One of the great challenges of the field," Houle observes, "is to create a sense of common identification and community among these leaders who will then influence the workers at the other levels of the pyramid" (1970, p. 112). Whether or not practising adult educators affiliate themselves with the profession of adult education is a concern that has implications for graduate professional education in adult education.

The research in the past thirty years on the subject of adult educators and their professional preparation shows the growing concern for its quality and appropriateness (Aker, 1962; Bromley, 1972; Buress, 1978; Carrig, 1973; Chamberlain, 1960; Ross, 1978). All of this research has been done in the United States and most with adult educators at the doctoral level of preparation.

In Canada, during the past twenty years, graduate programs in adult education have been developed at the following institutions: University of British Columbia, University of Saskatchewan, Ontario Institute for Studies in Education, University of Guelph, Université de Montréal, St. Francis Xavier University, Dalhousie University, Atlantic Institute of Education. In addition, the University of Alberta has a Master of Arts Degree in Community Development and offers some specialization in adult education at the Centre for Post Secondary Education. Concordia University

has established a B.A. in adult education, and six institutions offer certificates or diplomas in adult education (University of British Columbia, Concordia University, Université de Montréal, Ontario Institute for Studies in Education, St. Francis Xavier University and the University of Saskatchewan). Other universities offering one or two courses in adult education are Brock University, University of Manitoba, University of New Brunswick, Queen's University and the University of Victoria (Kean, 1980).

In 1974, White surveyed the graduates in adult education at the University of British Columbia to examine their personal, demographic and occupational profiles. In addition to White's research there have been two other surveys of the graduates in adult education. In 1978 the Ontario Institute for Studies in Education (O.I.S.E.) surveyed their adult education graduates to examine their work situation and assess their university experience (Griffith and Johnson, 1978). In 1975, the University of Saskatchewan, Department of Continuing Education sent a questionnaire to its graduates to seek opinions about their graduate program and how well it had met their needs (Abramson, 1975). These three studies are not adequate for a systematic assessment of the graduates of the Continuing Education Programs. Research is required to examine adult education work patterns, paid and volunteer work activities,

perceptions of competency to perform these activities and perceptions of adequacy of preparation from the program. As well, research is required to assess whether or not adult educators identify themselves as adult educators or relate to another field.

1.2 History of the Program in Continuing Education At the University of Saskatchewan

In Saskatchewan, the Graduate Program in Continuing Education within the College of Education at the University of Saskatchewan has evolved over the past twenty years. Toward the end of the 1950's the conditions for the emergence of continuing education as a field of training within the university at the postgraduate level were satisfied. There was evidence of a social need based upon well established and socially acceptable principles. Adult education provided career opportunities for those completing the program and it had a special body of knowledge, practices and research on which to base its program (Kidd, 1976).

The Center for Community Studies was established in 1957 to "promote research, training and consultation in the social sciences, with special emphasis on problems of rapid social change and community development" (Center for Community Studies Annual Report, 1961). It sponsored a conference of

administrators of adult education and extension agencies in 1958. After the initial meeting, these agencies decided they wanted to continue meeting to discuss common needs and interests, and they established themselves as a Committee of Extension Directors. This led to identification of the need for personnel training.

In 1960 the first summer school course for credit was offered by the University for those professionally engaged in adult education. In 1962 the College of Education offered an introductory course--The Continuing Educator in Today's Society (Abramson, n.d.). Interest in these classes led to student requests for a complete program (Letter, Students to J. Spinks, May 2, 1963).

In 1962, a report on "Professional Development of Extension and Adult Educators" was presented to the President of the University of Saskatchewan. It was sponsored by the Committee of Extension Directors who represented 26 public and private extension departments (Abramson, n.d.). The report recommended that the University establish a graduate program in continuing education. In 1963 a brief from the Saskatchewan Association for Adult Education (S.A.A.E.) supporting this report and also requesting a graduate program in continuing education was sent to the President of the University. (Letter, S.A.A.E. to J. Spinks, July 12, 1963). After consultations with Dr. H.R. Baker, Director, Extension

Division; Dean B.W. Currie, College of Graduate Studies; and Dean J.B. Kirkpatrick, College of Education, Dr. P. Stensland, a sessional lecturer, drafted a proposal for the graduate program and submitted it to the University in December of 1964.

In 1965, the Postgraduate Diploma Program in Continuing Education was established within the College of Education. At this time a Master's Degree in Education specializing in Continuing Education was available for those with an undergraduate degree in Education. In 1967, the degree of Master of Continuing Education was introduced to serve the needs of the large numbers of students from professional backgrounds other than education (Abramson, n.d.). In 1978, the programs in Continuing Education received Departmental status within the College of Education. The Department of Continuing Education at the University of Saskatchewan offers undergraduate courses and graduate programs leading to a Postgraduate Diploma in Continuing Education and two Master's Degrees (Master of Continuing Education and Master of Education in Continuing Education). By Fall Convocation 1980, fifteen years after the program was established, 140 persons have graduated.

1.3 Research Problem

There is a need to do systematic research to investigate

the professional roles of adult educators trained at the Master's level in Canada and to ascertain whether or not their graduate programs adequately prepared them for their roles. Literature on the topic provides numerous role studies and lists of ideal competencies and behaviours of adult educators trained at the postgraduate level (Aker, 1962; Burrichter and Gardner, 1976; Chamberlain, 1960; Charters and Hilton, 1978; Even, 1979; Rossman and Bunning, 1978; and White, 1974). The research problem is to ascertain whether or not the current adult education work activities of the graduates of the Programs in Continuing Education at the University of Saskatchewan conform to the adult education work activities identified by the conceptual framework developed from the literature. Are the graduates performing most of these activities or do they show a different work pattern? Are the graduates performing these activities in a volunteer capacity? How competent to perform these work activities do the graduates perceive themselves to be? Do the graduates perceive themselves to have been adequately prepared to perform these work activities? Do practising adult educators affiliate with the field of adult education or another field?

1.4 Objectives of the Research

1. To provide demographic information about the University of Saskatchewan Continuing Education graduates.
 - 1.1 Sex and Age
 - 1.2 Education
 - 1.3 Location
2. To describe the current work situation of the graduates in terms of:
 - 2.1 Number of jobs held since graduation
 - 2.2 Employment State (Employed/Unemployed) and Status (Full-time/Part-time/Casual)
 - 2.3 Employment Field (Adult Education/Related to Adult Education/Not Related to Adult Education)
 - 2.4 Current employer
 - 2.5 Income
3. To ascertain the professional affiliation of the graduates.
4. To describe adult education work activities performed on the job.
5. To describe adult education work activities performed by the graduates in volunteer roles.
6. To ascertain the graduates' perceptions of their current competency level in each of the adult education work activities.
7. To ascertain the graduates' perceptions of the adequacy

of their graduate programs in preparing them for the adult education work activities.

8. To ascertain the relationships between the adult education work activities performed and perceptions of adequacy of preparation to perform those activities.
9. To ascertain the relationships between perceptions of adequacy of preparation to perform the adult education work activities and perceived competency level of each activity.

1.5 Definitions

For the purposes of this study the following definitions will apply:

adult education work activities - specific adult education competencies that a professional adult educator, trained at the Postgraduate Diploma and Master's level, should be competent to perform in adult education roles.

adequacy of preparation - refers to the perceived adequacy of the graduate professional education received in the Department of Continuing Education at the University of Saskatchewan.

professional adult educator - those individuals in adult education who by virtue of their educational preparation, commitment, and employment, have a

responsibility for practicing adult education.

graduate professional education - the training or preparation program for professional adult educators at the Postgraduate Diploma, Master's and Doctorate levels.

level of competence - refers to the respondent's current perception of level of competence in terms of knowledge and skills for each adult education work activity.

program type - refers to the three programs in the Department of Continuing Education (Postgraduate Diploma in Continuing Education, Master of Continuing Education and Master of Education in Continuing Education).

field of employment - refers to the fact graduates who are working may be working in the field of adult education, a related field or not in adult education. These three fields of employment are further defined as follows:

1. Adult Education - the primary job responsibilities are adult education - the job involves more than 50% of the work time in adult education work activities.
2. Related to Adult Education - the primary job responsibilities are something other than adult education.

- the job involves less than 50% of the work time in adult education activities.

3. Not Adult Education - the job responsibilities have nothing to do with adult education.

- none of the work time is spent doing adult education work activities.

employment statuses - refers to the fact the graduates who are working may be working full-time, part-time or casually. These employment statuses are further defined as follows:

1. Full-time - 30 hours per week or more of regular work

2. Part-time - less than 30 hours per week of regular work

3. Casual - being called to work on demand
(e.g., substitute teaching)

Chapter 2

LITERATURE REVIEW AND DEVELOPMENT OF A CONCEPTUAL FRAMEWORK

2.1 Introduction

Studies on role perception and role structure assisted in the development of defined roles of adult educators. Literature pertaining to competencies required of an adult educator was reviewed to better describe the specific adult education work activities performed and to study graduates' perceptions of their current competency level to perform these activities. In order to determine the graduates' perceptions of the adequacy of graduate program preparation for their professional roles and specific work activities, followup studies were examined along with a review of existing training structures and content of adult education graduate programs. Finally this comprehensive literature review provides for a conceptual framework consisting of seven adult educator roles and the development of 31

corresponding competency requisites (adult education work activities). This framework is the conceptual and instrumental basis for the research design explained in Chapter 3. Figure 1 provides clarification of the plan of the literature review and development of the conceptual framework.

2.2 Role Perception Studies

In order to describe the occupational roles occupied by the graduates of the Continuing Education Program, literature pertaining to role perception studies was examined. The perceived role of the adult educator has been widely studied in the last twenty-five years. A cross section of the studies illustrate certain procedures for determining professional roles and activities and aid in determining the appropriate type of professional preparation program, i.e., what roles are graduate programs preparing students for?

From the mid-fifties to the mid-sixties numerous role studies were done within the Cooperative Extension Service in the United States including the examination of the roles of County Extension Agents (Schlutt, 1959; Straughn, 1964; Word, 1964), County Extension Directors (Abdullah, 1964), and County Extension Supervisors, (The Role of Cooperative Extension Supervisors, 1960). Schlutt (1959) concluded that

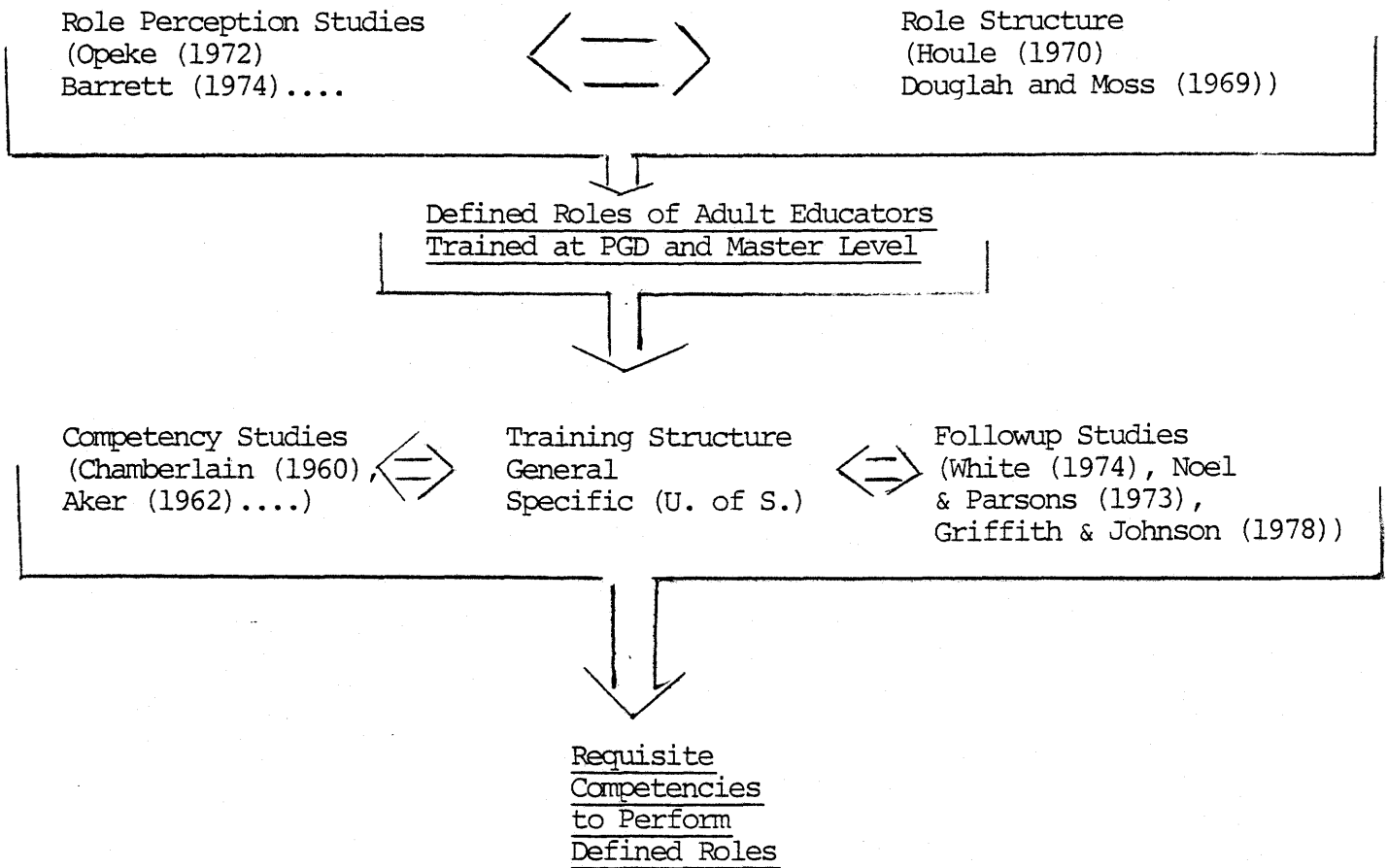


Figure 1: PLAN: Literature Review and Development of the Conceptual Framework

the chief role of the County Extension Agent is that of an educator, with emphasis on leadership development, guidance in program development, and provision of marketing and consumer information. In 1962, Aker suggested the need for further research to identify the frequency of occurrence and relative importance of specific behaviors of adult educators who are performing in specialized roles such as teacher, supervisor, administrator, counsellor and researcher (Aker, 1962). Following this suggestion there were numerous studies looking at the administrative and program planning roles of the Cooperative Extension County Agents, Directors and Supervisors (Farnsworth, 1963; Word, 1964). These studies used role theory and role consensus to examine the professional roles.

Opeke (1972) studied the perceptions of the Agricultural Extension Representative's role in Saskatchewan. It is useful to briefly examine his research because some of the graduates from the Programs in Continuing Education have agriculture backgrounds and are functioning in these roles in Canada. Opeke used role theory as a means of determining, defining, and understanding the position of the agriculture representative.

Opeke used a dyad model of role interaction to examine the role expectation of the agriculture representative. This means that the agriculture representative was the focal

position and was studied in relationship to one counter position, the Extension Administrator. His study was designed to investigate the degree of consensus on role definition for the position of an agriculture representative. He used a list of 32 activities divided into three categories (community development activities, agricultural activities and adult education activities), and seven extension administrative processes. Both groups--agriculture representatives and extension administrators--had high consensus on community development activities. More agreement was reached among supervisors than among agricultural representatives with respect to agricultural activities. More agreement was reached among agriculture representatives than supervisors with respect to adult education activities. The background data of the respondents revealed that they had their training in basic agriculture with no training in adult or extension education. However, the respondents perceived their roles to include adult education, community development and administrative functions. Opeke concluded that agriculture representatives may need further professional preparation for the type of extension work that they have perceived to be their ideal roles. Extension administrators may have to re-examine the basic objectives of Extension work, and either reorient and prepare extension workers for other activities they perceive to be important roles besides agriculture production

functions or to limit their commitment to agriculture activities.

In 1974 Barrett studied the role of the local Adult Basic Education (ABE) Director in the North Carolina Community College system. Based on the researcher's experience in adult education, a review of literature concerning Adult Basic Education, and the considerable judgment of sixteen experienced and highly reputable local and out of state adult education administrators, 53 task statements were developed as indicators of six major functions believed to depict the role of the local ABE Director. The six major functions were personnel management, budget and finance, office management, professional development, communication, and leadership and program development.

Barrett defined the role of the ABE Director and determined the extent of consensus between the ABE Directors and occupants of three relevant counterpositions (Deans, Continuing Education Directors, Chief Learning Laboratory Coordinators). All of the 53 items included in the role of the local ABE Director were rated as part of their job by the 178 respondents. Thus it was concluded that the 53 tasks depicted in this study represent the role of the local ABE Director as defined by four role defining groups.

In 1976 Fancher undertook a study designed to identify and compare concepts of the actual and ideal role functions

of the Continuing Education Specialist position at the University of Missouri. These concepts were provided by Continuing Education Specialists themselves, area directors of the Extension Division, and selected faculty members of the University having extension related responsibilities. Fifty statements of role function were determined. The combined groups identified the top three statements as being most exemplary of what specialists actually do. They were:

- (a) assess educational needs
- (b) function as contact persons in cases of independent study, extension credit courses and nontraditional programs
- (c) keep the directors sufficiently informed of educational programs to assist in communicating with Extension Councils and appropriate groups.

Ragsdale (1978) studied the role of the Staff Development Trainer in organizations. Data were drawn from nineteen longterm care facilities in Texas, each having one person designated for each of three positions--administrator, director of nursing, and trainer. Ragsdale examined the differences in perception of the role of Staff Development Trainer by these three professional groups (all coworkers). She concluded that this role needs further clarification and definition owing to the multiple sources of role ambiguity. There was sufficient consensus to delineate twenty generally accepted areas of functions for the trainer such as develop

training and orientation, implement institutional goals, show skill in group facilitation of learning and skill in management of educational activities.

Moore (1979) investigated the emerging role of State Directors of Adult Education. He conducted a mail survey of 50 State Directors of Adult Education. He found their responsibilities could be grouped into eight categories-- administration, planning, coordinating, evaluating, funding, public relations, technical assistance and research for a variety of adult education organizations.

Weber (1980) in his investigation of professional roles of conference coordinators in University Residential Continuing Education throughout the United States developed a framework for constructing roles from the literature. Three major role concepts were developed: the logistical role which referred to the mechanical aspects and physical set up requirements of the conference, the administrative role which referred to the management and implementation of conference plans; and the program development role, which referred to the design of learning process and evaluation responsibilities of conference coordinators. Weber concluded that conference coordinators perform primarily logistical and administrative roles and infrequently perform the program development role.

This literature review demonstrates the variety of roles

occupied by adult educators. Job titles of the adult educators examined included County Extension Agent, ABE Instructor, Staff Development Trainer, Conference Coordinator, and State Director.

Many of these positions are administrative roles which include personnel management, office management, budget and financial control, coordination and supervision. Other roles are instruction (which includes leadership development, information, communication and technical assistance), program planning, evaluation, community development, research, counselling (which includes information), marketing/public relations and professional development.

This literature review also suggested various techniques for developing a methodology for identifying roles. Once roles are identified, competency requirements can be determined.

2.3 Role Structure in Adult Education

Educators of adults may be classified in terms of basic roles they perform. Three models describing role structure were examined: Houle's pyramid (1970, p. 112), Houle's four levels of operational leadership (1970, p. 114) and the Douglass and Moss (1969) model linking professional roles to

the field of study. This literature was useful to this research to determine where the graduates are working within the role structure and if they have received the appropriate training.

Houle (1970) described the pattern of adult education roles by a pyramid of three different levels which blend into one another, making clear differentiation among them difficult. The base comprises adult education volunteers and paraprofessionals. Most adult education agencies make use of volunteers or paraprofessionals. In the middle level are those whose adult education service is part of their regular job (e.g., specialists in the professions). At the apex of the pyramid is the much smaller group of those who intend to spend their lifetime as specialists in adult education (e.g., directors of adult education activities of community colleges and government departments). "Interestingly, these persons are obviously dealing with education and are working with adults, yet very few of them perceive themselves as adult educators" (Houle, 1970, p.112). Houle added that one of the greatest challenges of the field is to create a sense of identity among those leaders who will then influence the workers at other levels of the pyramid. Campbell (1977) commented on Houle's typology by stating that:

Field observation and varieties of official data indicate that the number at each level is increasing rapidly, though not necessarily in a balanced fashion, that there is some mobility both upward and downward within the pyramid, that

volunteers and parttime persons intrigued with the scope of adult education often take up fulltime work in it and that successful specialists within the field often graduate to senior positions outside of it. (p.39)

Houle (1970) identified four levels of operational leadership and specifically stated the expertise required in each level. The four levels are:

1. The guidance of learners which concerns the majority of volunteers, instructors and parttimers. It requires two forms of expertise: the mastery of the content of a subject area and/or the mastery of instructional techniques based on adult education principles.

2. The design and promotion of programs. This requires the ability to apply basic theory to the building of sequential learning activities for adults, a knowledge of the application of this theory in specific settings and the capacity to give direction to a major segment of an educational program.

3. The administration of programs. This requires skills in budgeting, organizing, controlling, staffing, and interpreting the agency function to the public.

4. The advancement of adult education as a field of study which involves academic specialists whose task is research, writing, training leaders, and developing a framework for the coordination of community efforts in adult education. (p. 113)

Douglah and Moss (1969) proposed a model linking professional roles to the field of study. The delineation of roles is based on the manner and extent to which an occupant of a position utilizes the content of the field in the execution of his role. Essentially this content can be utilized in four ways: it can be researched, taught, directly applied, or indirectly applied. Figure 2 outlines the professional roles associated with each of these:

Manner of Utilization of the Content of the Field	Professional Role	Professional Preparation
1. Research 2. Teach	Researcher Prof. of Adult Education	Doctorate in Adult Education
3. Apply directly	Administrator Counsellor Consultant Planner, organizer coordinator of adult education programs	Master or Doctorate in Adult Education
4. Apply indirectly	Teacher of adults	<u>Primary</u> --Appropriate level of training in subject to be taught <u>Secondary</u> --Pre-service or inservice training in adult education

Fig. 2. Professional roles in the field of adult education
From "Adult Education as a Field of Study and its Implications for the
Preparation of Adult Educators", M. Douglass and G. Moss, Adult Education,
1969, xix (2), 127 - 134.

The roles of researcher and professor can be classified as an adult education scholar best prepared at the doctorate level. The professional roles associated with applying content directly are administrator, counsellor, consultant, planner, and organizer. These roles, classified as the adult education practitioner, are best prepared for at the master's or doctorate level. Applying content indirectly is performed by the teacher of adults who uses the content of adult education to facilitate the teaching of another subject

matter. Douglass and Moss suggest that persons utilizing adult education in the first three ways constitute the professional adult educators, while those who apply it indirectly are more legitimately members of another professional group. These latter individuals are best prepared at the appropriate level for the subject being taught with some preservice or inservice training in adult education.

All three models described the role structure in adult education. All models identified the largest group of adult educators as being comprised of volunteer, paraprofessional, and part-time adult educators. They are usually involved in the teaching and guidance of adults. They require expertise in the subject area taught, as well as training in adult education. Preservice and inservice training are usually adequate for these adult educators. The next largest group are those whose adult education responsibilities are part of their jobs. Many have found themselves professionally responsible for adult learning without having training directly related to adult education. These individuals are usually specialists in the professions. Usually they have undergraduate degrees from other professions and have training at the master's level in adult education. The next component are those who plan and administer programs and counsel in adult education, such as Community College

Programmers, Coordinators and Principals. Training at the master's level is appropriate for these adult educators. The smallest component are those who are involved in adult education research and the training of professional adult educators. This requires training at the doctorate level in adult education. It is important to remember there are no distinct lines between the various components describing the roles, and similarly, training requirements are not distinct.

2.4 Summary and Development of the Defined Roles

In summation, the roles that adult educators perform, as identified in the role perception studies, can be organized into a hierarchy or pyramid. The base is comprised of volunteers, paraprofessionals and part-timers who are involved in the direct guidance of learners. Usually they are teachers, tutors, lecturers, counsellors or advisors. Their primary professional preparation is in the subject matter to be taught. However, some inservice or preservice education in adult education is necessary. Those in the middle of the pyramid are involved in design, promotion and administration of adult education. Usually they are administrators, counsellors, consultants and planners of adult education. These adult educators require professional preparation at the master's or doctorate level. At the top

of the pyramid are the specialists in adult education who are involved in the advancement of adult education as a field. They are researchers and professors who require professional preparation at the doctorate level.

Six of the roles--administration, research, instruction, program planning, evaluation and counselling--identified from the role perception studies fit very well into the pyramid concept. Professional development has two meanings in adult education. It is a personal responsibility characteristic of all professions. However, in adult education, it is also a work area. It can be incorporated into the roles--administration, program planning, instruction and evaluation. Community development appears to be a role performed by some adult educators, but was not identified as such by the adult educators who devised these models. Marketing and public relations are roles included in administration and program planning. These models predict that the majority of graduates of the Continuing Education program perform administration and program development roles. To further develop the conceptual framework, the six roles--administration, research, instruction, program planning, evaluation and counselling--that fit into the pyramid scheme, and the community development role, will comprise the defined roles of adult educators. Community development is included because:

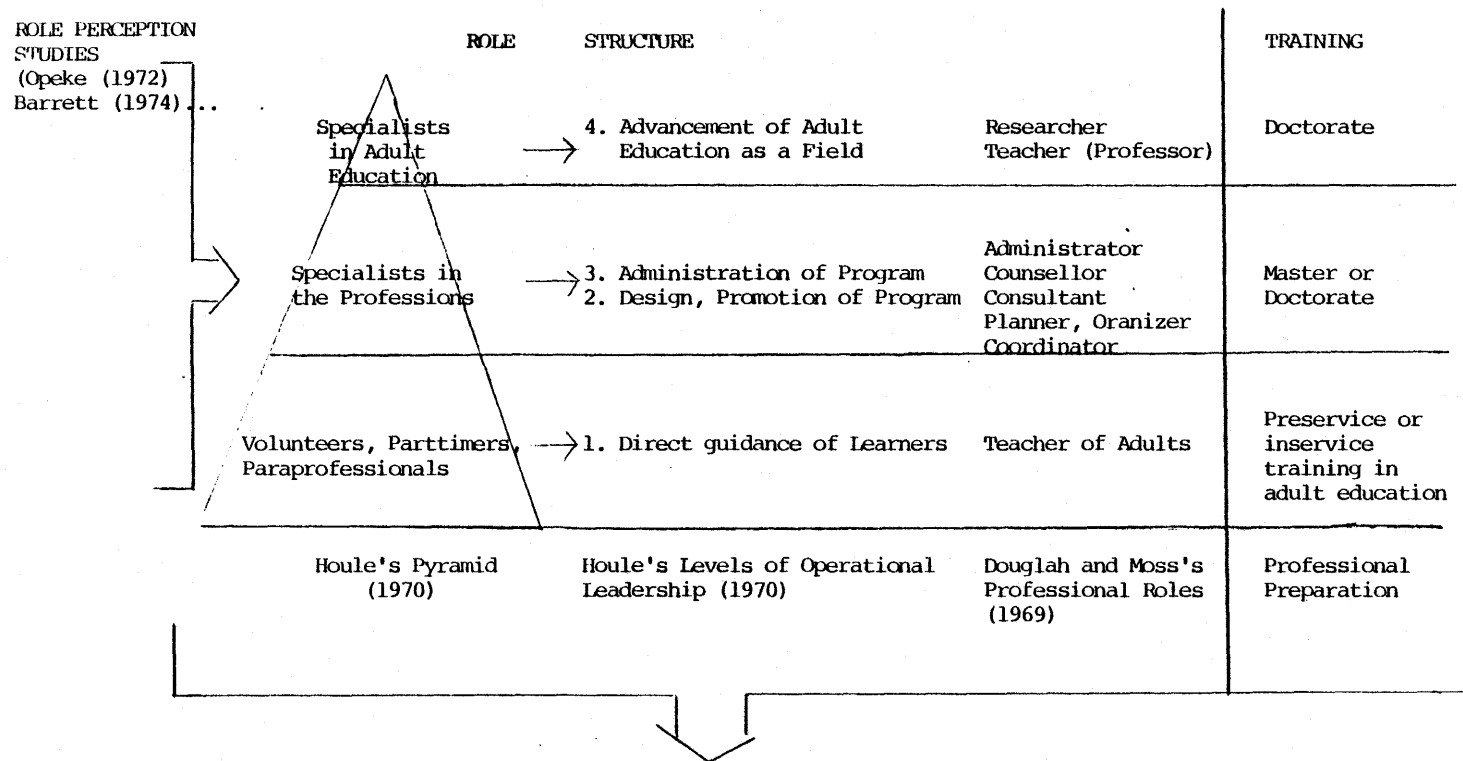
- (1) The University of Saskatchewan Continuing Education Program offers Community Development Courses.
- (2) Several role studies refer to this function of an adult educator.

Figure 3 provides the overview of how the seven roles of adult educators were defined.

The roles of adult educators have been defined and the next step in terms of the conceptual framework is the identification of the requisite competencies to perform these roles. It is useful to examine the literature in the area of competencies, behaviors and beliefs of adult educators necessary to perform their roles.

2.5 Attributes, Beliefs, Behaviors and Competencies of Adult Educators

There are extensive lists of attributes, beliefs, essential behaviors, qualities, knowledge and skills of adult educators. The most prominent analyses are those of Chamberlain (1960) and Aker (1962) who did their research with doctorate and largely senior administrative adult educators. Carrig, in a 1973 dissertation, identified beliefs that holders of doctorates in adult education judged to be important to the professional adult educator. Rossman and Bunning (1978) in their Delphi study, attempted to assess



Roles of Adult Educators/PGD & Masters Level

1. Administration
2. Instruction
3. Program Planning
4. Research
5. Evaluation
6. Community Development
7. Counselling

Figure 3: OVERVIEW: Examination of Role Perception Studies and Role Structure Models Result in the Defined Roles of Adult Educators

the knowledge and skills which would be needed by adult educators of the future in successfully fulfilling their roles. They sampled university professors in their research. Even (1979) sampled practising adult educators to determine areas of knowledge, attitudes, and skills which they believed would help them to work more effectively with people on many levels and in many situations. Burrichter and Gardner (1976) developed a Staff Development Model for adult educators at the "grassroots" level which also provides a list of essential competencies. A description of each of these studies follows.

Chamberlain's (1960: 78-83) study ranked responses to forty-five statements of personal objectives each beginning with the phrase, "The successful professional adult educator has an understanding...." The objectives incorporated statements of characteristics (e.g., "he has an open mind; is himself learning"), competencies (e.g., "can communicate effectively"), and beliefs (e.g., "he believes in freedom of thought and expression"). The top ranked statements are located in Appendix A. Chamberlain's statements contributed to developing the competencies for the program planning, instruction and counselling roles in this study.

Aker, sampling doctorates and doctoral graduate students in adult education, derived a list of 410 objectives, competencies and behaviors of adult educators of which 23

"essential behaviors" of the adult educator were assumed to be observable and measureable (Appendix B). These behaviors are judged to be adequate criteria for determining the achievement of educational objectives of graduate study in adult education. These statements embraced operational behaviors as well as implied statements of competencies and beliefs. Aker's research was used in this study to determine the specific competencies required to perform the seven roles—particularly those in the areas of counselling, program planning, evaluation and instruction.

Carrig (1973) identified 47 beliefs that adult educators trained at the doctorate level judged to be important to the professional. The subjects ranked the degree of importance of those beliefs. Carrig concluded that those findings suggested "in a forceful manner that the acquisition of attitudes, beliefs and values should be an integral part of any program of graduate study in adult education" (p 181). Carrig's beliefs were used in this study to understand the beliefs underlying competencies for instruction, program planning, evaluation and community development roles.

Rossman and Bunning (1978) in their Delphi study derived a list of 101 knowledge and skills that future adult educators would need to successfully fulfill their roles. The higher rated skills and knowledge were found to fall into six general categories as follows:

1. The Adult Educator

Statements included here were those which related to the adult educator's personal development and attitudes.

2. The Field of Adult Education

This category included statements which were directed toward knowledge and skills valuable to the field of education itself, including an understanding of and influence on its scope, goals, functions and trends.

3. The Adult Learner

Skills and knowledge placed in this category dealt with an understanding of the adult learner including making and maintaining contact and providing the guidance and leadership.

4. The Adult Education Environment

Categorized here were statements aimed at providing the adult educator with the skills and knowledge necessary to deal effectively with groups and factors that interact with the adult education process.

5. Adult Education Programming

Skills and knowledge here dealt with the planning, designing, and implementation of educational experiences. Also included were certain aspects of

programming such as staffing, resource development, and administrative functions.

6. The Adult Education Process

Statements of knowledge and skills listed here were those that dealt with the process of adult education as it directly relates to the learner. These included effective use of methods, techniques and devices; how adults learn and change; and of process evaluation.

The Rossman and Bunning knowledge and skill statements contributed to defining competencies for instruction, program planning, administration, and evaluation roles.

Even (1979) identified 63 areas of knowledge, attitudes and skills which practising adult educators believed would help them to work more effectively with people. The needs were judged to be part of the counselling process. She states that much of the knowledge, skills and attitudes identified are not being provided in graduate adult education programs and could represent needs brought about by the ever changing social milieu of adult education. She suggests the use of a potentially useful label which interpolates counselling expertise into adult education terminology. The term is "interpersonal expertise" and is based upon the assumptions, philosophies, and processes of the field of adult education. The skills and knowledge identified were

placed in the following three categories:

1. Personal Expertise to Increase One's Own Effectiveness
2. Expertise to Work More Effectively with Individuals and Groups
3. Expertise to Work More Effectively with Organizations

"The study has demonstrated a desire for depth, breadth, and a higher level of interpersonal expertise among adult educators. The needs are evolving, and graduate programs should be reassessed to determine whether they are meeting these needs" (Even, 1979, p. 120). Even's research helped to determine the counselling competencies.

The Burrichter and Gardner model is aimed at adult educators who had not benefited from training for adult education prior to involvement. It consists of five broad areas, 10 key statements considered essential for staff training and 59 indicator statements. The five broad areas are (1) interpersonal relationships, (2) instructional skills, (3) curriculum design, (4) perspectives of adult training, and (5) community development. These statements contributed competencies for the counselling, instruction and community development roles.

The literature in this area demonstrates that research has been done mostly with professional adult educators trained at the doctorate level. The lists of competencies,

beliefs, behaviors are very long. They describe the competencies, behaviors and beliefs required to perform the roles of adult educators as described in the role perception studies. Also, they are useful in determining the specific requirements of a graduate program in education.

2.6 Training Structures in Adult Education

2.6.1 History of Adult Education

Adult education is a relatively new discipline. The first department of adult education was established in the United States at Columbia University in 1930. At intervals thereafter similar programs were established at other universities in the United States. In Canada the University of British Columbia became the first university to establish a full program of graduate studies in adult education in 1961 and the fiftieth university in North America to do so (Jensen, et al., 1964, p.76). In Canada during the sixties and seventies a number of graduate programs were established (Moss, 1980):

1960; the University of Guelph's M.S. in Extension Education

1965; the Ontario Institute for Studies in Education master's and doctorate programs

1965; the University of Saskatchewan's master's and postgraduate diploma programs

1968; the University of Alberta's M.A. in Community Development

1969; the Université de Montréal master's and doctorate programs in androgogie (the only French language program)

1970; St. Francis Xavier's master's and postgraduate diploma programs

1974; Dalhousie University's masters program

1977; University of Alberta, Centre for Post Secondary Studies, graduate diploma

Verner as reported in Kidd and Selman (1978) stated that well over 100 universities and colleges in North America purport to offer graduate professional education in adult education. This rapid growth prompted Verner to be concerned about the quality of graduate training. He was concerned that the older established universities were unable to supply the faculty required for the increasing number of programs. Verner was also concerned about the inclusion of adult education in Schools of Education, with the consequent separation of such parts of the field as agricultural extension or public health. As well, it could be viewed as an extension of pedagogy, rather than as a distinct subject with its own unique body of knowledge and practice. There is considerable debate over where in the university the adult education training function should be placed. Those who agree with Verner add that its location in Schools of

Education make it less accessible to students in other professions. They add that preparation to be an adult educator may be stifled being a minority in schools of education. Others argue that this is the obvious place because education is education regardless of level (Campbell, 1977, pp. 93-94).

2.6.2 Content of Graduate Programs

What is appropriate content for graduate programs in Adult Education? Elsdon, as reported in Campbell (1977), states adult education leadership today declares:

...that there is a single body of knowledge--existing and required--that is appropriate for the training and professional development for adult educators. That (adult educators) would stand to gain personally from engaging in its study together, and that such joint studies would, in turn, assist in the creation of a coherent and recognized profession. (p. 71)

Adult education has been described as an emerging field of study which draws much of its substance from the social sciences and which is in the process of establishing a theory base within itself. The great extent of that theory has encouraged Campbell to state "adult education appears to be surfacing as a unique entity from the social sciences, notably from sociology and psychology, as those disciplines themselves emerged from the parent field of philosophy four decades ago" (p. 72). The general nature of the field today

is outlined by Verner (1970) who depicts adult education as a unique body of knowledge derived from research in adult learning, adult motivation to learn, the evaluation of adult learning, dynamics of group learning, adult development, the history of adult education as a social movement, the unique patterns for the organization and management of the learning process as it is applied to adults. Adult education has become a field of study through the formulation of principles and generalizations from practice and the borrowing and reformulation of knowledge from other disciplines. Those who have pioneered the translation of the insights and understandings from other disciplines to adult education purposes are E. L. Thorndike, C. O. Houle, T. Kuly, P. H. Sheats, H. C. Wiltshire, C. Verner, M. S. Knowles and R. Hoggart (Campbell, 1977 p. 73).

What constitutes an appropriate basic curriculum in a program of training for adult educators? The basic elements include the history of adult education, psychology and sociology of adult learning, the philosophies of adult education and the design of adult education (Houle, 1957, pp. 40-42). There is considerable controversy in the literature about specialization versus generalization. As adult education becomes large and complex, specialization may become essential. Campbell (1977, p. 79) suggests specialization by function of the practitioner may offer greater

efficiency. Five such functions—administration, teaching, program development, research/evaluation and counselling are identified. Campbell describes professional training as "the process of deepening a knowledge, grounded in theory, connected to and illuminated by experience" (p. 79). Ideally it ought to aim beyond the level of understanding and skill of the adult educator, to growth as a person. Campbell's observation of the field, and his review of the literature, lend support to a model of curriculum in training for adult education. Also included are examples from a number of universities showing how these elements have been reconstituted and integrated into courses. Campbell's model comprises six major elements—(1) The Adult Learner: The Psychological Context, (2) The Adult Learner: The Sociological Context, (3) Adult Education: The Philosophical Context, (4) Adult Education: Methods and Resources, (5) Adult Education Systems: Organization and Administration, and (6) Adult Education: Provision to a Particular Clientele/Environment. He concludes that the training experience ought to aim at the acquisition of skills, the development of an understanding of the field based on theory and the personal growth of the adult educator.

2.6.3 The University of Saskatchewan's Graduate Program

The Department of Continuing Education offers under-

graduate courses and graduate programs leading to a Post-graduate Diploma in Continuing Education and two Master's Degrees (Master of Continuing Education and Master of Education in Continuing Education). Courses are offered in areas which include adult learning, program planning, evaluation, adult counselling, community development, comparative continuing education, adult basic education, group processes, research, and the history and philosophy of continuing education.

The objectives of the Continuing Education Program as described in the "Graduate Studies in Continuing Education" booklet (n.d.) are:

1. To provide preparation at the postgraduate level for those people engaged in, or equipping themselves for, teaching adults, working in community development, or administering programs concerned with changing adult behavior through learning processes.
2. To provide a basic theoretical background in continuing education to guide the students in selecting the most appropriate methods of working with adult learners.
3. To assist the student to develop the necessary skills required to become a successful adult educator.

4. To develop student competence in conducting, interpreting, and applying research so as to contribute to the growth of the profession.
5. To develop in students a national and/or international perspective in adult education and its relationship to the society which supports it.

2.7 Follow-up Studies of Graduates in Adult Education

Very few follow-up studies have been done of graduates in adult education. Noel and Parsons (1973), White (1974) and Griffith and Johnson (1978) are the three sources deemed most appropriate for this literature review.

Noel and Parsons (1973) undertook an evaluation study to determine if doctorate graduates of the Department of Adult and Community Education at North Carolina State University who perform different professional roles, have different perceptions of the relevance of the Department's educational objectives. Of the 84 individuals surveyed, 45 were administrators, 25 were program development specialists and 14 were teachers/researchers. The results indicated that professional responsibility was associated with the graduate's evaluation of the relevance of the Department's objectives. Teachers or researchers gave the research objective higher ratings of relevance. Program development specialists and administrators emphasized the relevance of an

understanding of adult education as a process of social change and the objectives stressing professional skills needed by the practitioner.

White (1974) undertook a follow-up study of the graduates of the Programs in Adult Education at the University of British Columbia. The purpose of White's study was to describe the graduates demographic and occupational profile, to identify their career patterns and occupation changes since graduating, to describe their present occupational activities and to determine their perceptions of the adequacy of their training in adult education. An occupational activities list of 14 items (Appendix C) was used to identify the respondents' occupational activities, the adequacy of their preparation for these activities, and their training needs. The occupational activities to which the total respondent group reported devoting the most time in order are: instructing adults, counselling adults, establishing and maintaining interpersonal relationships, planning and developing adult education programs, and continuing their education. The total group devoted least time to determining community needs and programming mass media programs. A positive relationship existed between their perceptions of their training needs and the adequacy of their preparation for adult education occupational activities. No relationship existed between the occupational

activities respondents performed and their perception of the adequacy of their preparation for those activities. Also, no relationship existed between the occupational activities respondents performed and their perceptions of their learning needs for those activities. The respondents were employed mostly by educational institutions (university, technical school, community college, public school), government, health and volunteer agencies. White concluded that the professional training in adult education prepared the graduates to perform a wide variety of professional roles.

White's research did not include a description of the courses or content of the University of British Columbia Program, hence simple comparisons between the occupational activities and courses could not be made. White's occupational activities list was developed by reviewing previous studies of competencies, functions and behaviors of adult educators for common behavioral terms and consulting with several adult educators and colleagues. "The resulting list satisfied two main criteria: it was broad in scope and it was relevant to the occupation in which the responding graduates were likely to be involved" (p. 58). The list was not developed by the supporting literature in the research reports, hence it is difficult to assess where and how the 14 items were derived.

In 1978 the Ontario Institute for Studies in Education

(O.I.S.E.) surveyed the graduates of the Department of Adult Education to determine where they had gone, what they were doing and their educational experience while attending O.I.S.E. (Griffith and Johnson, 1978). Over half the respondents were employed by educational institutions (community colleges and universities) with others involved in a variety of government, professional, religious, health and business organizations. Two percent were unemployed and 15% were self-employed. The graduates were asked to outline the three major activities in which they were currently involved in their employment. Twenty-one major activities were obtained. These major activities centered around the areas of administration, teaching, program planning and counselling. A comprehensive list of nineteen adult education courses are described in the study. It includes all the courses with similar titles as those offered at the University of Saskatchewan. O.I.S.E. does not offer an administration class. From the data gathered on ways in which experience in the Adult Education Department prepared graduates for their employment, it appears that their experience in the Department did provide them with the knowledge, skills and attitudes needed for these major activities with the exception of administration.

2.8 Development of the Requisite Competencies

The literature on competencies and behaviors of professional adult educators, content of graduate programs, and the follow-up studies are the sources of the identification of the requisite competencies (or adult education work activities) for the defined roles.

Four requisite competencies (adult education work activities) were identified under the administration role. Aker (1962) and Chamberlain (1960) both had statements in their lists similar to the "formulate policy." Rossman and Bunning's (1978) fifth category contained a statement similar to "guide direction of programs". White's study (1974) contained two statements regarding hiring and supervising personnel, hence "manage personnel". "Prepare and/or control budgets" was decided upon after consultation with the faculty in the Department of Continuing Education.

The research role was described by competencies derived from White (1974) and Aker (1962). The four requisite competencies are (1) conduct research, (2) apply research, (3) communicate research, and (4) write research reports.

A number of studies pointed to the requisite competencies in the instruction role—particularly Rossman and Bunning (1978) and Aker (1962). Chamberlain (1960) and White (1964) also provide statements of instructional competencies. The initial competencies were (1) assess

learning needs, (2) establish a learning environment (3) use instructional methods, (4) develop instructional materials. The last competency, "assist instructors", was added after the pilot test revealed it to be another instruction activity performed on the job.

The program planning role basically is described by the steps in the program planning process—identify needs, develop objectives, identify resources, identify learning activities, develop a plan of action and implement the program. Aker (1962), Chamberlain (1960), Rossman and Bunning (1978) and White (1974) provide similar statements.

The evaluation category is an extension in some ways of the program planning process—although it would also include evaluation of projects, organizations, instruction and self. It includes develop evaluation designs, implement evaluation, write evaluation reports, and interpret and use evaluation results.

The counselling role was limited to counselling adults in career and education matters. Even (1978) and White (1974) both discussed counselling individuals and groups as adult education requisite competencies. The activities "assemble information" and "provide referral" were determined basic functions of an adult education counsellor by an expert in the field, a counsellor at a community college who also taught a graduate level adult counselling class.

The community development role is described by activities of the community development process--help groups to identify community needs, develop community plans, identify resources and implement the plans. The activities in the community development category were approved by a community development professor at the University of Saskatchewan.

2.9 Overview of the Conceptual Framework

The conceptual framework, developed from the literature and experts in the field, describes the roles and corresponding competency requisites for professional adult educators trained at the Master's and Postgraduate Diploma (PGD) level. The conceptual framework consists of seven major roles--Administration, Research, Instruction, Program Planning, Evaluation, Counselling and Community Development and 31 specific adult education work activities. An overview of the development of the conceptual framework can be seen in Figure 4. The requisite competencies (work activities) of the conceptual framework appear in Appendix D.

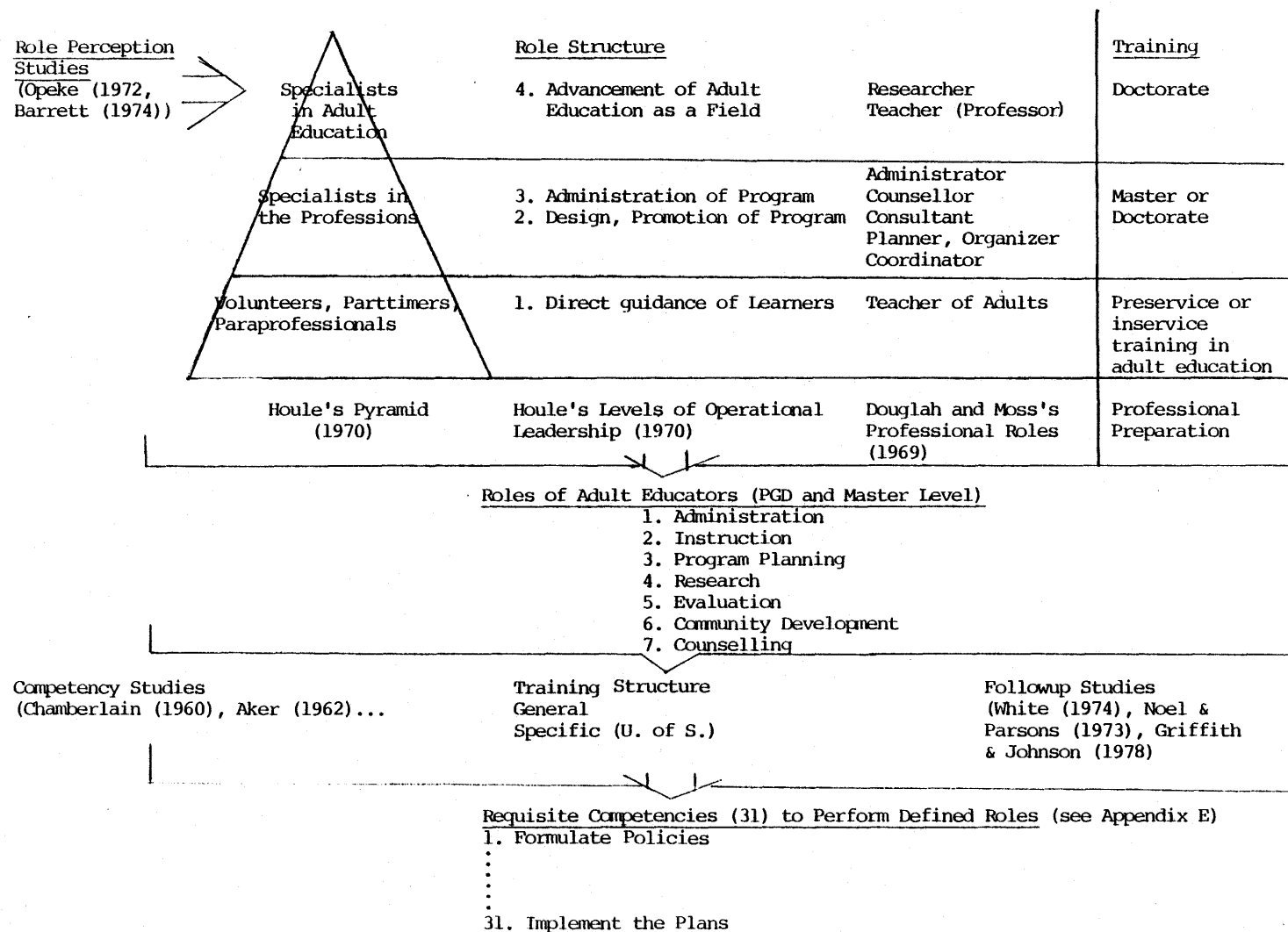


Figure 4: OVERVIEW: Literature Review and Development of the Conceptual Framework

Chapter 3

METHODOLOGY

3.1 Research Design

This research is described as nonexperimental descriptive research. The research problem, as described in Chapter One, was identified after critical examination of relevant literature and research in the field and discussions with other researchers in the Department of Continuing Education, University of Saskatchewan. To obtain the information to fulfill the objectives of this study, descriptive data were needed. Survey research was chosen as the technique because it can describe the current situation in a particular area of interest. A mailed questionnaire was selected as the appropriate method of data collection.

The data for the research were collected as part of a descriptive study designed to provide information about the graduates from the Department of Continuing Education.

3.2 Population

The study's population consisted of all persons who were awarded Postgraduate Diplomas, Master of Education in Continuing Education and Master of Continuing Education Degrees at the University of Saskatchewan from 1966 to 1980. The list of graduates was compiled from the Convocation Programs. Of these 140 graduates, 93 name and address labels were obtained from the Alumni Office of the University of Saskatchewan. An additional 32 addresses were obtained from the university records, telephone books, or provided by faculty in the Department of Continuing Education. Two graduates were known to have died. Addresses were thus available for 125 graduates.

3.3 Developing the Instrument

A written questionnaire was designed by the author after reviewing other structured survey instruments used in similar studies (Aker, 1962; Bromley, 1972; Buress, 1978; Carrig, 1973; Chamberlain, 1960; Powers, 1980; Ross, 1978; White, 1974). Perusal of these instruments gave the author a general understanding of the type of survey instrument used in previous related research.

Literature discussing design of questionnaires was also examined. Dillman (1978) was used extensively with specific suggestions regarding question structure, writing questions,

implementing mail surveys, writing covering letters and follow-ups. Moss (1979) was used for suggestions regarding question wording and putting the questionnaire together. Similar material in Kerlinger (1973), Payne (1973), Backstrom and Hirsch (1974), and Long, Hiemstra and Associates (1980) was consulted.

The questionnaire was composed of five sections. The first section--Background--asked for the location of work-place and education completed since graduation from the program. The second section--Adult Education Work Activities--is the crux of the research. The conceptual framework--the list of adult education work roles and activities (Appendix D)--was incorporated into a chart which was used in obtaining measures of four variables. Firstly the graduates were asked to check the specific adult education activities they perform in their work roles. Second, they were asked to check the specific activities they perform in volunteer roles. Third, they were asked to rate their perceived current level of competency to perform each activity on a five point scale:

1	2	3	4	5
(I cannot perform I would need help to perform)		(average I could learn to do better)		(I can perform well enough to teach others)

Finally the graduates were asked to use a six point scale to rate the perceived adequacy of their preparation to perform adult education work activities in the Program in Continuing Education:

0	1	2	3	4	5
Had No	Not	Slightly	Adequate	Moderately	Highly
Preparation	Adequate	Adequate		Adequate	Adequate

The third section of the questionnaire--Professional Affiliation--consisted of two important questions--"What is your primary professional affiliation?" and "What is your secondary professional affiliation if any?" Three response categories were provided: None, Adult Education and Other Field.

The fourth section--Employment Information--included a chart for listing detailed information about past and present jobs. As well, specific questions were asked regarding current employment status, income and career plans.

The final section--University Experience--provided additional information for the Department of Continuing Education. One question consisted of a list of the continuing education classes and a rating scale. The other questions asked the graduates to rate six other facets of their experience as graduate students in the Department of Continuing Education.

3.4 The Pilot Survey

A pilot survey was carried out when the survey instrument was judged to be complete. The purpose of the pilot survey was to determine the adequacy of the adult education work activities list. In addition, it would indicate the probable response rate, variability of the responses to specific items, suitability of the questions, adequacy of the instructions provided, appropriateness of the format, sequence of the questions, and length of time to complete.

The pilot questionnaire was mailed on March 27, 1981, to 21 practising adult educators who had not completed their graduate program in adult education (Appendix E). All had completed their course work and some were working on theses on a part-time basis. This pilot population of current and former graduate students was deemed to be as close as possible in characteristics to the population of graduates for the survey. The questionnaire was accompanied by a covering letter (Appendix F) and a stamped, return addressed envelope. A follow-up reminder of a telephone call or telex took place two weeks after the initial mailing. Sixteen questionnaires were returned.

As a result of the respondents' suggestions, several minor alterations were made. The questionnaire was shortened, photo-reduced, and a few changes made in the wording to improve instructions and flow of the questionnaire.

For example, the second specific work activity under the instruction category was changed from "facilitate learning" to "establish a learning environment". Also the scale provided for the adequacy of preparation variable was changed so that both scales used in the chart went from low to high. Also one specific work activity "assist instructors" was added to the work activity list. A final eight page questionnaire (Appendix G) was prepared for distribution to the graduates, and was estimated to require about 30 minutes to complete.

3.5 Administration of the Questionnaire

The questionnaire, cover letter (Appendix H) and stamped, return-addressed envelope were mailed to the graduates on May 1, 1981. The questionnaire was coded with an identification number for the purpose of controlling follow-up mailings. The questionnaires were returned to the Universities Studies Group where the code number was detached in order to maintain confidentiality. A postcard (Appendix I) was sent to all the graduates on May 15, 1981. The postcard served as a thank you to those who had promptly returned the completed questionnaire and as a reminder to others to do so. A cover letter (Appendix J), second questionnaire and stamped return addressed envelope were mailed on May 28, 1981 to those who still had not returned

the completed questionnaire. Finally, a follow-up phone call or a telex was done on June 12, 1981. Seven of the 125 questionnaires originally dispatched were returned for various reasons--four graduates' forwarding addresses were unknown, two graduates were out of Canada for several months, and one respondent had died. Thus the number of eligible respondents who received questionnaires was 118. One hundred and three questionnaires were completed and returned. The return rate was 87%.

Background data including birthdate, sex, previous education and year of graduation, diploma or degree received and year of graduation were obtained from University records and were coded directly on to the questionnaires by the University Studies Group.

3.6 Analysis of Data

The data were analyzed using the Statistical Package for the Social Sciences (Nie et al., 1981). The analysis was descriptive in nature with data being presented as frequency and percentage distributions. Means were computed where appropriate. A cross tabulation of employment status by income was also determined.

The Pearson Product Moment technique was followed to investigate the relationships between perceived competency levels and perceived adequacy of preparation for the adult

education work activities. The coefficient of correlation (r) is a number that tells whether perceived competency and perceived adequacy of preparation are significantly related. The r value can range from -1 (perfect negative correlation) to 0 (independent/no correlation) to $+1$ (perfect positive correlation). The size of r (distance from zero) has to do with the strength of the relationship.

Positive values of r indicate a tendency of perceived competency and perceived adequacy of preparation to increase or decrease together. When r is negative, large values of perceived competency are associated with small values of perceived adequacy of preparation. If r reaches 1 or -1 , it is a strong relationship. R^2 is a more easily interpreted measure of association when the concern is with strength of relationship rather than direction of relationship. Its usefulness derives from the fact r^2 is a measure of proportion of variance in one variable "explained" by the other.

"Any coefficient of correlation that is not zero and that is also statistically significant denotes some degree of relationship between two variables" (Guilford and Fruchter, 1978, p. 82). The r does not give directly anything like a percentage relationship. The r is an index number, not a measurement on an interval (equal units) scale. Whenever a relationship between two variables is established beyond reasonable doubt, the fact that the correlation coefficient

is small may mean merely that the measurement situation is contaminated by some factor(s) uncontrolled or not held constant.

Significance tests were calculated for each correlation (assuming the hypothesis of a correlation of zero) and are derived from the use of the Student's t-test (Nie et al., 1981).

The Point Biserial Correlation technique was followed to investigate the relationships between perceived adequacy of preparation for adult education work activities and adult education work activities performed. The Point Biserial Correlation coefficient (r_{pbi}) measures the relationship between a genuine dichotomous variable (adult education work activities performed or not performed) and a continuous variable (adequacy of preparation). Each respondent who performs an activity is given a "score" of one and each respondent who does not perform an activity is given a "score" of zero, thus there are only two class intervals and they are treated as genuine categories. "A product-moment r could be computed with Pearson's basic formula. The result would be a point biserial r . Computer programs for giving Pearson r 's from score data automatically yield point biserial r 's between continuous and dichotomized variables" (Guilford and Fruchter, 1978, p. 309).

Significance tests were calculated for each correlation

(assuming the hypothesis of a correlation of zero) and are derived from the use of the student's t test.

3.7 Limitations of the Research

1. The results of this survey cannot be generalized beyond the population of graduates of the Continuing Education Programs, University of Saskatchewan.

2. The graduates have had a variety of work and education experiences. They have entered the program at different ages and periods of their lives as adults. The stages of adult development, along with past work and education experience all contribute to the abilities to perform adult education work activities. Singling out specific activities and rating their adequacy of preparation from the Program may be difficult to do. As well, they have graduated over a 15 year period and it may be difficult for early graduates to remember specifically how well the Program prepared them for performing adult education work activities.

3. According to Webb, Campbell, Schwartz, Sechrest (1971) questionnaires "intrude as a foreign element into the social setting they would describe, they create as well as measure attitudes, they elicit atypical roles and responses, they are limited to those who are accessible and will cooperate and the responses obtained are produced in part by dimensions of individual differences irrelevant to the topic

at hand" (p. 1). They state the most understated risk to valid interpretation is the reactive measurement effect on the error produced by the respondent. Even when the research subject is well intentioned and cooperative, knowledge that the subject is participating in scholarly research may confound the investigators data. If people feel that they are being tested and must make a good impression, or if the method of data collection suggests responses or stimulates an interest the subject did not previously feel, the measuring process may distort the experimental results. As well, the questionnaire forces upon the subject a role defining decision--what kind of person should I be as I answer these questions to these tasks?

The device of guaranteeing anonymity demonstrates concern for the reactive bias, but this concern may lead to validity threats. Making a response public or guaranteeing to hide one will influence the nature of the response. There is a clear link between awareness of being tested and the biases associated with a tendency to answer with socially desirable responses.

3.8 Delimitations

1. The study is delimited to the graduates of the Programs in Continuing Education, thus a bias may be introduced by not including the nongraduates.

2. The study is delimited to job applicability and therefore ignores the purposes of students entering the program with personal motivation to change careers, for preparation to re-enter the work force, or as a constructive activity while recovering from a personal difficulty such as divorce.

3.9 Assumptions in the Research

1. The respondents will answer this questionnaire frankly and honestly in view of the confidentiality promised. Furthermore, they will be motivated to cooperate seriously due to their past involvement in the Program. The high response rate would appear to support this assumption.

2. Uncontrollable factors which might influence the respondents in completing the questionnaires will be randomized equally among the population.

Chapter 4

ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

The data consisted of the responses to a questionnaire which was administered to graduates of the Programs in Continuing Education at the University of Saskatchewan from 1966 to 1980. The number of eligible respondents who received questionnaires was 118 and the response rate was 87% (N = 103). Table 1 shows the number of graduates, the number of questionnaires sent, and the number of respondents for each year. Since some graduates obtained a Postgraduate Diploma (P.G.D.) first and subsequently a Master's degree, these graduates were categorized according to their Master's degree. The distribution shows that there are respondents from each of the fifteen years.

The results of the follow-up survey will be presented and discussed in the following order:

- (1) Background Description of the Respondents
- (2) Current Work Profile of the Respondents

Table 1

Distribution of Graduates, Questionnaires Sent,
and Respondents by Year of Graduation, 1966 to 1980.

Year	No. of Grads.	No. of Questionnaires sent	No. of Respondents
1966	3	3	2
1967	6	2	1
1968	7	6	6
1969	9	9	8
1970	7	7	5
1971	12	11	10
1972	15	15	8
1973	13	6	5
1974	12	10	6
1975	9	9	8
1976	7	7	7
1977	13	13	10
1978	7	7	7
1979	10	10	10
1980	10	10	10
Total	140	125	103

(3) Professional Affiliation of the Respondents

(4) Adult Education Work Activities Performed in Work
Roles

(5) Adult Education Work Activities Performed in
Volunteer Roles

(6) Perceptions of the Respondents' Current Competency
Levels in Performing Adult Education Work Activities

(7) Perceptions of the Respondents' Adequacy of

Preparation to Perform Adult Education Work
Activities

- (8) Relationships between Adult Education Work
Activities Performed and Perceptions of Adequacy of
Preparation
- (9) Relationships between Perceptions of Competency and
Perceptions of Adequacy of Preparation for Adult
Education Work Activities

4.2 Description of Respondents

The respondents will be described by sex, age, education, and location of work place (or residence if not working).

4.2.1 Sex and Age

Of the 103 respondents, 52% are male and 48% are female. This is very close to the breakdown for the total population of graduates—51% are male and 49% are female. White's study in 1974 found that 64% were male and 36% were female. The breakdown by sex for graduates from the University of Saskatchewan Program to 1974 was 59% male and 41% female. The respondents' ages at the time of the study ranged from 29 to 79 with the mean age being 45 years. The respondents' ages at the time of graduation ranged from 23 to 68, with the

mean age being 39. Table 2 shows the current age breakdown of the respondents and their ages at graduation.

Table 2

Frequency and Percentage Distribution of Respondents by
Current Age and Age at Graduation

Age	Current Age		Age at Graduation	
	N	%	N	%
25 - 29	1	1	13	13
30 - 39	39	38	44	43
40 - 59	47	45	37	36
60 & over	10	10	3	3
not known	6	6	6	6
Total	103	100	103	101

4.2.2 Educational Characteristics

Data on previous education, degree or diploma received, and education since graduation were available for all of the respondents.

a) Previous Education

As can be seen from Table 3, 73% of the respondents held one Bachelor's degree on entry into the program in Continuing Education, 23% held two Bachelor's degrees and 4% held a postgraduate degree.

Table 3

Frequency and Percentage Distribution of Respondents
By Previous Degrees

Degrees	N	%
One Undergraduate degree		
B.A.	22	21
B.S.N.	14	14
B.Ed.	14	14
B.S.A.	13	13
B.H.Ec.	8	8
B.Comm/Bus.Admin.	2	2
B.S.W.	1	1
Two Undergraduate Degrees		
B.A. B.Ed.	12	12
B.S.A. B.Ed.	3	3
B.H.Ec. B.Ed.	2	2
B.H.Ec. B.A.	2	2
B.A. B.Th.	1	1
B.A. B.S.W.	1	1
B.A. B.S.N.	1	1
B.Sc. D.V.M.	1	1
B.S.N. B.A.	1	1
Postgraduate Degrees		
B.S.A. M.Sc.	1	1
B.A. M.Sc.	1	1
B.A. M.A.	1	1
B.Music. B.A. M.Ed.	1	1
Total	103	100

The respondents come from a variety of educational backgrounds, predominantly Arts, Education, Nursing, Agriculture and Home Economics. Twenty-three percent of the graduates have more than one undergraduate degree and 4% hold a postgraduate degree in addition to their continuing education degree or diploma.

b) Program Completed in Continuing Education at the University of Saskatchewan

Forty-three percent of the respondents have their Postgraduate Diploma and 57% have their Master's Degree in Continuing Education. In the total graduate group (N = 140), 53% have their Postgraduate Diploma and 47% their Master's degree. A further breakdown of the type of Master's degree for the respondent group is given in Table 4.

Table 4
Frequency and Percentage Distribution of Respondents
by Program

Program	N	%
P.G.D.	45	43
M.Ed.(non-thesis)	9	9
M.Ed.(thesis)	5	5
M.C.Ed.	44	43
Total	103	100

c) Education Since Graduation from the Program

The respondents were asked if they had received any certificates, diplomas or degrees since graduating from the Program in the Department of Continuing Education. Eighty-eight percent (N = 91) have not gone on to further their education, 3% (N = 3) have received their Doctorates in Adult Education, and the remaining 9% (N = 9) have completed further education in a variety of areas, including religious

studies, management, counselling, language and social work. The fact that 88% of the graduates have not gone on to further their formal education may be indicative that a Masters/PGD is appropriate preparation to perform their work roles, or perhaps because the majority (68% of the graduates) live and work in Saskatchewan and a doctorate program is not available at the University of Saskatchewan.

4.2.3 Location of the Respondents' Current Workplace (or Residence if not working)

Table 5 shows the distributions of the respondents' current workplace or place of residence if not working.

Ninety-three percent of the respondents live and work in Canada—the majority in Western Canada and in particular, Saskatchewan. Thirty-seven percent of the respondents work and live in Saskatoon and 13% in Regina; hence 50% are located in the two major cities in Saskatchewan. This also accounts for the fact that over half of the respondents work in centres with a population of 100,001 to 500,000 as expressed in Table 6.

4.3 Current Work Profile of the Respondents

This section will discuss the number of jobs the respondents have held since graduation from their Programs,

Table 5

Frequency and Percentage Distribution of Respondents' Current
Workplace Location (or Residence if not Working)

Workplace	N	%
<u>By Country</u>		
Canada	96	93
United States	4	4
Thailand	2	2
Lesotho	1	1
Total	103	100
<u>By Province</u>		
Saskatchewan	70	68
Alberta	10	9
Manitoba	4	4
B.C.	3	3
Ontario	3	3
Nova Scotia	3	3
Quebec	1	1
Yukon	2	2
Other (U.S., Lesotho, Thailand)	7	7
Total	103	100

Table 6

Distribution of Respondents According to Size
of Centre of Workplace (or Residence if not Working)

Population	N	%
Less than 500	1	1
501 - 10,000	12	12
10,001 - 100,000	22	21
100,001 - 500,000	56	54
500,001 or more	12	12
Total	103	100

their current employment status, their employment field, employer and income.

4.3.1 Employment Since Graduation

The respondents were asked how many jobs they have had since graduation from the Program. Fifty-nine percent have had one job, 13% have had two jobs and 13% have had three jobs. Seven percent have not worked since graduation. The mean number of jobs per respondent is 1.6. The complete breakdown of the number of jobs since graduation is located in Table 7.

Table 7

Frequency and Percentage Distribution of Respondents'
by Number of Jobs Since Graduation

Number of Jobs	N	%
0	7	7
1	57	55
2	19	18
3	14	13
4	4	4
5	2	2
Total	103	100

4.3.2 Current Employment State

The current employment state of the respondents is given in Table 8.

Table 8

Frequency and Percentage Distribution of Respondents
By Employment State

Employment State	N	%
Employed	83	81
Seeking Employment	2	2
Not Employed, Did not Seek Employment	9	9
Not Employed, For Other Reasons	9	9
Total	103	101

Eighty-one percent of the respondents are currently employed. Two percent are looking for employment. None of the respondents are not employed because they could not find employment in adult education. Of those who are not employed, half voluntarily did not seek employment and half gave other reasons for not being employed (i.e., homemaker, retired or at school).

Of those who are employed, 88% (N = 73) work full-time and 12% (N = 10) work part-time.

4.3.3 Current Field of Employment

The respondents who were employed were asked to indicate whether their employment was in the field of adult education, in a related field, or not in adult education. Fifty-three percent (N = 44) of the employed respondents (or 43% of the

total respondents) are working in adult education. For example, one respondent is the Principal of a Community College and one respondent is a Distance Education Coordinator for a University Extension Department. Thirty-one percent ($N = 13$) of the working respondents (or 25% of the total respondents) are employed in field related to adult education. For example, one respondent is an Agriculture Representative in Agriculture Extension for a provincial government, and one respondent is a Professor at a College of Nursing. Sixteen percent ($N = 13$) of those employed (or 13% of the total respondents) are working in a field not related to adult education. Two examples are a real estate salesperson and a nurse in a hospital.

4.3.4 Current Employer

The largest employer of the respondents was a university, followed by government, community colleges, and other educational institutions. Health institutions, business and industry, volunteer agencies, religious institutions, and international agencies, accounted for a small number of the respondents' employers. Table 9 shows the complete distribution of respondents according to employer.

White (1974) found that the respondents were employed firstly by public schools, followed in decreasing order by

universities, community colleges and government. Griffith and Johnson (1978) found in their study of Graduates of the Department of Adult Education at the Ontario Institute for Studies in Education that their respondents were employed mostly by community colleges followed by universities, self-employment and government. It appears that the universities, community colleges and government are the main employers of the graduates of adult education programs. It is interesting to note that 15% of the respondents of Griffith and Johnson's study were self-employed, compared to 2% of the respondents of this study.

Table 9

Frequency and Percentage Distribution of the Working
Respondents by Type of Employer

Employer	N	%
University	28	34
Government	19	23
Community College	10	12
Public school	5	6
Technical School	3	4
Health Institution	3	4
Industry/Business	3	4
Religious Institution	3	4
International Agency	3	4
Volunteer Agency	2	2
Self-employed	2	2
Miscellaneous	2	2
Total	83	101

4.3.5 Annual Income

The respondents who are currently employed were asked to check the category of income that is closest to their current annual salary. The breakdown of employed respondents—both full-time and part-time—by income category is located in Table 10.

Of the respondents working full-time, 8% earn less than \$20,000, and of those working part-time, 80% earn less than \$10,000.

Table 10
Percentage Distribution of Employed Respondents
by Employment Status and Income Category

Income (in dollars)	Employment Status		Total %
	Full-time %	Part-time %	
Less than 10,000		80	10
10,000 - 19,999	8	20	10
20,000 - 29,999	33	0	29
30,000 - 39,999	52	0	46
40,000 or more	7	0	6
Total	100	100	101
Base	73	10	83

4.4 Professional Affiliation

The respondents were asked: "What is your primary professional affiliation?" Forty-five percent of the respon-

dents named adult education to be their primary profession, 49% named another profession and 6% indicated they had no profession. Examples of the other professional fields were agriculture, nursing, education and home economics. The respondents were also asked "What is your secondary professional affiliation?" Forty-seven percent had no secondary profession, 17% stated adult education and 36% stated another field was their secondary profession.

Houle's (1970) concern over a lack of identity of professional adult educators appears to be justified according to these respondents. Only 45% of the respondents consider adult education to be their primary profession. The respondents' educational backgrounds are in many professions such as agriculture, home economics, nursing, and that could be where their professional loyalties lie. As well, only 43% of the respondents are working in adult education and 25% are working in a field related to adult education.

4.5 Adult Education Work Activities Performed on the Job

The respondents who were currently employed were asked to peruse the list of adult education work activities and to check the activities that they perform on the job. A summary of the findings is located in Table 11.

The first column reports the number of respondents who are performing the activity in a work role. Column two

Table 11
 Number and Percentage of Respondents Performing
 Adult Education Work Activities in Work Roles

Activities	N	% of total N=103	% of employed N=83	mean % of employed by role N=83
1. Administration				63
Formulate Policy	58	57	68	
Guide Direction of Programs	60	58	72	
Manage Personnel	50	49	60	
Prepare and/or Control Budgets	44	43	53	
2. Research				38
Conduct Research	29	28	34	
Apply Research	35	34	42	
Communicate Research Results	37	36	44	
Write Research Reports	25	24	30	
3. Instruction				64
Assess Learning Needs	61	60	73	
Establish a Learning Environment	51	50	61	
Use Instructional Methods	54	52	65	
Develop Instructional Material	54	52	65	
Assist Instructors	47	46	56	
4. Program Planning				78
Identify Needs	68	66	82	
Develop Objectives	66	64	80	
Identify Resources	68	66	82	
Identify Learning Activities	60	58	72	
Develop a Plan of Action	63	61	76	
Implement the Program	61	60	74	
5. Evaluation				62
Develop Evaluation Designs	54	52	65	
Implement Evaluation	52	51	63	
Write Evaluation Reports	45	44	54	
Use Evaluation Results	55	53	66	
6. Career and Educational Counselling				33
Assemble Information	29	28	35	
Provide Referral	26	25	31	
Counsel Individuals	35	34	42	
Counsel in Groups	21	20	25	
7. Community Development				32
Work with community groups to:				
Identify Community Needs	32	31	39	
Plan Community Development Projects	26	25	31	
Identify Resources	29	28	34	
Implement the Plans	19	18	23	
8. Other Adult Education Work Activities				5
Marketing Programs	8	8	10	
Promote the Organization	5	5	6	
Professional Development	4	4	5	

reports the percent of the total graduates performing the activity in a work role. Column three reports the percent of the total employed respondents performing the activity in a work role. The last column is an average of the activity percentages of the third column for each adult education role.

Examination of adult education roles performed reveals several facts. The highest proportion of the employed respondents (78%) perform program planning on the job. Instruction, administration and evaluation roles were performed on the job by 64%, 63%, and 62% of the employed respondents respectively. Research (38%), counselling (33%) and community development (30%) roles were performed by fewer respondents than the other roles.

Examination of individual activities within the roles reveals additional facts. The program planning role activities were performed by the highest proportion of employed respondents and ranged from 72% to 82%. As well, the "guide direction of programs" activity within the administration role was carried out by 72% of the respondents. Within the instruction role, "assess learning needs" is performed by the highest proportion of employed respondents (73%). In the three roles--Program Planning, Instruction, and Community Development--the specific work activity dealing with needs identification is in all cases performed by the highest proportion of respondents.

Within the research role, the specific activities "apply research" and "communicate research" were performed by more respondents than "conduct research" and "write research reports." Within the counselling role, "counsel individuals" is performed by the most respondents.

The studies of graduates examined in the literature review (Griffith and Johnson, 1978; Noel and Parson, 1973; Weber, 1980; and White, 1974) report that administration, program planning and instruction are roles performed most frequently by adult educators.

These studies do not report evaluation as being a frequently performed role. Griffith and Johnson reported only two percent of their respondents listing evaluation as a major adult education activity. The White Study (1974) ranked evaluation as twelfth out of 14 adult education occupational activities. This study shows that 62% of the graduates do perform evaluation activities.

Noel and Parsons (1973) placed research as being performed by a high proportion of respondents; however, their sample was adult educators trained at the doctorate level. The research role in this study is carried out by a lower proportion of the respondents as would be predicted by the Douglass and Moss model (1969). They postulate that the adult education researcher is best prepared at the doctorate level and further classify the researcher as an Adult Education Scholar.

Douglah and Moss (1969) would categorize the respondents in this study as Adult Education Practitioners because of their professional preparation (Master's and Postgraduate Diploma) and professional roles they perform.

The respondents were given the opportunity to add other adult education activities performed on the job. In some cases the "other activity" was transferred to an existing activity. For example, "prepare slide presentations" was categorized as "develop instructional materials". The most frequently mentioned other activities were marketing programs, promote the organization, and professional development. Professional development was not included in developing the conceptual framework because it is not an assigned work role. Public relations and marketing were subsumed within the administration and/or program planning role. They could also be roles on their own; however, few respondents mentioned performing these activities separately.

4.6 Adult Education Work Activities Performed in Volunteer Roles

Fifty-four percent of the respondents (N = 56) perform adult education work activities in volunteer roles. Program planning activities, research activities and two administrative activities--"formulate policy" and "guide direction of programs"--are the activities performed the most

frequently in volunteer roles. The findings are summarized in Table 12.

Column one reports the number of respondents who are performing the specific work activity in a volunteer role. The second column reports the percentage of all the graduates who are performing the specific activity in a volunteer role. The third column reports the percentage of all the volunteer respondents who are performing the specific activity in a volunteer role. The final column is an average of the activity percentages in the third column for each adult education role.

The respondents as volunteers perform, in decreasing order, program planning, research, administration, instruction, community development, evaluation, and counselling activities. There are some differences and similarities between the activities performed in work roles and in voluntary roles. Forty-nine percent of the volunteers perform administrative activities and 63% of the employed respondents perform administrative activities. The first two activities within the administration category—"formulate policy" and "guide direction of programs" are performed in volunteer roles more frequently than the last two activities, "prepare and/or control budgets" and "manage personnel".

Fifty-seven percent of the volunteers perform research

Table 12
 Number and Percentage of Respondents Performing
 Adult Education Work Activities as a Volunteer

Activities	N	% of total N=103	% of volun- teers N=56	mean % of volun- teers by role N=56
1. Administration				49
Formulate Policy	34	33	61	
Guide Direction of Programs	34	33	61	
Manage Personnel	19	18	34	
Prepare and/or Control Budgets	22	21	39	
2. Research				57
Conduct Research	29	28	52	
Apply Research	35	34	63	
Communicate Research Results	37	36	66	
Write Research Reports	25	24	45	
3. Instruction				45
Assess Learning Needs	29	28	52	
Establish a Learning Environment	26	25	46	
Use Instructional Methods	25	24	45	
Develop Instructional Materials	23	22	41	
Assist Instructors	22	21	39	
4. Program Planning				62
Identify Needs	39	38	70	
Develop Objectives	33	32	59	
Identify Resources	34	33	61	
Identify Learning Activities	30	29	54	
Develop a Plan of Action	36	35	64	
Implement the Program	34	33	61	
5. Evaluation				33
Develop Evaluation Designs	23	22	41	
Implement Evaluation	18	18	32	
Write Evaluation Reports	14	14	25	
Use Evaluation Results	18	18	32	
6. Career and Educational Counselling				12
Assemble Information	7	7	13	
Provide Referral	4	4	7	
Counsel Individuals	9	9	16	
Counsel in Groups	6	6	11	
7. Community Development				37
Work with community groups to:				
Identify Community Needs	25	24	45	
Plan Community Development Projects	22	21	39	
Identify Resources	22	21	39	
Implement the Plans	13	13	23	

activities as opposed to 38% of the employed respondents. In both groups the specific activities "apply research" and "communicate research" are performed by the most respondents (volunteer group 63% and 66% respectively and employed group 42% and 48% respectively).

Instruction activities are performed by 45% of the volunteers as opposed to 64% of the employed respondents. In both cases the specific activity performed by the highest proportion of respondents was "assess learning needs" (volunteer group 52%, employed group 73%).

Program planning activities were performed by the highest proportion of respondents in both volunteer and employed respondent groups. Of all the specific activities, "identifying needs" was performed by the highest proportion of respondents in both volunteer and work roles (62% and 78% respectively).

Only 33% of the volunteers perform evaluation activities as opposed to 62% of the employed respondents. Twelve percent of the volunteers perform counselling activities as opposed to 33% of the employed respondents. The volunteer organization may utilize its volunteers in other areas, such as program planning, policy development and needs assessment. Thirty-seven percent of the volunteers and 32% of the employed respondents perform community development activities. In both cases "identify community needs" is

performed by the most respondents (volunteer group 45%, employed group 34%).

The Griffith and Johnson study (1978) reported that 59% of their respondents are actively involved in volunteer work. "In this capacity, they put to use many of the skills and much of the knowledge they credit the Department with providing them: teaching, group leadership and facilitation, training, counselling..." (p. 21).

Since the respondents in volunteer roles perform, in decreasing order, program planning, research, administration, instruction, community development, evaluation and counselling activities, and since the respondents in work roles perform, in decreasing order, program planning, instruction, administration, evaluation, research, counselling and community development roles, it is evident there are definite similarities and differences in roles performed between the two groups. Reasons for such similarities and differences can only be speculated upon and could be the subject of further study.

4.7 Perceptions of the Respondents' Current Competency Levels in Performing Adult Education Work Activities

Using the adult education work activities list the respondents were asked to rate their current competency level to perform each specific activity. The scale provided was as follows:

1	2	3	4	5
I cannot perform. I would need help.		Average. I could learn to do better.		I can perform well enough to teach others.

The number of respondents who supplied data regarding competency varied due to the fact that some respondents rated their competency only in those activities which they perform in work and/or volunteer roles. The distribution of respondents by competency rating, the mean competency rating, and rank order are located in Table 13. Three represents average on the competency scale of one (low) to five (high), hence for purposes of interpretation of the results, scores of 3 or more will be considered competent. Scores less than three will be interpreted as below average competency.

The role category means ranged from 4.1 for program planning and instruction to 3.2 for counselling. The respondents as a group feel most competent to do program planning and instruction activities, followed in decreasing order by administration, research and evaluation, community development and counselling. Upon close examination of the distribution of means, the highest means were obtained for the specific activities "establish a learning environment" and "use instructional methods" within the instruction category. The means ranged from 4.0 to 4.3 in the instruction category and 4.0 to 4.1 in the program planning

Table 13

Frequency Distribution of Respondents' Scores, Means and Ranks of Current Competency Levels

Activities	Scores					Mean	Category Mean	Rank	N
	1 low	2	3	4	5 high				
1. Administration						3.5		3	
Formulate Policy	3	7	33	34	17	3.6			94
Guide Direction of Programs	2	6	25	36	26	3.8			95
Manage Personnel	4	7	26	38	17	3.6			92
Prepare &/or Control Budgets	12	9	34	23	12	3.1			90
2. Research						3.4		4	
Conduct Research	12	18	29	11	15	3.0			85
Apply Research	5	7	37	21	15	3.4			85
Communicate Research Results	5	7	29	27	18	3.5			86
Write Research Reports	12	11	25	21	13	3.1			82
3. Instruction						4.1		1	
Assess Learning Needs	2	3	19	34	35	4.0			93
Establish a Learning Environment	1	1	16	30	44	4.3			92
Use Instructional Methods	1	4	16	29	45	4.2			94
Develop Instruction Materials	2	5	23	24	37	4.0			91
Assist Instructors	2	2	18	26	40	4.1			88
4. Program Planning						4.1		1	
Identify Needs	1	4	21	30	34	4.0			90
Develop Objectives	1	3	19	34	36	4.1			93
Identify Resources	1	2	16	39	31	4.1			89
Identify Learning Activities	1	4	18	33	35	4.1			91
Develop a Plan of Action	1	1	19	35	33	4.1			89
Implement the Program	1	4	23	32	34	4.0			94
5. Evaluation						3.4		4	
Develop Evaluation Designs	5	21	25	22	16	3.4			89
Implement Evaluation	2	15	28	23	16	3.4			84
Write Evaluation Reports	3	14	32	18	15	3.3			82
Use Evaluation Results	2	14	29	25	18	3.5			88
6. Career and Educational Counselling						3.2		7	
Assemble Information	8	12	34	18	11	3.1			83
Provide Referral	7	9	34	21	12	3.3			83
Counsel Individuals	5	10	39	14	17	3.3			85
Counsel in Groups	10	11	36	12	15	3.1			84
7. Community Development						3.3		6	
Work with community groups to:									
Identify Community Needs	4	16	27	21	16	3.3			84
Plan Community Development Projects	4	13	33	19	14	3.3			83
Identify Resources	4	13	28	22	17	3.4			84
Implement the Plans	3	13	27	16	14	3.3			73

category. The administration category mean was 3.5, with means ranging from 3.1 for "prepare and/or control budgets" to 3.8 for "guide direction of programs". The research and evaluation category means were both 3.4. The means in the evaluation category ranged from 3.3 for "write evaluation reports" to 3.5 for "use evaluation the results." However, the means in the research category ranged from 3.0 for "conduct research" to 3.5 for "communicate research results." results". The community development category mean was 3.3 with means ranging from 3.3 to 3.4 for the specific activities. The counselling category mean was 3.2 with again a small range of 3.1 to 3.3 for the specific activities.

Upon closer examination of the distribution of scores, it is evident that perceived competency varied from low to high for the specific adult education work activities. The one and two scores (those who rated themselves as below average) are important in pointing out the weakest areas of competency. The program planning and instruction activities received the fewest below average competency scores. The administration category mean was 3.5; however, 21 responses for the activity "prepare and/or control budgets" fell into the below average category. The research and evaluation categories had the third highest mean—3.4 each. In the research category, 30 responses for "conduct research" and 20 responses for "write research reports" were in the below

average category. Within the evaluation category, responses falling below average ranged from 26 for "develop evaluation designs" to 16 for "use evaluation results." The below average competency responses in the community development category varied from 20 for identify community needs to 16 for "implement the plans." The counselling category responses the lowest mean, and the below average competency ratings varied from 21 for "counsel in groups" to 15 for "counsel individuals."

The results indicate the respondents' perceived competency to perform adult education work activities is greatest in program planning, instruction, and administration roles followed by in decreasing order by research, evaluation, community development and counselling. Since the respondents are professionally prepared at the Postgraduate Diploma and Master's level, and because the activities they perceive themselves to be competent to perform are also those the highest proportion of respondents perform, it appears that professional training and work experience are responsible for perceived competency to perform those roles.

4.8 Perceptions of the Respondents' Adequacy of Preparation to Perform Adult Education Work Activities

Using the list of adult education work activities, the graduates were asked to indicate whether they perceived their

preparation in their Program in Continuing Education as being "Highly Adequate", "Moderately Adequate", "Adequate", "Slightly Adequate", or "Not Adequate". These descriptions were then numbered 5, 4, 3, 2, and 1, respectively. They were also given the opportunity to indicate that they "Had No Preparation" (0). From these ratings, based on those who had preparation, means were determined for each activity, and subsequently a rank ordering of the seven roles was calculated. As well, means were determined including 0 (Had No Preparation) because it could be argued "Had No Preparation" is the other end of the continuum from "Highly Adequate Preparation." Further, it could be argued that the Program had the responsibility to provide the opportunity for preparation for these adult education work activities (eg. an Adult Education Administration Course).

The number of respondents who supplied data regarding adequacy of preparation varied because some respondents rated only those activities they performed in work and/or volunteer roles. Some work activities, such as those in the administration role, were not always prepared for by graduate preparation because administration courses have not always been offered in the Program. In such cases, the respondents rates their adequacy of preparation as zero, i.e., had no preparation. The frequency distribution of respondents' scores, the means and rank order for the activities is located in Table 14.

Table 14

Frequency Distribution of Respondents' Scores, Means and Ranks of Adequacy of Preparation

Activities	Score						Mean Score 0-5	N 0-5	Mean Score 1-5	N 1-5	Category Mean 1-5	Rank 1-5
	0 no prep.	1 low	2	3	4	5 high						
1. Administration											2.7	7
Formulate Policy	22	10	15	28	9	4	2.1	88	2.7	66		
Guide Direction of Programs	18	7	15	23	18	5	2.4	86	3.0	68		
Manage Personnel	23	8	23	18	9	4	1.9	85	2.7	62		
Prepare and/or Control Budgets	47	15	7	8	6	3	1.1	86	2.4	39		
2. Research											3.1	4
Conduct Research	7	9	13	24	19	9	2.8	81	3.1	74		
Apply Research	5	11	9	30	19	7	2.8	81	3.1	76		
Communicate Research Results	5	10	10	28	22	7	2.9	82	3.1	77		
Write Research Reports	6	12	8	22	23	8	2.9	79	3.1	73		
3. Instruction											3.4	2
Assess Learning Need	3	4	11	23	31	15	3.4	87	3.5	84		
Establish a Learning Environment	4	4	6	30	26	18	3.4	88	3.7	82		
Use Instructional Methods	6	6	7	26	29	14	3.2	88	3.5	82		
Develop Instructional Materials	8	11	11	23	24	8	2.8	85	3.1	77		
Assist Instructors	9	8	11	23	25	11	2.9	87	3.3	78		
4. Program Planning											3.5	1
Identify Needs	1	5	6	24	33	17	3.6	86	3.6	85		
Develop Objectives	2	5	7	25	29	20	3.5	88	3.6	86		
Identify Resources	2	2	10	27	29	15	3.5	85	3.5	83		
Identify Learning Activities	2	3	12	24	30	16	3.4	87	3.5	85		
Develop a Plan of Action	2	3	6	29	32	14	3.5	86	3.6	84		
Implement Program	4	6	8	29	27	13	3.2	87	3.4	83		
5. Evaluation											3.1	4
Develop Evaluation Designs	5	9	13	27	19	12	3.0	85	3.2	80		
Implement Evaluation	6	13	8	28	19	12	2.9	86	3.1	80		
Write Evaluation Reports	8	12	12	21	22	4	2.6	79	2.9	71		
Use Evaluation Results	10	9	10	26	25	4	2.7	84	3.1	74		
6. Career and Educational Counselling											2.9	6
Assemble Information	20	7	18	22	9	4	2.0	80	2.8	60		
Provide Referral	21	9	14	23	10	4	2.0	81	2.7	61		
Counsel Individuals	16	9	14	16	18	8	2.4	81	3.0	65		
Counsel in Groups	20	10	16	16	13	8	2.2	83	2.9	53		
7. Community Development											3.3	3
Work with Community groups to:												
Identify Community Needs	11	6	14	16	28	8	2.8	83	3.3	72		
Plan Community Development Projects	10	8	15	14	30	7	2.8	84	3.2	74		
Identify Resources	10	6	13	12	32	6	2.9	79	3.3	69		
Implement the Plans	9	7	12	14	28	5	2.8	75	3.2	66		

In interpretation of the results, it is important to recall the limitation that time since graduation has an effect on the memory of the graduates for assessing adequacy of preparation. The graduates span a 15 year period. Possibly as graduates become more mature and involved in a broad range of life's activities, they appreciate their university education more. Perhaps the longer the time since graduation, the more the positive memories remain and the negative memories disappear, leaving a nostalgic effect. However, one could also assume that it would be equally as possible to remember the negative and forget the positive. Hence, it is reasonable to accept these results at face value, realizing that people's vision and memory change over time, and this phenomenon could influence the results.

Based on those who had preparation, the role category means ranged from 2.7 to 3.5. Since three represents adequate preparation, the graduates perceive themselves adequately prepared in all roles except administration (2.7) and counselling (2.9) to perform the adult education work activities. They feel most prepared to do program planning, followed by instruction, community development, research and evaluation, counselling and administration. Upon examination of the means for the specific activities it is evident that highest means were found in the program planning category (ranging from 3.4 to 3.6). The activities in the instruction

category varied from 3.1 for "develop instructional materials" to 3.7 for "establish a learning environment". Community development activity means were 3.2 or 3.3. The counselling activity means ranged from 2.8 to 3.0. The administration activity means ranged from 2.4 for "prepare and/or control budgets" to 3.0 for "guide direction of programs."

Upon closer examination of the distribution of scores for the specific activities it is evident that perceived adequacy of preparation varied from "had no preparation" or "not adequate" to "highly adequate" for the adult education work activities. The research, administration and evaluation categories received the highest number of "not adequate" responses for their specific work activities.

Administration received the most "not adequate" responses for "formulate policy" (10) and "prepare and/or control budgets" (15). Evaluation received the most "not adequate" responses for "implement evaluation" (13) and "write evaluation reports" (12). One other activity, "develop instructional materials" (11), received a relatively high number of "not adequate" responses. Frequency of responses rated as "not adequate" in the research category ranged from 9 to 12 for the specific activities.

It is difficult to speculate why the administration activities--"formulate policy" and "prepare and/or control

budgets"--received the most number of not adequate responses. Perhaps financial management and policy formulation are topics that do require considerable practice. "Implement evaluation" and "write evaluation reports" received a high number of not adequate responses likely because the evaluation course provides the theory and these two activities are very much "hands on" or practical activities. Similarly, "develop instructional materials" is also a "hands on" or practical activity. Perhaps an opportunity to do practicums could be encouraged in the Program. Not surprisingly, research received a high number of "not adequate" responses. As Douglass and Moss (1969) predict, these activities are best learned at the doctorate level.

The highest number of "had no preparation" responses were obtained in the administration and counselling categories. In percentage figures for the administration category, 25% of the respondents had no preparation for "formulate policy", 26% had no preparation for "guide direction of programs", 27% had no preparation for "manage personnel" and 55% had no preparation for "prepare and/or control budgets". In percentage figures for the counselling category, 25% of the respondents had no preparation for "assemble information", 26% had no preparation for "provide referral", 20% for "counsel individuals" and 25% for "counsel in groups".

The means for the specific activities in the administration category based on the zero to five scale ranged from 1.1 (not adequate) for "prepare and/or control budgets" to 2.4 (slightly adequate) for "guide direction of programs". The counselling activity means based on the zero to five scale ranged from 2.0 to 2.4 (slightly adequate). The administration class has not always been offered in the Program and this accounts for the lower means. As well, counselling is a more specialized role and some graduates may not have elected to take counselling.

These results are similar to White's (1974) findings. She found the respondents perceived themselves to be inadequately prepared for the administration activities for which there had been no formal educational preparation offered by the department. As well, she found the respondents perceived themselves more adequately prepared to plan and develop adult education programs and to instruct adults.

The results of this study indicate that the respondents perceive themselves to be most prepared to do program planning, followed by, in decreasing order, instruction, community development, research, evaluation, counselling and administration. The research, counselling and administrative roles received the most "not adequately prepared" responses. The counselling and administrative roles received the most "had no preparation" responses.

4.9 The Relationships Between Adult Education Work Activities Performed and Perceptions of Adequacy of Preparation

The relationships between adult education work activities performed and perception of adequacy of preparation were determined by the Point Biserial Correlation technique. This was used to measure the relationships between the dichotomous variables (adult education work activities performed or not performed, 1 or 0, respectively) and the continuous variables (adequacy of preparation 0, 1, 2, 3, 4, or 5). The Point Biserial Correlation Coefficient (r_{pbi}) was computed to determine the strength and direction of the relationship. The objective of this investigation is to determine the extent adult education work activities performed are linked to perceptions of adequacy of preparation from the program to do the activities. Table 15 presents the findings.

The statistical reliability of each r_{pbi} was tested by conducting a test of significance—the Students t-test. According to this test, at the .05 level of significance, 15 of the 31 r_{pbi} values are significant.

A level of significance of .05 was selected. This is a commonly selected level of significance which is the probability that defines how rare or unlikely the data must be before the researcher can reject the null hypothesis (Huck, Cormier and Bounds, 1974, p. 41).

Table 15
Correlation Coefficients Between Respondents' Perceptions of
Adequacy of Preparation for Adult Education Work Activities
and Performance of Adult Education Work Activities

Activities	N	r_{pbi}	P
1. Administration			
Formulate Policy	88	-.02	.416
Guide Direction of Programs	85	.11	.168
Manage Personnel	87	-.15	.089
Prepare and/or Control Budgets	86	-.18	.046
2. Research			
Conduct Research	81	.29	.004
Apply Research	81	.38	.001
Communicate Research Results	82	.23	.018
Write Research Reports	79	.32	.002
3. Instruction			
Assess Learning Needs	87	.13	.119
Establish a Learning Environment	87	.24	.013
Use Instructional Methods	87	.23	.016
Develop Instructional Materials	84	.13	.117
Assist Instructors	86	.06	.308
4. Program Planning			
Identify Needs	86	.23	.017
Develop Objectives	87	.09	.194
Identify Resources	84	.04	.36
Identify Learning Activities	86	.02	.422
Develop a Plan of Action	82	.24	.015
Implement the Program	86	.24	.024
5. Evaluation			
Develop Evaluation Designs	82	.10	.185
Implement Evaluation	84	.06	.288
Write Evaluation Reports	76	.09	.218
Use Evaluation Results	81	.08	.237
6. Career and Educational Counselling			
Assemble Information	79	.24	.016
Provide Referral	78	.03	.407
Counsel Individuals	80	.25	.014
Counsel in Groups	82	.31	.002
7. Community Development			
Work with community groups to:			
Identify Community Needs	82	.17	.069
Plan Community Development Projects	81	.21	.033
Identify Resources	76	.12	.162
Implement the Plans	71	.21	.033

Significant positive correlations are interpreted as occurring when those respondents who are performing the activities tend to perceive their adequacy of preparation as higher on the scale of zero to five (zero meaning had no preparation and five meaning highly adequate), and when those who are not performing the activities tend to perceive their adequacy of preparation as lower on the scale of zero to five. Significant negative correlations indicate that respondents who are performing the activities perceive their adequacy of preparation as lower on the scale of zero to five, and those who are not performing the activities perceive their adequacy of preparation as higher on the scale of zero to five.

The only significant negative correlation was in the administration role—"prepare and/or control budgets". Thus those who "prepare and/or control budgets" on the job perceive their adequacy of preparation as lower on the scale of zero to five than those who do not "prepare and/or control budgets".

All of the research role r_{pbi} values are positive and statistically significant at the .05 level. Thus those who perform the research activities generally perceive their adequacy of preparation as higher on the scale of zero to five than those who do not perform the activities.

Three out of four counselling role r_{pbi} values are

positive and statistically significant at the .05 level. Thus, with the exception of "provide referral", those who counsel perceive their adequacy of preparation as higher on the scale of zero to five than those who do not counsel. None of the evaluation r values are statistically significant at the .05 level. This indicates that there is no difference between those who do and do not perform evaluation activities in their perceived adequacy of preparation. The remaining roles all have a couple of statistically significant r_{pbi} values. All these r_{pbi} values are positive.

The instruction role has two significant correlation coefficients. Thus, those who "establish a learning environment" and "use instructional methods" on the job, perceive their adequacy of preparation from the Programs as higher than those who do not perform the activities. In the program planning role, those who "identify needs" and "develop a plan of action" on the job, perceive their adequacy of preparation from the programs as higher than those who do not perform the activities. In the community development role, those who "plan community development projects" and "implement the plans" on the job, perceive their adequacy of preparation from the programs higher than those who do not perform the activities.

In summation, for approximately half of the adult education work activities, it can be interpreted that those

who perform the activities on the job perceive their adequacy of preparation from the programs as higher on the scale of zero to five than those who do not perform them. However, it is significant to note that those who "prepare and/or control budgets" on the job perceive their adequacy of preparation from the programs as lower on the scale of zero to five than those who do not perform it. However, when interpreting correlations, it is absolutely essential to remember that a high correlation does not necessarily indicate that a causal relationship exists between the two variables (Huck, Cormier and Bounds, 1974). There are many other factors which may also be responsible.

4.10 The Relationships Between Perceptions of Competency and Perceptions of Adequacy of Preparation for Adult Education Work Activities

The relationships between perceptions of competency to perform adult education work activities and perceptions of adequacy of preparation from the Program in Continuing Education were investigated by the Pearson Product Moment Correlation technique. The Pearson Product Moment Correlation Coefficient (r) was computed and squared (r^2). The r^2 value is a more easily interpreted measure of association because it is a measure of the proportion of variance of perceived competency (rated on the scale of one

to five or low to high), explained by the proportion of variance of perceived adequacy of preparation (rated in the scale of zero to five or had no preparation to highly adequate) for adult education work activities. The results are located in Table 16.

The statistical reliability of each r was tested by conducting a test of significance—the Student's t -test. According to this test, at the .05 level of significance (a commonly accepted level of significance), all of the r values, with two exceptions, are significant. The two exceptions are "use instructional methods" and "assemble information".

The results indicate a positive relationship between perceptions of competency and adequacy of preparation for adult education work activities. This means respondents who see themselves as more competent on the scale of one to five to perform the activities, also perceive their adequacy of preparation higher on the scale of zero to five. Conversely, those who see themselves as less competent on the scale of one to five, to perform the activities, also rate the adequacy of preparation as lower on the scale of zero to five.

The r^2 values are largest for the adult education work activities within research and community development roles. The proportion of variation in competency ratings linked to

Table 16
Correlation Coefficients Between the Respondents'
Perceptions of Competency and Adequacy of Preparation
for Adult Education Work Activities

Activities	N	r	r ²	P
1. Administration				
Formulate Policy	88	.31	.09	.002
Guide Direction of Programs	86	.42	.17	.001
Manage Personnel	87	.20	.04	.035
Prepare and/or Control Budgets	85	.34	.12	.001
2. Research				
Conduct Research	80	.53	.28	.001
Apply Research	81	.55	.30	.001
Communicate Research Results	81	.46	.21	.001
Write Research Reports	78	.52	.27	.001
3. Instruction				
Assess Learning Needs	87	.41	.17	.001
Establish a Learning Environment	86	.27	.08	.006
Use Instructional Methods	87	.15	.02	.079
Develop Instructional Materials	83	.33	.11	.001
Assist Instructors	83	.31	.10	.002
4. Program Planning				
Identify Needs	83	.31	.10	.002
Develop Objectives	82	.29	.08	.004
Identify Resources	84	.26	.07	.009
Identify Learning Environment	81	.35	.12	.001
Develop a Plan of Action	82	.35	.12	.001
Implement the Program	79	.26	.07	.01
5. Evaluation				
Develop Evaluation Designs	84	.34	.12	.001
Implement Evaluation	81	.54	.29	.001
Write Evaluation Reports	79	.27	.07	.008
Use Evaluation Results	74	.30	.09	.005
6. Career and Educational Counselling				
Assemble Information	80	.15	.02	.099
Provide Referral	77	.24	.06	.019
Counsel Individuals	77	.27	.07	.008
Counsel in Groups	77	.35	.12	.001
7. Community Development				
Work with community groups to:				
Identify Community Needs	77	.50	.25	.001
Plan Community Development Projects	79	.50	.27	.001
Identify Resources	80	.59	.36	.001
Implement the Plans	77	.45	.20	.001

perceptions of adequacy of preparation for these activities varies from 20% to 30%. The only other activity to have an r^2 value within this range is "implement evaluation". For the research activities it can be reasoned that research competency is best learned in an academic environment, as the Douglass and Moss model (1969) would predict. For the other five activities, all that can be reasoned is that the Programs in Continuing Education do offer courses in these areas.

There are many means of learning to perform the adult education work activities. Besides graduate professional preparation, there are other factors responsible for competency levels such as:

- (1) undergraduate preparation
- (2) inservice training/conferences/workshops
- (3) self study
- (4) work experience.

In summation, with two exceptions ("assemble information" and "use instructional methods"), there are significant positive relationships between perceptions of competency and adequacy of preparation from the Programs for adult education work activities. In other words, those who perceive themselves to be more competent on a scale of one to five also perceive themselves to be more adequately prepared on a scale of zero to five. Conversely, those who see themselves

as less competent on the scale of one to five also perceive their adequacy of preparation as less adequate on the scale of zero to five. For fourteen of the adult education work activities, those who perform these activities also perceive their adequacy of preparation as higher on the scale of zero to five than those who do not perform them. However, those who "prepare and/or control budgets" perceive their adequacy of preparation as lower than those who do not perform it.

Chapter 5

Summary, Conclusions, Discussion and Recommendations5.1 Summary of the Findings

The summary of the findings is presented in the order of the specific objectives of the study as described in Chapter One.

5.1.1 Description of the Respondents

The respondents are a diverse group of individuals. Fifty-two percent are males and 48% are females, and their ages at the time of graduation ranged from 23 to 68 years. Seventy-three percent of the respondents held one bachelor degree—either from Arts, Education, Nursing, Agriculture or Home Economics—on first entry into the Program. Twenty-three percent entered the Program with two undergraduate degrees and four percent entered with a postgraduate degree. Forty-three percent of the respondents received a Post-graduate Diploma in Continuing Education, with the remainder receiving Master's degrees. Sixty-eight percent of the respondents live and work in Saskatchewan, 25% live and work elsewhere in Canada, and 7% live and work outside of Canada.

5.1.2 Work Situation of the Respondents

Fifty-nine percent of the respondents have held one job since graduation from the Program, 13% have had two jobs, and 13% have had three. Seven percent have not worked since graduation and the mean number of jobs per person is 1.6. Eighty-one percent of the respondents are currently employed, 2% are looking for work, and 18% are unemployed. None are unemployed because they could not find employment in adult education. Of those employed, 88% work full-time and 12% work part-time. Fifty-three percent of those employed (or 43% of the total respondents) are working in adult education, 31% (or 25% of the total respondents) in a field related to adult education and 16% (or 13% of the total respondents) are employed in a field not related to adult education. Thirty-four percent of those employed work for a university; 23% for the government; 12% for a community college; and the remaining 31% work in public schools, technical schools, health institutions, business, industry, religious institutions, international agencies, volunteer agencies or are self-employed. Fifty-four percent of the respondents live and work in cities of 100,000 - 500,000 population, 34% in cities of less than 100,000, and 12% in cities larger than 500,000 population. Of those working full-time, 8% earn less than \$20,000; 33% earn \$20,000 - \$29,000; 52% earn \$30,000 - \$39,000; and 7% earn more than \$40,000.

5.1.3 Professional Affiliation

Forty-five percent of the respondents named adult education to be their primary profession; 49% named another profession and 6% indicated no profession. As well, 47% named no secondary profession; 17% named adult education as their secondary profession and 36% stated that another field was their secondary profession.

5.1.4 Adult Education Work Roles and Activities Performed on the Job

The adult education work roles the employed respondents reported performing on the job are, in order: program planning (78%), instruction (64%), administration (63%), evaluation (62%), research (38%), counselling (33%) and community development (32%). The specific activities "guide direction of programs", "identify learning needs" and all six of the program planning activities were the work activities performed by the highest proportion of graduates. The administration role is performed by a high proportion of respondents largely because the specific activity "guide direction of programs" is performed by the most respondents. This specific activity is somewhat different than the other three and is closely related to the activities in the program planning category. The evaluation role is performed by a high proportion of respondents; however, it is still

surprising that only 66% use evaluation results in their work. As would be expected, the specific activities "apply research" and "communicate research" were performed by a higher proportion of respondents than "conduct research" and "write research reports". "Counsel individuals" was the activity performed by the highest proportion of respondents in the counselling category.

5.1.5 Adult Education Work Activities Performed in Volunteer Roles

Fifty-four percent of the respondents perform adult education work activities in volunteer roles. The respondents as volunteers perform in decreasing order program planning (62%), research (57%), administration (49%), instruction (45%), community development (37%), evaluation (33%), and counselling (12%). The specific activities performed by the highest proportion of respondents in volunteer roles are "formulate policy", "guide direction of programs", and the six program planning activities. There are some differences and similarities between the adult education work activities performed in work and volunteer roles. In both volunteer and work roles, program planning activities were performed by the greatest number of respondents. Administration and instruction activities were performed by a greater proportion of working respondents than

volunteer respondents. Research activities were performed by a greater proportion of volunteer respondents than working respondents. However, it is the apply and communicate research activities that are performed by a higher proportion of respondents than "conduct research" and "write research reports". Community development activities were performed by approximately the same proportion of working and volunteer respondents. A higher proportion of working respondents than volunteer respondents performed counselling and evaluation roles.

5.1.6 Perceptions of the Respondents' Current Competency Levels in Performing Adult Education Work Activities

Since all the role category means were larger than three (average competency), the respondents as a group perceive themselves to be competent to perform all the adult education roles. The respondents feel most competent to perform program planning and instruction (4.1) followed in decreasing order by administration (3.5), research (3.4), evaluation (3.4), community development (3.3) and counselling (3.2). The respondents feel most competent to do all the eleven program planning and instruction specific activities. However, it should be noted that although the role means ranged from 3.2 to 4.1, some individuals perceived their competence to be at the low end (below three) of the five

point scale for certain activities. For example, 30 individuals perceived their competency to "conduct research" at the one or two level. Twenty-six individuals perceived their competency to "develop evaluation designs" at the one or two level. Also, 23 individuals perceived their competency to "write research reports" at the one or two level.

5.1.7 Perceptions of the Respondents' Adequacy of Preparation to Perform Adult Education Work Activities

In interpretation of these results, it is important to consider the limitation that time since graduation has an effect on the memory of the graduates for assessing adequacy of preparation. The respondents as a group who had preparation for performing the adult education activities feel adequately prepared to do program planning (role category mean of 3.5), followed in decreasing order by instruction (3.4), community development (3.3), research (3.1), evaluation (3.1), counselling (2.9) and administration (2.7). The role category means ranged from 2.7 to 3.5, hence are in the middle of the scale of one to five. The counselling (2.9) and administration (2.7) role category means were slightly below three (three representing adequate preparation) and no means approached four or more as was the case in perceptions of competency to perform the adult

education work activities. Within the role categories, specific activity means did not range greatly except in administration. Here the means ranged from 2.4 for "prepare and/or control budgets" to 3.0 for "guide direction of programs". As stated earlier, this particular activity is closely related to the activities in program planning.

Respondents, including those who had no preparation for some activities, perceived themselves to be the least adequately prepared for administrative activities. The research, evaluation and administration roles received the highest proportion of "not adequate" responses. Within the administration role "formulate policy" and "prepare and/or control budgets" received the highest proportion of "not adequate" responses. The "implement evaluation" and "write evaluation reports" received the highest proportion of "not adequate" responses in the evaluation role. Within the research role "apply research" and "write research reports" received the highest proportion of "not adequate" responses. As well, the highest percentage of respondents indicating "had no preparation", did so for administration and counselling. The percentages varied from 55% for "prepare and/or control budgets" to 20% for "counsel individuals".

The lowest percentage of respondents indicating "had no preparation" did so for the program planning and instruction roles. In fact, for those two roles, the activity means

within them ranged from 3.1 to 3.7, reflecting the higher number of four (moderately adequate) and five (highly adequate) responses.

5.1.8 The Relationships Between Performance of Adult Education Work Activities and Perception of Adequacy of Preparation for Adult Education Work Activities

Fifteen out of 31 correlation coefficients between adult education work activities performed and perceived adequacy of preparation were statistically significant at the .05 level. For 14 of these activities, those who perform them on the job, also have rated their perceived adequacy of preparation from the Programs as higher on the scale of zero to five (zero representing "had no preparation" and five representing "highly adequate") than those who did not perform them. For all of the research role work activities there was a significant positive relationship between the performance of the activity and perceived adequacy of preparation. The same relationship occurred for three out of four activities within the counselling role. Each of the remaining roles has several positive relationships. The exception is evaluation, where no significant relationships were found, which means there is no difference between those who do and those who do not perform evaluation activities in their perceived adequacy of preparation. The one negative relationship is between

"prepare and/or control budgets" and adequacy of preparation. Those who "prepare and/or control budgets" on the job perceive their adequacy of preparation as lower on the scale of zero to five than those who do not perform it.

5.1.9 The Relationships Between Perceptions of Competency and Perceptions of Adequacy of Preparation for Adult Education Work Activities

There are positive relationships between perceptions of competency and perceptions of adequacy of preparation by the Programs in Continuing Education for adult education work activities. The research and community development activities exhibit the strongest positive relationships between perceptions of competency and perceptions of adequacy of preparation. Twenty-nine of the 31 activity r values were statistically significant at the .05 level. For these activities, those who perceive their current competency level as higher on the scale of one to five also perceive their adequacy of preparation as higher on the scale of zero to five. Conversely, those who perceive their current competency as lower also perceive their adequacy of preparation as lower. The two insignificant correlations occurred for "use instructional methods" and "assemble information", which indicates there is no relationship between perceived competency and perceived adequacy of preparation for these two activities.

5.2 Conclusions and Discussion

5.2.1 Professional Affiliation

It is concluded that the graduates as a group have divided and dual loyalties in terms of professional affiliation. Some graduates primarily affiliate with adult education while others primarily affiliate with other professions—likely the profession of their undergraduate degree.

This conclusion is substantiated by the results of this study which show that 45% of the graduates primarily affiliate with adult education, 49% primarily affiliate with another profession, and 6% affiliate with no profession. As well, 17% named adult education as their secondary profession and 36% stated that another field was their secondary profession.

5.2.2 Adult Education Work Roles and Activities

It is concluded that adult education work roles and activities fall into two clusters based on the proportion of graduates performing them. The first cluster includes program planning, instruction, administration and evaluation. Activities in this category are performed by approximately two-thirds of the graduates. The second cluster, performed by approximately one-third of the graduates, includes research, counselling and community development.

The roles of program planning, instruction, administration, and evaluation are ones that would be performed in virtually all adult education agencies. The roles of counselling, community development and research are more specialized roles and would not necessarily be performed by all agencies.

Other studies (Griffith and Johnson, 1978; Noel and Parson, 1973; Weber, 1980; White, 1974) report similar results in regard to program planning, instruction, and administration. However, evaluation activities, performed by 62% of the graduates in this study, are performed by a higher proportion of graduates than was the case in the White (1974) and Griffith and Johnson (1978) studies. There does not appear to be a definitive explanation for this occurrence. Perhaps adult education institutions in Ontario and British Columbia are of a different nature than those in Saskatchewan, hence evaluation there may be performed by specialists.

5.2.3 Adult Education Volunteer Roles and Activities

It is concluded that graduates perform a broad range of adult education work activities as volunteers. They serve as volunteers at all levels of Houle's pyramid (1970) not only in the activities of direct guidance and teaching of learners as he purports.

This conclusion is substantiated by the fact 54% of the graduates perform adult education work activities in volunteer roles. The highest proportion perform program planning activities, followed by research, administration, instruction, community development, evaluation, and counselling activities.

The individual activities in the program planning role, and the activities of applying and communicating research, guiding direction of program and policy formulation were the activities performed by the highest proportion of graduates. The administrative and research activities are not activities which Houle would include in the base of his pyramid where volunteers are involved.

Secondly, it is concluded that the pattern of work activities performed in volunteer roles is different from the activities performed in work roles. The most dramatic shift occurs for the research and evaluation activities. The proportion of graduates performing the research role is higher in the volunteer roles than in the work roles. Conversely, the proportion of graduates performing evaluation is lower in the volunteers roles than in the work roles.

5.2.4 Appropriateness of Graduate Professional Preparation

It is concluded that the graduates are performing work activities for which preparation at the Master's and

Postgraduate Diploma level is appropriate. These graduates can be termed adult education practitioners according to the Douglass and Moss model (1969).

This conclusion is substantiated by the fact the highest proportion of working graduates (62% to 78%) do perform program planning, instruction, evaluation, and administration roles—those found in the practitioner category of Douglass and Moss (1969). Only 34% of the graduates report they conduct research which is a work activity that distinguishes adult education practitioners from the scholars. Activities in the instruction category include activities in addition to the direct teaching of learners, a role for which Douglass and Moss suggest preservice and inservice training as the appropriate training.

5.2.5 Perceptions of Current Competency to Perform Adult Education Work Activities

It is concluded that the graduates generally perceive themselves to be competent to perform the adult education work activities. However, the graduates feel more competent to perform activities in the program planning and instruction roles, and less competent to perform activities in administration, research, evaluation, community development and counselling roles.

This conclusion is substantiated by the fact that the

mean scores of the activities in each of the adult education roles were all greater than three (average competency) on the measurement scale. However, it should be noted that although the role means were all over three, some individuals perceived their competence to be at the low end (below three) of the five point scale for certain activities. The highest number of below average scores were obtained for "develop evaluation designs," "conduct research," and "write research reports".

5.2.6 Perceptions of Adequacy of Preparation to Perform Adult Education Work Activities

It is concluded that as a group, the graduates' perceptions of adequacy of preparation from the Programs in Continuing Education can be described as "adequate".

However, it should be noted that although role means hovered around three (adequate), some individuals perceived their adequacy of preparation for specific activities to be at the low end (below three) or the high end (above three) of the scale for certain activities. The program planning and instruction roles have the lowest percentage of respondents indicating "had no preparation." As well the highest number of four and five scores were obtained for activities in these two roles. The highest percentage of respondents indicated

they "had no preparation" for administration and counselling roles.

5.2.7 Relationships Between Adult Education Work Activities Performed/Not Performed and Perceived Adequacy of Preparation

No one global conclusion can be drawn to explain the data regarding the relationships between adult education work activities performed/not performed and perceived adequacy of preparation. Four different patterns emerged amongst the work roles and respective activities. There are those exhibiting no relationships, those exhibiting negative relationships, those exhibiting positive relationships, and finally those exhibiting a mix of positive relationships and no relationships.

The emerging pattern referred to is as follows. Administration activities exhibit negative relationships between activities performed and perceived adequacy of preparation for three of the four activities. Research activities exhibit definite positive relationships. Evaluation activities do not exhibit any relationships. The remaining activities in instruction, program planning, counselling and community development exhibit a mixture of positive relationships and no relationships.

5.2.8 Relationships Between Perceived Competency and Perceived Adequacy of Preparation for Adult Education Work Activities

It is concluded that the graduates who perceive themselves to be competent to perform adult education work activities, also perceive that they were adequately prepared by their Program in Continuing Education for those activities.

This conclusion is substantiated by the results of this study which report 29 of the 31 correlations between perceived current competency and perceived adequacy of preparation for adult education work activities were positive, and statistically significant at the .05 level.

Upon closer examination of the proportion of variation in competency ratings "explained" by perceptions of adequacy of preparation, the highest proportions were found in the research and community development categories (varying from 20% to 36% for the individual activities). For the other categories, the proportion of variance explained was generally less. Hence the correlations are far from perfect correlations, reflecting the fact that factors other than graduate training contribute to job competency—such as work experience, inservice education, continuing professional education, self-study, and undergraduate preparation.

5.3 Recommendations for Further Research and for the Use of this Research in the Programs in Continuing Education

For Research:

5.3.1 Periodic follow-up studies of the graduates would provide more consistent and reliable data about the graduates than the single undertaking reported here.

5.3.2 The adult education work activities list should be revised and tested with graduates from other institutions. As well, the list could be tested and critiqued by the employers of the graduates. Replication of the present study with the same list or an improved one might determine whether the present findings might be generalized to professionally prepared adult educators at the Master's level from other educational institutions.

5.3.3 Research should be conducted in the area of how volunteer organizations utilize adult education volunteers and adult education volunteer roles and functions.

5.3.4 A follow-up study that included those who did not graduate would provide additional data and insight into the roles of adult educators, the perceived competency to perform adult education work activities, and their perceived adequacy of preparation from the program.

5.3.5 It would be useful career information for current and prospective students to know whether graduates with a Post-graduate Diploma performed different work roles, perceived competency levels differently, or perceived their adequacy of preparation differently, compared to those who hold a Master's degree. This information may also assist the Department of Continuing Education in counselling students and program planning for the students and the Department.

5.3.6 Employers of adult educators should be surveyed to determine the criteria they use in selecting employees and what competencies they expect the graduates of the Program in Continuing Education to possess. As well, this could serve as a job market analysis for current and prospective students.

For Use of this Research in the Programs in Continuing Education:

5.3.7 There are some implied learning needs of the graduates in the area of administration, research and evaluation. Needs identification could determine specific learning needs and how they may be best learned.

In the area of administration, the Department of

Continuing Education should decide how it should be offered. White (1974) and Campbell (1978) both suggest an adult education administration course. Such a course has been offered occasionally. However, it seems the graduates have elected not to take it, or have been unable to take it because it was not offered. Generally, when students are planning their course work in the Program, administration as a subject area is not a high priority. It is not until they are established in their work situations that the need for administrative competencies becomes evident. To meet this learning need, it appears that the Department should make administration a required course, recognizing a need that is not apparent to students; or to make administration available in continuing professional education. Other options include an Educational Administration course or courses from the College of Commerce.

5.3.8 Some program planning activities are performed by 72 - 82% of the working graduates, instruction, evaluation and administration activities are performed by 53 - 72% of the working graduates; and research, counselling and community development are performed by 23 - 40% of the working graduates; it is evident the work activities can be categorized into three groups on the basis of the proportion of graduates performing the activities. The first group

consists of program planning activities. The second group consists of instruction, administration and evaluation. These two groups should be given strong emphasis in the graduate program. The third group—counselling, community development and research are more specialized roles and will likely not be performed as frequently in work roles. However, in program selection, there are other considerations such as volunteer roles, and plans for further study. This study found that research activities are performed by a higher proportion of the graduates in volunteer roles than work roles. As well, research knowledge and skill is necessary for Master's theses and doctorate level preparation. This is useful information for program planning and counselling of prospective students.

5.3.9 The Department of Continuing Education should evaluate all the courses it offers, using the adult education activities list as the criterion to ensure that course objectives and content do prepare graduates for adult education work activities. Those activities in administration, research, "implement evaluation" and "develop instructional materials" should be closely assessed.

5.3.10 The respondents of such a study perform a variety of functional roles. The graduates are a valuable source of information regarding current practices and developments in the field which ought to be shared with graduate students and program planners in Continuing Education on a continuing basis. The information would provide much needed career information to current and prospective graduate students. As well, it would assist the Department of Continuing Education in planning programs of study that would be responsive to changing needs in the field. Input of this kind could perhaps come from a selected group of graduates forming an advisory group to the Department. Employers of adult educators would also be an asset to such an advisory group. The group would be able to deal with concerns such as the identity issue, the learning needs, and the role of the graduate program in preparing students for work. The current Continuing Education Graduate Student Association does have provision for an alumni representative and may also be a useful group to involve.

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List of Appendices

- Appendix A Chamberlain's Top Ten Competencies
- Appendix B Aker's Behavioral Descriptions of the Objectives
of Graduate Study in Adult Education
- Appendix C White's Occupational Activities of Adult
Educators
- Appendix D Adult Education Work Activities
- Appendix E Pilot Questionnaire
- Appendix F Pilot Covering Letter
- Appendix G Questionnaire
- Appendix H Covering Letter
- Appendix I Reminder/Thank You Postcard
- Appendix J Followup Letter

APPENDIX A

Chamberlain's Top 10 Competencies (1960)

1. A belief that most people have the potential for growth.
2. Imagination in program development.
3. Ability to communicate effectively in both speaking and writing.
4. Understanding of the conditions under which adults are most likely to learn.
5. Ability to keep on learning.
6. Effectiveness as a group leader.
7. Knowledge of his own values, strenghts and weaknesses.
8. Open mindedness, i.e., willingness to accept others' ideas.
9. Understanding of what motivates adults to participate in programs.
10. Strong committment to adult education.

APPENDIX B

Aker's Behavioral Descriptions of the Objectives
of Graduate Study in Adult Education (1962)

The Adult Educator:

1. Helps people control and adjust to change rather than maintain the status quo.
2. Intelligently observes and listens to what is being said or done and uses this information in guiding his response.
3. Selects and uses teaching methods, materials and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the individual learner.
4. Helps his clientele acquire the ability for critical thinking.
5. Provides an atmosphere where adults are free to search, through trial-and-error, without fear of institutional or interpersonal threat.
6. Identifies potential leaders and helps them to develop their potentials and capacities.
7. Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational activities.
8. Is actively involved in continuing study that will increase his professional competence.
9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.
10. Actively shares, participates, and learns with the learners in the learning experience.
11. Helps adults to actively set their own goals, and provides a variety of means and opportunities for intensive self-evaluation.
12. Identifies and interprets trends that have implications for adult education.
13. Has clearly defined his unique role as an adult educator and understands his responsibility in performing it.
14. Arranges learning experiences so that the learners can integrate theory and practice.
15. Is effective in building a teaching team among lay leaders and group members.
16. Uses the process of appraisal to evaluate programs and to help clarify and change objectives.
17. Is creative and imaginative in developing new programs, and believes that innovation and experiment are necessary for the expansion of adult education.

18. Makes use of the contributions of all group members through the utilization of individual talents and abilities.
19. Works with schools, teachers, parents, and pre-adults to assist them in developing the motivation, attitudes, understanding, and skills necessary for life-long learning.
20. Objectively presents contrasting points of view.
21. Assumes the initiative in developing a strong national perception of the importance and essentiality of continuing education.
22. Recognizes when the communication process is not functioning adequately or when it breaks down.
23. Identifies, critically evaluates, and discusses scholarly work by investigators in adult education and related fields.

APPENDIX C

White's Occupational Activities of Adult Educators (1974)

Activity

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

APPENDIX D

Adult Education Work Activities

1. Administration
 - 1.1 Formulate Policy
 - 1.2 Guide Direction of Programs
 - 1.3 Manage Personnel
 - 1.4 Prepare and/or Control Budgets
2. Research
 - 2.1 Conduct Research
 - 2.2 Apply Research
 - 2.3 Communicate Research Results
 - 2.4 Write Research Reports
3. Instruction
 - 3.1 Assess Learning Needs
 - 3.2 Establish a Learning Environment
 - 3.3 Use Instructional Methods
 - 3.4 Develop Instructional Materials
 - 3.5 Assist Instructors
4. Program Planning
 - 4.1 Identify Needs
 - 4.2 Develop Objectives
 - 4.3 Identify Resources
 - 4.4 Identify Learning Activities
 - 4.5 Develop a Plan of Action
 - 4.6 Implement the Program
5. Evaluation
 - 5.1 Develop Evaluation Designs
 - 5.2 Implement Evaluation
 - 5.3 Write Evaluation Reports
 - 5.4 Use Evaluation Results
6. Career and Educational Counselling
 - 6.1 Assemble Information
 - 6.2 Provide Referral
 - 6.3 Counsel Individuals
 - 6.4 Counsel in Groups
7. Community Development

Work with community groups to:

 - 7.1 Identify Community Needs
 - 7.2 Plan Community Development Projects
 - 7.3 Identify Resources
 - 7.4 Implement the Plans

Pilot Questionnaire

CONTINUING EDUCATION GRADUATES SURVEY

BACKGROUND INFORMATION

1. PRESENT LOCATION: _____
(town,city) (province) (country)

Size of centre - please check one:

1. less than 500 ☐
2. 500 - 10,000 ☐
3. 10,001 - 100,000 ☐
4. 100,001 - 500,000 ☐
5. 500,001 or more ☐

2. FURTHER EDUCATION:

Have you received any certificates, diplomas or degrees since graduating from the program in the Department of Continuing Education, University of Saskatchewan?

1. No ☐ go to page 2, question 3
2. Yes ☐

If yes, please indicate your education since graduation in the following chart:

Certificates, Degrees	Major Field	Year of Graduation	Institution

ADULT EDUCATION WORK ACTIVITIES

DIRECTIONS:

Please carefully read the list of adult education work activities located on the following chart. Answer the following questions and fill in the appropriate spaces on the chart.

3. (A) Are you currently employed?

1. no ☐ go to question 42. yes ☐

Does your job involve activities listed?

1. No ☐ go to question 42. Yes ☐ please check the activities in COLUMN A that you perform in your day to day work.

4. (B) Are you currently performing any of the listed adult education work activities in a volunteer role?

1. No ☐ go to question 52. yes ☐ please check the adult education work activities in COLUMN B that you perform in your total volunteer activity.5. (C) The purpose of this question is for you to assess your current competency level in each of the specific adult education work activities. Please do this rating whether or not you are actually performing this activity. Rate each specific activity according to the following scale and check the appropriate box in COLUMN C on the chart.

1 2 3 4 5

I cannot
perform. I
need help.average
I could
learn to
do it
betterI can perform
well enough to
teach others

6. (D) The purpose of this question is to determine how adequately you feel your experience in the Continuing Education Graduate Program prepared you to perform each activity. please do this rating whether or not you are actually performing this activity. Rate each specific activity according to the following scale, and check the appropriate box in COLUMN D on the following page.

1 2 3 4 5

Highly
adequateModerately
adequate

Adequate

Slightly
adequateNot
adequate

[illegible]

Did you check off any adult education work activities in Column A?

1. No ☐ go to question 8
2. Yes ☐ Please estimate the proportion of time spent in the following categories of work activities each week:

Administration	_____
Research	_____
Instruction	_____
Program Planning	_____
Evaluation	_____
Counselling	_____
Community Development	_____
Other Adult Education	_____
Activities (specify)	_____
_____	_____
_____	_____
_____	_____
TOTAL	100%

Did you check off any adult education work activities in column B?

1. No ☐ Go to question 9
2. Yes ☐ Please list your volunteer position(s) and the organization(s)/agency(ies)

VOLUNTEER ORGANIZATION/AGENCY	VOLUNTEER POSITION

EMPLOYMENT INFORMATIONDIRECTIONS:

Please indicate your employment experience in the following chart.

9. In Row A, indicate the job(s) held in the 12 months previous to entering the Continuing Education Graduate Program.
10. In Row B, indicate the job(s) held during your course work.
11. In Row C, indicate the job(s) held during your thesis work.
12. In Row D, indicate the job(s) held since graduation from the Department of Continuing Education.

If in any time period you did not work, please indicate DID NOT WORK beside the appropriate row letter.

If you were on educational leave during your course and/or thesis work please indicate ON LEAVE beside the appropriate row letter.

DEFINITIONS:

CASUAL: refers to being called to work on demand - ex. substitute teaching

FULL TIME: refers to 30 hours per week or more of regular work

PART TIME: refers to less than 30 hours per week of regular work

ADULT EDUCATION:

-your prime job responsibilities are adult education

-your job involves more than 50% of your work time in the adult education work activities listed

RELATED TO ADULT EDUCATION:

-your prime job responsibilities are something other than adult education

-your job involves less than 50% of your work time in the adult education work activities listed

NOT RELATED TO ADULT EDUCATION:

-your job responsibilities have nothing to do with adult education

-none of your work time is spent in the adult education work activities listed.

What is your current employment status?

1. employed ☐

2. seeking employment ☐

go to question 16.

3. not employed ☐

Reasons for unemployment

1. Did not seek employment ☐

2. Could not find employment
related to adult education ☐

3. Other - please specify ☐

Go to question 16.

Are you employed in the field of adult education or a field related to adult education?

1. Yes ☐

Go to question 15.?

2. No ☐

Why are you working in a field not related to education?

1. Could not find employment in
adult education ☐

2. Did not seek employment in adult
education ☐

3. Other. Please specify ☐

Go to question 16.

If you are currently professionally employed, please indicate the category that closest fits your current salary (check the appropriate box)

1. \$10,000 or less ☐

2. \$10,000 - \$19,999 ☐

3. \$20,000 - \$29,999 ☐

4. \$30,000 - \$39,999 ☐

5. \$40,000 or more ☐

What are your career plans for the next two years? Please check the appropriate box.

1. stay in current position ☐
2. stay in present field,
but seek a new position ☐
3. look for a different field
of work, please specify ☐

4. retire ☐
5. obtain further education ☐
6. I don't know ☐
7. OTHER, Please specify ☐

PROFESSIONAL AFFILIATION

- | | Adult
Education | Other
Field
(specify) | None |
|---|---|-----------------------------|--------------------------|
| 17. What is your primary
professional affiliation? | <input type="checkbox"/> | _____ | <input type="checkbox"/> |
| 18. What is your secondary
professional affiliation if
any? | <input type="checkbox"/> | _____ | <input type="checkbox"/> |
| 19. Are you a member of any adult education associations? | | | |
| 1. No | <input type="checkbox"/> | | |
| 2. Yes | <input type="checkbox"/> Please give the full name(s) of those
associations: | | |
| 20. Are you a member of any other professional association in
any field? | | | |
| 1. No | <input type="checkbox"/> | | |
| 2. Yes | <input type="checkbox"/> Please give the full name(s) of those
associations: | | |

[illegible]

Based on your experience in the program how would you assess the following:

	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
Teaching Competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your experience in your research project/thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advice you received on program of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professors' research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department Extension Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any suggestions for the Department that might improve its teaching, research and extension roles in the future?

Teaching -

Research -

Extension -

Any other comments you might wish to make on areas not covered by the survey, or in the survey itself?

Thank you for your cooperation.

Code number: this number is used to control additional mailings. The number will be detached from your survey by the University Studies Group to maintain confidentiality and to make your responses anonymous.

Appendix F Pilot Covering Letter

UNIVERSITY OF SASKATCHEWAN
COLLEGE OF EDUCATIONDEPARTMENT OF
CONTINUING EDUCATIONSASKATOON, CANADA
S7N 0W0

March 27, 1981

Dear Continuing Education Graduate Student or Former Student:

The Department of Continuing Education, University of Saskatchewan, with assistance from the University Studies Group and the Alumni office is conducting a followup survey of its' graduates. We recognize that you are not a graduate, however, we feel that your experiences in the Department and your perceptions about the program will be of assistance in the pilot test of the questionnaire.

The enclosed questionnaire is the draft of the one we intend to send to the graduates. However, we want to be sure that the questions are clear and that we have included all the important questions.

We are asking your assistance in the following ways:

1. Please complete the questionnaire.
2. Please indicate how long it took you to complete the questionnaire (in the space provided at the end).
3. Then go back over the questionnaire and write any comments you have regarding the questions. We would like to know:-
 - a) are the questions easy to understand?
 - b) should some items be added to make the questionnaire more complete? What?
 - c) should some items be taken out because they are repetitive or don't make sense? What?
 - d) are the instructions clear?
4. Space is provided on the last page for any general comments you have — is the questionnaire too long or too short, easy to fill out, etc.

The information you provide will be used to construct the final questionnaire to go to the graduates. The information you provide will be treated as confidential. You are not required to sign the questionnaire although each one is numbered so we can conduct a reminder telephone call if necessary.

Please return the completed questionnaire in the enclosed stamped self-addressed envelope as soon as possible or by April 13, 1981. If you have any questions about this letter or questionnaire, please call (collect) Gwenna Moss at 343-5413 or Lillas Brown at 652-3372.

Thank you for your assistance. If you wish to receive a copy of the final questionnaire or the study report, please indicate this on the completed questionnaire.

Sincerely,

GWENNA MOSS
Associate Professor
Continuing Education

LILLAS BROWN
Graduate Student
Continuing Education

LB/blm
Encs.

APPENDIX G

QUESTIONNAIRE

UNIVERSITY OF SASKATCHEWAN
CONTINUING EDUCATION GRADUATES SURVEY
MAY 1981

This questionnaire is being sent to all graduates of the Department of Continuing Education, University of Saskatchewan. The purpose is to determine what the graduates are doing in terms of employment and volunteer activities, as well as to assess the Department's contribution to their professional competence. As one of the graduates, we ask you to please complete this questionnaire and return it in the enclosed stamped, self-addressed envelope by May 21, 1981 to

The University Studies Group
218 Administration Building
University of Saskatchewan
Saskatoon, Canada
S7N 0W0

I. BACKGROUND INFORMATION

1. Location of your work place (if not working your place of residence):

_____/_____/_____
(town, city) (province) (country)

Size of centre - please check one:

1. less than 500 ☐
2. 500 - 10,000 ☐
3. 10,001 - 100,000 ☐
4. 100,001 - 500,000 ☐
5. 500,001 or more ☐

2. Have you received any certificates, diplomas or degrees since graduating from the program in the Department of Continuing Education, University of Saskatchewan?

1. No ☐ → go to page 2, question 3
2. Yes ☐ → fill in the chart below

Certificates, Degrees	Major Field	Year of Graduation	Institution

1-3 -

4-5 -

6 -

7 -

3

9-12 -

13-15

II. ADULT EDUCATION WORK ACTIVITIES

for office use

DIRECTIONS:

Please read the list of adult education work activities located on the following chart. Answer the following questions and fill in the appropriate spaces on the chart.

3. Are you currently employed?

1. No ☐ → go to question 4

2. Yes ☐ → Does your job involve adult education activities as listed in the chart below?

1. No ☐ → go to question 4

2. Yes ☐ → please check the activities in COLUMN A that you perform in your day to day work.

4. Are you currently performing any of the listed adult education work activities in a volunteer role?

1. No ☐ → go to question 5

2. Yes ☐ → please check the adult education work activities in COLUMN B that you perform in your total volunteer activity.

5. The purpose of this question is for you to assess your current competency level in each of the specific adult education work activities. Please do this rating whether or not you are actually performing this activity. Rate each specific activity according to the following scale and check the appropriate box in COLUMN C on the chart.

1	2	3	4	5
I cannot perform. I would need help to perform.		Average I could learn to do it better.		I can perform well enough to teach others.

6. The purpose of this question is to determine how adequately the Continuing Education Graduate Program prepared you to perform each activity. Please do this rating whether or not you are actually performing this activity. Rate each specific activity according to the following scale, and check the appropriate box in COLUMN D on the chart.

0	1	2	3	4	5
Had no pre- paration	Not Adequate	Slightly Adequate	Adequate	Moderately Adequate	Highly Adequate

ADULT EDUCATION WORK ACTIVITIES	A ACTIVITIES PERFORMED AT WORK	B ACTIVITIES PERFORMED IN VOLUNTEER ROLES	C LEVEL OF COMPETENCY IN EACH ACTIVITY					D ADEQUACY OF PREPARATION					
			Lo					HAD NO NOT PREP AD					
			h1					AD					
			1	2	3	4	5	0	1	2	3	4	5
1. Administration													
Formulate Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guide Direction of Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and/or Control Budgets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Research													
Conduct Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate Research Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17

18

19-22

23-26

27-30

31-34

35-38

39-42

7. Did you check off any adult education work activities in Column A?

1. No ☐ → go to question 8
2. Yes ☐ → Please estimate the percentage of time you spend in the following categories of work activities in an average week:

Administration	_____	155 - 156 _
Research	_____	157 - 158 _
Instruction	_____	159 - 160 _
Program Planning	_____	161 - 162 _
Evaluation	_____	163 - 164 _
Counselling	_____	165 - 166 _
Community Development	_____	167 - 168 _
Other Adult Education Activities (specify)		
_____	_____	169 - 170 _
_____	_____	171 - 172 _
_____	_____	173 - 174 _
TOTAL	100%	

III. PROFESSIONAL AFFILIATION

- | | None | Adult Education | Other Field | |
|--|--------------------------|---|--|-----------|
| 8. What is your primary professional affiliation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Specify _____ | 175 |
| 9. What is your secondary professional affiliation if any? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Specify _____ | 176 |
| 10. Are you a member of any adult education associations? | | | | |
| 1. No | <input type="checkbox"/> | | | 177 |
| 2. Yes | <input type="checkbox"/> | → Please give the full name(s) of those associations: | | 178 - 182 |
| | | | | |
| 11. Are you a member of any other professional association in any field? | | | | |
| 1. No | <input type="checkbox"/> | | | 184 |
| 2. Yes | <input type="checkbox"/> | → Please give the full name(s) of those associations: | | 185 |

EMPLOYMENT INFORMATION

5

INSTRUCTIONS:

Please indicate your employment experience in the following chart. Refer to the definitions below. In any time period you did not work, please write **NOT WORK** on the appropriate line.

DEFINITIONS

CASUAL: being called to work on demand - ex. substitute teaching

RELATED TO ADULT EDUCATION:

-your primary job responsibilities are something other than adult education

FULL TIME: 30 hours per week or more of regular work

-your job involves less than 50% of your work time in adult education work activities listed

PART TIME: less than 30 hours per week of regular work

NOT ADULT EDUCATION:

ON LEAVE: on educational leave from your job

-your job responsibilities have nothing to do with adult education

ADULT EDUCATION:

-your primary job responsibilities are adult education

-none of your work time is spent in the adult education work activities

-your job involves more than 50% of your work time in adult education work activities listed

	JOB TITLE	STARTING DATE AND COMPLETION DATE	TYPE OF EMPLOYER (give specific name of government dept, agency, institution, self)	PLEASE CHECK APPROPRIATE HEADING				PLEASE CHECK APPROPRIATE HEADING			
				FULL TIME	CASUAL	PART TIME	ON LEAVE	ADULT EDUC.	RELATED TO ADULT EDUC.	NOT ADULT EDUCATION	
A. JOB HELD IN 12 MONTHS PRIOR TO THE PROGRAM											136-
B. JOB(S) HELD DURING COURSES											190-
C. JOB(S) HELD DURING THESIS/PROJECT (if applicable)											198-
D. JOB(S) HELD SINCE GRADUATION											206-

(If you need more space, please attach a sheet)

(over)

13. What is your current employment status?

1. employed ☐ → Go to question 14.
2. seeking employment ☐ → Go to question 16.
3. not employed ☐ → Reasons for unemployment

1. Did not seek employment ☐
2. Could not find employment in adult education ☐
3. Other. Please specify _____ ☐

Go to question 16.

14. Are you employed in the field of adult education or a field related to adult education?

1. Yes ☐ → Go to question 15.
2. No ☐ → Why are you working in a field not related to adult education?

1. Could not find employment in adult education
2. Did not seek employment in adult education
3. Other. Please specify _____

Go to question 15.

15. If you are currently employed, please indicate the category that closest fits your current salary. Check the appropriate box.

1. \$10,000 or less ☐
2. \$10,000 - \$19,999 ☐
3. \$20,000 - \$29,999 ☐
4. \$30,000 - \$39,999 ☐
5. \$40,000 or more ☐

16. What are your career plans for the next two years? Please check the appropriate box.

1. stay in current position ☐
2. stay in present field, but seek a new position ☐
3. look for a different field of work, please specify _____ ☐
4. retire ☐
5. obtain further education ☐
6. I don't know ☐
7. OTHER, Please specify _____ ☐

18. Based on your experience in the Continuing Education program how would you assess the following:

	VERY GOOD	GOOD	FAIR	POOR	VERY POOR	COMMENTS
Teaching Competence of Professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Your experience in your research/thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Interaction with professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Student activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Advice you received on program of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

241

242

243

244

245

19. Any other comments you might wish to make on the Continuing Education Graduate program?

Thank you for your cooperation.

Code number: this number is used to control additional mailings. The number will be detached from your survey by the University Studies Group to maintain confidentiality.

V. UNIVERSITY EXPERIENCE

17. Please rate each area in which you took courses at the University of Saskatchewan in terms of its contribution to your professional competence. Please check the appropriate box.

DID
NOT TAKE VERY GOOD GOOD FAIR POOR VERY POOR

Undergraduate Classes:

EDCNT 480 Continuing Education in Today's Society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	220
EDCNT 316 Human Development: Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	221
EDCNT 410 The Adult Educator in Today's Society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	222
EDCNT 420 Processes in Continuing Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	223
EDCNT 430 Philosophical and Historical Foundations of Continuing Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	224
EDCNT 440 Issues in Continuing Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	225

Graduate Classes:

Adult Basic Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	226
Program Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	227
Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	228
Adult Learning and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	229
Comparative Continuing Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	230
Community Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	231
Group Processes and Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	232
Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	233
Counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	234
Trends and Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	235
Research Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	236
Noncredit Research Seminar (990C or 900C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	237
Individual Reading and Study - specify topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	238
Others - specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	239
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	240

Covering Letter
UNIVERSITY OF SASKATCHEWAN
COLLEGE OF EDUCATION



DEPARTMENT OF
CONTINUING EDUCATION

SASKATOON, CANADA
S7N 0W0

May 1, 1981

Dear Continuing Education Graduate:

The Department of Continuing Education, with assistance from the University Studies Group and the Alumni Office of the University of Saskatchewan, is conducting a followup survey of its graduates. The program began in 1965 and there are now one hundred and forty

Postgraduate Diploma and Master's Graduates. This will be the most comprehensive followup study of the graduates conducted to date. We need to determine what the graduates are doing in terms of their employment and volunteer activities, and to assess the Department of Continuing Education's contribution to their professional competence.

As one of the graduates of the Continuing Education Program we are asking you to participate in this study by completing the enclosed questionnaire and returning it in the stamped self-addressed envelope by May 21, 1981.

The information you provide will be treated as confidential. You are not required to sign the questionnaire. Each one is numbered so that we can conduct followup mailings and telephone calls according to the following schedule:-

Reminder postcard to be sent May 11.

Reminder letter and questionnaire to be sent May 22.

Reminder telephone call or telex to be done May 29.

The results of this research will be used by the Department of Continuing Education to provide career information to prospective and current students and to plan programs that will maximize learning. Additional purposes of the research are to fulfill the requirements of a Master's thesis by Lillas Brown.

If you would like a copy of the results please indicate "copy of results" and your name and address on the back of the return envelope.

If you have any questions about this study please call (collect) the Department of Continuing Education at 343-5413 or Lillas Brown at 652-3372.

Thank you for your assistance.

Sincerely,

Dr, R.E.Y. Wickett, Head
Dept. of Continuing Education

Dr. G. Moss
Associate Professor

L. Brown
Graduate Student

LB/blm
Enclosures

Appendix I

Reminder/Thank You Postcard

A Continuing Education Graduates Survey was sent to you in early May. Thank you to those who have so promptly returned the completed questionnaire. To others, please be reminded to complete and return the questionnaire as soon as possible. We are counting on your good will to ensure successful results of this research. Please call (collect) the Department of Continuing Education at 343-5413 if you need a replacement questionnaire. Thank you.

Lillas Brown
Graduate Student
Dept. Continuing Education
University of Saskatchewan

Appendix J FOLLOW-UP Letter
UNIVERSITY OF SASKATCHEWAN
COLLEGE OF EDUCATION



DEPARTMENT OF
CONTINUING EDUCATION

SASKATOON, CANADA
S7N 0W0

May 28, 1981

Dear Continuing Education Graduate:

In early May a questionnaire was sent to all of the graduates of the Continuing Education Program at the University of Saskatchewan. Responses have been steadily coming in. As you can appreciate, we need as large a percentage of returns as possible. We want to determine what all our graduates are doing in terms of their work and volunteer experience, and to assess the Program's contribution to their professional competence. A high rate of return is essential to valid data analysis and hence to assist the Department of Continuing Education in its future program planning.

We find that your questionnaire is not among the completed returned questionnaires. Could you please take the time to complete and return the questionnaire today? A replacement questionnaire and stamped self-addressed envelope is enclosed. Thank you for your prompt attention to this matter.

Sincerely,

Gwenna Moss
Associate Professor
Dept. of Continuing Education

Lillas Brown
Graduate Student
Dept. of Continuing Education

LB/blm
Enclosures