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ABSTRACT

The purpose of this study was to describe the qualifications of the 46 instructors in adult basic education in British Columbia, to assess their awareness of the adult basic education process, and to inventory their perceived need for training. Data were gathered on socio-economic characteristics of the instructors, job satisfaction, and the importance attached by instructors to certain aspects of the instructional task. The instructors were found to be largely former teachers and to consider this job as a part-time or stop-gap occupation. They are almost evenly distributed by sex, are in the middle age range, and not overly active in community affairs. Responses to an attitude scale suggest that many instructors transfer their previous notions and experience with teaching children and are not aware that adults differ from children in many ways. Although 39 felt they needed further training, only a few were prepared to spend more than a minimum amount of time participating in programs. A sequential series of one-day institutes could be planned with each devoted to a single content area. (The interview schedule and a bibliography are included.) (PB)

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TRAINING NEEDS OF INSTRUCTORS

IN ADULT BASIC EDUCATION PROGRAMS

IN BRITISH COLUMBIA

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TRAINING NEEDS OF INSTRUCTORS IN
ADULT BASIC EDUCATION PROGRAMS IN
BRITISH COLUMBIA

BY

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1970

FOREWORD

The distressingly high incidence of poverty in an affluent society is a matter of growing concern in Canada. The adults in this population are generally unemployable so that the economic burden of public welfare for this group is becoming intolerable. Most of these adults are unemployable because of the exceedingly low level of educational achievement which is characteristic of them. Consequently, one approach to the question of poverty is that made through the provision of basic education programs for adult illiterates.

Adult illiteracy has been a matter of concern for many years and there have been many sporadic but generally short-lived attempts to educate illiterate adults. That illiteracy is still present everywhere is evidence of the failure of programs designed to eradicate it, but in recent years, there has been a revival of interest in the problem of adult illiteracy and more stringent efforts to reduce the number of illiterates.

The success of adult basic education programs rests upon the quality of the instruction and the adequacy of supporting services. The quality of instruction, in turn, depends upon the preparation of instructors skilled in managing learning situations designed for adult illiterates, but there are too few people available who have such specialized training. Consequently, it is necessary to use whatever manpower is at hand to staff basic education programs. In such a situation it is desirable to provide opportunities for instructor's needs or acceptance of further education to plan and develop training programs.

The Adult Education Research Centre at the University of British Columbia undertook an investigation into the matter of the need for training as perceived by instructors in adult basic education. The result of that investigation is reported herewith. The original study upon which this report is based was a master's thesis conducted under the direction of Dr. John A. Niemi of the Centre staff. The report presented here is a re-working and extended analysis of the original data which was done by the author during the past few months. This report is published by the Centre in the hope that it will be useful elsewhere because so little research has been done in this area.

Coolie Verner,
Professor of Adult Education

Vancouver
Fall 1970

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CHAPTER I

THE STUDY

The central role of the instructor in adult basic education has become a recurring theme in the current literature. Whatever modifications are made in programs, practices, materials and services, the most significant improvements appear to depend upon the selection and use of instructors who are skilled in working with educationally disadvantaged adults. Although there is a demand for more and better qualified instructors, there have been few studies of the descriptive characteristics and perceived training needs of those presently staffing programs in the United States or Canada.

PURPOSE OF THE STUDY

The purpose of this study was to describe the qualifications and socio-economic characteristics of instructors in adult basic education in British Columbia, to assess their awareness of the adult basic education process, and to inventory their perceived need for training as a basis for planning in-service instructor training programs.

ADULT BASIC EDUCATION

The Province of British Columbia had 5.82 per cent of its population twenty years of age and over classified as functionally illiterate in 1961 compared with 9.55 per cent in Canada as a whole. This is the smallest illiterate population in any area of Canada. Of those classified as functionally illiterate, 6.58 per cent are male and 5.04 per cent female, with 8.72 per cent in rural areas as compared to 5.55 per cent in the urban areas of the province. (43)

The low proportion of illiterates in the province has generated a complacency about the need for adult basic education so that very few programs are presently offered. The local school districts in the Lower Mainland, Vancouver Island, Cariboo, Peace River, and Okanagan regions of British Columbia were the most active in providing opportunities in adult basic education but even so, these districts offered few programs.

In addition to the programs conducted by local school districts, certain of the prisons in the province ran courses for inmates. The Provincial Department of Social Welfare conducted some programs and the Canadian Department of Indian Affairs and Northern Development had programs which were offered principally to the native Indian population at various places in the province. These latter programs were generally contracted to local school districts with the Departments concerned paying the school district for conducting the program. As a general rule such contracted programs enjoyed certain benefits not normally found in local school district programs.

PROCEDURE

The analytical survey method, with a structured interview schedule was used to gather data from adult basic education instructors.

Population

All of the instructors involved in adult basic education in the Province of British Columbia constituted the population for this study. In the Spring of 1969 this population consisted of 46 instructors and interviews were conducted with them during the months of February, March, and April 1969.

Interview Schedule

A schedule was constructed to record data from the interviews with instructors of adult basic education. (Appendix I) This schedule included descriptive data on the socio-economic characteristics of the instructors including such standard items as age, sex, educational status, social participation, professional preparation, and experience. A job satisfaction scale containing twelve items was used to assess their degree of satisfaction with adult basic education and to attempt to identify the specific areas of dissatisfaction should such occur.

A thirty-item attitude scale was developed to rate the importance attached by instructors to certain aspects of the instructional task. This scale contained items related to program development, the learner, the instructor, and to the organization and management of the adult basic education program.

In order to determine the need for further learning about teaching in adult basic education, fourteen items relating to areas of instruction were checked by instructors to indicate their perceived need for training or to identify the reasons why they did not feel the need for training.

Pre-Test

Six teachers of English for New Canadians and an instructor in a vocational up-grading program were interviewed to pre-test the survey instrument. As a result of this pre-test several items on the schedule were revised and simplified.

Analysis of Data

The completed interview schedules were coded and key-punched for analysis using the University of British Columbia MV-TAB program. Univariate tabulations were made to summarize the socio-economic characteristics of the instructors, while bivariate tabulations produced tables comparing instructor characteristics with job satisfaction and attitudes toward adult basic education. Statistical tests of significance were used where these were found to be appropriate.

REVIEW OF THE LITERATURE

Although few studies relating to instructors in adult basic education have been made, research related to the disadvantaged adult is helpful in identifying some of the characteristics and competencies which those staffing programs should possess, and should give some insight into the types of training experiences which might be developed to assist instructors in their work.

Characteristics of the Disadvantaged Adult

The environment in which many disadvantaged adults live has been found to have deleterious effects on the intellectual (6, 8, 11, 14, 15, 16, 26), emotional (1, 18, 20, 22) and physical development (29, 30, 31) of its inhabitants. This population tends to have the highest rates of unemployment (5, 30), a high incidence of welfare support (30, 31, 34), and it often experiences chronic economic insecurity (33, 40).

Many disadvantaged adults live in segregated neighbourhoods suggestive of the social ostracism to which the group is subjected (12, 24, 29). Broken families are common (2, 30) and the group as a whole contributes disproportionately to social deviancy and crime (4, 39). Housing is substandard, overcrowded, and often lacking adequate sanitary facilities (12, 29, 30, 31), which produces, in part, the higher incidents of disease and ill health (1, 2, 5) that are found in this population.

More to the point of this discussion, however, is the scarcity of organized sensory stimuli in both the environment of the illiterate adult and in the human relationships in that environment. This deprivation often results in the faulty and incomplete development of audio and visual senses (19, 20); inadequate opportunity to acquire perceptual discrimination skills (15, 22, 27); lack of occasions to use other individuals as sources of information for correction, reality testing, or as instruments for satisfying curiosity (11, 14); an impoverished language-symbolic system (8, 21, 32, 42); and finally, it produces a deficiency in information, concepts and relational propositions (6, 26).

Certain personality traits common to members of the poverty sub-culture have been identified which explain both the behaviour of its members and the sub-cultural qualities of the group. These same characteristics are found to be common to most adults who are in need of basic education (1).

Skene (42) has noted the following characteristics of members of the poverty sub-culture:

1. authoritarian and employ physical rather than verbal dominance;
2. rigidly restrictive where their religious beliefs are prohibitive;
3. more given to intolerance, prejudice, tending more to black and white thinking;
4. more prone to action than reflection; more anti-intellectual;
5. more inclined to physical or concrete thinking and learning than to impersonal, abstract thinking;
6. more given to resign themselves to "fate" and to be pessimistic about a vocational future;
7. more suspicious and hostile toward police and distrustful of government authority;
8. less developed in imaginative and logical powers;
9. more reactionary in socio-political areas but more given to economic liberalism;

10. more prone to have a short time perspective, living and working for the present to fulfill immediate needs as their future seems no more secure than the present;
11. more likely to reveal hostility, tension and aggression than those who live well above the subsistence level.

In his study of adult illiterates, Derbyshire (18) has simplified the identification of the personality characteristics of this group in terms of the following traits:

1. Insecurity -- displayed by boisterousness, acting out behaviour, and an unwillingness to admit error;
2. Physical aggression -- recognized lack of status resulting in physical aggression;
3. Reticence -- neglected identification of personal needs except in an occasional explosive manner;
4. Lethargy -- resigned to current status with lack of motivation for change;
5. Communication -- sensitized to non-verbal cues by those in power;
6. Concrete thinking -- contented to refer to concrete objects and situations of personal importance instead of abstract thought.

Because of these traits, illiterate adults enter learning situations with a qualitatively different preparation to meet the demands of the learning process and its associated behavioural requirements than do the more advantaged adults. Their motivation probably has been reduced by experiences that include the lack of expectation of reward for performance or the successful completion of tasks (11, 14, 15, 16, 17). Furthermore, the disadvantaged adult is likely to have developed a negative

self-image through frustration in not understanding, not succeeding, and not being stimulated, while at the same time being regulated by his environment. (23, 23, 41). The cumulative effect of these cultural influences on disadvantaged adults is a general lack of any readiness for learning (9), little expectation that education will alter this life style (26, 27, 37) and, consequently, little motivation to set high goals for achievement (11, 14, 16, 17, 41).

Obviously, there is a vast cultural discontinuity between the illiterate adult and an instructor of adult basic education. It is possible, however, to reduce this cultural barrier but in doing so, the responsibility must rest principally upon the instructor. Knowledge of the functionally interdependent and mutually reinforcing characteristics which have shaped the adult illiterate is an essential pre-requisite. On the basis of such knowledge, the instructor will need to reshape his conception of learning and instruction so that they are acceptable to an illiterate adult. The attitudes, education and experience of an instructor will indicate the need for specialized training to manage adult basic education successfully.

CHAPTER II

CHARACTERISTICS OF INSTRUCTORS

Instructors engaged in adult basic education in British Columbia are drawn from the teaching profession more than from other occupations. They are almost evenly distributed by sex, are in the middle age range, and are not overly active in community affairs. For most instructors, adult basic education is more of a part-time or stop-gap occupation than a career line. A detailed analysis of the socio-economic characteristics of instructors in British Columbia is presented under five major headings: (1) personal, (2) educational (3) experience, (4) occupation, and (5) job satisfaction.

PERSONAL CHARACTERISTICS

Sex

The population of instructors was almost evenly distributed between male and female with twenty-four (54 per cent)* male and twenty-two (46 per cent) female. In considering the sex of instructors by institutions sponsoring programs, it was found that local school boards employed seven men and six women for their own programs and

* The percentages in this study have been rounded off to the nearest whole number: hence, totals may not equal 100 per cent. (44)

seven men and eleven women for programs contracted with them by other agencies. Four women were instructing in programs originating in private schools under a Department of Indian Affairs contract; penal institutions sponsoring their own programs employed eight men and one woman; and two men were instructing in programs administered by the Department of Indian Affairs.

Age

The median age range of instructors was 35 - 44, with twenty (44 per cent) of the respondents in this category. Fifteen instructors including eight men and seven women were between the ages of 16 and 34, and eleven (five men and six women) were between 45 and 64 years of age.

Marital Status

Thirty-one (67 per cent) of the instructors were married and twelve (26 per cent) were single. Three respondents who were separated, widowed or divorced accounted for the remaining 7 per cent. The married instructors included twenty men and eleven women, while the single group was made up of nine women and three men. The group that was separated, widowed or divorced consisted of two men and one woman.

Members of Religious Orders

In the total population of 46 adult basic education instructors, nine (20 per cent) were full-time members of religious orders. One of the male respondents was a Salvation Army clergyman, seven women were nuns in Roman Catholic orders and one woman was a member of the Frontier Lay Apostolate. This number of women in religious orders accounts for the

percentage of single women shown earlier.

Social Participation

The Chapin Social Participation Scale* was used to measure the participation of instructors in community organizations. Scale scores ranged from zero to over thirty-five, with a median score from eleven to fifteen. Eight individuals (17 per cent) had a score of zero and eleven (24 per cent) scored less than eleven. Twelve respondents (29 per cent) scored more than twenty, and fifteen (33 per cent) had scores ranging from eleven to twenty. Memberships in professional organizations were listed most frequently, followed by service club membership, and participation in activities of fraternal organizations. Only 7 per cent of the respondents were members of an association concerned with adult education.

EDUCATIONAL CHARACTERISTICS

Educational Backgrounds

As expected, the instructors interviewed reported a high level of education (Table I). One-half of the respondents reported university graduation and of this number, thirteen either had studied one year beyond a Bachelor's degree or held an advanced degree. Two to three years of university study was reported by 22 per cent and 20 per cent of the instructors had either one year of university or Grade XIII.

* The Chapin Scale assigns numerical values to both the number of organizations to which the individual belongs and to his degree of involvement in them. A high scale score indicates a high rate of participation, since the degree of involvement is measured by attendance at meetings, financial contributions, committee membership and the holding of offices.

TABLE I
PERCENTAGE DISTRIBUTION OF INSTRUCTORS
BY LEVEL OF EDUCATION ACHIEVED

Educational Level	No.	Per Cent
Less than Grade 8	1	2
Grades 8 - 11	1	2
Grade 12	2	4
Grade 13 or one year university	9	20
2 - 3 years university	10	22
Bachelor's Degree	10	22
1 year beyond Bachelor's, no Master's	11	24
Master's degree or higher	<u>2</u>	4
Total	46	

At the time of the interview 30 per cent were enrolled part-time on university degree programs. Of this group, ten were working toward a Bachelor's degree, three were on Master's programs, and one respondent was studying for a doctorate. One instructor was studying part-time on a university diploma program in adult education.

Participation in Further Education

Only half of the respondents reported any participation in further education that was not related to a degree program. Of this number, fourteen had done so to improve their professional status. Those who participated in further education tended to fall in the median age category, to have had some university education, and they were about evenly divided by sex. It is perhaps curious that those engaged in providing education for adults are not themselves always consumers of adult education.

Professional Preparation for Teaching Adults

Few instructors reported that they had studied adult education in either credit or non-credit courses. This is partly a reflection of the lack of systematic training available to teachers of adults and partly due to their low participation in adult education as indicated above. The data revealed that only five instructors (11 per cent) had taken credit courses in adult education and of this number, two had taken one course, two had taken two courses and one instructor had taken five.

Twenty instructors (44 per cent) reported participation in conferences, workshops or in-service training programs for adult instructors. Of this group fourteen reported having attended from one to three programs, five between four and six and one reported attendance in seven to ten such programs.

As might be anticipated, those who had taken either credit courses or other preparatory programs had some university education. Moreover, three of the five who had taken credit courses and thirteen of the twenty who had other preparation had also participated in further education programs. Of those reporting either courses, or a combination of both courses and other preparation, only three were employed full-time in adult education, thirteen had previously taught adult basic education, and four had taught other kinds of adult education courses.

QUALIFICATIONS AND EXPERIENCE

Teacher Certification

Twenty-two (48 per cent) of the adult basic education instructors held permanent British Columbia teacher certification and five (19 per cent)

had interim certificates. Over half of the instructors with permanent certification held either "professional basic" or "professional advanced" certificates, while 30 per cent held either "elementary basic" or "elementary advanced" certificates (Table II). Nine of those with permanent B. C. certification also held permanent certification elsewhere, and three of those instructors who were not certified in British Columbia did have certificates that were valid elsewhere. Eight of the instructors were in the process of obtaining permanent certification at the time of the interview.

TABLE II
PERCENTAGE DISTRIBUTION OF INSTRUCTORS
BY TYPE OF TEACHER CERTIFICATION

Type of Certificate	No.	Per Cent
No certification	19	41
Certification	27	58
Total	46	
Type of Certification:		
Elementary	8	29
Professional	14	51
Interim	5	18
Total	27	

Teaching Experience in Other than Adult Education

With respect to years of teaching experience in other than adult education, forty instructors (87 per cent) had experience ranging from one to more than thirty years, with a median of six to ten years.

Almost two-thirds of those respondents with teaching experience had taught less than ten years while 20 per cent had taught between eleven and twenty years, and 5 per cent had more than twenty years of teaching experience. In their years of teaching, half of the respondents had gained experience in more than one area of education, while the other half had taught in one area only (Table III). The median range of experience for instructors in any one area of education was 1 - 5 years.

TABLE III
PERCENTAGE DISTRIBUTION OF INSTRUCTORS
BY AREAS OF EDUCATION
IN WHICH THEY HAVE TEACHING EXPERIENCE

Areas of Education	No.	Per Cent
No previous experience	6	13
Some previous experience	40	86
Total	46	
Type of Experience:		
Elementary only	14	35
Secondary only	4	10
Other	2	5
Elementary and secondary	14	35
Elementary and other	5	10
Secondary and other	1	2
Total	40	

Previous Experience in Adult Basic Education

The relative newness of adult basic education programs in British Columbia becomes evident in the analysis of data pertaining to experience in this area of adult education. Of the instructors interviewed, only 20 (44 per cent) reported previous experience in teaching

adult basic education. Four of the instructors reporting prior experience had taught in programs originated by school boards, eleven had taught in programs sponsored by school boards under an Indian Affairs contract, and six in penal institutions. In many cases, the programs in which the instructors were operating at the time of the interview were the first of this kind offered in their particular area.

Previous Experience in Other Adult Education Programs.

Previous experience in adult education programs other than adult basic education was reported by 26 per cent of the instructors. In this group, ten instructors were among those also reporting prior experience in teaching adult basic education. The courses in adult education taught previously included liberal arts courses reported by two instructors, professional courses by seven, programs for leisure time by two, and a personal development program by one instructor. None of the instructors reported extensive experience in adult education and 67 per cent had previously taught fewer than three courses for adults.

OCCUPATIONAL CHARACTERISTICS

Present Occupations and Professional Commitments to Adult Education

Adult basic education is not normally a full-time occupation so only thirteen (28 per cent) of those interviewed were working in that capacity. In the total population, thirty-three individuals were engaged full-time in some form of education with eleven elementary teachers and five secondary teachers among them. Thirteen of the instructors came

from occupations other than education. (Table IV). Thus, except for the full-time people, instructors in adult basic education are part-time workers with little professional commitment to working with adult illiterates. This may account, in part, for the scarcity of specific training in adult education noted earlier.

TABLE IV
PERCENTAGE DISTRIBUTION OF INSTRUCTORS
BY OCCUPATION

Occupation	Total		Male		Female	
	No.	%	No.	%	No.	%
Adult Education Instructor (full-time)	13	28	9	38	4	18
Elementary School Teacher	11	24	3	13	8	36
Secondary School Teacher	5	11	4	17	1	5
Music Teacher	1	2	1	4	0	0
Educational Administrator	3	7	2	8	1	5
Librarian	2	4	2	8	0	0
Rehabilitation Officer	1	2	1	4	0	0
Secretary	1	2	0	0	1	5
Security Superintendent	2	4	1	4	1	5
Student	1	2	1	4	0	0
Housewife	6	13	0	0	6	27
Total	46		24		22	

Subject Matter Presently Taught by Instructors

At the time of the interviews, half of the instructors of adult basic education were teaching basic English and Arithmetic skills only. Five instructors were teaching English only, four were teaching English and Social Studies, one was teaching English and Science, two were teaching English, Arithmetic and Social Studies, five were teaching English, Arithmetic and Science, and four were

giving instruction in English, Arithmetic, Social Studies and Science. Two were teaching only Science and Arithmetic (Table V).

TABLE V
PERCENTAGE DISTRIBUTION OF INSTRUCTORS BY
SUBJECT MATTER TAUGHT IN
ADULT BASIC EDUCATION

Subject Matter	No. of Instructors	Per Cent
Basic English	5	11
Basic English and Arithmetic	23	50
Basic English and Social Studies	4	9
Basic English, and General Science	1	2
Basic English, Arithmetic, Social Studies	2	4
Basic English, Arithmetic, General Science	5	11
Basic English, Arithmetic, Social Studies, General Science	4	9
General Science and Arithmetic	2	4
Total	46	

Other Adult Education Programs Taught

Six instructors employed full-time and five part-time instructors in adult basic education were also teaching other adult education courses. These other courses included liberal arts and leisure time subjects as well as personal and professional development courses. (Table VI)

TABLE VI
PERCENTAGE DISTRIBUTION OF INSTRUCTORS BY
OTHER ADULT EDUCATION COURSES TAUGHT

Type of Course Taught	No. of Instructors	Per Cent
Liberal Arts	4	37
Liberal Arts, Personal Development	1	9
Professional	3	27
Professional, Personal Development	1	9
Leisure	1	9
Family Life	1	9
Total	11	

Motivation for Teaching Adult Basic Education.

All instructors were asked to state the major factors influencing their decision to teach adult basic education. While the desire to render service to the community accounted for the single highest percentage of responses (24 per cent), more women than men gave this answer as their primary motive. As might be anticipated, more men than women were motivated to teach adult basic education to augment their incomes. The opportunity to maintain their skills by teaching part-time was cited by fourteen per cent of the women. Three male and two female instructors indicated that they were unable to obtain employment in any other area of teaching. Three males and one female instructor working in penal institutions indicated that they were teaching adult basic education solely because it was required as part of their regular job. In many

instances the reward aspects of teaching adults were noted and the absence of disciplinary problems was mentioned by some instructors. (Table VII)

TABLE VII
PERCENTAGE DISTRIBUTION OF INSTRUCTORS BY
MOTIVES FOR TEACHING ADULT BASIC EDUCATION

Reason	Total		Male		Female	
	No.	%	No.	%	No.	%
To render service to community	11	24	3	13	8	37
To earn extra money	9	20	7	29	2	9
Challenge and interest	8	17	4	17	4	18
Like teaching adults	6	13	4	17	2	9
Only area in which I could teach	5	11	3	13	2	9
Part of my regular job	4	9	3	13	1	5
To maintain skills by part-time	3	7	0	0	3	14
Total	46		24		22	

JOB SATISFACTION

If an instructor is dissatisfied with his role in adult basic education, his efficiency may be impaired and as a result, student growth and achievement will be affected. To assess instructor satisfaction, a twelve-item scale was constructed to provide an index of job satisfaction. Instructors indicated their degree of satisfaction by ranking each item on a five-point scale. These rankings were weighted

and scale scores were computed. The maximum possible score on the job satisfaction scale was 48 and the mean score of all instructors was 27.9 with the range from 11 to 40 and a standard deviation of 7.20 (Table VIII).

In an effort to determine specific sources of dissatisfaction, the scale items were categorized under three headings: administrative policies, human relations, and teaching competence. The mean score for all instructors in each of the three categories indicated that they were least satisfied with their teaching competence (Table VIII), although comparisons of the mean scale scores of instructors grouped according to their descriptive characteristics did show significant differences among them.* The following sections analyse both instructors' responses to each item categorized under administrative policies, human relations and teaching competence, as well as those instructor characteristics which probably accounted for the varying degrees of satisfaction found within the group as a whole.

Satisfaction with Administrative Policies

As far as administrative policies were concerned, 70 per cent of the instructors found their salary satisfactory, 72 per cent were satisfied with the amount of time they were required to spend in the position, and 74 per cent felt that sufficient autonomy was permitted them in their teaching. (Table IX). Thirty-three per cent of those interviewed believed they had adequate equipment and sufficient supplies to operate their classes effectively.

* A Students' "t" was used to test for mean scale score differences among instructors. Only tests yielding significant differences are reported in the following sections.

TABLE VIII
MEAN SCORES OF INSTRUCTORS ON JOB SATISFACTION ITEMS

Satisfaction Items	Highest Score Obtainable	Mean Score Obtained
<u>Administrative Policies:</u>		
Adequacy of equipment and supplies	4	1.72
Your salary compared to that obtained in other occupations	4	2.65
Time required for teaching and non- teaching responsibilities	4	2.74
Degree of autonomy permitted you	4	3.13
Sub-Total	16	10.24
		S. D. 3.43
<u>Human Relations</u>		
Your relations with your supervisors	4	2.30
Your relations with your fellow teachers	4	3.33
Your relations with your students	4	2.46
General community attitude towards teaching adult basic education	4	1.22
Sub-Total	16	9.30
		S. D. 2.45
<u>Teaching Competence</u>		
Knowledge of the subject matter	4	2.30
Skill in adapting to the needs, interests and abilities of students	4	2.09
Capacity for using a variety of teaching techniques	4	2.09
Originality in planning lessons	4	1.68
Sub-Total	16	8.33
		S. D. 4.21
Total	48	27.90
		S. D. 7.20

TABLE IX
PERCENTAGE DISTRIBUTION OF INSTRUCTORS' RESPONSES ON ITEMS
RELATING TO JOB SATISFACTION
REGARDING ADMINISTRATIVE POLICIES

Statement	Very Satisfied		Fairly Satisfied		Undecided		Fairly Dissatisfied		Very Dissatisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%
Adequacy of equipment and supplies furnished to you	46	6	13	9	20	0	0	26	57	11
Your salary compared to that of other occupations in your community open to people with your level of education	46	14	30	18	39	1	2	10	22	7
Total time you are required to spend in both teaching and non-teaching responsibilities	46	17	37	16	35	0	0	10	22	7
Degree of autonomy permitted you in your teaching	46	28	61	6	13	3	7	9	20	0

While instructors were generally satisfied with the freedom given them in their teaching, this same autonomy was judged by several to indicate the administrator's lack of interest in the program. Twenty-six of the respondents were satisfied with respect to their relations with directors of adult education or other educational supervisors. Those expressing dissatisfaction usually indicated the belief that it was an administrator's responsibility to co-operate with them in the development of an appropriate adult basic education program; consequently, they resented the lack of direction in their programs - particularly where they were instructing adult illiterates for the first time.

TABLE X
MEAN SATISFACTION SCORE DIFFERENCES
AMONG INSTRUCTORS ON ITEMS
RELATED TO ADMINISTRATIVE POLICIES

Instructor Characteristics	Mean	Standard Deviation	"t"	p
Male	8.63	3.20	3.77	.001
Female	12.00	2.73		
degree holder	10.00	4.00	3.96	.001
no degree	6.09	3.16		
certified teacher	9.88	4.00	3.14	.01
no certification	6.30	3.55		
instructor contracted program	10.85	2.96	2.20	.05
instructor non-contracted program	8.20	3.41		

Instructor satisfaction with administrative policies varied with the previous experience of the instructor. (Table X) Those with a university degree as well as those with permanent teacher certification were generally more content with administrative policies than were their colleagues. This may reflect their

previous conditioning by the institution where those with less education and experience probably had greater expectations of the administration and were disappointed when they experienced first hand the policies under which the program operated. Those instructors employed in contracted programs expressed greater satisfaction with administrative policies than did those involved in the regular school programs. This suggests a disparity in the institutional and administrative climate between the programs, with the contracted programs allowed greater freedom and probably better resources than the school programs. Greater dissatisfaction was expressed by men than by women which suggests a status differential by sex.

Human Relations

The human relations segment of the job satisfaction scale measured instructor's feelings about superiors, colleagues, students, and the community attitudes towards teaching adult basic education. (Table XI). More instructors expressed satisfaction with their relationships with supervisors and administrators than were dissatisfied. An even larger proportion of instructors were satisfied with their relations with other teachers.

Although the instructors were generally satisfied in their relations with students, they expressed concern for the apparently low motivational levels of students and similar attributes rather than any dissatisfaction with students as people. Some instructors were unhappy about their own lack of knowledge about students and their inability to accommodate individual differences satisfactorily. Many instructors seemed more frustrated by not being able to achieve as much progress in students as they expected than by their own inability to meet the expectations of others. As a group, instructors holding permanent certification and those with more education expressed more satisfaction with regard to interpersonal relationships (Table XII).

TABLE XI

PERCENTAGE DISTRIBUTION OF INSTRUCTORS' RESPONSES ON ITEMS RELATING TO
JOB SATISFACTION REGARDING HUMAN RELATIONS

Statement	Total	Very Satisfied		Fairly Satisfied		Undecided		Fairly Dissatisfied		Very Dissatisfied	
		No.	%	No.	%	No.	%	No.	%	No.	%
Your relations with your supervisors and administrators	46	9	20	17	37	5	11	10	22	5	11
Your relations with your fellow teachers	46	22	48	20	44	1	2	3	7	0	0
Your relations with your students	46	13	28	14	30	6	13	9	20	4	9
General community attitude towards teaching adult basic education as an occupation	46	0	0	11	24	2	4	18	39	15	33

TABLE XII

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MEAN SATISFACTION SCORE DIFFERENCES
AMONG INSTRUCTORS ON ITEMS
RELATED TO HUMAN RELATIONS

Instructor Characteristics	Mean	Standard Deviation	"t"	p
Degree holder	10.09	1.86	2.03	.05
No Degree	8.16	2.04		
Certified teacher	10.12	2.59	2.85	.01
No certification	8.20	1.86		

Satisfaction with own Teaching Competence

In considering the degree of satisfaction with their own teaching competence, a higher percentage of instructors were more reluctant to provide rankings in this than in the other categories. Twenty-five (54 per cent) were satisfied with their knowledge of subject matter, twenty-two (48 per cent) felt that they were adequately adapting instruction to student needs, twenty-four (52 per cent) were confident of their ability to use a variety of instructional techniques, and seventeen (37 per cent) were satisfied with their ingenuity in planning instruction. (Table XIII)

As might be expected, those instructors with more education and experience expressed a greater amount of confidence in themselves (Table XIV). Moreover, instructors of contracted programs were considerably better satisfied than were others and this may, perhaps, be attributable to the fact that they tended to have more training and experience than those employed in non-contracted programs.

TABLE XIII

PERCENTAGE DISTRIBUTION OF INSTRUCTORS' RESPONSES ON ITEMS RELATING TO
JOB SATISFACTION REGARDING TEACHING COMPETENCE

Statement	Total	Very Satisfied		Fairly Satisfied		Undecided		Fairly Dissatisfied		Very Dissatisfied	
		No.	%	No.	%	No.	%	No.	%	No.	%
Your knowledge of the subject matter you teach	46	8	17	17	37	6	13	11	24	4	9
Your skill in adapting to the needs, interests, and abilities of your students	46	6	13	16	35	4	9	16	35	4	9
Your capacity for using a variety of teaching techniques	46	8	17	16	35	5	11	15	33	2	4
Your originality or creativity in planning your lessons	46	2	4	15	33	4	9	19	41	6	13

TABLE XIV
 MEAN SATISFACTION SCORE DIFFERENCES
 AMONG INSTRUCTORS ON ITEMS
 RELATED TO INSTRUCTIONAL COMPETENCE

Instructor Characteristics	Mean	Standard Deviation	Value of "t"	p
Degree holder	10.58	3.04	2.85	.01
No Degree	7.73	4.01		
10+ yrs. of experience	10.45	3.46	2.37	.05
10- yrs. of experience	7.65	3.82		
Instructor Contracted Program	10.12	3.53	2.04	.05
Instructor Non-Contracted Program	8.00	3.73		

SUMMARY

The individuals presently employed as instructors for adult basic education programs in British Columbia are nearly evenly distributed by sex, they are in the middle age range, and they are not overly active participants in community affairs or in further education. The majority of the instructors have some university education or better and over half of them hold teaching certificates. Nearly all of them have had previous experience in teaching and almost half had experience in adult basic education. For the most part, the instructors were reasonably satisfied with their job as instructors in adult basic education although it seems evident that they were not all confident of their ability to perform adequately their teaching role.

CHAPTER III

ATTITUDES AND PERCEIVED TRAINING NEEDS

Although there is an extensive substantive body of knowledge about educating adults, there is too little information related to how much and what specific knowledge, skills, or attitudes should be included in the training of instructors for adult basic education. The educational level, aptitudes, perceptions, and experiences of instructors will influence their willingness to participate in programs of self-improvement. This study attempted to assess the attitudes of instructors toward certain selected aspects of the adult basic education process and to inventory the needs for further learning related to that process as perceived by instructors.

ATTITUDES TOWARD

THE ADULT BASIC EDUCATION PROCESS

An attitude scale consisting of thirty items was constructed to measure attitudes about the adult basic education process. This was a Likert-type scale on which respondents were asked to rate the importance of each item on a five-point scale and the responses were weighted to produce a scale score. The highest possible score was 120 and the mean score achieved by the group was 80.3 with a standard deviation of 15.6 (Table XV).

TABLE XV
MEAN SCALE SCORES OF INSTRUCTORS ON ITEMS MEASURING
THEIR ATTITUDES TOWARD
THE ADULT BASIC EDUCATION PROCESS

	Highest Score Obtainable	Mean Score Obtained
<u>Program Development</u>		
Determining behavioural objectives for the program	4	2.43
Matching materials & activities with students' developmental levels	4	2.80
Selecting subject matter for the course	4	2.70
Arranging instructional units in a proper sequence	4	2.61
Utilizing students' interests in planning & conducting programs	4	2.46
Supplementing published materials with local or own materials	4	3.22
Selecting texts, workbooks, etc. to be used	4	2.89
Sub-Total	28	18.76
	S. D.	5.52
<u>The Learner</u>		
Adapting instruction to different abilities of students	4	3.46
Pre-testing to determine initial skill level of students	4	1.80
Obtaining opinions of students on their needs	4	2.30
Assisting students to set own goals	4	2.35
Testing, repeating & practicing at later sessions work taught previously	4	2.93
Providing opportunities for student- teacher interaction	4	3.02
Helping students with personal as well as educational problems	4	2.96
Providing individualized instruction to each student during a class	4	3.00
Sub-Total	32	21.30
	S. D.	5.10

Table XV cont. . . .

	Highest Score Obtainable	Mean Score Obtained
<u>The Instructor</u>		
Familiarizing oneself with background of each student	4	2.63
Using a variety of instructional techniques	4	2.96
* Dressing in clothes similar to your students	4	2.54
* Giving lectures on subject matter being taught	4	2.67
* Your age compared to the average age of your students	4	2.74
Making use of audio-visual aids	4	2.15
Familiarizing oneself with job opportunities available for students	4	2.67
Presenting concepts in a variety of ways	4	3.07
Sub-Total	32	22.43
	S. D.	6.00
<u>Organization & Management</u>		
Maintaining check on attendance	4	2.15
Using tests & exams to measure achievement	4	1.96
* Disciplining students who are disturbing others	4	3.04
Sectioning classes to provide for different levels of instruction	4	2.15
Keeping to pre-scheduled time limits	4	2.28
Maintaining a cumulative file on each student	4	2.67
* Separating the sexes for classes	4	3.01
Sub-Total	28	17.83
	S. D.	3.26
TOTAL	120	80.3
	S. D.	15.6

* These items were negatively weighted

The items on the scale were grouped for further analysis into four categories relating to program development, the learner, the instructor, and organization and management. Mean scale scores within each of these categories indicated that instructors were least concerned with the administrative aspects of conducting a program. (Table XV).

In addition to the scale items, the interviewer recorded comments related to the four categories of items and these have been incorporated in the analysis where appropriate. The descriptive characteristics of instructors reported earlier also were tested against mean scale score differences in each of the four categories using the Students' "t". This analysis identified the characteristics of instructors related to differences in the scale ratings of the various items.

Program Development

This section of the attitude scale was designed to assess an instructor's awareness of and importance attached to certain aspects of program development. Over fifty per cent of the instructors rated each item on this scale as either always or usually important. (Table XVI) The maximum possible score was 38 and the mean score was 18.31 with the standard deviation 4.67 (Table XV). The recognition of the items and the attachment of a relatively high value to them does not imply necessarily that these govern the development of the instructional program. In a large measure, the available materials for instruction give a direction to the program and, in fact, it became evident in the interviews that carefully formulated objectives were almost non-existent.

TABLE XVI

PERCENTAGE DISTRIBUTION OF INSTRUCTOR RESPONSES ON ITEMS
RELATED TO PROGRAM DEVELOPMENT

Item	Total Number		Always Important		Usually Important		Undecided		Seldom or of limited importance		Never Important	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Determining behavioural objectives for the program	46	12	26	35	4	9	8	17	6	13		
Matching materials and activities with students' developmental levels	46	14	30	33	11	24	6	13	0	0		
Selecting subject matter for the course	46	14	30	41	1	2	9	20	3	7		
Arranging instructional units in a proper sequence	46	7	15	50	7	15	9	20	0	0		
Utilizing students' interests in planning and conducting programs	46	20	44	24	11	24	3	7	1	2		
Supplementing published materials with local or own materials	46	10	22	46	6	13	8	7	1	2		
Selecting texts, workbooks, etc., to be used	46	16	35	26	0	0	13	28	5	11		

The degree to which instructors were aware of the availability of materials and resources varied considerably. Several of them expressed concern over the lack of materials, perhaps indicating that the individual had little knowledge of what was available. Instructors in many non-contracted programs, particularly those being sponsored by public schools and penal institutions, were using materials almost exclusively from the regular elementary school program, while teachers of contracted programs were more dependent upon such materials as Henney's Systems for Success, the Mott Foundation Series, the Reader's Digest series, and S-R-A kits. Some efforts were being made to produce locally materials suited to the needs and interests of students and to utilize newspapers, magazines, catalogues, employment applications and similar materials to teach basic skills, as with such materials the learning tasks could be made more relevant to students.

Those instructors holding degrees and permanent certification and those with previous experience in adult education scored significantly higher than their colleagues on the scale. (Table XVII). The greater importance they attach to program planning may be related to a better understanding of the ways careful planning affects the success of programs. In many instances these instructors were the ones who preferred complete autonomy in conducting programs and, therefore, attached greater value to personally selecting content and materials, as well as setting program objectives.

The Learner

The relationship between the student and the instructor was examined in this section of the attitude scale. The highest possible score on this section was 32 and the mean score of the group was 21.94 with a standard deviation of 3.72. A large percentage of instructors ranked the items "adapting instruction to the different abilities of students" and "providing individualized instruction" as

TABLE XVII

MEAN SCORE DIFFERENCES OF INSTRUCTORS ON ITEMS
RELATED TO PROGRAM DEVELOPMENT

Instructor Characteristics	Mean	Standard Deviation	"t"	p
Degree-holder	24.67	5.35	3.13	.01
No degree	19.36	5.84		
Certified teacher	24.12	5.84	2.65	.05
No Certification	19.55	5.65		
Previous experience in adult education	21.29	5.35	2.19	.05
No experience	17.16	5.69		

important and indicated confidence in their abilities to perform these functions effectively. For the most part, they indicated satisfaction with their class size which facilitated these two aspects of teaching. (Table XVIII).

The item "pre-testing to determine the initial skill level of students" produced a substantial difference of opinion with eighteen instructors (39 per cent) ranking this as important, twenty-four (52 per cent) as unimportant and four (9 per cent) undecided. This difference was probably due to the existence of varying placement practices in the several programs which may have caused different interpretations of the item. Three distinct placement procedures were reported: (1) a student placement interview with a counsellor or instructor; (2) the administration of standardized tests (usually the Gate's Reading Survey or Gray's Oral Reading); and (3) making an informal analysis of reading ability during the first classes.

The importance of motivation is verified by the number of instructors ranking as important the items "obtaining opinions of students on their needs", "assisting students to set their own goals", and "providing opportunities for

TABLE XVIII

PERCENTAGE DISTRIBUTION OF INSTRUCTOR RESPONSES ON ITEMS
PERTAINING TO THE LEARNER

Item	Total Number	Always		Usually		Undecided		Seldom or of limited		Important	
		No.	%	No.	%	No.	%	No.	%	No.	%
Adapting instruction to different abilities of students	46	22	48	23	50	1	2	0	0	0	0
Pre-testing to determine initial skill level of students	46	11	24	7	15	4	9	10	22	14	30
Obtaining opinions of students on their needs	46	9	20	17	37	4	9	11	24	5	11
Assisting students to set down goals	46	11	24	15	33	4	9	11	24	5	11
Testing, repeating & practicing at later session work taught previously	46	16	35	19	41	3	7	8	17	0	0
Providing opportunities for student-teacher interaction	46	12	26	27	59	3	7	4	9	0	0
Helping students with personal as well as educational problems	46	11	24	17	37	4	9	14	30	0	0
Providing individualized instruction to each student during a class	46	13	28	24	52	5	11	4	9	0	0

student-teacher interaction". These items were viewed as factors which not only provided "holding power" but also served to motivate students to learn. While twenty-eight (61 per cent) felt that it was important to help students with personal as well as educational problems, an additional fourteen instructors (30 per cent) indicated that they discouraged this practice because they thought that it developed a dependency on them that impeded a student's development as an autonomous individual.

Over seventy-five per cent of the instructors emphasized that informal testing, repetition, and practice were important in the initial stages of learning. Some noted that the retention of learned material was a serious problem and that frequently the same work lists had to be relearned in successive classes before student progress began to accelerate.

Instructors with certification and with both previous preparation and experience in adult education obtained higher scale scores, as did instructors employed on contracted programs. The principal items accounting for score differences were "obtaining opinions of students on their needs", "assisting students to set their own goals for the program", and "helping students with personal as well as educational problems". This suggests that some instructors do not perceive the setting of program goals and objectives to be a task in which the responsibility is shared with students (Table XIX).

The Instructor

The items on the scale categorized under the Instructor produced some interesting differences of opinion among respondents (Table XX). Although over one-half of the instructors felt that it was important to familiarize themselves with the backgrounds of each student and to be aware of employment opportunities available for them, a substantial proportion felt that these two items were of limited importance. This difference of opinion infers that variations

TABLE XIX
MEAN SCORE DIFFERENCES OF INSTRUCTORS ON ITEMS
RELATED TO THE LEARNER

Instructor Characteristic	Mean	Standard Deviation	"t"	p
Certified Teacher	19.69	3.28	2.61	.05
No Certification	17.30	2.47		
Professional preparation for instructing adults	23.00	4.71	2.33	.05
No preparation	19.52	5.20		
Previous experience in adult education	22.25	5.32	2.03	.05
No experience	18.84	4.94		
Instructor contracted program	22.95	4.32	2.40	.05
Instructor non-contracted program	18.84	3.94		

in institutional policies do exist and that while instructors in some programs were encouraged or even required to become well acquainted with students, those in other programs were not.

Thirty-four instructors (74 per cent) indicated that it was important to employ a variety of instructional techniques, thirty-five (76 per cent) felt that it was important to present concepts in a number of ways, and thirty-eight (83 per cent) stressed the value of audio-visual aids in teaching adult basic education. Most of those instructors whose students were total illiterates taught reading by associating pictures with words but at the more advanced level the picture was eliminated so that the new word was presented directly. Phonics were used by a number of instructors and here, too, phonics rules were taught in a stimulus response pattern.

TABLE XX

PERCENTAGE DISTRIBUTION OF INSTRUCTOR RESPONSES ON ITEMS
RELATED TO THE INSTRUCTOR

Item	Always Important		Usually Important		Undecided		Seldom or of limited Importance		Never Important	
	No.	%	No.	%	No.	%	No.	%	No.	%
Familiarizing oneself with the background of each student	20	44	10	22	0	0	11	24	5	11
Using a variety of instructional techniques	18	39	16	35	4	9	8	17	0	0
Dressing in clothes similar to your students	0	0	9	20	14	30	12	26	11	24
Giving lectures on the subject matter being taught	1	2	14	30	4	9	4	9	23	50
Your age compared with the average age of your students	2	4	7	15	8	17	17	37	12	26
Making use of audio-visual aids	16	35	22	48	6	13	2	4	0	0
Familiarizing oneself with job opportunities available for students	18	39	13	28	1	2	10	22	4	9
Presenting concepts in a variety of ways	23	50	12	26	4	9	6	13	1	2

Instructors with university degrees and permanent certification scores significantly higher on items pertaining to the Instructor. (Table XXI). Instructors with professional preparation for teaching adults obtained higher scores. Scoring differences in this section are attributable to answers to the item "familiarizing oneself with job opportunities available for students", which may result from variation in institutional policies.

TABLE XXI
MEAN SCORE DIFFERENCES OF INSTRUCTORS ON ITEMS
RELATED TO THE INSTRUCTOR

Instructor Characteristic	Mean	Deviation	"t"	p
Degree holder	27.71	4.16	3.67	.001
No Degree	16.27	5.50		
Certified Teacher	20.73	5.23	2.34	.05
No Certification	17.00	5.24		
Professional preparation for teaching adults	23.95	5.45	2.08	.05
No preparation	19.60	6.36		

Organization and Management of a Program

In the section of the scale dealing with organization and management of the program, thirty-four instructors (74 per cent) felt that they preferred to form groups within their classes to provide for different levels of instruction. (Table XXII). Those opposing this practice believed that this caused a retardation in the development of the student's "self-concept" and in some cases, had led to a student dropping out of the program.

TABLE XXII

PERCENTAGE DISTRIBUTION OF INSTRUCTOR RESPONSES ON ITEMS
RELATED TO ORGANIZATION AND MANAGEMENT OF PROGRAM

Item	Total Number	Always Important		Usually Important		Undecided		Seldom or of limited Importance		Never Important	
		No.	%	No.	%	No.	%	No.	%	No.	%
Maintaining a check on attendance	46	6	13	16	35	7	15	13	29	4	9
Using tests and examinations to measure achievement	46	15	33	5	11	2	4	12	26	12	26
Disciplining students who are disturbing others	46	5	11	13	28	2	4	13	28	13	28
Sectioning classes to provide for different levels of instruction	46	23	50	11	24	4	9	8	17	0	0
Keeping to pre-scheduled time limits	46	9	20	13	28	6	13	12	26	6	13
Maintaining a cumulative file on each student	46	9	20	13	28	8	17	14	30	2	4
Separating the sexes for classes	46	1	2	2	4	10	22	12	26	21	46

The item on "maintaining a check on attendance" produced divergent opinions primarily because of institutional regulations governing this procedure. Several instructors indicated that it was important particularly if a later follow-up contact with the student helped to determine the reasons for absence. Opinions also varied on whether it was important "to maintain a cumulative file on each student", with twenty-eight (48 per cent) in favour, eight (17 per cent) undecided, eighteen (35 per cent) of the instructors feeling it was of little value. On the statement, "keeping to pre-scheduled time limits", twenty-two instructors (48 per cent) indicated that it was important, six (13 per cent) were undecided, and eighteen (39 per cent) said that it was of little importance.

Instructors in penal institutions gave higher ratings to the statement concerning discipline as one might expect while most of the other instructors indicated that they seldom encountered problems with recalcitrant students. Interestingly, the item "separating the sexes for classes" caused some controversy with 22 per cent of the instructors undecided. Instructors opinions again differed with regard to formal testing and examinations; twenty (44 per cent) felt this was an important means of evaluating the student and that, in fact, the students expected it; two (4 per cent) were undecided and twenty-four (52 per cent) opposed this means of measuring achievement. In any event, most instructors agreed that existing programs lacked rigorous evaluation. Instructors who held degrees and were over thirty-five years of age scored significantly higher than others (Table XXIII). Scoring differences in this area may have been due to the two distinct types of classroom management - a permissive classroom, allowing relaxed student-interaction and a more formal and business-like organization.

TABLE XXIII
 MEAN SCORE DIFFERENCES OF INSTRUCTORS ON ITEMS
 RELATED TO ORGANIZATION AND MANAGEMENT
 OF THE PROGRAM

Instructor Characteristic	Mean	Standard Deviation	"t"	p
Degree holder	23.08	4.50	2.80	.01
No Degree	18.95	5.22		
Under 35 years of age	13.00	2.31	3.58	.001
Over 35	15.93	2.95		

TRAINING NEEDS

Although most of the instructors in adult basic education programs have had some training and experience in teaching, work with adult illiterates involves different competencies, skills, and knowledge than that associated with ordinary school teaching. In an effort to assess the awareness of the need for specialized training, an inventory form was developed which identified fourteen areas of instruction. Respondents were asked whether or not they desired further training in each area of instruction. Those not desiring further training were asked to specify the reasons why they did not feel such need. The distribution of responses to this inventory is summarized in Table XXIV.

Thirty-nine instructors (85 per cent) expressed a desire for further training in some specific areas of instruction. Of the seven respondents who did not indicate a need for further training, three were enrolled in part-time university degree programs, three felt that they had sufficient training and experience, and one was retiring at the end of the school year.

TABLE XXIV
 PERCENTAGE DISTRIBUTION OF INSTRUCTOR RESPONSES TO AREAS IN WHICH
 THEY PERCEIVED THEY COULD BENEFIT FROM FURTHER TRAINING

Statement	Total Number	Desiring Further Training		Not Desiring Further Training		3*			
		No.	%	No.	%	No.	%		
Teaching reading skills	46	34	74	9	20	3	7	0	0
Teaching writing skills	46	19	41	16	35	9	20	2	4
Teaching communications skills	46	33	72	9	20	4	9	0	0
Teaching arithmetic skills	46	19	41	19	41	6	3	2	4
Using audio-visual aids	46	18	39	10	22	15	33	3	7
Using & administering tests & measurements	46	25	54	7	15	8	18	6	13
Counselling & guidance of students	46	32	70	4	9	9	20	0	0
Locating & selecting appropriate instructional materials	46	35	76	6	13	5	11	0	0
Motivating student interest and response	46	23	50	2	4	21	46	0	0
Psychology of adult learning	46	40	87	1	2	3	7	2	4
Adapting instruction to needs, interests and abilities of students	46	36	78	6	13	4	9	0	0
Using information-type techniques	46	34	74	8	17	3	7	1	2
Using application-type techniques	46	26	57	12	26	2	4	6	7
Planning lessons	46	21	46	17	37	7	15	1	2

* Reason # 1 -- feel I have sufficient training or experience # 2 -- have not encountered any difficulty here
 # 3 -- feel that it is not important

Teaching Reading Skills

The central instructional task in adult basic education is the development of some facility in reading; consequently, instructors need some preparation for teaching reading skills. Only ten of the instructors had any formal preparation for teaching reading. Thirty-three of the forty instructors with teaching experience had been involved in elementary education at some time and had received some preparation in the basic developmental phases of reading. This prior training and experience had not prepared the instructors for the kinds of problems encountered in teaching adult illiterates so thirty-four instructors (74 per cent) expressed a desire for further training in teaching reading skills to adults.

Twenty-two of those expressing a need for further training were men which may result from the probability that women were more likely to have had prior experience in elementary classes. Sixteen (80 per cent) of the twenty instructors with previous experience in adult basic education, ten (83 per cent) of the twelve instructors with experience in other areas of adult education, and all of those engaged as full time instructors in adult basic education recognized a need for further training in this skill area. This suggests that those with more experience in teaching adults are more aware of the need for specific training in adult education. Greater recognition was given to this area of skill development by those with more education and experience and by those holding permanent certification.

Teaching Penmanship Skills

Nineteen instructors (41 per cent) indicated that they could benefit from instruction in teaching penmanship skills. As with reading, more men than women felt they needed instruction. More instructors holding

degrees but conversely, fewer holding permanent certification, fewer instructors with previous experience in adult basic education or other adult education programs, and fewer with more than ten years of experience in other areas of education expressed this same need.

Teaching Communications Skills.

To instructors unfamiliar with teaching students whose language development is poor, the provision of an effective program for the development of communication skills could present difficulties as was suggested by many instructors who expressed dissatisfaction with the listening and speaking competencies of their students. This undoubtedly influenced the high percentage of responses (72 per cent) favouring training in developing these skills.

Eighty per cent of the instructors with previous experience in adult basic education and 83 per cent of those with prior experience in other areas of adult education were interested in communications training. Although, affirmative responses were well distributed among all instructors, this was identified as an area of importance to more full-time adult instructors, elementary teachers, and those teaching on contracted programs than to others. The communications problems encountered in programs with a predominantly Indian population in all probability accounted for much of this variation.

Teaching Arithmetic Skills

Fifty-nine per cent of the instructors felt they possessed sufficient knowledge of elementary arithmetic to introduce adults to basic skills and concepts. Most problems centered around relating the arithmetic problems to practical experiences and to the interests and backgrounds of individual students. Those desiring training represented a cross-section of instructors, although significantly more of those on contracted programs indicated a need for further instruction in this area than did others.

Using Audio-Visual Aids

Eighty-three per cent of the instructors felt it was important to make use of audio-visual devices in adult basic education classes, yet only 39 per cent expressed a need for further instruction in this area.

Slightly more males than females, more instructors in the 35 to 44 age range, those with lower educational and teaching qualifications and with no professional preparation for teaching adults, as well as those with less teaching experience expressed a need for training. In addition, more elementary teachers and full-time adult instructors were interested in training, which suggests that the use of these devices was perceived as a way of providing greater variation in instruction.

Testing

The ambivalence expressed by several instructors about the value of using tests and examinations to measure student achievement noted earlier was again evident in responses to the question on the need for further training in testing and measurements. Of the twenty-five instructors (54 per cent) expressing a need for further training, more had been involved in higher education, held teaching credentials, had previous experience in teaching adult basic education and were either full-time adult instructors or elementary teachers.

The Counselling and Guidance of Students

While most instructors expressed confidence in their ability to cope with the day-to-day problems arising with students, several of them did stress the importance of being exposed to the philosophy of good guidance and

counselling, as well as to the information on how to apply that philosophy in student-teacher situations. Therefore, it was not unexpected that 70 per cent of the instructors should indicate this as an area in which they could benefit from further training. No particular group perceived itself as more in need of training although a somewhat higher percentage of those on contracted programs expressed an interest in receiving instruction in this area.

The Location and Selection of Appropriate Instructional Materials.

The problem of locating and selecting appropriate instructional materials for adult students, as noted previously, was an area of concern to a high percentage of instructors. Seventy-six per cent perceived this as an area in which further training, particularly in evaluating materials, would be advantageous. Instructors with all levels of educational backgrounds and teaching experiences were among those who desired instruction. Interestingly, however, 70 per cent of the instructors with previous experience in adult basic education gave affirmative responses to this item. The fact that full-time adult instructors would need to employ a greater variety of materials might account for a higher percentage (77 per cent) of them expressing a need for training.

Motivation and Psychology of Adult Learning

Of those interviewed, twenty-three (50 per cent) indicated a need for further instruction about motivation and forty (87 per cent) felt they could benefit from the study of adult psychology. In socio-psychological terms, for each individual the learning process proceeds selectively in the context of motivational forces and in actuality, therefore, these two items cannot be

separated. The 37 per cent discrepancy in answers gives some credibility to the assumption that an instructor's understanding of the principles of adult learning, of students, and the design of appropriate programs was somewhat limited. Proportionately as many instructors with higher educational levels and credentials, with more teaching experience both in adult education and in other areas of education, and with some professional preparation for teaching adults, were among those who gave inconsistent answers to these two items.

Providing Individualized Instruction

In adult basic education, the instructor's recognition and understanding of the significant differences, the problems, attitudes and fears developed by students, as well as his skill in practicing what he knows about teaching, learning, and motivation should generate a more successful program. To develop the techniques to integrate all of the intangibles underlying these factors involves research, study and innovation emphasizing the full range of student needs. Instructors gave recognition to these factors by their 78 per cent affirmative response to the item on training "to adapt instruction to the needs, interests and abilities of students". Moreover, their replies were more in keeping with the response indicated to the item on the psychology of adult learning. As with the latter item, those expressing a need for training had varying backgrounds and experiences.

That instructors should recognize and express concern over the effectiveness of the techniques they were using in giving information to students would infer that they did have some understanding of what is currently known about instructional techniques. Thirty-four instructors (74 per cent) felt training in the use of techniques -- particularly effective direction of group discussions -- would be most advantageous. Slightly more males than

females expressed this need, and as might be anticipated, instructors with less years of teaching experiences and whose main area of experience was in elementary education were also in this category. Of the full-time adult instructors, 77 per cent desired training in this area as did 85 per cent of those with previous experience in adult basic education.

Using A Variety of Techniques

While thirty-four (74 per cent) instructors perceived a need for further instruction in the use of information-type techniques, only twenty-six (57 per cent) felt they needed more help to make effective use of application-type techniques. Possibly two factors accounted for this difference. First, in discussing the adult basic education process, 17 per cent of the instructors felt that drill and practice were of limited importance in teaching skills and 7 per cent were of no opinion. Second, in relating this difference to instructor characteristics, it may be noted that one-half of the respondents who did not want further training had received their only other teaching experience in elementary education, an area which undoubtedly necessitates the development of effective techniques of repetition and reinforcement.

Of those instructors desiring further training in the use of application-type techniques, 62 per cent were women, 54 per cent held at least a Bachelor's degree, 50 per cent were instructors with teaching credentials, and 27 per cent had taught for more than ten years. Twelve (60 per cent) who had previously taught adult basic education and eight (67 per cent) of those with previous experience in other areas of adult education were also in this group.

Planning Lessons

While the higher educational backgrounds and years of experience of a substantial percentage of the instructors undoubtedly influenced their response to the item on planning lessons, nevertheless, of the twenty-one (46 per cent) who felt they could benefit from further training in this area, 58 per cent held at least a Bachelor's degree, 62 per cent held teaching credentials, 43 per cent had more than ten years of teaching experience and 52 per cent had had previous experience in adult basic education. Those who were involved full-time expressed a particular need, with 85 per cent of this group responding affirmatively to this item.

METHODS OF TRAINING PREFERRED

Since many instructors identified specific areas in which they desired some further training, it is necessary to know how best to provide opportunities for them to acquire such training. To this end, instructors were questioned about the kinds of training programs that they would find most acceptable. In spite of the fact that eighty-five per cent of the instructors identified a need for further training, a willingness to participate is not the same as actually becoming involved in programs.

The instructor's motivation for conducting an adult basic education program, his degree of involvement in the program, and the amount of time he has free to devote to activities outside his home and job are all factors which will inevitably bear some influence upon his decision to voluntarily participate in training programs to improve his competence. Most instructors were prepared to spend only a minimal effort to receive training. They did not feel that they could afford the time required to become highly involved in

training programs but were willing to participate in such in direct proportion to their degree of commitment to adult education (Table XXV).

TABLE XXV

PERCENTAGE DISTRIBUTION OF INSTRUCTORS BY
METHODS OF TRAINING PREFERRED

Method of Training	Number	Per Cent
Did not wish training	7	15
Workshops	19	41
Conferences	7	15
Discussion Groups	5	11
Classes (credit courses offered at Summer School or through University Extension)	6	13
Classes (non-credit Evening Classes)	2	4
Total	46	

SUMMARY

The variable responses recorded on the attitude scale about the adult basic education process suggest that many instructors in adult programs transfer to the new situation their previous notions about learning and instruction gathered from their education and experience with children. For example, the items "adapting instruction to the different abilities of students" "providing individualized instruction to each student during a class," "presenting concepts in a variety of ways", "making use of audio-visual aids" and "supplementing published materials with local or own materials", which

received the highest rankings from instructors are undoubtedly the most congruent with present-day theories and innovations in pre-adult education.

At the same time, the lower ratings accorded the items "utilizing students' interests in planning and conducting programs," "obtaining opinions of students on their needs", "assisting students to set their own goals for the course", and "determining behavioural objectives for the program" suggest that instructors are not aware that adults differ from children in their self-concept as autonomous individuals, their accumulated experiences, their readiness to learn and their time perspective. It might also indicate a tendency on the part of the instructors to negate the value of such an unfamiliar task as jointly planning a program with the students when, in all probability, their sole teaching experience has been carried out under the guidance of a prescribed curriculum.

In terms of perceived needs for further training, experience with adults appears to make instructors more aware of their own deficiencies with certain instructional tasks such as selecting materials and techniques appropriate to the needs, interests and abilities of adult students and evaluating their progress. It also appears to emphasize the necessity for them to employ different learning principles if their students are to obtain some measure of success.

However, in developing training programs it would be well to consider how far it is appropriate to expect adult basic education instructors to vigorously concern themselves with improving their competence. Because only thirteen (28 per cent) were employed as full-time adult educators, only a few were prepared to expend more than a minimum amount of time participating in training programs. Since experience with adult basic education programs elsewhere has shown that intensive preparation is the only way to produce

instructors equipped to cope with illiterates, a comprehensive program, if it is undertaken, might have to be divided into parts which are complete in themselves (e.g. adult learning principles; sociological, psychological and physiological peculiarities of adult illiterates) so that training can be extended in small segments over a longer period of time.

Furthermore, the position of certified teachers may have to be considered. As this study has indicated, adult basic education instructors probably have had no formal preparation for teaching adults; yet, if they are graduates in elementary or secondary teacher training, they will have had pedagogical training in basic skill development in children. Therefore, their preparation might be developed more appropriately along those lines which would integrate previous knowledge and skills with that required for teaching adult illiterates.

CHAPTER IV

PLANNING INSTRUCTOR TRAINING

The design and operation of training programs for instructors in adult basic education involves an identification of the basic content of such training and the planning and organization of the method to be used in providing training.

CONTENT OF TRAINING

Thirty-nine (85 per cent) of the instructors interviewed were aware of deficiencies in their previous education and experience so that they expressed a desire for specialized training. The needs which they identified centered around the acquisition of more knowledge, specifically related to the illiterate adult and his environment, to the psychological principles of adult learning, and to the selection and use of appropriate instructional processes -- including such specific techniques as teaching reading to adults.

The training needs identified by those presently staffing adult basic education programs in British Columbia can be conceptualized schematically as a basis for planning training programs for this group. This scheme categorizes training needs in terms of Knowledge, Skills and Attitudes, although such precise categorization is unrealistic because attitudes derive from knowledge plus skills, while skills represent the application of knowledge. Nevertheless, by separating the three elements

it is easier to identify specific learning tasks in each.

The schema presented here outlines the content of a training program for instructors of adult illiterates by identifying the specific knowledge required and relating this to the particular skills that are necessary to manage learning successfully. In addition, the knowledge and skills are related to the desirable positive attitudes toward the adult and adult learning which should be characteristic of an adult basic education instructor. The content of this proposed training program is divided into sub-categories that relate to the subject matter being taught, the characteristics of the adult as a learner, the principles of adult learning and the management of adult instruction. Each of these will be discussed in turn, although, of course, they are interdependent.

Subject Matter

Obviously, an instructor must have an adequate knowledge of the content to be taught, but this must not be rigid and inflexible. The critical element in determining how much a student learns is not inherent in the subject matter itself, but rather in the way it is presented to the learner and his awareness of the purpose and meaning in what is to be learned. Every adult learner enters a learning situation with some knowledge of a subject and an attitude about it so an instructor must be able to select, arrange and present content material adapted to the past experiences and present needs of the learner, as well as to his particular learning style.

An instructor training program need not concern itself with content per se but it will need to concentrate on the recognition and analysis of those factors which influence the selection, arrangement and presentation of material to learners of varying experiences (Table XVI).

TABLE XXVI
 TRAINING NEEDS OF INSTRUCTORS RELATED
 TO THE SUBJECT MATTER TAUGHT IN ADULT
 BASIC EDUCATION

Knowledge (of)	Skills (ability to)	Attitudes (belief that)
Functional reading word lists to be used in the development of reading and communications skills; Practical arithmetic skills applicable to everyday situations; Principles of penmanship; other subject areas where appropriate.	Select content that is relevant to the learner; Arrange content material in developmental order that fits the knowledge the learner brings to the learning situation; Develop an awareness of the content in terms of the learner's objectives.	Elementary literacy materials can be successfully taught at an adult level if made relevant to the life styles of students.

The Learner

Adults differ from children in a variety of ways that exert a profound influence upon the adult learning situation. Just as the process of maturation affects learning in the growing child, so does the process of aging influence learning by adults. The physiological changes resulting from age must be known and understood by instructors of adults. With such knowledge at hand, it is then necessary to perfect skills in the management of learning situations so that neither the physical environment nor the instructional process accentuate the learning difficulties that arise from physiological changes. (Table XXVII)

TABLE XXVII
 TRAINING NEEDS OF INSTRUCTORS
 RELATED TO THE ADULT LEARNER

Knowledge (of)	Skills (ability to)	Attitudes (belief that)
<u>Physiological Factors</u>		
The influence of age on physiology of adult and its impact on learning.	Adapt learning environment where possible to variant physiological conditions encountered in the learning group.	A comfortable physical environment is conducive to a better learning situation.
<u>Psychological Factors</u>		
The psychological stresses within the adult which affect learning;	Build in learners a realistic perception of their abilities & limitations.	Negative attitudes toward learning can be changed if learners are positively reinforced;
How the adult's personal value system affects learning.	Modify the learning situation to accommodate the psychological orientation of the learner;	The life style of the learner is a realistic one for the environment in which he lives.
<u>Sociological Factors</u>		
The cultural factors which have shaped the learner as a social being;	Identify & analyse way in which environment has conditioned the learner;	There are merits in learner's way of living;
The differences in cultural backgrounds & experience & their influence on learning.	Select & develop materials related in content to learner's environment.	Many "middle class" attitudes & values cannot be inculcated unless the learner's conditions of living are also changed.

Because of experiences in living, adults develop their own personal value systems, attitudes and expectations that influence their learning. Elements in the subject matter to be learned or in the way learning is managed may create tensions that inhibit learning or alienate the adult from both the content and the idea of learning itself. To avoid the possibilities of this occurring, instructors need extensive knowledge of adult psychology in order to develop skill in handling normal psychological problems encountered in an adult learning group.

Every adult is a product of his environment and many of the psychological characteristics or problems are derived from the social setting from which the adult has come. This is particularly evident when dealing with disadvantaged adults. Since most adult illiterates stem from the disadvantaged segment of society, it is essential for adult instructors to understand the forces in the disadvantaged sub-cultures that exert an impact on learning. This, in turn, requires the development of skill in analyzing the cultural factors that condition the learner as well as the ability to adapt learning to the cultural experiences of the learner. Of specific importance here is the development of positive attitudes toward the illiterate adult and his potentialities. There is almost nothing as damaging to an adult basic education program as the negative attitudes toward illiterates and the cultural milieu from which they come that are held by some adult instructors.

Learning Process

There is an extensive body of knowledge about how adults learn and about the ways in which learning can be facilitated. Although there are some learning principles common to both children and adults, there is enough that is applicable solely to adults to necessitate special consideration of this matter in planning instructor training. In presenting

the basic principles of adult learning, it is necessary to keep foremost the practical application of the principles in an instructional situation. Thus, instructors can learn how to apply the best knowledge about adult learning in the design and conduct of learning.

With knowledge of the principles of adult learning firmly in hand, the instructor must then master the skills of using a series of instructional processes which are applicable to adult learning. This involves not only familiarity with the technical aspects of the process but also knowledge about what kinds of learning tasks are best accomplished by which process.

These various areas of knowledge and skill culminate in the final crucial phase of the instructor training program. This phase involves the design of the learning situation which includes the identification and ordering of the specific learning tasks, the selection of the appropriate instructional process and continuous supervision and adjustment as learning progresses. (Table XXVIII)

ORGANIZATION FOR TRAINING

Although instructors engaged in adult basic education have indicated that they are not inclined to devote any extensive amount of time to further their own learning about the task of instructing illiterate adults, this should not deter the conduct of educational programs for them. Most of the instructors interviewed expressed an interest in some short-term learning opportunities such as a one-day institute or a workshop. In view of this, a sequential series of one-day institutes could be planned with each devoted to a single content area such as adult learning, characteristics of disadvantaged adults affecting learning, special instructional skills, materials,

TABLE XXVIII
 TRAINING NEEDS OF INSTRUCTORS
 RELATED TO THE LEARNING PROCESS

Knowledge (of)	Skills (ability to)	Attitudes (belief that)
<u>Learning Principles</u>		
The psychological factors which govern adult learning.	Apply basic principles of adult learning to the instructional situation;	Adults can learn if properly motivated and given sufficient time.
The principles of adult learning.	Design learning experiences that facilitate learning by the adult.	There are differences between children and adults that affect learning.
<u>Instructional Processes</u>		
A variety of instructional processes and the kinds of learning tasks for which each is appropriate.	Select and use the instructional process most appropriate for the learning task and the learner.	Experimentation and innovation is vital to successful program development;
The design of an effective learning situation.	Identify learning tasks and plan a sequence of instruction.	Determining goals and objectives is the joint responsibility of the instructor and the learners.

and similar relevant content.

At the University of British Columbia the Department of Continuing Education and the Adult Education Research Centre have experimented with programs for the training of instructors of adults for several years with commendable success. From this experience, the model program presented below on "The Learning Process" will illustrate the potentialities in the one-day institute idea. This particular program has been conducted on a Saturday from 0900 to 1600 hours at various locations in the province most conveniently situated for the prospective participants.

Because of the diversity of institutions and agencies involved in adult basic education in British Columbia, the scheduling of training institutes in an area involves the co-operative planning of all concerned. Furthermore, the success of the program requires agreement by planners and participants on the objectives of the program.

Finally, in view of the precarious administrator-instructor relationships noted in this study, any proposal to develop training programs should be discussed fully with the directors of adult education or the educational supervisors so that it is wholeheartedly supported from the onset. Emphasizing the need for this training of adult basic education instructors is a task which administrative personnel themselves must assume. It is clearly with them that a start must be made by the provision of inservice programs for teachers which will create the sense of professional necessity to raise the standards of the adult basic education programs now offered.

AN INSTITUTE PROGRAM

9:00 - 10:00 a. m.

Psychological Characteristics of Adult Learners

This session is conducted as a lecture-discussion in which information is presented about the adult as a learner with consideration to such factors as the influence of age on learning, memory and retention, rigidity in thinking, expectations, self-image, and similar matters.

The buzz group (Phillips 66) is used intermittently to enable participants to consider the several points of information presented.

10:00 - 11:00 a. m.

Psychological Characteristics of Disadvantaged Adults

This period follows the pattern of the preceding one with the content drawn from research cited at the beginning of this paper relating to the disadvantaged adult. Emphasis is placed upon the influence of such characteristics on learning and the organization and management of the learning situation.

11:00 - 12:00 a. m.

Principles of Learning

This period is conducted in the same way as the preceding periods with the content drawn from the basic principles of learning as they apply to the adult learner. Such topics as meaningfulness of the material, retroactive inhibition, reinforcement, and learner participation are presented and discussed in terms of the design and management of an adult learning situation.

1:00 - 4:00 p. m.

Work Groups

The afternoon session is made up of work groups structured around three topics selected by the participants with an hour devoted to each. The three topics usually involve instruction in reading, in communication skills, and in arithmetic. The work groups are usually small enough to provide each participant with an opportunity to design specific learning experiences for adults that incorporate the information about learning and instruction presented in the morning session.

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I N T E R V I E W S C H E D U L E

for

ADULT BASIC EDUCATION TEACHERS

Province of British Columbia

Respondent's No. _____.

Date of Interview: _____.

Sponsor of Respondent's Program _____.

Respondent's No. _____ 1,2,3

Sex of Respondent:

- 1. Male 4. 1
- 2. Female

1. How old are you?

- 1. 15-24 5. 1
- 2. 25-34 2
- 3. 35-44 3
- 4. 45-54 4
- 5. 55-64 5
- 6. 65 or over 6

2. Where were you born? _____ 6.

3. What is your marital status?

- 1. Single 7. 1
- 2. Married 2
- 3. Widowed, Divorced, Separated 3

4. What is your ethnic background? _____ 8.

5. What is your religious affiliation? _____ 9.

6. Are you presently a full-time member of a religious order? (e.g., Salvation Army officer, clergyman, nun, lay apostolate, etc.)

- 1. Yes 10. 1
- 2. No 2

7. If YES, to what order do you belong? _____ 11.

8. Would you please try to recall the names of all the organizations that you have belonged to in the past year. (Do not include attendance at church).

Name of Organization	Attendance	Financial contribution	Member of committee	Offices Held
1				
2				
3				
4				
5				
6				
7				
8				
Total (X1)	(X2)	(X3)	(X4)	(X5)

Total Participation Score	12,13, _____
Participation Score	
0	14. 1
1-5	2
6-10	3
11-15	4
16-20	5
21-25	6
26-30	7
31-35	8
over 35	9

9. What is the highest level of education you have achieved? _____ 15.
10. If you hold a Bachelor's Degree, please indicate type of degree held. _____ 16.
11. If you hold a Master's Degree, please indicate type of degree held. _____ 17.
12. If you hold a Doctor's Degree, please indicate type of degree held. _____ 18.
13. Are you presently engaged on a university degree program? _____ 19. 1
 1. Yes
 2. No 2
14. If YES, towards what degree are you working? _____ 20.
15. Are you presently engaged on a diploma program? _____ 21. 1
 1. Yes
 2. No 2
16. If YES, towards what diploma are you working? _____ 22.
17. Do you hold permanent B.C. Teacher Certification? _____ 23. 1
 1. Yes
 2. No 2
18. If YES, what certificate do you hold? _____ 24.
19. Do you hold any provisional or interim B.C. Teacher Certification? _____ 25. 1
 1. Yes
 2. No 2
20. If YES, what certificate do you hold? _____ 26.
21. Do you hold permanent Teacher Certification from another province or country? _____ 27. 1
 1. Yes
 2. No 2

- 73
- 3
22. If YES, in which province or country is this certificate valid?
_____ 28.
23. If you do not hold permanent B.C. Teacher Certification, are you in the process of obtaining it? 29. 1
1. Yes 2
2. No
24. If YES, for what certificate are you working? _____ 30.
25. Did you have any training (e.g. technical, vocational) other than at university, after you left school? 31. 1
1. Yes 2
2. No
26. If YES, what were you trained for? _____ 32.
27. Have you ever participated as a student in any adult education programs other than those specifically designed for adult education teachers? (e.g. liberal arts, leisure-time, professional, etc.) 33. 1
1. Yes 2
2. No
28. If YES, in what program(s) have you been enrolled? 34.
1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____
29. As professional preparation for teaching adults, have you taken any courses in adult education at university for credit towards either a diploma or degree? 35. 1
1. Yes 2
2. No
30. If YES, how many courses have you taken? _____ 36.
31. Have you participated in any non-credit programs specifically designed for adult education teachers? (e.g. in-service training, conferences, workshops, etc.) 37. 1
1. Yes 2
2. No
32. If YES, in how many programs have you participated? _____ 38.

33. Have you taken any courses, other than those directly related to teaching adults, which you feel have been valuable to you in teaching Adult Basic Education?
1. Yes 39. 1
2. No 2
34. If YES, please indicate the courses you took.
1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____
35. TEACHING EXPERIENCE IN OTHER THAN ADULT EDUCATION.
What is your total no. of years of teaching experience?
_____ 40.
36. What is your total no. of years of teaching experience in
1. elementary school _____ 41.
2. secondary school _____ 42.
3. technical-vocational school _____ 43.
4. other (please specify) _____ 44.
37. How many courses are you presently teaching in adult basic education?
_____ 45.
38. What is the subject matter of the courses you are presently teaching?
1. _____ 3. _____
2. _____ 4. _____
39. How many courses in adult basic education have you taught prior to this time?
_____ 46.
40. What was the subject matter of the adult basic education courses you previously taught?
1. _____ 3. _____
2. _____ 4. _____
41. What were the factors influencing your decision to teach adult basic education?
1. _____
2. _____
3. _____

42. Are you presently teaching any courses in adult education other than adult basic education?

- 1. Yes
- 2. No

47. 1
2

43. If YES, how many courses are you teaching? _____

48.

44. If YES, what courses are you teaching?

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

45. How many courses in adult education (other than adult basic education) have you taught prior to this time?

_____.

49.

46. What course(s) did you previously teach?

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

47. How many hours per week do you spend teaching

- 1. adult basic education _____
- 2. other adult education courses _____
- Total _____

50.
51.
52.

48. Are you presently employed in adult education full-time?

- 1. Yes
- 2. No

53. 1
2

49. If you are involved in adult education on a part-time basis only, are you also employed in another job?

- 1. Yes
- 2. No

54. 1
2

50. If YES, in what job are you employed? _____

55.

51. If YES, how many hours per week are you employed in this occupation?

_____ hours.

56.

52. I would like you to indicate your degree of satisfaction with various aspects of your teaching position in Adult Basic Education. Please use the following code for ranking.

- 5 -- very satisfied
- 4 -- fairly satisfied
- 3 -- undecided
- 2 -- fairly dissatisfied
- 1 -- very dissatisfied

1. Adequacy of equipment and supplies furnished to you. 57. ___
 2. Your relations with your supervisors and administrators. 58. ___
 3. Your knowledge of the subject matter you teach. 59. ___
 4. Your salary compared to that of other occupations in your community open to people with your level of education. 60. ___
 5. Your relations with your fellow teachers. 61. ___
 6. Your skill in adapting to the needs, interests and abilities of your students. 62. ___
 7. Total time you are required or expected to spend in both teaching and non-teaching responsibilities. 63. ___
 8. Your relations with your students. 64. ___
 9. Your capacity for using a variety of teaching techniques. 65. ___
 10. Degree of autonomy permitted you in your teaching. 66. ___
 11. General community attitude towards teaching Adult Basic Education as an occupation. 67. ___
 12. Your originality or creativity in planning your lessons. 68. ___
53. The following is a list of factors which may be taken into account when planning and teaching Adult Basic Education classes. From your own experience in adult basic education, would you please tell me how important you feel each item is. Please use the following code for ranking:
- 5 -- always important
 - 4 -- usually important
 - 3 -- undecided
 - 2 -- seldom or of limited importance
 - 1 -- never important
1. Familiarizing oneself with the background of each student. 69. ___
 2. Determining behavioral objectives for the program. 70. ___
 3. Matching materials and activities with students' developmental levels. 71. ___

	77	7
4. Adapting instruction to different abilities of students.	72.	___
5. Using a variety of instructional techniques.	73.	___
6. Pre-testing to determine initial skill level of students.	74.	___
7. Selecting subject matter for the course.	75.	___
8. Maintaining a check on attendance.	76.	___
9. Dressing in clothes similar to your students.	77.	___
10. Attaining opinions of students on their needs.	78.	___
11. Arranging instructional units in a proper sequence.	79.	___
12. Giving lectures on the subject matter being taught.	80.	___

Start New
Data Card

13. Using tests and examinations to measure achievement.	4.	___ 1,2
14. Selecting texts, workbooks, etc. to be used.	5.	___
15. Your age compared with the average age of the students.	6.	___
16. Disciplining students who are disturbing others.	7.	___
17. Utilizing students' interests in planning and conducting programs.	8.	___
18. Assisting students to set their own goals for the course.	9.	___
19. Sectioning classes to provide for different levels of instruction.	10.	___
20. Making use of audio-visual aids.	11.	___
21. Testing, repeating and practicing at a later session the work taught at a previous session.	12.	___
22. Supplementing published materials with local or own materials.	13.	___
23. Providing opportunities for interaction between students and teacher.	14.	___
24. Keeping to pre-scheduled time limits.	15.	___
25. Familiarizing oneself with job opportunities available for students.	16.	___

- | | | |
|---|-----|-----|
| 26. Maintaining cumulative files on each student. | 17. | ___ |
| 27. Helping students with personal as well as educational problems. | 18. | ___ |
| 28. Separating the sexes for classes. | 19. | ___ |
| 29. Providing individualized instruction to each student during a class. | 20. | ___ |
| 30. Presenting concepts in a variety of ways. | 21. | ___ |
| 54. In order to increase your effectiveness as an Adult Basic Education teacher, there may be areas in which you feel that you, yourself, could benefit from further training. The following questions are related to areas which might appropriately constitute the subject matter of a training program for teachers. | | |
| 1. (a) Do you feel that you need more training for teaching reading skills (e.g. speed, comprehension, accuracy)? | | |
| 1. Yes | 22. | 1 |
| 2. No | | 2 |
| (b) If NO, is it because | | |
| 1. you feel that you have had sufficient previous training (either formal or informal). | 23. | 1 |
| 2. you have not encountered any difficulty here. | | 2 |
| 3. you feel that it is not important. | | 3 |
| 2. (a) Do you feel that you need more training for teaching writing skills? | | |
| 1. Yes | 24. | 1 |
| 2. No | | 2 |
| (b) If NO, is it because | | |
| 1. you feel that you have had sufficient previous training (either formal or informal). | 25. | 1 |
| 2. you have not encountered any difficulty here. | | 2 |
| 3. you feel that it is not important. | | 3 |
| 3. (a) Do you feel that you need more training for teaching communications skills? | | |
| 1. Yes | 26. | 1 |
| 2. No | | 2 |

8. (a) Do you feel that you need more training in the counselling and guidance of students?
- | | | |
|--------|-----|---|
| 1. Yes | 36. | 1 |
| 2. No | | 2 |
- (b) If NO, is it because
- | | | |
|---|-----|---|
| 1. you feel that you have had sufficient previous training (either formal or informal). | 37. | 1 |
| 2. you have not encountered any difficulty here. | | 2 |
| 3. you feel that it is not important. | | 3 |
9. (a) Do you feel that you need more training in locating and selecting appropriate instructional materials?
- | | | |
|--------|-----|---|
| 1. Yes | 38. | 1 |
| 2. No | | 2 |
- (b) If NO, is it because
- | | | |
|---|-----|---|
| 1. you feel that you have had sufficient previous training (either formal or informal). | 39. | 1 |
| 2. you have not encountered any difficulty here. | | 2 |
| 3. you feel that it is not important. | | 3 |
10. (a) Do you feel that you need more training for motivating student interest and response?
- | | | |
|--------|-----|---|
| 1. Yes | 40. | 1 |
| 2. No | | 2 |
- (b) If NO, is it because
- | | | |
|---|-----|---|
| 1. you feel that you have had sufficient previous training (either formal or informal). | 41. | 1 |
| 2. you have not encountered any difficulty here. | | 2 |
| 3. you feel that it is not important. | | 3 |
11. (a) Do you feel that you need more training in the psychology of adult learning?
- | | | |
|--------|-----|---|
| 1. Yes | 42. | 1 |
| 2. No | | 2 |
- (b) If NO, is it because
- | | | |
|---|-----|---|
| 1. you feel that you have had sufficient previous training (either formal or informal). | 43. | 1 |
| 2. you have not encountered any difficulty here. | | 2 |
| 3. you feel that it is not important. | | 3 |
12. (a) Do you feel that you need more training in adapting instruction to the needs, interests and abilities of your students?
- | | | |
|--------|-----|---|
| 1. Yes | 44. | 1 |
| 2. No | | 2 |

- (b) If NO, is it because
1. you feel that you have had sufficient previous training (either formal or informal). 27. 1
 2. you have not encountered any difficulty here. 2
 3. you feel that it is not important. 3
4. (a) Do you feel that you need more training for teaching arithmetic skills?
1. Yes 28. 1
 2. No 2
- (b) If NO, is it because
1. you feel that you have had sufficient previous training (either formal or informal). 29. 1
 2. you have not encountered any difficulty here. 2
 3. you feel that it is not important. 3
5. (a) Do you feel that you need more training for using audio-visual aids.
1. Yes 30. 1
 2. No 2
- (b) If NO, is it because
1. you feel that you have had sufficient previous training (either formal or informal). 31. 1
 2. you have not encountered any difficulty here. 2
 3. you feel that it is not important. 3
6. (a) Do you feel that you need more training in using and administering tests and measurements to evaluate student progress?
1. Yes 32. 1
 2. No 2
- (b) If NO, is it because
1. you feel that you have had sufficient previous training (either formal or informal). 33. 1
 2. you have not encountered any difficulty here. 2
 3. you feel that it is not important. 3
7. (a) Do you feel that you need more training for planning lessons?
1. Yes 34. 1
 2. No 2
- (b) If NO, is it because
1. you feel that you have had sufficient previous training (either formal or informal). 35. 1
 2. you have not encountered any difficulty here. 2
 3. you feel that it is not important. 3

- (b) If NO, is it because
1. you feel that you have had sufficient previous training (either formal or informal). 45. 1
 2. you have not encountered any difficulty here. 2
 3. you feel that it is not important. 3
13. (a) Do you feel that you need more training in using information-type teaching techniques (e.g. lectures, speeches, panels, group discussions, etc.).
1. Yes 46. 1
 2. No 2
- (b) If NO, is it because
1. you feel that you have had sufficient previous training (either formal or informal). 47. 1
 2. you have not encountered any difficulty here. 2
 3. you feel that it is not important. 3
14. (a) Do you feel that you need more training in using application-type teaching techniques (e.g. drill, practice, etc.)?
1. Yes 48. 1
 2. No 2
- (b) If NO, is it because
1. you feel that you have had sufficient previous training (either formal or informal)? 49. 1
 2. you have not encountered any difficulty here. 2
 3. you feel that it is not important. 3
55. Assuming that training programs for Adult Basic Education teachers were to be made available, would you be interested in participating in them?
1. Yes 50. 1
 2. No 2
56. If YES, which method(s) of training do you feel would best suit your needs?
1. _____
 2. _____
 3. _____

ADDITIONAL COMMENTS:

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