SELF-DIRECTED LEARNING EFFORTS OF LEARNING-ORIENTED REGISTERED NURSES

by

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B.Ed., University of Victoria, 1972

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
in the Faculty
of
Education

We accept this thesis as conforming
to the required standard

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August 1980

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ABSTRACT

The purpose of this study was to investigate the relationship between learning-oriented adults and their self-directed learning efforts. A self-directed learning effort was defined as a series of related episodes totalling a minimum of seven hours within a specific six-month period, during which the major purpose was to learn. A particular focus was the use of different types of planners of self-directed activities—the learner-as planner, the group-as-planner, an instructor in a one-to-one relationship, and an inanimate object or non-human resource as planner.

Subjects were twelve Registered Nurses identified by Boshier's Education Participation Scale as having a learning-orientation. Eleven of these women were interviewed in small groups of two and three for approximately one hour, and one woman was interviewed on an individual basis for approximately the same length of time. The group interview technique was extremely effective in eliciting needed data.

The rank order use of planner categories was similar to that reported in earlier research. That is, the learner-as-planner category contained the highest rate of

participation, the group-as-planner category was second, the one-to-one relationship was third, and finally the non-human resource as planner. However, the data indicated that the learning-oriented professional women relied somewhat more heavily on the group-as-planner and less heavily on the learner-as-planner than did the population as a whole.

The typical learning-oriented professional woman devoted 618 hours to self-directed learning within a six-month period, or 25.8 hours per week, and participated in 10.3 self-directed learning efforts in that same time period. This time constituted approximately five hours more per week devoted to self-directed learning than other previously studied groups of professionals and close to twice as many actual self-directed learning efforts. A test of specific hypotheses suggested that the learning-oriented subjects in this study used planner categories in a significantly different way than previously studied self-directed learners.

Vocational subject matter accounted for 27.4% of the self-directed learning efforts and the hobbies and recreation subject matter category was next with 25% of the self-directed learning efforts.

The learning-oriented professional women suggested that satisfaction previously felt by participating in a specific planner category had motivated, or was then motivating them, to participate in that same planner category.

It was recommended that the learning activities of learning-oriented adults and the natural inclination of adults to share their excitement about learning be examined further by educational institutions and professional organizations.

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Acknowledgment

I would like to thank Dr. L.E. Devlin for the guidance, advice, and much-appreciated encouragement that he so willingly gave me.

Chapter 1

Introduction

"Adult education is a social science discipline and a field of practice." (Boshier, 1979, p. 34) As a field of practice, it is characterized by:[1]

- very widespread magnitude because of multiple sponsorship of learning opportunities for adults;
- disproportionate participation by middle or upper middle class citizens;
- an emphasis on practical applied content rather than theoretical and conceptual subject matter;
- the absence of credit or certification for individual adult studies;
- extreme diversity and complexity of participant motivation.

Even though adult education as a field of practice has a long history[2] there remains considerable disagreement about appropriate terms and definitions. For example, which term is more appropriate, "recurrent education" or "continuing

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[1]Notes from Education B 436 (Adult Education: Concepts, Theory and Practice) in Winter Session, 1979-80. Dr. L.E. Devlin, instructor.

[2]Scholars of the field traditionally point to James Hudson's "The History of Adult Education," 1851, and Thomas Pole's "History of Adult Schools," 1816, as the first adult education publications.

education"? Does "further education" imply only vocational education and "life-long" education imply non-vocational education? Should "non-formal", "informal", and "incidental" adult learning be considered as part of adult education? The plethora of terms makes the task of developing an operational definition difficult.

For purposes of the present study, the writer accepts Houle's (1972) definition which is that adult education is

> ...the process by which men or women (alone, in groups or in instructional settings) seek to improve themselves or their society by increasing their skills, knowledge, or sensitiveness, or it is any process by which individuals, groups, or institutions try to help men and women improve in these ways. (p. 32).

During its evolution, adult education has relied on scholarly contributions from both inside and outside the field. According to Schwab, (1962) a discipline is based on a body of knowledge unique unto itself. Such knowledge may have been originally taken from other disciplines then reconstructed in order to apply directly to the new field. In a recent citation count of literature published in *Adult Education* between 1968 and 1977, conducted by Boshier and Picard (1979), there was a definite trend toward citation of primary literature. Primary literature was defined as adult education literature that "describes concepts, processes and data clearly identified with adult education journals, books, or monographs and is produced by people for whom adult education is their primary professional

concern." (p. 36). In 1968, only 20.33% of the citations in *Adult Education* were of primary literature but in 1977, 60% were. During this same time period, writers of articles in *Adult Education* cited Roger Boshier most often (33 citations), then Cyril Houle (29.5 citations), and thirdly Malcolm Knowles (27.5 citations). Adult education thus has a growing body of unique knowledge which certain writers argue is grounds for its claim as a discipline. A further illustration of adult education's emerging status as a social science discipline is that it is now being studied as a distinct field of graduate education.

Malcolm Knowles (1970) suggests that a new field called "andragogy" has developed in North America. Andragogy, derived from the Greek words "anner" meaning "man" and "agogos" meaning "leading", is defined as the science and art of helping adults learn. Andragogy is based on the characteristics of the adult learner rather than the child learner (pedagogy). Even though pedagogy is defined as the science and art of teaching, the teaching of children has traditionally been implied in this latter term.

These two approaches to education have differing assumptions concerning critical questions such as the nature of the learner, the role of the learner's experience, readiness to learn, orientation to learning, and motivation (Knowles, 1975). In the pedagogical model, the student's role is centered on the classroom and life experience is not widely

used as a basis for the presentation of subject matter. Further, upon reaching a certain maturational level, it is believed that all students should learn a specific body of knowledge in a specific way; that students should learn content areas which are organized into units; and that they can be motivated by external rewards and punishments. The andragogical model, however, assumes that the learner is basically self-directing, has many past experiences that may enrich his learning and the learning of others in a group. It further implies that all learners have different patterns of readiness and may not all learn in a similar way; that learners are problem-oriented, and that learners are motivated by internal incentives such as self-esteem and the desire to apply knowledge being acquired. Both sets of assumptions may be appropriate for different circumstances but it is crucial for practitioners to realize that all effective teaching, whether for children or adults, cannot come from one model only.

These two genres of education have been contrasted by Drucker (1969):

> If educators give any thought to the question, they assume we should have both over-extended schooling and continuing education. But the two are actually in opposition. Extended schooling assumes that we will cram more and more into the preparation for life and for work. Continuing education assumes that school becomes integrated with life. Extended schooling still assumes that one learns certain things best as an adult. Above all, extended

> schooling believes that the longer we keep the young away from work and life, the more they will have learned. Continuing education assumes, on the contrary, that the more experience in life and work people have, the more eager they will be to learn and the more capable they will be of learning. (p. 323)

Two important areas of current research in adult education are motivational orientations and self-directed learning. Boshier, the most cited individual in *Adult Education* for approximately nine years, has examined the attitudinal and psychological concomitants that are associated with motives to participate in learning. Although other researchers have displayed an interest in this area, much of the work concerning motivational orientations and, recently, the psychological foundations of these orientations, can be attributed to Boshier. Allen Tough, from the Ontario Institute of Studies in Education, has, through deeply probing interviews, examined how adults attempt to learn naturally on their own. From this initial research, others have attempted to utilize adults' capacity to be self-directive by adapting it to classroom activities. Knowles (1975) suggested that "learning contracts" satisfy the learners' self-directive needs and standards imposed by the educational institution by enabling the learners "to blend these requirements in with their own personal goals and objectives, to choose their own ways of achieving them, and to measure their own progress toward achieving them. The learning contract thus makes visible the mutual responsibilities

of the learner, the teacher, and the institution." (p. 130)

This study will attempt to combine these two important areas in adult education by examining implications of the relationship between a single motivational orientation, the learning-orientation, and self-directed learning. The author believes that no previous study has attempted to analyze the relationship between these two phenomena.

Chapter 2

Review of the Literature

Understanding why individuals participate in adult education has been an historical preoccupation in both the literature and practice of the field. Not only is this topic intrinsically interesting, but, because adult education is generally concerned with cost recovery through tuition fees, knowing why adults participate has an administrative utility of a high order. Survey research has established national and provincial baselines regarding the magnitude of participation, stated reasons for participation, and subjects or content studied. Recently, motivational orientations toward learning have become a significant psychological construct developed in an attempt to study more fundamental factors associated with participation. Several recent studies have used motivational orientations as a framework for examining reasons why adults participate in educational activities.

In 1971, Burgess outlined four different methods of studying reasons for participation in adult education. These methods were:

1. looking at the subjects adults study and then making inferences about why they study from the content;
2. asking students to state directly, in their own words, why they participate;

3. submitting a pre-selected check list of reasons, and then having adults respond;

4. looking at participation and motivation within a total framework of orientation to education.

Of these four, the orientation approach has generated a number of studies during the past decade.

Reasons for Participation in Adult Education: The Orientation Approach

The concept of orientations provides a fundamental way of looking at involvement in learning. Houle (1961), after using a literary method of inquiry with 22 adult learners, posited three basic orientations to learning: activity, goal, and learning. Houle suggested that activity-oriented learners take part because they find in the circumstances of learning a meaning that has no necessary connection and often no connection at all with the purpose or content of the course. These adults participate because they like to get involved in the process of learning, especially its interpersonal dimensions. A second group, goal-oriented learners, use adult education as a means of accomplishing a very clear objective (Houle, 1961). Adults with a goal-orientation usually can give an exact reason if asked about their participation in an educational activity. In contrast, learning-oriented adults give reasons such as "seeking knowledge for its own sake" or "wanting to satisfy my

intellectual curiosity" as a rationale for their education participation. The intrinsic pleasure in the act of learning is their primary source of satisfaction. The three orientations first suggested by Houle (1961) have since been refined and extended.

Sheffield, in 1964, developed an instrument, the Continuing Learning Orientation Index (CLOI), to measure orientations. This instrument consisted of 58 items scored on a five-point Likert-type scale. Sheffield, after using the CLOI with a total of 453 participants in 20 different conferences, found, through factor analysis, that although seven factors accounted for 58.5% of the variance, only five of these were clear and distinct enough to be meaningful. The five meaningful factors were: personal-goal, societal-goal, need-fulfilment, sociability, and learning. These five factors sharpened Houle's three orientations by subdividing a goal-orientation into personal and societal goal, and subdividing an activity-orientation into need-fulfilment and sociability. The learning-orientation category remained the same (see Table 1).

The CLOI was used by Sovie (1972) to identify the learning orientations of 237 professional staff nurses. One hundred and twenty-three of the nurses participated in continuing professional education programs and 114 did not. Factor analysis produced eight factors accounting for 64.2% of the variance. The results of this study were consistent

with Sheffield's findings. Although the learning-orientation remained stable, the goal and activity orientations were further subdivided. Not only did Sovie, like Sheffield (1964), find a personal-goal and a societal-goal, but also an occupational-goal and a professional-goal. In the activity-orientation category, Sovie, like Sheffield (1964), found a need-fulfilment factor but partitioned Sheffield's sociability factor into personal-sociability and professional-sociability (see Table 1).

In 1971, Burgess developed a Reasons for Educational Participation (REP) instrument which contained 70 items scored on a seven-point scale. By using this instrument on learners from 54 different adult education programs, Burgess obtained a total of 1,046 responses. Seven factors accounting for 63.1% of the variance were identified. Like Sheffield (1964), Burgess found a separate and distinct learning-orientation category which he labeled "the desire to know.." This orientation accounted for 12.4% of the variance, second only to "the desire to reach a personal-goal," which accounted for 15.0% of the variance. However, unlike Sheffield (1964), he found two new orientations entitled "the desire to escape" and "the desire to meet formal requirements."

In 1972, Grabowski used Burgess's REP scale to determine the learning orientations of 180 adults who were participating in a directed self-study bachelor's program. Findings were similar to those found by Burgess (1971) and were consistent with Houle's initial typology.

Table 1

Summary of Factors Identified in Studies of Learning-Orientation

(Dickinson & Clark, 1975)

	HOULE TYPOLOGY		
	Goal Orientation	Activity Orientation	Learning Orientation
A) Continuing Learning Orientation Index			
1. Sheffield	personal-goal societal-goal	need fulfilment sociability	learning
2. Sovie	personal-goal occupational-goal professional-goal societal-goal	need fulfilment personal-sociability professional-sociability	learning
B) Education Participation Scale			
3. Boshier	other-directed advancement	social contact self vs. other	educational preparation
4. Morstain & Smart	external expectations professional advancement social welfare	social relationships escape/stimulation	cognitive interest
C) Reasons for Educational Participation			
5. Burgess	personal-goal social-goal religious-goal meet formal requirements	social activity escape	desire to know
6. Grabowski	personal-goal social-goal	social activity escape study alone	desire to know intellectual security

In order to test Houle's typology, Boshier (1971) developed a 48-item instrument that he called an Education Participation Scale (EPS). As the title suggests, this instrument was created to determine what reasons influenced adults to enroll in specific adult education classes. After factor analysis, four third-order factors accounted for 68.5% of the variance for the responses given by 233 subjects. Like Burgess (1971) and Sheffield (1964), Boshier found a learning-orientation category. However, he suggested that all participants were basically goal-oriented to some degree in that they sought either to satisfy deficiencies, or to self-actualize. He explained this by hypothesizing that adults were basically growth motivated or deficiency motivated. Growth-motivated adults participated in adult education in order to expand their awareness or outlook (a self-actualizing process); deficiency-motivated adults participated in order to fill some immediate emotional or educational gap (Boshier, 1971). Boshier's concept of growth and deficiency motivation was based on Maslow's needs hierarchy (Maslow, 1954, 1968). Boshier concluded that the reasons adults have for participating in education are more complex than Houle (1961) thought.

Morstain and Smart (1974) used Boshier's EPS in research involving 648 adult participants who were working part-time in degree credit courses. They found six factors, but the inter-correlations among the factors suggested that the factors were not as independent as those factors found in Boshier's 1971 research. The "cognitive interest" factor

(meaning to satisfy an enquiring mind) however, remained clearly identifiable as a learning-orientation category.

Research subsequent to Houle's 1961 study has refined and subdivided the initial activity and goal orientations but the learning-orientation has consistently remained distinct. A summary of the motivational categories in research discussed is presented in Table 1.

In 1977 Boshier continued his work on the "social and psychological underpinnings of reasons for participation" (p. 94) and made an important new observation which was that the concept of an "orientation" to learning should be more properly defined as "motivational orientation" rather than a "learning orientation" since no evidence had been presented to support the idea that "learning orientations" were associated with cognitive, affective, or psycho-motor changes as a result of adult studies. Henceforth, the present writer will use the term "motivational orientation."

By 1977, several researchers, Boshier in particular, noted the importance of shifting attention to the psychological basis or foundations of motivational orientations. Boshier (1977) states: "It appears that motivational orientations are more than just superficial clusters of reasons for enrolment. They seem to be manifestations of psychological states which are in turn probably related to psycho-social conditions in various economic groups." (p. 12)

In this research, Boshier found that five factors accounted for 42.1% of the variance. Of these five factors,

the "cognitive interest" category accounted for 4.0% of the variance. It is important to note that Houle's original concept of a learning orientation has been supported throughout the research. The "cognitive interest" factor in this study (Boshier, 1977) means the same as the term "cognitive interest" does in the Morstain and Smith 1974 research, and that is, "to satisfy an enquiring mind."

Boshier (1977) labeled five factors either life-space or life-chance. Life-chance oriented people participate in adult education because "of the need to survive and acquire utilitarian knowledge, attitudes or skills." (p. 93). Life-space oriented adults participate in education "for expression rather than in an attempt to cope with some aspect of their life." (p. 93). "Cognitive interest" (learning-orientation) appears to be one manifestation of a life-space motivation.

Haag (1976), using 240 participants from Vancouver night classes, attempted to examine the relationship between high levels of self-actualizing behaviour with life-space motivation and high-levels of neuroticism with life-chance motivation. This research produced initial evidence that supports the theory that motivational orientations are related to psychological states such as neuroticism.

Further, Haag's research, in conjunction with the research of Boshier (1969), Wylie (1974), and Wilson (1963), suggests that "life-chance motives have neurotic origins

that probably stem from social, psychological, or physical deprivations." (Boshier, 1977, p. 96). This suggests that the presence of an orientation could be associated with a given level of education and that educational problems such as "drop-out" are related to the social and psychological factors influencing participation motivation (Boshier, 1977).

In the first piece of research attempting to link motivational orientations to the prediction of specific behaviours, self-education and continuing education, Dickinson and Clark (1975) used a sample of 220 Registered Nurses in Vancouver. Self-education was the term used to indicate self-planned and self-managed learning where no external individual aided in the planning or managing process. Continuing education was defined as learning that involved some other entity in the planning and managing of the learning process. Basically, self-education was an individual and personal activity whereas continuing education was a group activity.

The rationale for this research was based on the hypothesized utility of a motivational orientation for the prediction of participation in either self-education or continuing education. The two researchers found that of eight motivational factor groups, the learning-orientation group contained the largest cluster of factored items. This cluster accounted for 16.8% of the variance after rotation.

Although several hypotheses in this study were not verified, two were supported. These hypotheses were:

1. There will be a strong positive relationship between the presence of a learning-orientation and participation in self-education.

2. There will be a strong positive relationship between the presence of a learning-orientation and participation in continuing education.

Dickinson and Clark acknowledged the need for further studies of this kind.

To the present, the concept of a learning-orientation in adult education is still primarily empirical rather than theoretical since antecedent factors which explain the nature of a learning-orientation are only now being examined. A major conclusion of research to date is, however, that reasons for participation in adult education are extremely complex. An illustration of this complexity is research (Boshier and Baker, 1979) showing that the presence or absence of a tuition fee has only a modest effect on the nature and number of participants in adult education. After removing the tuition fees from certain adult education courses, the researchers found that the participants did not significantly differ from the participants in courses with unaltered tuition fees. That is, the participants in both sets of courses were generally middle class, historically the major participants in adult education. The most recent research regarding reasons for participation continues to demonstrate this complexity (Boshier, 1980).

A further conclusion is that while the adult learner may give several specific reasons for participation, these reasons

can be clustered to form motivational orientations. Because the learning-orientation factor has remained, through research, the least subdivided and the most stable, there is a strong indication that there is a "learning-oriented" person.

Research is needed to determine more accurately the utility of all motivational orientations, including the learning-orientation, as predictors of participation in various types of education activities. The work of at least one researcher suggests that the presence of an orientation may be associated with a given educational level (Boshier, 1977). Further research is needed in this area.

Reasons for Participation in Adult Education: Survey Research Approach

The first national study of adult education in the United States by survey research was conducted by Johnstone and Rivera in 1962. Findings from personal interviews, checklists, and direct written responses showed that approximately 25 million American adults (more than one person out of five) had engaged in some kind of learning activity during the 12 months prior to June, 1962. Of these adults, 17,160,000 individuals were enrolled in adult education classes on a part-time basis, 8,960,000 individuals were involved in self-education, and 2,650,000 individuals were enrolled as full-time students.

When questioned about their reasons for participation, 37% of the adults gave the reason "to become a better-informed person" (Johnstone and Rivera, 1965) (see Table 2). The researchers, however, admitted that the meaning of this response was unclear.

This survey did establish that reasons for participation cannot be successfully inferred by looking only at the type of course in which adults enroll. Table 3 illustrates that any given motivational reason may be an influencing factor for participation in a wide variety of courses. For example, in academic subjects which might be assumed *a priori* related to traditional intellectual areas of interest, it was found that 62% of the respondents cited the reasons for participation which were in some way job related. Another example illustrating the danger of inferring motive for participation from the subject-matter studied is illustrated by the finding that 44% of the participants cited the reason "to become better informed" as a motivating factor for enrolling in vocational courses. A third example of this rather intriguing anomaly is the fact that a total of 23% of the adult respondents took hobby and recreation courses for vocational reasons.

Table 2

Reasons for Participation in Adult Education
Johnstone & Rivera (1965)

Reason	% of Adults choosing reason
Become a better informed person	37
Prepare for a new job or occupation	36
On the job I held at the time	32
Spend my spare time more enjoyably	20
Meet new and interesting people	15
In carrying out everyday tasks and duties around home	13
Get away from daily routine	10
In carrying out everyday tasks and duties away from home	10
None of these, or don't know	7
Total	180%
Base	4,175
No information	428
Total Participants (weighted)	4,603

Note: Total greater than 100% because of multiple reasons given by respondents.

Table 3

Reasons for Taking Courses, by Type of Subject Matter Studied

Johnstone & Rivera, 1965

REASONS	TYPE OF SUBJECT MATTER						
	Vocational (Per Cent)	Academic (Per Cent)	Hobbies and Recreation	Home and Family (Per Cent)	Personal Development (Per Cent)	Religion (Per Cent)	Public Affairs (Per Cent)
Prepare for a new job	52	25	14	17	26	5	14
Help on present job	42	37	9	9	37	10	11
Become better informed	44	42	21	41	55	74	67
Spare-time enjoyment	9	20	58	32	35	24	6
Home-centered tasks	12	8	8	40	20	21	3
Other everyday tasks	11	9	2	5	18	19	8
Meet new people	13	17	25	12	25	18	4
Escape the daily routine	6	11	25	14	21	17	1
None of these, or don't know	4	8	7	5	7	12	21
Total	193	177	165	175	244	200	135
Base	2,224	510	505	304	182	165	72
No information	290	48	65	30	12	23	14
Total (weighted)	2,514	558	570	334	194	188	86

Note: Total greater than 100% because of multiple reasons given by some respondents.

K. Patricia Cross and associates (1974), in another national survey research study, identified two populations which they labeled learners and would-be learners. In this study, the reason "to become better informed" was considered very important to influencing participation by 56% of the learners, and 55% of the learners stated that this was, in fact, a motivating reason to participate. Table 4, adapted from the Cross survey (1974) illustrates this point.

Table 4
(adapted from Cross, 1974)
Motivating Reasons for Participation in Adult Education

Motivational Reason	% of learners checking "very important"	% of learners checking why they participated
Knowledge Goals		
To become better informed	56	55
To satisfy curiosity	35	32
Personal Goals		
To get new job	25	18
To advance in present job	17	25
To get a certificate	27	14
To attain a degree	21	9
Social Goals		
To meet new people	19	18
To feel a sense of belonging	20	9

Just as in the Johnstone and Rivera survey (1965), "to become better informed" was a major reason for participation. However, the imprecision of this reason remains troublesome. Fewer people in the Cross survey than in the Johnstone and Rivera survey mentioned job-related reasons as a motivating factor—36% of the respondents in 1962 but only 18% of the respondents in 1972.

Waniewicz (1976) studied 1,541 Ontario residents representative of the entire provincial population. Three approaches to participation research noted by Burgess (1971) were incorporated in the Ontario research:

1. identifying types of learning activities that adults participate in and then inferring reasons for participation;
2. asking people to state in their own words, why they participate;
3. asking people to check items from a pre-selected list of reasons.

By classifying the reasons for participation obtained during the Ontario research, Waniewicz sought to further clarify the motivational categories established by Burgess (1971). As Table 5 indicates, the motivational categories "the desire to know" and "the desire to reach a personal goal" used by Burgess were substantially revised by Waniewicz (1976). The fact that Waniewicz chose to revise categories again reflects the difficulty of developing standardized ways of examining motivation and the underlying complexity of the problem.

Table 5

Comparison of Motivational Categories used by Burgess and Waniewicz

Motivational Category	Burgess (1971)	Waniewicz (1976)
Desire to know	(1) Desire to know "desire to grow in qualities of intellect and appreciation, to derive pleasure from learning, to enjoy mental exercise, and to remain in command of one's learning skill."	(1) Desire to know Desire to gain knowledge a) reflects specific interest in a specific subject area; b) learning as a goal in itself - continuous need for learning - specific subject matter is not relevant.
Desire to Reach a Personal Goal	(2) Desire to Reach a Personal Goal "desire to gain knowledge or skills in order to improve the individual's ability to service his needs of a personal nature which are for his own gain." - may also provide a sense of advantage or distinction.	(2) Desire to Achieve Personal Goal activity toward personal growth, development, fulfilment. self-centered needs. (3) Desire to Achieve Practical Personal Goals - practical goals such as employment opportunities, financial or status benefits.
Desire to Meet Formal Requirements	(3) Desire to Meet Formal Requirements	(4) Desire to Achieve Formal Educational Goals - credit, degrees, certificate
Desire to Satisfy Family Needs		(5) Desire to Satisfy Family Needs - contribute to well-being of family
Desire to Reach a Social Goal	(4) Desire to Reach a Social Goal	(6) Desire to Achieve Social Goal - benefit society, community
Desire to Escape	(5) Desire to Escape	(7) Desire to Escape - escape duties or emptiness of life
Desire to Take Part in a Social Activity	(6) Desire to take Part in a Social Activity	(8) Desire to Socialize - interaction with other people
Desire to Reach a Religious Goal	(7) Desire to Reach a Religious Goal	(9) Desire to Meet a Religious Goal - satisfy religious needs.

Table 6

Learners and Would-be-Learners by Reason for Learning and by OECA Transmitter Coverage Area (%)

Reason for Learning	Total (N_w=3,316)	OECA TRANSMITTER COVERAGE AREA: Ch.18 (N_w=203)	Ch.19 (N_w=1,623)	Ch.24 (N_w=298)	All coverage areas (N_w=2,469)	Areas not covered (N_w=847)
To gain knowledge	2	4	2	3	3	1
To learn as goal in itself	5	5	5	6	5	4
To achieve personal goals	36	34	37	31	37	32
To achieve practical personal goals	34	37	34	37	34	35
To achieve formal education goals	8	9	8	8	8	9
To satisfy family needs	4	3	2	3	3	7
To achieve social goal	2	4	1	2	2	2
To escape	4	4	5	2	4	5
To socialize	1	1	1	4	1	2
To reach religious goal	1	-	1	-	1	-
Other	4	-	4	5	3	3
Total	100	100	100	100	100	100

Table 7

Learners by Reason for Learning and by Object Category of their Studies (%)

Reason for Learning	OBJECT CATEGORY: Job-related (N_w=1,697)	Hobby and recreation (N_w=692)	Regular school or academic (N_w=324)	Personal development (N_w=716)
To gain knowledge	2	1	6	5
To learn as goal in itself	4	8	7	8
To achieve personal goals	24	51	13	40
To achieve practical personal goals	50	13	17	22
To achieve formal education goals	12	3	46	11
To satisfy family needs	2	3	1	2
To achieve social goal	2	—	—	1
To escape	—	10	—	2
To socialize	—	5	3	—
To reach religious goal	3	7	8	9
Total	100	100	100	100

Table 8

Learners by Object Category of their Studies and by Reason for Learning (%)

	REASON FOR LEARNING				
Object Category	To know (N_w=354)	To achieve personal goals (N_w=1,237)	practical personal goals (N_w=1,267)	To achieve formal education goals (N_w=485)	To escape or to socialize (N_w=175)
Job-related	31	33	67	41	11
Hobby and recreation	17	29	7	5	59
Religion, morals	4	2	1	1	2
Regular school or academic	11	3	4	31	6
Home and family	6	3	1	—	9
Personal development	26	23	13	16	9
Public affairs and current events	4	5	4	2	—
Farming and agriculture	1	1	1	—	—
Other	—	2	3	5	5
Total	100	100	100	100	100

As can be seen from Table 6 and 7, individuals generally have very practical motives, primarily related to employment, for participating in adult education. More than 50% of the reasons elicited by Waniewicz were in this category. However, Table 8 illustrates that 31% of the adults took job-related courses in order "to know." Here, "to know" denotes a learning-orientation. If a researcher was inferring motive from course content only, a higher frequency of people taking job-related courses in order "to achieve a practical personal goal" might be expected.

Although survey research has established that adult education is an activity of a very wide magnitude, findings on motives for participation can be summarized as follows:

1. Researchers have acknowledged their discomfort in developing operational measures of motivational orientations.

2. Some attempts have been made to adopt the motivational orientation approach to survey research for purposes of need identification.

3. Participation motives cannot successfully be inferred from the subject-matter being studied.

4. Adults have a variety of objectives (both educational and personal) when they enroll in any given class.

5. In any one group of adult learners, several motivational orientations may be present.

6. Specific reasons that adults give for participating in adult education may be formed into clusters called motivational orientations.

7. At least one researcher (Boshier, 1971, 1977) suggests that psychological states (life-space and life-chance) underly motivational orientations.

Self-Directed Learning

Early survey research defined independent study as a strictly private pursuit with no contact whatsoever with another human. Even though the learner may have planned his own learning, assistance from another could not be employed and fall within most researchers' definition of independent study. More recent survey research included learning that was self-directed rather than totally independent of human contact and assistance.

Tough (1967), by studying "self-teachers" found that individuals involved in personal learning projects sought many forms of assistance. This finding contributed to the formation of the concept of the learning project, a highly deliberate effort to learn some knowledge or skill. The learning project could include planning assistance from groups, another human, a non-human resource, or a mixture of one or more of these sources. Several researchers used these planning categories to study the frequency and pattern of self-directed learning efforts among different occupational groups including professionals such as teachers, doctors, dentists, and lawyers. A major finding was that most learning efforts were planned by individual learners themselves.

Although there are several reasons for an adult to begin a self-directed learning effort such as curiosity or pleasure gained from learning, most adults participate in order to use the knowledge or skill being studied. For a variety of

reasons, several well-known historical and modern figures have engaged in frequent self-directed learning. Centuries ago Socrates read and studied on his own. Author C. Hartley Grattan (1955) called Benjamin Franklin "an example par excellence of what we today call the 'self-educated intellectual'" (p. 140). Winston Churchill, after he had reached the age of 21, spent between four and five hours each day reading about economics, history, and philosophy in order to satisfy his desire for learning (Churchill, 1941).

During the last three decades, several educational institutions have employed the concept of self-teaching rather than teacher instruction (Tough, 1977). Carl Rogers (1960) supported this concept when he stated:

> It seems to me that anything that can be taught to another is relatively inconsequential and has little or no significant influence on behaviour. The only learning which significantly influences behaviour is self-discovered, self-appropriated learning. Such self-discovered learning, truth that has been personally appropriated and assimilated in experience, cannot be directly communicated to another. (p. 61)

In 1930 Snedden, a professor of education, stated that adults were able to teach themselves when he wrote:

> There are some adults who say in effect that though they intend to get a great deal more education... they no longer need the help of personal-contact teachers for that purpose. They have reached the stage where they can teach themselves, thank you! (p. 33)

Harry Miller (1964), more than thirty years after Snedden, wrote about the self-teaching abilities of adults:

> A recurring theme in the literature of adult education is the desirability of the self-propelled learner who does not need to be dependent on an instructor or a group or an institution.
>
> The provision of opportunities for guided independent study for adults has been a largely unexplored area in adult education; yet, as a proven methodology in other fields, it seems peculiarly appropriate for many adults who do not respond to established programs. (p. 203)

An example of an adult who left school programs early but later planned his own learning is Malcom X. While in prison, Malcom X copied words from a dictionary in order to improve his written communication (Haley, 1978). The improved written vocabulary of Malcom X enabled him to more easily read books and articles. Malcom X stated:

> I have often reflected upon the new vistas that reading opened to me. I knew right there in prison that reading had changed forever the course of my life. As I see it today, the ability to read awoke inside me some long dormant craving to be mentally alive.... You will never catch me with a free fifteen minutes in which I'm not studying something I feel might be able to help the black man. (p. 179)

Survey Research and Self-Directed Learning

Johnstone and Rivera found that, in 1962, 7.9% of American adults, or 8,960,000 individuals had engaged in independent study during a 12-month period preceding the survey. Twenty percent of the adults surveyed were learners, therefore approximately 40% of the adult learners had engaged in independent study during the 12-month period.

The researchers measured only self-instruction and not instruction involving a relationship, however tenuous, between

a learner and a teacher. Independent study was measured by responses to the question, "During the past twelve months, has any adult living here been engaged in learning some new subject or skill by means of independent study strictly on his or her own? How about yourself?" (Johnstone and Rivera, 1965, p. 500). This method of questioning required adults to report on the independent study efforts of other individuals rather than limiting the interview to direct self-reports. No additional questions were asked by the interviewers and no attempt was made to explain the criteria for categorizing examples of independent learning. For example, if the learner used a record as a study aid, the researchers considered this independent study because of an assumed impossibility for the learner to communicate with the teacher. However, if the learner used educational television as an aid in studying, the researchers did not categorize this as independent study because the learner could allegedly communicate with the teacher by using the television program's credits as a guide to personal contact. Learning which involved interaction or even potential contact with some type of teacher was classified as non-independent study but learning which involved no contact, or no probable contact, was classified as independent study.

The subject content studied independently and the incidence of study are reported in Table 9. The total number of courses studied independently was 11,020,000.

Table 9

(Johnstone and Rivera 1965, p. 58-59)

Subject Content Studied Independently

	% of Courses of This Type Studied Independently	Estimated Number of Persons Who Studied This Subject Independently
1. Technical arts and hobbies	86	460,000
2. Gardening	83	410,000
3. Home improvement skills	80	550,000
4. Foreign languages	61	590,000
5. All agricultural subjects	59	190,000
6. Sewing and cooking	55	1,040,000
7. Music (performing)	50	340,000
8. Speed reading	44	160,000
9. Vocational: skilled trades other mechanics	43	350,000
10. Decorative arts and crafts	41	320,000
11. Bridge lessons	41	260,000
12. Great Books courses	41	*
13. Sciences	39	*
14. Athletic recreations	37	500,000
15. Art (non-performing)	36	*
16. General office skills	36	370,000
17. Physical fitness	34	*
18. Child care	34	*
19. History	33	160,000
20. Mathematics and statistics	32	220,000
21. General political education	30	*
22. Americanization and citizenship	29	*
23. Technical: health professions sphere	28	*
24. Vocational: auto mechanics, etc.	28	190,000
25. English literature and composition	28	180,000
26. Current events and public affairs	26	*
27. Vocational: skills for operatives	26	*
28. Courses on the nature of communism	25	*
29. Music (non-performing)	24	*
30. Technical courses other than in health professions	24	360,000
31. Social sciences	24	*
32. All professional courses other than teacher training	23	160,000
33. Psychology	22	*
34. Business administration or management	21	240,000
35. Sales and advertising skills	19	*
36. Vocational: personal service skills	17	*
37. Teacher training	16	*
38. Driver education	16	*
39. Speech and public speaking	15	*
40. Vocational: service skills in health professions	15	*
41. Vocational: " " protection & security fields	13	*
42. Traditional religious training	12	420,000
43. Religion and problems of everyday life	11	*
44. Dale Carnegie or leadership training courses	11	*
45. Office machines (other than typewriter)	11	*
46. Office management	11	*
47. Dancing	7	*
48. Military science	0	*
49. Civil defense	0	*

*Less than 160,000.

In a later national sample which was representative of the entire United States adult population, 3,910 individuals were surveyed concerning their educational activities of the previous 12 months (Cross, 1974). Of these individuals, 1,207, or nearly 31% were actual learners and 3,001, or nearly 77% were "would-be" learners. "Would-be" learners were adults, including 1,142 learners, or approximately 95% of the learners, who reported an interest in future learning of some kind (Cross, 1974).

After the interview, participants chose an area of subject content that they would like to pursue and were asked, "How would you want to learn this area if you could do it any way you wanted?" (Cross, 1974, p. 224). Seventeen percent of the adults indicated that they would prefer to study on their own with no formal instruction (Cross, 1974).

Table 10 indicates how the subject content was studied over the previous 12 months. Studying on one's own was second in popularity only to attending lectures or classes (Cross, 1974).

In considering where the learners would like to study, 17% stated "at home," 13% stated "at employer's," and 9% stated "at high-school." Of the adults who preferred to study at home, there were more housewives (20%) than non-housewives (11%), and 31% more high-school drop-outs than those who completed their high-school education.

Using the data obtained from the 1974 Cross survey, a profile of the typical self-directed learner would be as follows: a middle-aged housewife, living in Dallas, Texas, who did not complete her high-school education. This woman would be studying about her hobby, perhaps collecting antique tea cups, at home and not for any kind of credit.

Table 10

Subject Content and Method of Study Used
(Cross, 1974)

Method of Study	Percent of Learners Using Method
lectures/classes	35
study on own	17
on-the-job-training	14
short conferences/workshops	8
individual lessons	6
correspondence courses	5
discussion groups	4
group action project	2
travel and study	0
television or video-cassettes	0
records or audio-cassettes	0
other	2

Waniewicz (1976), from his Ontario survey of 1,541 individuals, estimated that 30% of Ontario adults, or 1,383,000 individuals were learners. Of this number, nearly 40%, or 555,320 adults, had engaged in self-directed learning over the 12 months previous to the survey. Waniewicz (1976) stated that self-directed learning was the "second most significant non-formal learning activity." (p. 33). Of these self-directed learners, 7%, or almost 8,873 adults, engaged only in self-directed education (Waniewicz, 1976).

The principal question asked of subjects was, "Are you now or have you been involved in the past 12 months in any course offered by [institutions of formal education, areas of non-formal learning, including self-directed learning]?" (Waniewicz, 1976, p. 2). However, in questioning the adults about their learning efforts, the interviewers "did not use the term 'self-directed learning' in the process of interviewing." Waniewicz (1976, p. 10) stated that, "the questions concerning individual learning were placed in such a logical sequence that it was obvious that we were inquiring about a specific effort where the learner is wholly self-guided and controls the educational activity." For example, even though the term "self-directed learning" is not used in the following questions taken from the interview instrument, the intent seems clear. The interviewers were, in fact, looking for learning that was self-directed when they asked: "Have you been involved in studies through any educational programs

broadcast on television or radio in the past 12 months? And, in the past 12 months have you, yourself, undertaken on your own a *personal* learning project?" (Waniewicz, 1976, p. 200).

Data on the 542 adults who were actually engaged or had been engaged in self-directed learning during the previous 12 months, are reported in Table 11.

Using data obtained by Waniewicz, a typical self-directed learner would be as follows: a 24-year old, English speaking, female teacher who was born in Canada. She would be married but would probably have no children. Currently, this young woman would be teaching full-time in an urban center, with a population over 500,000, such as Ottawa.

Penland (1979) studied self-initiated learning in a national survey of 1,501 adults by using probing statements such as: "Try to think back over all of the past 12 months—right back to last year. I am interested in any deliberate effort you made to learn anything at all..." and "We want to get as complete a list as possible, because we think that people make far more attempts to learn than anyone realizes." (p. 171). Approximately 1,201 adults, about 80%, viewed themselves to be continually active in self-directed or formal educational learning. Approximately 45 individuals, about 3%, had participated in formal educational classes but not in self-directed learning. Approximately 1,141 adults, about 76%, had, however, involved themselves in from 1 to 18 self-directed learning efforts (the average being 3.3 per adult) during the 12 months previous to the study (Penland, 1979).

Table 11

Characteristics of Self-Directed Learners

(Waniewicz, 1976)

Characteristics		% of Self-Directed Learners
1. Marital status	married	64
	single	26
	divorced/widowed/separated	10
2. Children under 18 at home	yes	46
	no	54
3. Number of children	1 - 2	32
	3 - 4	12
	5 +	1
4. Language group	English	92
	French	2
5. National origin	Canadian born	72
	Foreign born	28
6. Employment status	employed	79
	unemployed	21
7. Occupational group	professional	21
	clerical/white collar	21
	skilled labour	20
	unskilled labour	20
	executive/owner/manager	5
	sales	4
8. Community size	urban	90
	- over 500,000	44
	rural	10
9. Sex	male	48
	female	52
10. Age group (in years)	18 - 20	14
	21 - 24	19
	25 - 29	15
	30 - 34	12
	35 - 39	12
	40 - 44	9
	45 - 49	8
	50 - 55	6
	56 - 69	6

Table 12 compares data concerning self-directed learners from each of the previous surveys.

Table 12

Comparison of the Self-Directed Learner in Four Major Surveys

Survey	% of Learners in Population	% of Self-Directed Learners in Population	% of Learners who are Self-Directed
Johnstone and Rivera (1965)	20	7.9	40
Cross (1974)	31	17	55
Waniewicz (1976)	30	12	40
Penland (1977)	80	76	95

Note: All percentages are approximate.

Through the survey research dealing with participation in adult education, large numbers of self-directed learners have consistently been found. This is true even though each study has used a different operational definition of a self-directed learner or of what constitutes a self-directed learning effort.

Tough and Associates

Current interest in self-directed learning can be attributed to the seminal research of Allen Tough done as a PhD dissertation at the University of Chicago in 1964. In a

publication arising from this research, Tough (1967) defined a self-teacher as an individual "who has decided to act as his own teacher, and assume the primary responsibility for planning, initiating, and conducting the learning project." (p. 3). Self-teaching projects were defined as a "person's deliberate attempt to learn some specific knowledge or skill" (p. 4) provided that the learner "spent at least eight hours doing so during the year prior to the interview and the learner himself, rather than any professional teacher or organized group, assumed the primary responsibility for planning, controlling, and supervising the entire project." (Tough, 1967, p. 4).

Forty adults were interviewed in order to find out what an adult does during self-teaching, which aspects of self-teaching caused difficulty, and what assistance self-teachers sought for each task. It was concluded that self-teachers perform many of the same jobs as professional teachers, and that each of the 40 adults interviewed engaged in at least six teaching tasks, with the median being nine, during a 12-month period. A further finding was that individuals involved in self-teaching projects seek a great deal of assistance from other humans such as librarians, fellow learners, sales people, acquaintances, experts who have a personal relationship with the learner, or intimates (parents, very close friends, spouse, siblings, children). Tough established that self-teachers used acquaintances more often than any

other assistant. Of the 424 assistants used by the adults in the research, 156, or 37%, were acquaintances (Tough, 1967).

In 1966 Tough broadened the parameters of research on self-directed learning projects. A learning project remained a deliberate attempt to learn but was altered to a minimum of seven hours (Tough, 1968). For these projects, the self-directed learner could use self-planning (self-teaching) as a means of accomplishing the objectives of the learning project, or the self-directed learner could rely on instruction planned by a professional, amateurs, or non-human resources such as books or a series of television programs.

Thirty-five adults were interviewed in order to examine their reasons for beginning and continuing a learning project (see Motivation section of this Chapter). Just as the learning projects were begun for various reasons, they were terminated for a variety of reasons including:

- the desired goal or objective of the project was achieved;
- the adult decided that he was not learning the anticipated knowledge, but some other knowledge instead;
- other activities in the subject's life were more urgent and demanded the time that was to be used for learning;
- the subject thought that the learning project was too expensive to continue;
- the benefits did not compensate for the time, effort, and money involved.

Blackburn (1968) studied 114 adults in Guelph, Ontario. Of this sample, 51% had been involved in self-directed learning projects within the 12 months previous to the study, by practising or studying a subject or skill on their own. Fifteen percent of the sample had been involved, during the past 12 months, in small non-formal group situations by studying or practising a subject or skill with other learners and 41% had participated in formal educational activities such as courses, classes, meetings, lectures, and on-the-job training. The frequency of participation in self-directed learning projects far outnumbered the frequency of participation in non-formal group situations or formal educational activities.

Tough (1971) reviewed a series of studies on highly deliberate efforts to learn, lasting over a minimum of seven hours. Two hundred people were interviewed and samples from seven separate occupational groups were considered.

These groups consisted of 10 male blue collar factory workers, 10 men working at low white collar occupations, 10 women working at low white collar occupations, 6 female beginning elementary school teachers, 10 male municipal politicians, 10 male social science professors, and 10 upper middle-class women with pre-school aged children.

A highly probing interview schedule was used with the adults directly, rather than indirect reporting methods such as those used by Johnstone and Rivera. The participation rate was 98% or 196 individuals out of 200, with the average adult

conducting eight learning projects per year. Of these projects, two-thirds were currently in progress. Less than 1% of the learning projects that these adults participated in were for credit and 73% of the projects were planned by the learner himself rather than by group instructors, private lessons, or non-human resources (Tough, 1971).

Armstrong (1971) adopted Tough's (1968) definition of a learning project as a unit for measuring the participation in learning of 40 adults having a low educational attainment. The projects studied were the deliberate and sustained learning efforts of 20 adults of high learning attainment and 20 adults of average learning attainment (as judged by their performance in a full-time credit learning situation). The high learners averaged 13.9 projects in 12 months and 1,120 hours engaged in those non-credit projects, the average learners' mean was 3 projects and 100 hours at non-credit projects during the 12-month period.

In 1974, Peters and Gordon studied the learning projects of 466 adults in Tennessee. They concluded that approximately 91% of the adults interviewed had engaged in at least one learning project during the previous 12 months.

In 1977, Tough revised the terminology used in his 1967 publication by stating:

> The term 'self-teacher' used in this early study, has now largely been replaced by the term 'self-planned learning project'—a major deliberate learning effort in which the learner himself or herself is responsible for most of the day-to-day planning of what and how to learn.

> Study after study has now demonstrated that virtually all adults engage in self-planned learning, which is about seven times more common than classroom teaching. As a result, researchers have shifted to studying this common behaviour (self-planned learning), and have abandoned terms suggesting that this behaviour is found only in a particular type of person (self-teacher). (p. 2)

In 1978 Tough published a major review of surveys and studies concerning major learning efforts or learning projects, noting that the basic definition of a learning project has remained consistent, "a highly deliberate effort to gain and retain knowledge and skill, or to change in some other way." (p. 2). As originally defined in 1968 by Tough, the project consists of a series of "episodes" adding up to at least seven hours. An episode is defined as "a well defined period of time that is held together by the similarity of intent, activity, or place of the thoughts and actions that occur during it. The episode has a definite beginning and ending, and it is not interrupted for more than two or three minutes by some other activity of purpose." (Tough, 1971, p. 7).

Tough (1978) concluded that, although data varied slightly from study to study, a single pattern had emerged. Table 13, taken from the 1978 study, illustrates the frequency of planners used by learners and is the most comprehensive and recent summary of research on self-directed learning efforts conducted for the past 12 years.

Table 13

(Tough, 1978)

Frequency of Planners Used by Self-Directed Learners

	% used by Self-Directed Learners	
Professional	20	Mixed Planners
in a group	10	(51% of planning
in a one-to-one relationship	7	was not in one
through a non-human resource	3	planner category)
		not included because they disturbed clarity of the distribution.
Amateur	80	
learner himself	73	
friend	3	
peer group	4	

There have been several terms such as "self-teaching projects," "self-initiated learning," "self-planned learning projects," and "self-directed learning projects" used to define the phenomenon of self-directed learning. The present study will henceforth use the term "self-directed learning effort" as it connotes a deliberate, self-directed effort, perhaps with the aid of various information sources, rather than a project half-heartedly undertaken, to learn some specific skill or knowledge.

The following, given by Tough (1977, p. 73-74) is a profile of a typical person who plans his own learning:

> Before beginning his project in earnest, the typical self-teacher [self-directed learner] spent about an hour deciding just what knowledge and skill he wanted to learn. Although he was interested in the subject matter, he did not seriously consider learning it until some specific impetus occurred. While choosing his goal, he received advice, encouragement, and other assistance from six individuals, mostly family, friends, and colleagues.

Once he had chosen his goals, he very frequently considered which activities would be effective for learning that subject matter. In particular, he decided which books and articles to read, which individuals to ask for information and advice, and what to observe and practise. Altogether he spent about five hours making such decisions, and obtained assistance from two subject matter experts and three other persons.

Once he had decided whom and what resources he wanted to use, the subject spent more than five hours obtaining the printed materials and walking or traveling to see the assistants. He was assisted a great deal in obtaining these resources although only four individuals provided the assistance.

In order to fit his self-teaching project [self-directed learning effort] into his busy life, the self-teacher [self-directed learner] had to decide just when to learn. Although these decisions about time were made throughout the project, he spent only about forty minutes making them.

Continuously through the learning he attempted to estimate his level of knowledge and skill. In particular, he looked back in order to see how far he had progressed, he estimated his current level, and the desired level. Seven people assisted him with these estimates; some of them served as models for comparison and a few made direct evaluative comments.

About ten times he found that he was unable to grasp some part of the knowledge and skill when he first encountered it. He spent more time dealing with these difficult parts than he spent performing most other tasks, and experienced more difficulty and concern than with other tasks. He obtained assistance from three relatives and friends, two experts (one of whom was approached on a personal basis and one on a business-like basis), and one sales person.

In addition to performing the six teaching tasks already discussed, the typical self-teacher [self-directed learner] performed four of the following tasks: 1) occasionally dealt with doubts about success; 2) decided what place would be suitable for his learning; 3) dealt with his dislike of the activities that were necessary for learning; 4) spent almost an hour deciding whether to continue or stop learning

> after reaching a certain goal; 5) considered how much money to spend for reading materials and equipment; and 6) dealt with his lack of desire for achieving the goal.

Tough and his associates have established a well-defined pattern of research that is unique to the field of adult education. Through this social science research, a continuum, with adult learning at one end and adult education at the other, has been created. The emphasis is no longer on merely teaching adults but is now on facilitating their learning. The importance of understanding the self-directed adult learner in our society has innumerable practical implications. For example, the health sciences could never hope to have available practitioners to tend to the total health needs of the general public. However, healthful lifestyles have been so effectively promoted that self-directed adults have learned about nutrition, the value of exercise, and how to deal with stress. Several resources, such as those found in community recreation centres and support systems, such as jogging or hiking groups, have facilitated this approach. The result has been that the Canadian public is becoming physically fit and very aware of healthful lifestyles; something that would never have been accomplished through traditional methods.

Motivation of Self-Directed Learners

Relatively little is known about why adults participate in self-directed learning activities and current researchers (Tough, 1978; Penland, 1979) have suggested that this should be an area of future study.

By interviewing 35 adults for approximately two hours each, Tough (1968) established that there were 13 conscious reasons for an adult to begin and continue a learning project.

Seventy-one percent, the largest number, wanted to understand content or master a skill for some future examination situation (i.e. to prove to someone else that he did possess the particular skill or knowledge) or, secondly, to impart the skill or knowledge to other learners. This once again reflects the well known pragmatic and utilitarian character of adult education. Tough also found that puzzlement was often given as a reason for finding out about some procedure or method used at the individual's place of employment. Further, this reason was given as an explanation for trying to work out personal beliefs and opinions.

Tough made three generalizations about the content areas engaged in by learners with the motivation of "puzzlement":

1. The subject area was already an important part of the learner's life. For example, the parent of an autistic child is puzzled about why the child does not respond normally to the environment. Therefore, the parent embarks on a self-directed learning project in order to understand the child's behaviour.

2. The subject area was a model for some procedure or method that would be used by the learner in the future. For example, knowing that the Provincial government will, within the next year, be using a new computer procedure to relay information among various appropriate ministries, a junior computer programmer begins a self-directed learning project in order to become competent at this procedure.

3. The subject area was not an integral part of the learner's life or his major hobby. For example, the learner may decide to begin a learning project after hearing of another U.F.O. sighting. U.F.O.'s do not have a great impact on the learner's life, but he is merely curious.

It was concluded, however, that curiosity usually arose from personal, practical, everyday life rather than a traditional academic basis.

The reason "satisfaction from possession" reflected the learner's anticipated confidence or self-assuredness in knowing the information (Tough, 1968). Often adult learners remembered the curiosity, fascination, and interest they initially experienced and felt satisfied because they possessed that knowledge (Tough, 1968). The specific knowledge or skill might have been part of the learner's image of his ideal self or some other imagined role, so the possession of such knowledge, in bringing him closer to that ideal self, created personal satisfaction (Tough, 1968). This reason is similar to Boshier's (1971) suggestion of growth or deficiency motivation as the basis for participation in adult education. For the adult with a growth motivation, remembering the pleasure associated with learning about black

holes in the universe may inspire him to begin a learning project concerning the possibility of interstellar communication. The learner, because of past experience, could expect to feel fascination with the subject and then satisfaction from possessing interesting knowledge. For an adult with a deficiency motivation, desire for the ability to employ an extended vocabulary might provide a basis for the subject matter studied in a self-directed learning project. Accomplishing this would satisfy the learner by bringing him closer to his ideal self.

"Enjoyment in receiving the content" was never a primary motive for beginning a learning project, and, although Tough stated that this reason seemed to reflect an intrinsic motivation, it does seem quite vague. Does the learner enjoy the act of learning, whatever the content? Does the learner enjoy learning about this specific subject? Does the learner enjoy learning because of the particular instructional method being used? In projects where a skill was the central focus of the learning activity, the reason "enjoyment from practising the skill" was often given as a motivating reason to participate.

Tough also stated that the meaning of the reason "pleasure from the activity of learning" was not completely clear. This reason seems to reflect a learning-orientation which was at least fairly strong in influencing 18 people to begin a learning project and for 17 individuals to continue with a learning

project. For these people, the actual subject matter studied was not as important as the fact that they were learning (Houle, 1961). Although adults with a learning-orientation may take a wide variety of courses that deal with vastly different subject areas, "seeking knowledge for its own sake" is the major principle that gives meaning to each and every learning activity.

Finishing the learning project, once started, became a goal in itself for a very few of the respondents. Tough (1968) stated that this reason does not suggest that the learner is more determined to use the skill or knowledge but is merely more determined to finish the learning project.

Fifteen people mentioned reasons unconnected with the specific content and learning activities of the learning project as motivating factors for participation. Two examples of this are, taking a course because of the pleasure found in conversation with others just before class or during a "break", and taking tennis lessons because of the enjoyment found in meeting people at the pub after the game (Tough, 1968). These two examples are also appropriate illustrations of Burgess' (1971) motivational factors "the desire to escape" or "the desire to take part in a social activity." The first factor reflects the wish to "get away from it all" and may include, but not necessarily, the desire for some social contact. The second factor reflects the participant's desire to enjoy the fellowship of others, not necessarily in the actual learning

Table 14

(Tough, 1968)

Reasons for Beginning and Continuing
A Self-Directed Learning Effort

	Reasons	No. of Projects in which "very strong" or "fairly strong" reason for Beginning	No. of Projects in which "very strong" or "fairly strong" reason for Continuing	No. for which Reason "Most Important" for Beginning
1.	Use in order to understand	11	11	3
2.	Use in an examination	2	2	0
3.	Use in order to impart	12	15	3
4.	Use for taking some action	29	33	21
5.	Someone noticing the learning effort	7	9	1
6.	Puzzlement, curiosity, a question	22	15	9
7.	Satisfaction from possession	13	15	3
8.	Enjoyment from receiving the content	14	20	0
9.	Enjoyment from practising the skill	8	10	1
10.	Feeling of learning successfully	6	18	0
11.	Pleasure from the activity of learning	18	17	1
12.	Complete unfinished learning	3	3	0
13.	Unconnected benefits	5	10	

situation. Other researchers, such as Sheffield (1964) and Grabowski (1972) have also established an interpersonal factor motivating adults to participate in learning activities. The social meaning connected with the curcumstances of learning is what these individuals are seeking (Sheffield, 1964).

Other reasons were: to keep up with current events and politics, to keep up with spouse, to provide support in some personal crisis, or to search for personal meaning.

Tough suggested that, although this study was not rigorously representative of any specific population, the findings could be duplicated with any group of urban, middle-class, fairly well educated, relatively young, North American adults.

Although other factors such as past experience or heightened self-esteem may influence participation, the most common motivation for participating in a learning project was some anticipated use or application of knowledge or skill; a less common reason for participating was curiosity or puzzlement, and learning for credit was a rare reason for participation.

Penland (1977), in a national survey of 1,501 adults, sought to extend Tough's findings concerning adult learners who plan their own learning. Table 15, taken from Penland's 1979 paper, displays the percentages of learners that considered each reason most and least important.

Table 15

(Penland, 1979)

Reasons why People Prefer to Learn on their Own, instead of Taking a Course

	Reason/Category	% Most Important	% Least Important
1.	Desire to set my own learning pace	46.8	4.9
2.	Desire to use my own style of learning	37.4	10.6
3.	I wanted to keep the learning style flexible and easy to change	31.0	9.6
4.	Desire to put my own structure on the learning project	27.8	9.6
5.	I wanted to learn this right away and couldn't wait for a class to start	36.2	22.7
6.	I didn't know of any class that taught what I wanted to know	29.8	22.1
7.	I don't like a formal classroom situation with a teacher	14.0	38.1
8.	Lack of time to engage in a group learning program	17.9	34.1
9.	Transportation to a class is too hard or expensive	5.3	44.5
10.	I don't have enough money for a course or a class	5.2	48.2

Even though Penland's study included learning efforts of fewer than seven hours and Tough (1978) suggests that a more probing interview may have provided different responses, the study is important because it provides reasons for self-planned learning from a large sample. Respondents in Penland's survey ranked some traditional reasons for self-planned learning quite low (see Table 15). Such reasons were:

- lack of time to engage in a group learning program;
- transportation to a class is too hard or expensive;
- didn't have enough money for a course or class;
- didn't like a formal classroom situation with a teacher.

Other highly ranked reasons such as "I wanted to keep the learning style flexible and easy to change", and "I wanted to put my own structure on the learning project rather than wait for a course" emerged and can be compared with reasons for self-planned learning found by other researchers such as:

- desire to meet own needs in an individual manner (Johns, 1973);
- liked the possibility of using several sources to design their own learning (Coolican, 1973).

Through such research it has become evident that self-planned learning is of a wide magnitude even though no one reason has remained consistently dominant. Haughey (1978) suggests that there may be several interrelated reasons for self-planned learning and that the individual self-planner may be unaware, unable, or unwilling to explain these reasons.

Planners

The concept of the planner is integral to the present study and to all research on self-directed learning efforts. Participation in adult education has been previously categorized on the basis of the relationship of the learner to other learners and to the "instructor"—the individual, group, or object that controlled the content and pace of the learning. For example, Johnstone and Rivera (1965) suggested seven formats, of which self-education was one, in which all adult learning took place. Other researchers such as Blackburn (1967) have used the more general categories, "individual" and "group."

Tough (1971) defined four categories of planners. The planner is "the group, person or thing responsible for more than one-half of the detailed day-to-day planning of the learning." (Tough, 1971, p. 77). These four categories of planners are discussed below:

Group Planning

The learner is a participant in a group of five or more people, including the instructor. Tough (1971) noted that when the group numbered less than five, the planning aspects resembled one-to-one relationships rather than a group.

There are several possibilities for group formats, such as:

a) autonomous learning groups
   - the entire group plans its learning,
   - all individuals have the opportunity to influence the group's direction;

b) group with an instructor in a traditional classroom setting;

c) an expert who answers the group's questions;

d) large conferences or professional meetings;

e) unstructured conferences

f) group help and support for self-planned learning;

g) group that discusses printed matter that all members have read;

h) group that uses itself for the subject matter - an example of this is sensitivity training.

Planner in a One-to-one Relationship

The learner participates in a one-to-one relationship with the instructor. In this mode of planning, there is one learner and one planner such as professionals or experts: piano teachers; tennis professionals; or driving instructors.

Non-human Resource as Planner

In this category, a non-human resource such as a series of television programs, a programmed instruction book, or a set of cassette tape recordings, governs the content and pace of the learning.

Learner Planned

In this type of planner category, the learner himself is responsible for planning and conducting the learning effort (Tough, 1971). The learner may use other sources of information but is responsible for content of the learning effort and the method of instruction used. This is the most frequently used planner category (Tough, 1978).

Mixed Planner

This category includes learning where 51% of the planning responsibility does not reside in any one of the four categories previously discussed. The planning is divided between two, three, or all four of the categories and less than 51% of the planning responsibility is assigned to any category (Tough, 1971).

The most recent statistical summary of the above pattern is represented by the following table.

Table 16
(Tough, 1978)

Percentage of Self-Directed Learning Efforts
Using Different Planners

Planner	Percentage of Learning Efforts
Amateur	
learner himself	73
peer group	4
friend in a one-to-one relationship	3
Professional	
group led by a professional	10
in a one-to-one relationship	7
through a non-human resource	3

The role of the planner is inherently powerful because that person, group, or object has control over the curriculum (Blaney, 1974). In any learning situation, therefore, there is

a power differential and the learner's and teacher's roles are very much affected by the balance of power. For example, there is a vast difference in the power in a traditional classroom setting where the teacher controls the rewards wanted by the learners and in a setting where the learners control their own rewards by planning their own learning. Blaney (1974) posits three modes of curriculum formation: institutional mode, shared membership mode, and individual mode. Each mode has a significant effect on program processes. The role of the learner in the institutional mode of curriculum formation is basically a dependent role while in a shared membership mode, the role is interdependent and in the individual mode, independent. Similarly, the role of the teacher varies: in the institutional mode, the role of the teacher is that of a planner, manager, and evaluator, while in the shared membership mode the role is that of a facilitator and in the individual mode, the learner assumes the teacher's tasks.

The planner, whether an individual, group, or non-human resource, is thus important because that role influences the fundamental nature of the learning process and all its inherent elements.

Chapter 3

The Professional and Continuing Education

This Chapter considers the professional as a self-directed learner and as a participant in continuing professional education.

Professionals and Self-Directed Learning

The focus of the present study is on professional women who have been identified as having a learning-orientation. In order to interpret their participation in self-directed learning efforts, a review of the literature on self-directed learning efforts of professionals, as a group, is necessary.

In a 1971 study of 66 people from seven occupational groups, consisting of 10 blue collar factory workers, 10 men in low white collar jobs, 10 women in low white collar jobs, 6 beginning elementary school teachers, 10 municipal politicians, 10 social science professors, and 10 upper middle class women with pre-school children, the total number of hours attributed to learning efforts during the 12-month period examined ranged from 0 to 2,509 (Tough, 1971). The mean number of hours was 816 and the median was 681. When the length of the individual efforts was considered, the mean was 104 hours and the median was 81 hours (Tough, 1971).

In Tough's 1971 study, the social science professors spent an average of 1,491 hours in learning, the most of any group. The professors participated in an average of 12 individual learning efforts. Politicians were next with a mean of close to seven self-directed learning efforts and an average of 1,189 hours. A summary of hours involved in learning efforts for each occupational group is reported in Table 17.

Although the teachers and the mothers participated in several self-directed learning efforts, Tough (1971) suggested that fewer hours could be devoted to the efforts because of the life situations of these women. Roles other than self-directed learner, made heavy demands on their time. A conclusion from the data reported in Table 17 is that the professionals participated in self-directed learning efforts more frequently than other occupational groups.

McCatty (1973) examined the nature and number of learning efforts, during a 12-month period, of 54 professional men. This group consisted of 14 engineers, 9 lawyers, 9 teachers, 8 doctors, 4 dentists, 3 architects, 2 professors, 1 chemist, 1 geologist, 1 judge, 1 pharmacist, and 1 physicist.

Data were collected by using an intensively probing interview. The typical professional man engaged in 11.1 learning efforts and spent 1,244 hours on these efforts during the 12 months previous to the interview. The

Table 17

(adapted from Tough, 1971)

Comparison of Self-Directed Learning Efforts
Among Seven Occupational Groups

Sample		Total hours of all learning projects	Number of learning projects	Mean number of hours of individual learning efforts
Professors	mean	1491	12	117
n = 10	median	1745	11.5	97
	range	385-2509	6-18	64-209
Politicians	mean	1189	6.7	190
n = 10	median	908	7	135
	range	365-2403	4-9	54-464
Lower white-collar men	mean	907	9.1	111
	median	827	8.5	114
n = 10	range	452-1494	4-16	49-170
Factory workers	mean	800	5.5	146
	median	799	5.5	116
n = 10	range	80-2205	1-10	32-433
Lower white-collar women	mean	430	8.2	48
	median	425	8.5	44
n = 10	range	30-919	2-15	15-100
Teachers	mean	395	10.2	42
n = 6	median	371	9.0	43
	range	159-677	5-20	23-62
Mothers	mean	331	7.2	47
n = 10	median	273	6.5	46
	range	0-1039	0.20	13-115

incidence of self-directed learning efforts among these professionals was slightly lower than the mean number (12) of self-directed learning efforts engaged in by the professors in Tough's 1971 research. However, the professional studied by McCatty (1973) participated in far more self-directed learning efforts than did the other occupational groups sampled by Tough.

As a group, these professionals' learning efforts were generally centred around vocational subject-matter (McCatty, 1973). As Table 18 indicates, 55% of the learning efforts were in this area; more than all other areas combined. Only three of these learning efforts were undertaken for credit and this formed only 1% of the total number of efforts.

Table 18
(McCatty, 1973)

Content area of Self-Directed Learning Efforts of 54 Professional Men

Content Area	% of Learning Efforts
vocational	55
hobbies and recreational	15
current events	9
home and family life	9
personal development	5
academic and general education	4
religion	3

The self-directed learning efforts of teachers, as a professional group, have also been examined. Fair (1973) studied 35 beginning elementary school teachers and found that they averaged 8.8 job-related learning efforts within a six-month period. The typical teacher in this study devoted an average of 500 hours to self-directed learning with approximately 57 hours per self-directed learning effort within this time period.

Allerton (1975) found that ministers, within a six-month period, averaged 9.6 self-directed learning efforts. Of these, the typical learning effort lasted 52.6 hours. The eleven ministers that participated in this piece of research averaged 507.2 hours per minister devoted to self-directed learning during the six months examined.

As Table 19 indicates, the professionals examined in the research studies previously discussed averaged approximately 12.8 self-directed learning efforts and each effort was slightly over 95 hours in length. During the 12 months examined, the typical professional spent a total of 1,055.6 hours devoted to self-directed learning, or just over 20 hours per week. Because of the difference in time periods used as a basis for research, the Fair (1973) and Allerton (1975) data demanded some re-aggregation for comparative purposes.

Table 19

The Self-Directed Learning Efforts of Six Professional Groups in a 12-month Period

Professional Group	Total mean hours for s.d.l.e.	Mean number of hours per week directed to learning	Mean number of s.d.l.e.	Mean number of hours per s.d.l.e.
Professors (Tough, 1971)	1491	28.7	12	117
Professional Men (McCatty, 1973)	1244	24	11.1	112
Politicians (Tough, 1971)	1189	23	6.7	190
Ministers (Allerton, 1975)	1014.4	19.5	19.2	52.6
Elementary School Teachers (Fair, 1973)	1000	19.2	17.6	57
Teachers (Tough, 1971)	395	7.6	10.2	42
Mean	1055.6	20.3	12.8	95.1

Continuing Professional Education

Continuing education for professionals may be defined as "the formal or informal training an individual professional undertakes after the end of his basic professional education" (Trivett, 1977).

Although universities through their professional schools and faculties teach what is necessary for entry into professional careers, individual practitioners must engage in continued education in order to maintain professional standards. The general public has a major interest in the competent practice of professionals and, therefore, compulsory continuing professional education (CPE) may be demanded, through the government, as a means of ensuring that the professional is current with and able to utilize new knowledge and technology. However, even though entry into a professional career is defined by professional associations such as the Law Society of British Columbia and the British Columbia Medical Association which are legally empowered to license or set specific standards, the responsibility for acquiring new knowledge and skills to maintain a competent level of practice, rests primarily on the individual practitioner. The relative roles and responsibilities of both the individual practitioner and the professional organization for CPE (re: relicensing and compulsory CPE) is, at present, under active discussion and debate in nearly all acknowledged professions in North America.

Keeping up to Date

Dubin states in the American Psychologist (1972,a) that rapid change in the knowledge base hastens professional obsolescence. This relates to the concept of "half-life" taken from Physics; the period of time, after career entry, that it takes the professional to become half as competent in knowledge and skills (Pennington and Green, 1976). Dubin suggested that psychologists have many skills that would aid in making CPE effective in combating obsolescence. These skills include:

- knowledge of motivation;
- ability to measure and assess professional competence;
- knowledge of the psychology of learning;
- ability to establish innovative human service programs;
- exposure to several learning theories;
- research in continuing education;
- ability to counsel adults in such things as mid-career shifts, inter-personal skills, and knowledge of programs for professionals;
- development and use of educational technology.

Admittedly, psychologists have several skills that would aid any CPE program, however, their ability to plan effective programs is generally unknown. Nonetheless, Dubin encourages psychologists about their ability to contribute to keeping professional personnel up to date and by doing this, benefit by creating new job opportunities in the area of CPE for themselves.

Whether or not psychologists have this competence, Dubin (1972,b) feels that two major factors come into play when updating the knowledge and skills of professionals. These factors are the motivational and organizational climate. The term "achievement motivation" means that the professional must be extremely motivated in order to maintain career competence. Achievement motivation can be developed in individuals or can purposely be built into their jobs. Organizational climate means that management and the organization itself have practices that can arouse motivation and shape the educational behaviour of the professional members. The organizational climate can emphasize desirable characteristics such as achievement, problem-solving skills, appropriate training, concern for excellence, initial job orientation, and a superior reputation for work performance. Dubin felt that on-the-job learning, a variable of organizational climate, is important and that companies and organizations should have a written policy concerning the continual updating of their members.

Because of these practical implications, examining why some adults continue to participate in educational programs, why some do not, and factors that influence or encourage participation is of vital importance.

Boshier (1977) suggests that participation is related to adult psychological states of life-space or life-chance. Life-chance oriented individuals operate from the basis of

acquiring knowledge, skills, or attitudes in order to cope with some aspect of their daily lives. Life-space individuals function from the basis of a longing for expressional and expanded awareness rather than a need for the necessities of survival.

Kaufman (1974), realizing that keeping up to date was important for professionals, sought to understand the causes of obsolescence of skills and knowledge. Kaufman views the organization itself as a cause of obsolescence by not encouraging or rewarding continually maintained competence. However, if the organization facilitated professional development by creating a climate that encourages and rewards upgrading and maintained competence, then the ultimate responsibility for professional development rests upon the individual. Therefore, policies and programs introduced by the organization could constrain obsolescence only if the individual is committed to life-long learning and professional career development (Kaufman, 1974).

Trivett (1977) believes that several professions, such as those in the field of education, engineering, or health are becoming increasingly concerned with CPE because keeping up to date is a major issue. For example, it is essential that medical practitioners know the latest findings on the effects of certain drugs on pregnant women. In dealing with the problem of keeping up to date, CPE considers variables such as:

- the possibility of changing licensure regulations;
- relating technological advances to practitioners, and the most effective way of accomplishing this;
- adapting to the changing personal goals of the practitioners;
- of the various methods of instruction available, which one is best able to accomplish which instructional objectives.

Trivett states that initial professional education will have to be planned with continuing education in mind. This, he professes, is the logical way to maintain a high level of knowledge and skills among the professions. He feels that his approach is already apparent among such fields as medicine and engineering. For example, The College of Family Physicians of Canada requires its active members to participate in 50 hours of approved learning experience each year (See, Appendix A). The College of Family Physicians of Canada reflects society's expectation of its professionals. That is, professionals are obliged to remain up to date and, therefore, continue learning. Trivett suggests that the professional will have to deal with the question of legally mandated continuing education for its members.

The Organization and Learning

There has been some disagreement as to who is best able, or most responsible, for providing CPE. Sanders (1974) states that in delivering continuing scientific education, one of the advantages of university courses over in-house

company courses is that they can supply credit toward advanced degrees. University courses, he suggests, are usually more rigorous and stress the fundamentals (conceptual and theoretical aspects) of the subject. In-house company courses often lack these two important characteristics and are directed more toward applied concerns. The primary disadvantage of university classes is day-time scheduling. However, university short courses and workshops seem to satisfy the needs of the scientist and are generally not time-consuming.

Sanders (1974) states further that professional and scientific organizations are involved in CPE by offering short courses, seminars, films, audio-tapes, video-tapes, and programmed testbooks. He cites the American Chemical Society, American Institute of Chemical Engineers, American Association for the Advancement of Science, American Medical Association, American Petroleum Institute, and the American Management Association as examples.

Even though the professional organization plans educational activities for its members, Sanders (1974) emphasizes the role of the individual by quoting Dr. M.A. Williamson of Vanderbilt University's School of Engineering:

> The most responsible party is the individual himself. He can contribute to study, or he can just coast along. If properly educated in the first place, he should recognize that he must constantly keep up to date. He must find the time needed for planned study and for the exchange of information with well-informed professional associates, both within his own organization and outside. Technical people must be imbued

> with the idea that continuing education is a major ongoing obligation if they are to continue to lead productive professional lives. (p. 38)

This suggests that initial career training must be planned with CPE in mind. As Appendix A indicates, policies of several British Columbian organizations reflect this viewpoint.

Fever (1975) states that there are three organizational dilemmas that affect the nursing organization. First, certification or relicensing must be based on competency rather than solely on hours of CPE or coursework. Ideally, Fever suggests, CPE would be built into the initial certification process. Secondly, CPE must involve learners in the program planning process. Thirdly, Fever states that the field of nursing could be strengthened by in-service and staff development educators creating strong professional associations and joining professionals who have the same responsibilities in other fields, such as the Adult Education Association. Although Fever states that these three points are crucial to effective leadership and programming in the nursing field, the "how to do it" remains the dilemma. For example, how do staff development educators, without an academic background in program planning in adult education, involve nurses in a creative yet productive and organized process of program planning? Then, if the programs are organized, how are they scheduled so that the night-shift nurses can participate?

The Learner, Learning Theories, and Adult Education

In 1977, Tibbles stated that educators must be aware of the theories of adult education if they are going to be successful in developing a philosophy that encourages nurses to continue their professional education. One of the basic principles in adult education defines adult learners as having different characteristics from youth learners. Knowles (1970) suggests four assumptions concerning adult learning:

> These assumptions are that, as a person matures, 1) his self-concept moves from one of being a dependent personality toward one of being a self-directed human being; 2) he accumulates a growing reservoir of experience that becomes an increasing resource for learning; 3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; and 4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness. (p. 39)

Therefore, the roles of teacher and learner are vastly different in a situation where, respecting adults' autonomy, the teacher is a facilitator of learning and where the adult is not, like a child, made dependent on the teacher for all instruction. In one situation, the adult takes an active part in directing his own learning, while in the other situation, the adult passively sits back and waits to "be taught."

Continued professional learning is vital to staying abreast of rapid advances in technology and knowledge. Tibbles (1977) gives an example of the importance by suggesting the idea that continued education be mandatory for

relicensure. In order for individuals to participate successfully in CPE, they must be motivated. Tibbles notes that this can be accomplished by providing rewarding learning experiences, which implies that the adult's need to be self-directive is taken into account, that learning would be problem- and experience-oriented, and that a supportive and stimulating climate surrounds the learner. In order these factors effective in stimulating motivation, the adult must have experienced such successful learning situations and assume that future situations will be similar. Tibbles also suggests that the learner be involved in the program planning process.

In a model for determining a professional's intention to participate in CPE, based on Fishbein's 1975 theory, Grotelueschen and Caulley (1977) suggest that a professional's intention concerning participation in continuing education is based on three components. The first component deals with the professional's attitude about participation in learning situations. Attitude as defined by Fishbein and Ajzen "represents a person's general feeling of favourableness or unfavourableness towards some stimulus object," (p. 216) depends on the believed consequences and value of participation. The second component deals with the professional's perception of how important other individuals will think his participation is, and the value that the professional assigns to these perceptions. The third

component deals with the personal beliefs of the professional and his motivation to act in accordance with these beliefs.

Dubin (1977) states that the experiential mode of learning is the most successful approach to adult learning and this mode of learning has the following characteristics:

- the teacher is a facilitator of learning rather than a director of instruction;
- the attitudes and skills that encourage continuing education are focused on;
- an active rather than a passive learning approach is used;
- self-directed learning is stressed.

As described by Blaney (1974), power in the previously described learning situation was either shared between the learners and teacher or, as in the case of self-directed learning, rests primarily with the learner. When a group of learners assume responsibility for planning their own learning, the power shifts away from the teacher's role, which no longer controls the curriculum or rewards, to the learner's role. As noted, there is a great power differential between these two learning situations.

Knowles (1979), in commenting on Donald A. Schon's book, "Beyond the Stable State," writes that there are contrasting assumptions between the traditional and modern models of continuing education. Flowing from these differences, the role of the professional organization is defined. Table 20 summarizes the professional organization's role in CPE.

Table 20

Continuing Education: The Role of the Professional Organization

(Knowles, 1979)

ASSUMPTION	THEORETICAL FRAMEWORK		
	Traditional	Modern	Models of Required Professional Organization
purpose	to produce a knowledgeable person	to produce a competent person/ apply knowledge and skill in performance	models of required competencies developed for various professional roles
education	a process of transmission of knowledge and skills from teacher to student	a process of acquisition of knowledge, skills, attitudes by learner with help from facilitator and resource person	responsibility to provide learning experiences to help professionals acquire self-directed learning skills; to help teachers acquire skills of learning facilitator
learning	takes place most efficiently in classroom, clinical instructional setting	takes place most efficiently when wide variety of learning facilities available and accessible to learner at their convenience in time and place	responsibility to stimulate or operate delivery systems that make resources accessible to working professional
a professional	fully developed when awarded a degree	becomes obsolete unless participates in continuous program of professional self-development	responsibility to raise consciousness of members re: CPE and reward self-developmental efforts
children/ adult education	education of children is state's responsibility and continuing education of adults is their own responsibility	society has great stake in continuing education of adults in changing world, just as it has a great stake in education of children	responsibility to assure that members emerge in CPE (preferably voluntary but compulsory if necessary)
learning process for adults and children	it is the same for both and pedagogical model appropriate for both	adults different from children as learners; andrologogical model more appropriate for adult education	responsibility to inform members about modern concepts of adult learning—and use them in educational activity

As indicated by the literature, the role of the individual is of primary importance in establishing and continuing CPE programs. Houle (1967) states that the needs of the individual professional are:

- the need to keep up with new knowledge;
- the need to establish his mastery of new conceptions of his own profession;
- the need to keep up with the basic theories underlying his practice:
    - for example, dentists used to fix teeth only, now they are concerned with the total health of their patients in that they endeavour to prevent decay through educating the public, and deal with oral, facial, and speech defects;
- the need to grow as persons as well as professionals;
- the need to keep fresh and alert:
    - keeping a fresh viewpoint with a firm grip on detail,
    - looking for better ideas but never abandoning essential concerns or routines;
- the need to retain his power to learn;
    - for example, new learning must take place when a lawyer becomes a judge, when a teacher becomes a principal, when a professional advances to an administrative post.

Miller (1975) writes that although the professional has continuing educational needs, personal factors may hinder learning. These factors include the fear of inadequacy, the classroom seen as a threatening environment, embarrassment over needs or desires, and personal insecurities over past learning experiences. Because the adult learner may

experience a measure of anxiety about returning to a learning situation, which may surface in confidence problems or underestimated abilities to learn, most, if not all, adults need special encouragement upon going back to an educational setting and while they are in that setting.[1] Miller (1975) suggests that the security of the individual can be aided by participating in well-planned learning activities. Such activities should take into account several para-learning variables, including set, interference, memory and practice, that may affect the adult learner (Ed-B 436 notes). Set defines the adult's attitude concerning what may happen within the framework of the learning situation. Because the adult learner's set often focuses on accuracy, the result could be one of rigidity (i.e. not willing to take risks or be creative in their approach to learning) (Knox, 1977). In order to overcome an inhibiting set, a clear outline of behavioural objectives expected, an explained routine, and a definition of both the teacher's role and the learner's role is extremely beneficial. Interference defines the extent to which previous learning interferes or inhibits new learning. For the adult learner, this variable may be related to habit rather than age. Although the adult learner may, with age, experience a decline of ability to register new information, short-term

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[1]Yam Yee-Lay, Jack. "Anxiety Reduction Correlates of Adult Learners: A Longitudinal Study." *Alberta Journal of Educational Research,* Vol. XXIV, No. 2 (June, 1978).

memory remains very effective if the knowledge or information is meaningful (Knox, 1977). Further, errors of recall, for adult learners, are errors of omission rather than errors made with stored information (Knox, 1977). In considering well-planned learning activities, practice is essential for adults, especially older adults. Although practice is a natural part of lessons dealing with certain content areas such as music, it may not be in content areas such as English literature. Practice, however, should be built into the learning activities.

In 1974 Dickinson and Clark surveyed 220 nurses in Vancouver. They concluded from this survey that most nurses had a positive attitude about continuing education and that the respondents participated more in self-directed learning than other directed learning activities. Although all nurses participated to some extent in continued learning activities, motivational and attitudinal characteristics seemed to be better predictors of nurses' participation in continuing education than were socio-economic factors. The socio-economic factors considered such variables as hospital diploma, university degree, pre-school children, university education, experience, and employment status.

In this study, eight motivational orientation factors were found by using the Continuing Learning Orientation Index and the dominant factor was the learning-orientation. This factor accounted for 16.8 percent of the total variance. There was a significant positive correlation between learning-

orientation scores and participation in total (r = .23), self-directed (r = .23), and other-directed activities (r = .17).

Compulsory CPE

In 1973, Quebec passed a professional code making CPE mandatory for certain professions. The responsibility of professional associations for competent practice by members is reflected in statements by individuals such as Dr. Bette Stephenson, a past president of the Canadian Medical Association, who concluded that continuing medical education is essential (Quinlan, 1976). In 1977, Iowa passed the first state law concerning continuing education for licence renewal of engineers (French, 1978). This law requires proof of CPE for validating credentials. Appendix A contains the policy statements, regarding CPE, of several Canadian professional organizations.

In order to up-date skills and knowledge in the face of rapidly changing technology, several Canadian professional groups are considering mandatory participation in CPE. Mr. G. Everitt, Assistant Deputy Secretary to The Law Society of British Columbia, stated that "We have no system of compulsory continuing legal education; however the Benchers' interest in the competence of its members may lead in time to some form of compulsory attendance for established practitioners—as has happened in some parts of the U.S.A." (see Appendix A). The College of Family Physicians of Canada requires its members to record their yearly learning activities. The College

has outlined basic study requirements and has described the types of activities that are allowed for actual study credit (see Appendix A).

This kind of mandatory professional development is more widespread in the United States. In 1976, there were 15 states that required public accountants to engage in 120 hours, or 15 days, of formal learning every 3 years (Quinlan, 1976). If this requirement was not met, the professional's license to practise was revoked.

Quinlan (1976) makes an important point about CPE when she states that at one time the subject was between the individual professional and his conscience; now, however, it is a matter of concern for the entire profession. The competence of a professional in the health sciences is too important to be left to the whim or inclination of individual practitioners. The public, in expecting competent professionals, has, in several instances, made this issue a government concern. However, when CPE is made mandatory, there is the task of measuring and recording it.

Measuring Continuing Professional Education

One system for recognizing and measuring individual participation in informal professional development is the Continuing Education Unit (CEU) (Grogan, 1972). Each unit is defined as "ten hours of participation in an organized continuing education experience under responsible sponsorship,

capable direction, and qualified instruction." (Meskill & Hynds, 1975).

The CEU is supported, in the United States, by several state and institutional sponsors including the National University Extension Association and the Southern Association of Colleges and Schools (Grogan, 1973). The CEU, Grogan states, can easily be applied to most formats of post secondary education because it has been designed to:

- allow individuals to build an educational achievement record;
- allow accumulation, up-dating, and transfer of individual records of continuing professional education participation;
- encourage long-range goals for individuals, institutions, and professional groups;
- enable the individual to use several sources of continuing education.

Grogan (1973) states that the CEU is "inevitable once there is an identifiable sponsor administrating, instructing, measuring, and recording individual participation on an accessible, transferable, and essentially permanent basis." This in itself seems to be a difficult task.

Medical technologists, through an administrative program, may utilize CEU, college credits, or individual units (educational activities that do not meet the requirements of the other two categories) in order to record their educational experiences (Zabrezensky, 1976).

In summary, the literature concerning continuing professional education reflects the following issues and conclusions:

1. Continuing professional education is necessary in order to keep up with the advances in technology and knowledge.

2. It is the responsibility of a professional to participate in continuing education activities.

3. Continuing professional education should be built into initial career education.

4. The current needs of the participating professional must be the basis for continuing education programs.

5. The public, through their governments, is beginning to directly influence policies for continuing professional education.

6. Mandatory continuing education is already present and likely to become more widespread.

7. Methods for recording and quantifying continuing professional education activities are extant and are being implemented.

8. Theories of adult learning should be used in order to establish effective programs.

9. There is some evidence to support the view that professionals with a learning-orientation participate more frequently in educational activities than those who do not.

10. Professional organizations have a central role to play in ensuring that their members receive continuing education services.

Chapter 4

The Problem and the Hypotheses

This chapter deals with the problem, the theoretical framework, and the hypotheses to be tested.

Problem Statement

Previous research demonstrates that adults hold empirically defined learning orientations toward participation in educational activities. However, little is known about the correlates of particular orientations such as the way in which learning orientations influence particular content areas studied by adults, the rate and pattern of study, their influence on academic achievement, their influence on the learner's satisfaction with adults studies, or on similar questions of both theoretical and practical significance. Indeed, the exact number of learning orientations is still in doubt and at least one writer has suggested that the term "learning orientation" should be replaced by the concept of a "motivational orientation" to participation in adult education since there has been no evidence presented to support the idea that learning orientations are associated with cognitive, affective, or psycho-motor changes as a result of adult studies.

Although research on orientations is equivocal, it would appear that learning orientations have some power to predict the nature and pattern of certain learning activities pursued by individual adults. The present study will examine the relationship of one particular motivational orientation to participation in selected types of self-directed adult learning activities. Some attempt will also be made to measure the self-perceived importance of various learning activities to the participant.

Studies of motivation to date have focused primarily on identifying the number of orientations and their substantive nature. Factor analysis has been the principal technique employed in investigations and the results of employing this analytical method are, in part, the cause of continuing discussion about the nature of results obtained. No previous study has examined a single motivational orientation intensively. The present study will treat the learning-orientation as the primary focus of research. The association of this orientation with the nature and pattern of self-directed adult learning efforts will be the central relationship examined. There has been only one previous work attempting to relate orientations to different types of learning activities and both the number of orientations studied and the conceptualization of the dependent variables were less specific than in the present inquiry. The uniqueness of examining certain hypothesized relationships between the

possession of a learning-orientation and self-directed learning efforts should contribute to bridging the two most important areas of current adult education research.

Theoretical Framework

Research on the capacity and proclivity of adults to direct their own learning efforts has produced an empirically based paradigm representing various elements of self-directed learning. The paradigm is process based; that is, specific activities are parts of a generic individual learning process, and/or, more specifically, the individual, group, or thing which controls and directs linked elements of self-directed learning. Frequency patterns for each type of planner used during self-directed learning have been established through research conducted by interviewing various samples of different occupational groups. Because of the growth of such research, a pattern of the frequency of each planner used by adults during self-directed learning has been established for the population as a whole and is represented in percentage form by Tough (1978).

As an occupational group, professionals are similar to other groups in that a majority of their self-directed learning efforts are self-planned and of a non-credit nature. However, professionals tend to engage in more self-directed learning efforts than the population as a whole and over

half of such self-directed learning efforts tend to be job related.

The concept of motivational orientations, the most empirically stable of which is the learning-orientation, provides a fundamental way of looking at reasons for participation in adult education and the results of previous research demonstrates the existence of an individual type of adult learner who can be characterized as learning-oriented.

Although there has been some attempt to predict specific learning behaviours on the basis of motivational orientations (Dickinson and Clark, 1975), there has been no research conducted concerning a single orientation only and participation in selected types of self-directed learning. It remains unclear as to how the presence of a single motivational orientation is related to various planner categories used by adults. In fact, it remains unclear as to how the presence of a specific motivational orientation will influence the number of self-directed learning efforts engaged in by professionals over a given period. Will the mean number of self-directed learning efforts participated in by professionals with a learning-orientation be of a greater number than those of individual professionals with other types of orientations? These and other questions remain unanswered at present.

Because of the absence of research with which to provide answers to such questions, we can conjecture that professionals

with a learning-orientation will perform comparably with other professional groups in that they will engage in more self-directed learning efforts than the population as a whole and a majority of their learning efforts will be job related. However, there is no evidence to support the hypothesis that professionals with or without a learning-orientation will use a unique pattern and frequency of planners.

By examining the self-directed learning efforts of professional women with a learning-orientation, data from the present study may provide evidence on which to elucidate the largely unstudied implications of relationships between particular motivational orientations and processes inherent in the self-directed learning behaviours of adults.

Hypotheses

No previous research has studied the relationship between a particular learning-orientation and the rate and nature of self-directed learning efforts. However, research on various samples, including samples drawn from incumbents of professional occupations, has examined the extent and salient characteristics of such subjects' self-directed learning efforts. Although data vary slightly from study to study, a general pattern of participation in self-directed learning efforts has emerged. Therefore, given an empirically derived category of learning-oriented individuals and

given four categories of persons or objects responsible for the day-to-day planning of self-directed learning efforts, it may be hypothesized that:

Major Hypothesis

There will be no significant difference in dominant planners used for self-directed learning efforts of learning-oriented adults and that of previous groups studied.

Sub-Hypotheses

a) Learning-oriented individuals will engage in a similar proportion of self-planned learning efforts.

b) Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned within the context of a group led by a professional instructor.

c) Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned within the context of a peer group.

d) Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned by a professional in a one-to-one relationship.

e) Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned by a friend in a one-to-one relationship.

f) Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned by a non-human resource.

Summary

The problem, the theoretical framework, and the hypotheses to be tested have been presented in this Chapter. Subsequent Chapters describe the methodology of this study, its findings, and conclusions.

Chapter 5

Methodology

This Chapter is concerned with an examination of methods utilized in the self-directed learning efforts of learning-oriented professional women. The following headings will be looked at: choice of instrument, choice of interview schedule, pre-test, selection of subjects, and conduct of the interview.

Choice of Instrument

The initial methodological step was to identify a number of professional women with a learning-orientation. Boshier's "Education Participation Scale" (EPS) was obtained from Roger Boshier, Associate Professor of Adult Education at the University of British Columbia. This instrument consists of 40 items scored on a four-point, Likert-type scale. By using factor analysis, six motivational orientations can be identified by the EPS. These are:

Factor 1 - Professional Advancement
Factor 2 - Social Welfare
Factor 3 - Escape/Stimulation
Factor 4 - Social Contact
Factor 5 - Cognitive Interest[1]
Factor 6 - External Expectations

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[1]Boshier has chosen the term "Cognitive Interest" to identify a learning-orientation.

As indicated in the Review of the Literature, the instrument has been in use since 1971 (Boshier, 1971). Several research studies (Boshier, 1971; Haag, 1976; Morstain and Smart, 1974) have used the EPS which has "known psychometric properties based on coherent theoretical formulations" (Boshier, 1976, p. 25). Test-retest procedures revealed that EPS item reliabilities were all significant at the .001 level (Boshier, 1976).

Choice of Interview Schedule

The interview schedule used to examine the self-directed learning efforts of learning-oriented professional women was Tough's original 1971 schedule, as revised and used by McCatty in 1973. Minor changes were made to suit a group setting rather than a one-to-one interview. The rationale for group interviews was based on previously successful group discussions with professional women about their self-directed learning efforts. All minor changes to McCatty's interview schedule were pre-tested at that time. It was determined that the group process elicited responses consistent with results from individual interviews. Neither changes made by this writer, nor by McCatty, altered Tough's original interview schedule in any significant way. The format of the original interview schedule has, through repeated use, become standardized. (Allerton, 1974; Coolican, 1974; Fair, 1973; McCatty, 1973).

A major objective at the beginning of the interview process was to familiarize the participants with the concept and definition of a self-directed learning effort, that is, a series of episodes totaling a minimum of seven hours, where the primary motivation is to learn and retain knowledge.

Pre-Test

For the purpose of identifying any functional problems before the instruments were mailed to the subjects, Boshier's EPS was administered to 10 professional women chosen at random from the eventual population of the study. The following questions are examples of the functional problems anticipated:

> First, was the system by which these professional women were contacted, and the system of returning the instrument functional?
>
> Second, were the women able to interpret the instructions?
>
> Third, did the format of the instrument facilitate completion?

Within two weeks, seven subjects had returned their fully-completed instruments. No problems in the administration and completion of the questionnaire were discovered.

As previously discussed, the group interview process was pre-tested by discussing self-directed learning efforts, using Tough's interview schedule as amended by McCatty (1973), with six professional women who were associates of the writer.

Selection of Subjects

Because the relative frequency of individuals with a learning-orientation had not been previously identified by empirical research, it was necessary to identify a large group of professional women in order to isolate a small sample of subjects for the study. The Registered Nurses of the Greater Victoria Regional District met this criterion. Class lists from January, 1979 to January, 1980 of courses specially developed for nurses were obtained from the University of Victoria, Division of Extension. These courses covered topics such as "Nursing Assessment", "Health Hazard Appraisal", and "Promoting and Improving the Early Mother-Child Relationship." After checking the addresses from the class lists with the recent Victoria telephone directory to ascertain address changes and eliminate duplicate names, a total of 294 names and addresses were compiled. When the pre-test was completed, the remaining 284 instruments were mailed. After four weeks, 164 nurses had returned the EPS. To increase the return rate, a follow-up letter was sent to the non-respondents. Another 33 usable instruments were returned for a total return rate of 67%. Although the possible existence of a non-response bias is acknowledged, the high return rate suggested that such a bias was not a strong probability.

Sixteen nurses with a learning-orientation, as identified by EPS scores, were contacted and 12 agreed to participate in the study. Interviews were conducted at the writer's

home. Data were collected in one group of two, three groups of three, and one individual interview.

Conducting the Interview

This study focused on four specific areas of self-directed learning efforts:

First, the number of self-directed learning efforts engaged in by each woman was examined.

Second, the length of these efforts, in terms of hours, was discussed.

Third, the nature of the planner; that is who or what was responsible for the planning of the day-to-day learning, was investigated.

Fourth, personal satisfaction with the types of planners was probed.

Initially, the concept of a self-directed learning effort, the number of efforts, and the variety of efforts participated in by each of the subjects in the group was discussed. When oral probes and discussion ceased to uncover any more self-directed learning efforts, the writer read a list, drawn from the findings of previous research, of things that adults learn. When the adults could again think of no more self-directed learning efforts, a further probe was made by reading a list of some ways that adults learn. These ways included such examples as reading a book, talking to co-workers, watching a series or related TV documentaries, and taking lessons.

After recording any additional self-directed learning efforts elicited by this method, it was concluded that all self-directed learning efforts had been identified.

The writer then introduced the concept of measuring the length of self-directed learning efforts in terms of hours. Three ways of spending time on a self-directed learning effort were described: deciding and planning; travelling and arranging; and learning. The oral explanation was supplemented by offering the group a written explanation of these three ways of spending time on self-directed learning efforts. After perusing the written explanation, subjects estimated the length of each self-directed learning effort.

The subjects were then asked to identify the self-directed learning efforts that were still in progress.

The remainder of the interview centered on the planner of each self-directed learning effort, a central focus of the study. Each adult was asked to first identify the planner (the person, group, or object that made the day-to-day decisions concerning what and how to learn) for every self-directed learning effort listed, then to place each self-directed learning effort in one of four categories listed below:

1. Group as planner:
    a) group led by an instructor
    b) peer group.

2. One-to-one relationship:
   a) professional instructor
   b) friend
   c) friend who was a professional instructor.
3. Learner as planner.
4. Inanimate object or non-human resource as planner.

If the self-directed learning effort was in the learner-planned category, the subject was asked to record her major resource instrumental to the planning. Finally, the adults were asked which of the four planner categories produced the most satisfying and/or personally important learning; why this was so; and if this past experience motivated them to again participate in that planner category. Each interview lasted approximately one hour and fifteen minutes, and the range was from one hour to two hours.

As a reliability check, several days after the group interviews a selection of adult participants was telephoned and asked to estimate the time they spent on a specific self-directed learning effort and if they had thought of any further self-directed learning efforts that they had participated in during the previous six months. All estimates were within ten percent of the original statement and no adult could think of any more self-directed learning efforts.

Chapter 6

Findings

This Chapter presents the findings of the study and a test of the hypotheses. First, participation of all 12 learning-oriented professional women is discussed by examining the number of self-directed learning efforts they undertook within a six-month period, and the number of hours they spent on these efforts. Secondly, the subject matter or content of self-directed learning efforts will be examined. Thirdly, the self-directed learning efforts are considered on the basis of who or what was responsible for planning the learning. Finally, planner categories are discussed from the perspective of their personal satisfaction to the self-directed learner and their influence on further studies in that planning mode. This last aspect of the study has not been traditionally examined in research on self-directed learning.

Participation

The participation of subjects studied was considered in terms of:

- the number of self-directed learning efforts;
- the number of hours devoted to self-directed learning efforts;
- the mean length, in terms of hours, of an individual self-directed learning effort.

Number of Self-Directed Learning Efforts

Table 21 displays the number of self-directed learning efforts in which the learning-oriented professional women were engaged.

Table 21

Number of Self-Directed Learning Efforts Participated in by 12 Learning-Oriented Professional Women

Number of Self-Directed Learning Efforts		Number of Women	
7		1	
8		2	
9		5	
10		-	
11		-	
12		-	
13		2	
14		1	
15		-	
16		1	
Total	124	Total	12

The 12 learning-oriented professional women had participated in a total of 124 self-directed learning efforts over a six-month period. The mean was 10.3 self-directed learning efforts per woman; the median was 9; the mode was 9; and the range was 9.

Table 22

Total Hours of Participation in Self-Directed Learning Efforts by 12 Learning-Oriented Professional Women

Number of Hours	Number of Professional Women
0- 99	1
100-199	-
200-299	1
300-399	1
400-499	3
500-599	1
600-699	2
700-799	-
800-899	1
900-999	-
1,000-1,099	-
1,100-1,199	1
1,200-1,299	-
1,300-1,399	-
1,400-1,499	1

Only one woman had spent fewer than 100 hours devoted to self-directed learning over a six-month period; she had spent 98 hours on such learning. The total number of hours

of participation in self-directed learning efforts for all 12 women was 7,415, or a mean of 618 hours.

When both the number of self-directed learning efforts and the number of hours devoted to those efforts were considered, it was concluded that the 12 learning-oriented professional women had participated extensively in self-directed learning. Table 19, "The Self-Directed Learning Efforts of Six Professional Groups," compiled from the results of earlier studies, indicates that the mean number of self-directed learning efforts for the professional groups examined was 12.8 over a 12-month period. The learning-oriented professional women interviewed in the present study were involved in an average of 10.3 self-directed learning efforts during a six-month period. The results thus show that learning-oriented professional women were much more active than similar populations previously studied.

Table 19 also indicates that the mean number of hours devoted to self-directed learning efforts, in a 12-month period, for the typical professional examined was 1,056. For purposes of comparison, the number of hours devoted to self-directed learning by subjects of the present study was annualized.[1] This suggests that these women also devoted

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[1]This study considered self-directed learning within a six-month period. In order to compare the results of this study to the results of studies examining a twelve-month period, the data were extrapolated.

more hours to self-directed learning than other professionals as well as undertaking a higher number of efforts.

Individual Self-Directed Learning Efforts: Their Length

The next area of consideration was the length of individual self-directed learning efforts. Initially, the mean length for each woman's individual self-directed learning effort was computed. The mean length of an individual self-directed learning effort was 57.6 hours, with a range of from 14 to 115 hours. Again in reference to Table 19, "The Self-Directed Learning Efforts of Six Professional Groups," it can be stated that the learning-oriented professional women of the current study spent fewer hours, 57.6 compared to 95.1, on individual self-directed learning efforts.

In order to establish a group mean, the total number of hours involved in self-directed learning was divided by the total number of self-directed learning efforts. This calculation produced a mean of 59.7 hours, close to the mean calculated on an individual basis. Table 23 shows the distribution of self-directed learning effort length, in terms of hours, among the 124 individual learning efforts.

Table 23

Length, in Hours, of Individual Self-Directed Learning Efforts

Length of Self-Directed Learning Efforts	Number of Self-Directed Learning Efforts
7- 25	65
26- 50	23
51- 75	6
76-100	13
101-125	3
126-150	4
151-175	-
176-200	4
201-225	-
226-250	-
251-275	2
276-300	1
301-325	1
326-350	-
351-375	-
376-400	-
401-425	-
426-450	-
451-475	-
476-500	2
Total	124

Over half of the individual self-directed learning efforts were 25 hours or less. The efforts themselves ranged in length from 7 hours, the minimum length, to 500 hours. It is important to realize that the time recorded for each

self-directed learning effort sometimes represents a complete effort and sometimes represents a partially completed effort, because of the six-month cut-off period. There is no indication, however, that the self-directed learning efforts of a short duration were affected by this cut-off phenomenon and the self-directed learning efforts of a long duration were not. The self-directed learning effort was considered for this study if it met the established criterion[2] while within the given time period. Therefore, as Figure 1 illustrates, the self-directed learning effort could have begun before or during the time period examined; it could have ended within the time period examined; or it could have continued after the cut-off date.

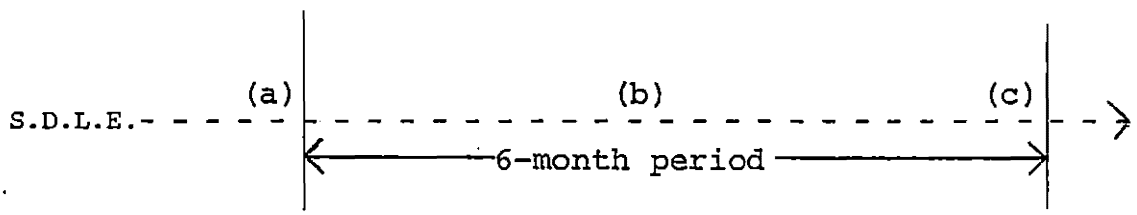

Figure 1. An illustration of three possible self-directed learning efforts related to the six-month period examined: (a) the effort began before the time period but at least 7 hours were within the six months examined; (b) the effort was begun and concluded within the six-month period; (c) the effort began within the time period, and at least 7 hours were within that period, but the effort continued after the six-month cut-off.

At the time of the interviews, 75 of the 124 self-directed learning efforts were still ongoing.

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[2]The self-directed learning effort had to total seven hours within the six-month period.

In summary, when compared with the results of previous studies, learning-oriented professional women in the present study participated in nearly twice as many self-directed learning efforts within a given time period as other professional groups and devoted slightly more hours to such learning although the mean length of the efforts was shorter. A final comparison considers time devoted to self-directed learning on a weekly basis. The typical learning-oriented professional woman devoted 25.8 hours per week to such learning. Other professionals devoted 20.3 hours per week to self-directed learning. Therefore, the learning-oriented professional women in the current study frequently engaged in self-directed learning, but the actual length of the self-directed learning efforts was of a short duration. These findings are discussed in relation to the hypotheses in a subsequent section of this Chapter.

Subject Matter

All subject matter content learned in a self-directed manner was examined in this study, even though the nature of content learned was not directly related to a test of the hypotheses which were predicated on the use of different planning modes. It was considered appropriate by the author, because of the exploratory nature of the study, to discuss

what sorts of things learning-oriented women had attempted during their self-directed learning efforts.

Although other classification schemes such as those used by Cross (1974) and Waniewicz (1976), could have been chosen, this writer used Johnstone and Rivera's (1965) major subject-matter categories and sub-categories as a means of aggregating subject-matter findings elicited by the interviews. The Johnstone and Rivera study was the first major survey research study in adult education and it was national in scope; that is, the entire population of the United States was the focus of investigation. In a citation count covering nine years from 1968 to 1977, Johnstone and Rivera's "Volunteers for Learning" was the most frequently cited publication in *Adult Education*, the major American journal in the field. A complete list of Johnstone and Rivera's subject-matter categories is in Appendix C.

The purpose and function of the self-directed learning effort to the woman was also considered when the effort was assigned to a subject-matter category. Therefore, a self-directed learning effort on weight control and behaviour modification was classified under personal development because the purpose of the woman's learning was directly related to personal weight reduction and life-long weight management. Had this woman learned about this topic in order to relate it to her career in the health field, the self-directed learning effort would have been classified as vocational.

Johnstone and Rivera (1965) identified nine subject matter categories. The agriculture and miscellaneous categories were omitted from the present study because none of the self-directed learning efforts uncovered fell into these areas.

Table 24

Number and Percentage of Self-Directed Learning Efforts in Seven Subject Matter Categories

Subject Matter	% of Self-Directed Learning Efforts	Number of Self-Directed Learning Efforts
Vocational	27.4	34
Hobbies and Recreation	25	31
Home and Family Life	18.5	23
Current Events	10.5	13
Personal Development	9.7	12
Academic and General Education	7.3	9
Religions	1.6	2
Total	100	124

Although the largest area of participation was in the vocational subject matter category, a very close second was in hobbies and recreation. Whatever the reason for such participation patterns, it remains that more than 50% of all the self-directed learning efforts fell within those two subject matter categories. Table 25 illustrates the rank order of subject matter categories participated in by the learning-oriented professional women of the present study, of the

participants in Johnstone and Rivera's study (1965), and of the participants in McCatty's (1973) study of professional men.

Table 25

Rank Order of Subject-Matter Category Participation Rate in Three Studies

Subject-Matter Category	Rank Order		
	Present Study	McCatty	Johnstone and Rivera
Vocational	1	1	1
Hobbies and recreation	2	2	2
Home and family life	3	3	5
Current events	4	4	7
Personal development	5	5	6
Academic and general education	6	6	4
Religion	7	7	3

As Table 25 indicates, in both the present study and the study of Johnstone and Rivera (1965), participation was highest in the vocational subject-matter category and second highest in the hobbies and recreation subject-matter category. A previous study involving professional men (McCatty, 1973) ranked the subject-matter categories in a similar manner to the current study.

Each of the seven subject-matter categories employed by Johnstone and Rivera will now be discussed.

Vocational

Of the 124 self-directed learning efforts, 34, or 27.4%, were in the vocational subject-matter category. These were efforts dealing with subject-matter areas related to the women's vocations in the health field and subject-matter areas related to financial investment management. There were four self-directed learning efforts related to financial management.

Three sub-clusters of vocational self-directed learning efforts were identified. A sub-cluster refers to a small group of similar self-directed learning efforts within a subject-matter category. There may be several sub-clusters within one subject-matter category. Firstly, keeping up to date with skills and knowledge relevant to one's profession and the application of such was regarded as a vocational sub-cluster. These self-directed learning efforts were continuous in that they were ongoing with no actual beginning or end. There were 10 self-directed learning efforts, close to one-third of all vocational efforts, of this nature. Typically, the learning-oriented professional woman read journals, discussed issues with co-workers, and concentrated on various themes at staff meetings. A second vocational sub-cluster consisted of self-directed learning efforts related

to highly specific knowledge needed to perform a certain skill or handle a particular aspect of one's job. The self-directed learning effort was ended when the vocational task was concluded. There were 12 self-directed learning efforts in this vocational sub-cluster. One woman, in order to produce a research proposal to investigate the effects of an evening exercise program on the use of hypnotics by the elderly spent 32 hours learning the appropriate information. The self-directed learning effort ended when the proposal was completed. Three women had devoted several hours to investigating labour/management relations and program effectiveness at their place of employment before voting on specific working conditions questions. Their self-directed learning efforts were finished when they had learned sufficient information to vote intelligently on the union questions. A third vocational sub-cluster was somewhat similar to the two sub-clusters previously discussed. The learning, like the second sub-cluster was specific with a beginning and an end. Like the first sub-cluster, the application of the knowledge was continuous and quite general. Basically, there was a specific piece of knowledge to be learned, but at the end of the learning, the knowledge or skill would be repeatedly used during day-to-day vocational procedures. There were seven of these self-directed learning efforts. Two efforts from this vocational sub-cluster reflected a change in job responsibility. For example, one woman had

completed a perinatal nurse-clinician course. Here the learning had a definite conclusion but would be applied to the working situation in an ongoing fashion. For others, this sub-cluster identified self-directed learning efforts that supplemented current job responsibilities. For example, one woman had spent 37 hours involved in course-work involving geriatric nursing assessment. Because this was already her field of expertise, the knowedge gained by participating in the course would continuously aid her in performing her current job responsibilities.

The 12 learning-oriented women spent a total 2,072 hours devoted to vocational self-directed learning efforts (see Table 26). Therefore a typical learning-oriented professional woman spent slightly more than 172½ hours during a six-month period, or approximately 7 hours per week, devoted to vocational self-directed learning efforts.

Hobbies and Recreation

The second largest percentage, 25%, of the self-directed learning efforts were in the hobbies and recreation subject-matter category. There were 31 such self-directed learning efforts and 11 of the 12 women participated in them. Even though these efforts were related to leisure time and had no connection with work, the participants engaged in these efforts with a desire to learn. Therefore, if the activity was purely recreational, the activity did not meet with

Table 26

Hours spent, within a Six-Month Period, by 12 Learning-Oriented Professional Women on Subject-Matter Categories

Subject-Matter Category	Total Hours Spent by 12 Women	Mean Hours per Woman	Mean Hours/week Per Woman
Vocational	2,072	172.7	7.2
Hobbies and recreation	1,553	129.4	5.4
Current events	1,479	123.3	5.1
Home and family life	1,290	107.5	4.5
Personal development	476	39.7	1.7
Academic and general education	455	37.9	1.6
Religions	90	7.5	.3
Total	7,415	618	25.8

established criteria and was not listed. The following list represents the wide variety of self-directed learning efforts reported in this subject-matter category:

a) other countries: (4 self-directed learning efforts)
   - Hawaii
   - South Africa
   - Greece and Hong Kong

b) bridge, chess: (5 self-directed learning efforts)

c) hobbies: (9 self-directed learning efforts)
   - handicrafts, such as weaving and macramé
   - photography
   - rug hooking
   - needlepoint
   - astronomy
   - quilting
   - antiques

d) art appreciation: (1 self-directed learning effort)

e) art, performing: (3 self-directed learning efforts)
   - pottery
   - ceramics
   - film as an art form

f) music appreciation: (3 self-directed learning efforts)

g) spectator sports: (2 self-directed learning efforts)
   - soccer
   - grass hockey

h) outdoor knowledge and skills: (4 self-directed learning efforts)
   - west coast wild flowers
   - canoeing
   - tennis
   - backpacking on Vancouver Island

The 31 self-directed learning efforts in this subject-matter category were divided among 8 different sub-clusters. The sub-cluster described as hobbies contained nine; more than any other sub-cluster, self-directed learning efforts.

The 12 learning-oriented professional women spent a total of 1,553 hours on self-directed learning that had been identified as hobbies and recreational (see Table 26). Therefore, a typical learning-oriented professional woman devoted close to 129½ hours, during a six-month period, or approximately 5½ hours per week on self-directed learning efforts that were of a hobby and recreational nature.

Home and Family Life

The home and family life subject-matter category included 23, or 18.5%, of the self-directed learning efforts. These efforts were concerned with the responsibilities of family life, household duties, and house or yard improvements. Eleven of the 12 women had participated in self-directed learning efforts placed in this category. The following list suggests the diversity of self-directed learning efforts, identified by the women, in this subject-matter category.

a) home improvement skills: (4 self-directed learning efforts)
   - energy conservation in the home
   - food and area preparation for any disaster
   - woodworking
   - building a patio

b) home economics: (5 self-directed learning efforts)
   - consumer education
   - buying a condominium

c) gardening and landscaping: (8 self-directed learning efforts)

d) child-care: (1 self-directed learning effort)

e) family relationships: (2 self-directed learning efforts)
   - family communication skills
   - understanding and dealing with the feelings and thoughts of children, Parent Effectiveness

f) cooking: (3 self-directed learning efforts)
   - Italian cooking
   - Chinese cooking
   - nutritious cooking.

The sub-cluster with the most self-directed learning efforts was gardening and landscaping. Of the eight learning efforts in this sub-cluster, two dealt with the care of existing mature plants and six were concerned with growing a wide variety of young shrubs, flowers, and vegetables. In the latter group, three women were actually altering the landscape surrounding their houses.

The learning-oriented professional women spent a total of 1,290 hours on self-directed learning efforts related to the home and family subject-matter category (see Table 26). Therefore, a typical learning-oriented professional woman spent 107½ hours, during a six-month period, or 4½ hours per week on self-directed learning efforts concerned with home and family life.

Current Events

This subject-matter category contained 13 self-directed learning efforts and 8 of the 12 women had participated in those efforts.

A majority of these self-directed learning efforts were continuous and involved regular television news viewing, listening to CBC radio or other assorted radio newscasts, reading the newspaper or news magazines, and discussing current events with friends. Several self-directed learning efforts, however, dealt with specific issues and events, such as:

- volcanoes (Mount St. Helens)
- the Quebec referendum
- Islamic culture in relation to current events.

Although fewer women, with fewer self-directed learning efforts, participated in this category than in the home and family life subject-matter category, more hours were spent on current events topics than on home and family life topics. The women spent a total of 1,479 hours on current events self-directed learning efforts over a six-month period compared to 1,290 hours devoted to home and family life. A typical learning-oriented professional woman, therefore, spent slightly more than 123 hours in a six-month period, or just over 5 hours per week, on self-directed learning efforts concerning current events (see Table 26).

Personal Development

There were 12 self-directed learning efforts in this subject-matter category and 9 learning-oriented professional women participated in these efforts. This category was comprised of topics intended to aid the development of physical fitness, personality, health, and social or interpersonal skills. The women who participated in this subject were involved with topics such as:

- learning to avoid stress
- psychiatric counselling (concerning spouse's retirement)
- activities at "Prime Time," a local self-help group for women
- self-hypnosis
- keeping fit through exercise
- interpersonal skill building
- assertiveness training.

These women showed a concern for keeping fit but more often they had decided to pursue self-directed learning efforts in the personal, emotional, and social development areas. There were three self-directed learning efforts centred around keeping physically fit and nine centred around personal psychological development.

The women in the present study spent a total of 476 hours within a six-month period on personal development (see Table 26). The typical learning-oriented professional woman devoted, therefore, close to 40 hours during a six-month period, or almost 2 hours per week, on personal development self-directed learning efforts.

Academic and General Education

In this category, 6 women reported a total of 9 self-directed learning efforts. These were academic subjects usually associated with high school or college education. No trade, vocational, professional, technical, business, or job-related subjects were included. Subjects such as history, literature, philosophy, psychology, languages, and political science were considered appropriate for this academic and general education subject-matter category. The learning-oriented professional women in this study covered topics such as:

- books by James Mitchener (as a source of historical information)
- vocabulary and English language development
- history of British Columbia
- sociology of the family
- learning French.

These women spent, in a six-month period, a total 455 hours on academic or general education self-directed learning efforts. The typical learning-oriented professional woman devoted close to 40 hours within a six-month period, or just over 1½ hours per week on self-directed learning efforts concerning academic or general education (see Table 26).

Religion, Morals, Ethics

This subject-matter category contained the fewest, 1.6%, self-directed learning efforts. One woman spent a total of 90 hours on two self-directed learning efforts within the six-month time period examined for this study. These efforts concerned spiritual development and Christian healing.

For purposes of comparison, it is interesting to view the actual learning of the learning-oriented professional women of the current study against the results of national survey research (Cross, 1974) concerning expressed preferences for participation in subject-matter categories. Table 27 illustrates this comparison.

Table 27

Rank Order of Subject-Matter Participation: National Survey compared to Learning-Oriented Professional Women

Subject-matter category	1st choice in national survey/Cross (N = 3001)	Present Study self-directed learning efforts by learning-oriented professional women (N = 124)
Vocational	1	1
Hobbies and recreation	4	2
Home and family life	3	3
Current events	7	4
Personal development	5	5
Academic and general education	2	6
Religion	6	7

Planner Categories

As discussed in Chapters Two and Three, planner-category patterns for various occupational and socio-economic population groups have produced a general typology associated with self-directed learning efforts. The self-directed learning efforts of learning-oriented adults have not been previously classified according to the typology. Therefore, the pattern of use of four planner-categories by the subjects of this study represents the major focus of interest and a test of the hypotheses.

The planner-categories used by the 12 learning-oriented professional women in their 124 self-directed learning efforts will now be discussed. Table 28 indicates the use of various planner-categories. There were no self-directed learning efforts identified as having a mixed planner.

As Table 28 indicates, 77 of the self-directed learning efforts, or over 62%, were learner-planned. The next highest participation rate was contained in the group-with-a-professional-leader planner category. Data obtained for the present study can be compared to the most recent summary of planner category participation patterns. (Table 28) An important finding was that the rank order of planners used by learning-oriented individuals in the present study was very similar to data reported by Tough (1978).

Table 28

Comparison of Percentage of Self-Directed Learning Efforts Planned by Each Resource

Planner Category	% Present Study	N*	% Tough, 1978
learner:	62.1	(77)	73
group:			
peer group	8.1	(20)	4
group with professional leader	16.1	(10)	10
one-to-one relationship:			
professional instructor	8.1	(10)	7
friend	4.0	(5)	3
inanimate or non-human resource	1.6	(2)	3
Total	100	(124)	100

*Numbers in parentheses indicate the number of self-directed learning efforts in current study.

Although the 12 learning-oriented professional women in this study relied heavily on learner-planned self-directed learning efforts, their participation rate in that planner-category was statistically lower than that indicated by previous research. However, these women tended to participate in group-planned self-directed learning efforts at a higher participation rate than other previously examined groups. The statistical significance of these findings will be discussed later in this Chapter. This suggests that learning-oriented adults may be unique in their self-directed learning (see Table 29).

In Table 29, the subject matter studied through different planner categories is presented. Each of the planner-categories will now be discussed.

Learner-as-planner

As Table 29 indicates, this category contained the highest rate of participation, 62.1%, and all women had several learner-planned self-directed learning efforts. The number of learner-planned self-directed learning efforts ranged from 4 to 14, with the mean being 6.3. This planner-category contained self-directed learning efforts from all subject-matter categories and, as Table 30 indicates, this planner-category held the majority of self-directed learning efforts for all subject-matter categories except personal development.

When the 12 learning-oriented professional women were asked about their sources of help while planning or participating in their self-directed learning efforts, they most frequently mentioned the following resources:

- books, magazines, journals, newspapers;
- experts in the neighbourhood, friends, relatives, co-workers;
- experts such as library personnel, owners or operators of garden shops;
- special television and radio programs;
- records and cassette tapes;
- public lectures.

Table 29

Percentage and Number of
Subject Matter Self-Directed Learning Efforts
by Planner Categories

PLANNER-CATEGORY	SUBJECT-MATTER CATEGORY							
	% (a) Vocational	% (a) Hobbies & Recreation	% (a) Current Events	% (a) Home & Family Life	% (a) Academic	% (a) Personal Development	% (a) Religion	% (a) Total
learner:	12.9 (16)	14.5 (18)	10.3 (13)	14.5 (18)	4.8 (6)	3.2 (4)	1.6 (2)	62.1 (77)
group:								
peer group	4 (5)	3.2 (4)				.8 (1)		8.1 (10)
professional leader	7.3 (9)	3.2 (4)		.8 (1)	2.4 (3)	2.4 (3)		16.1 (20)
one-to-one relationship:								
professional instructor	1.6 (2)	1.6 (2)		1.6 (2)		3.2 (4)		8.1 (10)
friend		1.6 (2)		1.6 (2)		.8 (1)		4.0 (5)
inanimate or non-human resource				.8 (1)		.8 (1)		1.6 (2)
Total	25.8 (32)	24.1 (30)	10.5 (13)	19.3 (24)	7.2 (9)	11.2 (14)	1.6 (2)	100 (124)

(a) The numbers in parentheses indicate the number of self-directed learning efforts.

Table 30

Percentage of Total Subject Matter Self-Directed Learning Efforts by Planner Categories

PLANNER CATEGORY	SUBJECT-MATTER CATEGORY						
	% Vocational	% Hobbies & Recreation	% Current Events	% Home & Family Life	% Academic	% Development	% Religion
learner:	50	60	100	75	66.7	28.6	100
group:							
peer group	15.6	13.3				7.1	
professional leader	28.1	13.3		4.2	33.3	21.4	
one-to-one relationship:							
professional instructor	6.3	6.7		8.3		28.6	
friend		6.7		8.3		7.1	
inanimate or non-human resource				4.2		7.1	
Total	100%	100%	100%	100%	100%	100%	100%

Group

This planner-category is divided into a group-with-a professional leader and a peer-group. As discussed in a previous section, the instructor, or group leader, makes the decisions on what and how to learn. An example of such a learning situation is a course or workshop taken through the Division of Extension at the University of Victoria. Usually, there is a leader instructing a class. Several of the women interviewed in the present study had participated in University Extension classes. A peer group can be illustrated by the staff committee meeting that one of the learning-oriented professional women regularly participated in. In this meeting, there was no leader. Rather, all staff supervisors met bi-monthly in order to discuss issues, assess efficiency, and evaluate various programs. In this example, all participants shared the responsibility of what was discussed and how to proceed with the meeting.

Of these two sub-categories, group-with-a-professional-leader contained the second highest total planner-category rate of participation with 915 hours within a six-month period, or 12.3% of the total number of hours devoted to self-directed learning efforts, and accounted for 20 self-directed learning efforts, or 16.1% of all the self-directed learning efforts participated in during a six-month period (see Table 29).

The peer group planner-category accounted for 831 hours, or 11.2% of the total number of hours devoted to self-directed

learning and contained 10 self-directed learning efforts or approximately 8% of the total number of self-directed learning efforts (see Table 29.)

The peer group and group-with-a-professional-leader combined, accounted for approximately 24% of all self-directed learning efforts and 23.5% of the total hours devoted to self-directed learning efforts. The group was ranked second, in rate of participation, to the learner-planned category.

One-to-One Relationship

This planner-category was subdivided into two separate sub-categories. Firstly, there was the one-to-one relationship with a professional instructor, such as an instructor teaching weaving to one of the 12 women. This was done on a one-to-one basis in private lessons. This sub-category accounted for 330 hours, or 4.5% of the total hours assigned to self-directed learning efforts by the women in the present study, and 10 self-directed learning efforts, or approximately 8% of all such efforts. The second sub-cluster in this category was the one-to-one relationship with a friend. An example of this was uncovered during the interviews. Here, a friend was teaching one of the women how to hook a rug. Out of 7,415 hours devoted to self-directed learning, this sub-category accounted for 135. The five self-directed learning efforts in this sub-category equalled 4% of the total number of self-directed learning efforts (see Table 29).

The complete planner-category of one-to-one relationship, the two sub-categories being combined, accounted for 15 self-directed learning efforts, or 12% of the total number of such efforts (see Table 29).

Inanimate or Non-human Resource

This final planner-category contained two self-directed learning efforts which totaled 57 hours, or 8% of the total hours involving self-directed learning. A series of cassette tape recordings dealing with overcoming stress through relaxation was the planner in one effort and the other self-directed learning effort had a TV series about the step-by-step procedures used for successful Italian cooking as the planner. These two self-directed learning efforts accounted for 1.6% of all the self-directed learning efforts.

The 12 learning-oriented professional women in the present study relied heavily on the learner-as-planner category and seldom used an inanimate object as a planner. As Table 28 indicates, this is similar to other findings regarding the participation rate in planner categories. All the women used at least two different planners, the range being from 2 to 5, and the mean number of planner categories used was 3.4. This indicates that the learning-oriented professional women in the present study participated in more planner categories than professional men studied by McCatty (1973), who participated in a mean of 2.2 planner categories.

Personal Satisfaction and Motivation

When questioned about the planner category that had lead to the most overall satisfaction and personally important learning, nine women answered learner-planned, two women answered peer-group planner-category, and one woman answered group-with-a-leader planner category.

A variety of reasons for choosing the learner-planned category were given by the nine women. Some of the reasons were:

"I picked the learner-planned category because I can focus and direct my own learning to meet my own needs."

"My most rewarding learning experiences have been on an individual, self-planned basis...just learning what really interests me. I like being flexible enough so that I can go where the learning takes me rather than depend on a curriculum set up without regard or concern for my present interest, energy level, or available time."

"My self-planned learning projects have probably provided me with the greatest satisfaction and sense of achievement because these are things that are of a definite interest to me, and are things which have proved to be a challenge to learn something about."

One of the women who stated that the peer-group had provided the most intrinsically satisfying feeling gave the following reason for her choice:

"...shared ideas and constructive criticism promoted knowledge in an exciting yet supportive way. What I learned was extremely interesting but the way I learned it was absolutely thrilling."

The only woman who indicated the group-with-a-leader had provided the most rewarding learning stated:

"The group-with-a-leader gave me the most satisfaction. I enjoy learning with a group, exchanging ideas etc., but much more is accomplished, the group has a sense of direction, when there is an instructor there to lead."

All of the women indicated that the intrinsic pleasure found from participating in a specific planner category had greatly motivated them to participate in that same planner category.

Results as Applied to the Hypotheses

Methodology

Because no empirical evidence existed to suggest a difference between planner-category participation patterns of learning-oriented professionals and participation patterns of other occupational groups studied, the null hypothesis was employed. In order to support or reject the null hypothesis, the present study was concerned with any significant differences between planner-category participation patterns of these two groups, the learning-oriented professional women in the present study and samples previously studied.

The basic approach used to test sub-hypotheses was to examine differences in proportions of different types of planners used by subjects in the present study, and data summarized by Tough as reported in Table 28 on page 120.

A chi square test for the two distributions was computed and the value of 12.63 obtained with 5 degrees of freedom. The χ^2 of 12.63 was significant at the .05 level. Tests of specific sub-hypotheses were based on z scores reported in Table 31.

Table 31

Comparison of Planner Categories: Z Scores

	Learning-Oriented Women	Tough
Learner:	2.72	2.49*
Group:		
peer group	2.32	1.67**
leader	2.25	1.84**
One-to-one Relationship		
professional instructor	0.478	0.447
friend	0.130	0.126
Inanimate or non-human resource	0.910	-1.23

* $p < .05$
** $p < .01$

Results

Sub-Hypothesis 1

Learning-oriented individuals will engage in a similar proportion of self-planned learning efforts as that of previous samples studied.

Discussion. This sub-hypothesis was rejected. The results of all self-directed learning studies prior to 1978

(Tough, 1978) show that 73% of such efforts were directed by the learner himself as the dominant planner. In the current study, 62.1% of the self-directed learning efforts were learner-planned and the difference was statistically significant at the .01 level.

Sub-Hypothesis 2

Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned within the context of a peer group as that of previous samples studied.

Discussion. This hypothesis was rejected. Tough (1978) found that 4% of the self-directed learning efforts of all such previous studies were planned in a peer group. The learning-oriented adults of the current study used this planner-category at a higher rate, 8.1%, and the difference was statistically significant at the .05 level.

Sub-Hypothesis 3

Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned within the context of a group led by a professional as that of previous samples studied.

Discussion. The number of self-directed learning learning efforts in which the dominant planner was a group led by a professional instructor was higher among subjects studied in the present study than in previous studies (Tough, 1978),

and the difference was statistically significant at the .05 level. In Tough's 1978 summary of research, 10% of the self-directed learning efforts fell into this planner mode while the comparable findings in the current study were 16.1%. This hypothesis was therefore rejected.

Sub-Hypothesis 4

Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned by a professional in a one-to-one relationship as that of previous samples studied.

Discussion. In all previous research regarding self-directed learning studied by Tough (1978), 7% of the self-directed learning efforts were planned by a professional in a one-to-one relationship. The learning-oriented adults in the current study participated in this planner-category at a rate of 8.1%. The difference between these two rates of participation was not statistically significant and the sub-hypothesis could not be rejected.

Sub-Hypothesis 5

Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned by a friend in a one-to-one relationship as that of previous samples studied.

Discussion: The percentage of self-directed learning efforts planned by a friend in a one-to-one relationship in

studies examined by Tough (1978) was 3%, the percentage in the current study was 3.2%. The difference between the two percentages was not statistically significant and the sub-hypothesis could not be rejected.

Sub-Hypothesis 6

Learning-oriented individuals will engage in a similar proportion of self-directed learning efforts planned by a non-human resource as that of previous samples studied.

Discussion. Previous samples studied by Tough (1978) indicated that 3% of all self-directed learning efforts were planned by a non-human resource. This study found that 1.6% of all the self-directed learning efforts participated in by learning-oriented adults were in that planner category. The difference was not statistically significant and the sub-hypothesis could not be rejected.

Major Hypothesis

There will be no significant difference in dominant planners used for self-directed learning efforts of learning-oriented adults from those of previous samples studied.

Discussion. The major hypothesis was not supported. There was an overall statistically significant difference at the .05 level between planner-category participation patterns of learning-oriented adults and participation patterns of other samples previously studied (Tough, 1978). The results of testing the sub-hypotheses did not support the major

hypothesis, since the null hypothesis was rejected in three cases. On balance, it was concluded that learning-oriented professional women used planners for self-directed activities in a significantly different way than did other self-directed learners studied in earlier research.

Summary

As the discussion in Chapter 6 indicates, the learning-oriented professional woman appears to engage in self-directed learning in a unique way. A general inventory of such participation and a prototype of the self-directed learning-oriented woman is presented.

Inventory of Self-Directed Learning for the Learning-Oriented Professional Woman

Although, as Table 32 indicates, the learning-oriented professional woman's individual self-directed learning efforts were of a shorter duration than other professional groups studied, she participated in approximately twice as many as other professional groups examined. This high rate of participation constituted more time, in terms of hours, devoted to such learning on a weekly basis. The content learned in these efforts closely paralleled that of previous findings.

The learning-oriented professional women of the current study participated in more planner-categories than professional men and indicated a high satisfaction with

Table 32

The Self-Directed Learning Efforts of Seven Professional Groups

Professional Group	Total mean hours devoted to to self-directed learning	Mean number of hours per week devoted to self-directed learning	Mean number of self-directed learning efforts	Mean number of hours per self-directed learning effort
Professors (Tough, 1971)	1,491	28.7	12	117
Professional men (McCatty, 1973)	1,244	24	11.1	112
Politicians (Tough, 1971)	1,189	23	6.7	190
Ministers (Allerton)	1,014.4	19.5	19.2	52.6
Elementary School Teachers (Fair, 1973)	1,000	19.2	17.6	57
Teachers (Tough, 1971)	395	7.6	10.2	42
Above six studies combined group mean	1,055.6	20.3	12.8	95.1
Learning-oriented professional women (1980)	1,341.6	25.8	20.3	57.6

learner-planned self-directed learning. This satisfaction had motivated the women to further participation in that planning mode.

The Self-Directed Learning-Oriented Professional Woman: A Prototype

To summarize the data obtained from interviewing the 12 learning-oriented professional women, the profile of a typical learning-oriented woman is as follows:

During the week of January 13th, 1980, Louise, a Public Health Nurse, spent approximately 26 hours on self-directed learning efforts. In order to become more effective in her career, she went to a one-hour committee meeting on Monday morning concerning the development of a program to educate low-income mothers about the nutritional needs of new-born babies; spent four hours at a Friday workshop on evaluating program effectiveness; and read for one-half hour on each of Tuesday, Wednesday, Thursday and Friday, from two different professional journals. In this week, Louise spent a total of seven hours on vocational self-directed learning efforts. Because Louise and her family were trying to decide whether to take their holidays in Hawaii or Greece; she read from library books for an hour on Monday evening about local food, points of interest, and customs of these two places. After reading, she spent one and one-half hours researching traditional quilt patterns with the intention of beginning a quilt within the next month. She wanted to complete this

quilt in time for her mother's birthday later in the year. On Wednesday evening Louise went to a three-hour beginners' bridge party at her friend Jane's home. Louise spent a total of five and one-half hours on hobby and recreational self-directed learning efforts this week. With the intention of keeping up with current affairs, Louise watched CHEK TV's News Hour each week day. This resulted in five hours being devoted to this subject-matter category. One of Louise's interests involves gardening. On Tuesday evening she spoke to a neighbour for two hours about the proper way to winter-ize a garden. Bill, Louise's husband, her two sons, and Louise spent two and one-half hours Saturday morning working in their garden. They were attempting to follow the advice she received Tuesday night. This week, Louise devoted approximately four and one-half hours on home and family life, self-directed learning efforts. Having just turned forty-five, Louise was concerned about her many personal goals that were unfulfilled. She, in order to assign priorities to these goals, went to a two-hour group session at Prime Time on Thursday evening. Two hours were therefore spent on personal development, self-directed learning efforts this week. Louise had recently become intrigued with character development in spy novels. In order to pursue this interest, she had decided to read the progressive novels of John le Carre and trace the development of a character named George Smiley. While resting on Sunday afternoon, Louise

read several chapters of "Tinker, Tailor, Soldier, Spy." This activity constituted time spent at academic and general education, self-directed learning efforts. Thus ended the week for Louise.

Chapter 7

Limitations and Implications

This Chapter discusses some limitations and implications of the current study.

Limitations

This is a study of a small scale. Initially 16 women with a learning-orientation were identified and 12 of these women participated in the group interviews. Four women were unable to participate because of career commitments, holiday schedules, or family responsibilities, and this may have affected results obtained. The total return rate of instruments used in order to identify women with a learning-orientation was 67%, and the possibility of a non-response bias is acknowledged. Considering the small number of subjects, it is encouraging to note the close correlation between the rank-order of planner category use in the current study and the rank-order established by Tough (1978).

An attempt was made to establish the reliability of data collected, however it is understood that because of the probing in-depth interview method used in the present study, an interviewer with more experience than the writer may have uncovered additional relevant data.

It is also acknowledged that the estimate of people involved in the basic surveys and in-depth studies reviewed by Tough (1978) may not have been completely accurate, and, as such, may have influenced the statistical analysis of data.

As discussed, this study does have limitations. It remains, however, a valid attempt to add knowledge to our understanding of self-directed learning--a relatively new area of enquiry.

Implications

The present study elicited data which add to the existing knowledge of self-directed learning, the learning-oriented individual, and the professional involved in continuing education. In addition, the group interview method used in the current study is a successful advance in the investigation of self-directed learning.

It was established that the learning-oriented women of the current study were extremely active in self-directed learning. As noted earlier, they devoted more hours per week to such learning than other previously studied professional groups and were involved in close to twice as many self-directed learning efforts. The individual self-directed learning efforts were of a shorter duration than those engaged in by other professionals, however, it can be speculated that they were so effective in their planning and use

of time that they were able to accomplish their learning goals in fewer hours than other professionals.

The learning-oriented professional women made use of more planner categories than various groups of other professionals. This can be viewed as an indication of their ability to identify the most efficient means of gaining desired knowledge or as a willingness to explore new methods of learning. These women are obviously flexible in their approach to learning, and seriously consider method as well as content. In fact, the pleasure experienced by participating in a planner-category often motivated these women to further participation in that planner category.

It has been established through previous studies and re-affirmed in the present study that a primary motivating factor for participating in self-directed learning is the ability to set one's own pace of learning. This implies that the ultimate goal for educational institutions should focus on helping people to direct their own learning. Even though administrators in such institutions have attempted to incorporate flexibility into their courses, timetables, and places of learning, the realization that the desire to set one's own learning pace is such a strong motive for participating in self-directed learning would further their ability to meet the needs of the adult community.

This study is especially relevant for professional organizations. For example, those involved in the health

sciences are continuously pressed with the problem of keeping up to date with new knowledge and skills. Therefore, the value of understanding self-directed learners is extremely important to the continuing professional education process. The group of learning-oriented women, all involved in the health sciences, interviewed in the current study, were very active and devoted to directing their own learning. The professional organization may well further participation in continuing professional education by encouraging and aiding members to learn on their own as well as offering courses and workshops. Self-directed learning may well be a much less costly approach to continuing professional education than conventional strategies. It was found that peer-group learning was frequently engaged in and enjoyed by these women. This presents special possibilities for the professional organization.

By using the information uncovered in the present study, various exciting opportunities for learning could be offered through professional organizations and educational institutions. The learning-oriented professional women viewed their learning as vital and stimulating. Surely such devotion and keen interest should be encouraged, aided, and rewarded.

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Appendix A

Professional Organizations' Policy Statements Regarding Continuing Professional Education

British Columbia Teachers' Federation

General Secretary, R.M. Buzza 105 - 2235 Burrard Street, Vancouver, B.C. V6J 3H9 Telephone 731-8121

This paper outlines a systematic approach to the selection, training and management of a cadre of teachers called PD associates who are engaged to assist staff in the Division of Professional Development of the BCTF in providing continuing education services to teachers in the schools, in PSAs and in local associations throughout B.C.

PREMISES

The first major premise for developing and maintaining a cadre of volunteers (PD associates) is that they will assist in meeting a demand being expressed by teachers for increased continuing education opportunities at the school level. (Cadre members will plan, design and conduct workshops for teachers on request.)

A second major premise is that a cadre approach is a means of encouraging the development of a vast potential resource among 30,000 teachers. (Cadre members act as catalysts and models for teachers in the pursuit of their continuing education goals.)

A third major premise is the belief that one way of strengthening local associations with the BCTF is to offer local leaders skills training and consultation services on a broader spectrum than is now possible for BCTF staff alone. (A cadre of trained facilitators/consultants/trainers can assist in providing this service.)

PROBLEM

The problem is now to help teachers identify their personal and professional needs, express those needs in terms of goals, objectives and plans of action and then to assist them in achieving the goals/objectives through services offered by the Division of Professional Development.

GOALS

The first goal is to recognize the contribution that outstanding B.C. teachers can make in the process of assisting other teachers in their personal and professional development by providing them with the opportunities and support to enable them to serve as facilitators/consultants/trainers.

The second goal is to meet the continuing educational needs of teachers at as low a cost as feasible.

The third goal is to have persons in every district capable of conducting workshops and otherwise assisting BCTF staff in meeting the needs of teachers as they are identified.

PD80-13 a/pc
January 8, 1980

OBJECTIVES

The general objectives of the professional development associates' program are:

1.0 An ongoing communication process with BCTF members about the system of employing volunteers.

2.0 The selection and training of volunteers at intervals to meet new needs as they arise.

2.1 A selection process that works quickly, fairly and effectively.

2.2 Training events both on a regular and special basis for associates.

3.0 The provision of a support system for associates (personal and material) to enable them to perform their jobs effectively.

3.1 An effective and efficient method of managing the program: making bookings, arranging travel, preparing materials,etc.

4.0 The operation of an effective ongoing evaluative system to determine the impact of the service with a view to making modifications to meet changing demands.

BACKGROUND

Since 1977, when the first group of associates was selected and involved in the provision of professional development services with BCTF staff, there has been a noticeable increase in the demand for their help. A series of workshops in curricular-instructional processes have proven to be popular and there is every reason to believe that the demand will grow rather than lessen.

School staffs (as units) are placing an increasing demand on the Division of Professional Development for school-based workshops, and other skill-building activities to meet their unique needs; professional development committees are asking the BDTF for help in planning and designing professional development programs. BCTF workshops are frequently included on the programs for professional development days; local associations are requesting organization help and skill training to enable them to be more effective in their work; BCTF committees are showing increased interest in the help they can get by way of consultation and through training.

The present professional development continuing education service is highly visible and so it is becoming better known among BCTF members. The effectiveness of the program has not yet been determined. During 1977-78 some 150 workshops were conducted by staff and a few volunteers. During 1978-79 with a higher degree of specialization (and a limited number of workshops) the number of events has increased and will likely exceed 200.

GUIDELINES

The guidelines which follow are intended to achieve systematic selection and training processes for volunteers. The objective is to have a system that is flexible enough to cover unforeseen circumstances when they arise, and sufficiently goal oriented to provide a solid framework within which the staff can operate efficiently and effectively.

A SYSTEM FOR SELECTING AND TRAINING VOLUNTEER WORKERS IN THE BCTF

Rules of Operation

1. Teachers are invited to apply for positions as associates on an ongoing basis.

2. Candidates for positions as associates are selected on an ongoing basis, as necessary within the training capacity of the staff in the Division of Professional Development.

3. Candidates are invited to accompany BCTF staff and other associates in workshops and/or consultations as part of their initial training experience.

4. Associates are provided with training in workshop design and workshop facilitation on an ongoing basis.

5. Associates are called upon to provide assistance to local associations, school staffs or other groups of teachers as follows:

   5.1 Consultation on curricular-instructional matters.

   5.2 Consultation on organization matters.

   5.3 Skill-building sessions in curricular-instructional strategies.

   5.4 Problem identification/analysis and planning.

6. Associates, when performing their roles as trainers, facilitators or consultants, are to work on the basis of providing learning opportunities for teachers to enable them to grow and develop and pursue worthy objectives of their own choosing; the associate attempts to refrain from imposing his/her goals, values or beliefs on the people with whom he/she is working.

Selection

1. Geographic location

   Candidates are selected so that the entire province is adequately served according to teacher population without undue travel.

2. Practitioners

   Candidates are individuals who will be successful in implementing the content and concept focus of the continuing education program. They are people with a reputation as competent professionals; they are concerned about their own professional growth; they are *appropriate* models for other teachers.

3. Background

   Candidates have backgrounds related to the focus of the continuing education program and its various components.

4. Ability

   Candidates have the ability to be effective group leaders and consultants. They are effective in their work with adults.

5. Willingness

   Candidates want to become involved and are willing to perform assigned duties to the limit of the release time which can be obtained for them from their teaching jobs.

6. Prior service

   There must be evidence that candidates have served the organization in some significant way over a period of time.

Selection Committee

A committee comprised of staff from the Division of Professional Development, table officers or their appointees will screen applications and select candidates.

FUNDING

Funding for training

1. A program of training is provided by the BCTF Division of Professional Development. Funds are assigned for training each candidate in requisite skills.

   1.1 The cost of bringing each candidate to the training event and on-site costs during the event are covered by the BCTF.

1.2 The cost of sending associates to outside training events for training are covered by the BCTF within the established BCTF expense guidelines.

During Service

1. All expenses within established BCTF expense guidelines incurred by associates in providing services to members are covered by the BCTF.

2. No honorarium is paid nor should one be accepted by an associate, with the exception of those who are Project T.E.A.C.H. instructors.

PD80-13 a/pc
Rev. PD79-1050
January 8, 1980
DK/js

4. PD PROGRAM OBJECTIVES

Program PD 1.0: CONTINUING EDUCATION

Continuing objectives	*Activities*
1. To provide a resource information service for teachers who are planning, designing, and implementing PD activities.	1.1 Collect, organize, and distribute information on resource persons. 1.2 Collect, organize, and distribute information on agencies that offer continuing education services for teachers. 1.3 Collect, organize, and distribute information on materials resources suitable for teachers engaged in PD activities.
2. To provide continuing education experiences for teachers.	2.1 Select, train and provide support for PD associates, including Project T.E.A.C.H. instructors, who will deliver planned continuing education experiences to teachers throughout the province. 2.2 Organize conferences and short courses in selected areas. 2.3 Assist in the negotiation of agreements with other agencies to provide time for PD associates and money to make BCTF services more cost effective.
Developmental objectives	
3. To provide assistance to teachers who plan, design, and implement their own continuing education experiences.	3.1 Select, train, and provide consultative and administrative support to PD associates, who will work as facilitators for groups of teachers engaged in planning and designing PD activities. 3.2 Provide required materials support to PD associates and staff. 3.3 Organize seminars, clinics, training events, and other opportunities for teachers to become involved in planning and designing their own activities.

Evaluation

Requests for resource information will have been filled to the satisfaction of teachers making the requests. The planned experiences will have been appropriate to the needs of teachers and will have made a difference to those who participated. Teachers will have expressed satisfaction with the assistance they received in planning their own in-service activities. The total program will have been efficient to operate from the BCTF office within the present allocation of staff and funds, and, overall, it will have had positive effects on education.

APPROVED

Subprogram PD 2.1: CURRICULUM AND INSTRUCTION--GENERAL

Program Co-ordinator: John Church

Continuing objectives	*Activities*
1. To achieve improvements in the policies and practices of the Ministry of Education and other external agencies regarding curriculum.	1.1 Maintain contact with key people in the ministry, school districts, universities, and other agencies involved in curriculum development. 1.2 Organize, prepare for, and report on meetings to deal with current PD concerns. 1.3 Prepare articles and statements regarding curriculum, instruction, and assessment and, as required, establish ad hoc groups of volunteers to advise and assist in the preparation of such statements. 1.4 Assist PDAC, PSA Council, PSAs, and the racism task force to develop responses and positions regarding curriculum, assessment, and related matters.
Developmental objectives	
2. To provide information on educational systems as a basis for improving the B.C. system.	2.1 Interview people in various educational systems. 2.2 Design or locate studies, review the educational literature, and prepare reports.
3. To initiate and support the involvement and participation of teachers in the development of curriculum and educational theory.	3.1 Assist the PDAC, PSA Council, PSAs, and local volunteers working on PD to develop curriculum and educational theory. 3.2 Sponsor or support symposia, seminars, and writing workshops. 3.3 Organize the publishing and dissemination of teacher-developed materials on curriculum and educational theory.
4. To identify and make the BCTF membership aware of social issues that may significantly affect teachers, students, or education.	4.1 Review literature, studies, and reports from the membership. 4.2 Develop draft strategies and project designs for BCTF involvement and prepare reports to appropriate BCTF groups.

Evaluation

The evaluative criteria are:

1. the degree to which the Executive Committee and other BCTF groups express satisfaction with BCTF reports, articles and actions concerning the curriculum policies and practices of the Ministry of Education;

2. the degree of satisfaction with BCTF studies and reports on the educational system;

3. the degree to which the BCTF takes significant initiatives involving teachers in the development of curriculum and educational theory;

4. the degree of satisfaction with the reports and actions of the BCTF regarding social issues.

The measurement methods contemplated are:

formal motions of BCTF governmental bodies,
informal reactions from BCTF bodies,
and surveys of groups and samples of the BCTF membership.

Subprogram PD 2.2: LESSON AIDS SERVICE

Continuing objective	*Activities*
1. To increase teacher effectiveness by reducing the amount of time spent on the preparation of certain instructional materials, and to increase teacher efficiency by making high-quality, low-cost lesson aids readily available.	1.1 Deliver a lesson aids service by screening, preparing, cataloguing and selling lesson aids.
Developmental objectives	
2. To increase the diversity and improve the quality of current lesson aids, and to maintain or improve the quality of service.	2.1 Evaluate the use and effectiveness of all current titles and add, revise, or discontinue materials where necessary. 2.2 Evaluate the quality of service and improve where necessary.
3. To increase teachers' awareness of the service.	3.1 Advertise the service through the catalogue, flyers, BCTF publications, and display binders and by staffing displays at various teachers' workshops and conventions.
4. To increase the use of the service by providing materials that are consistent with teachers' needs and appropriate to curriculum developments.	4.1 Determine the kinds of materials needed and provide appropriate materials.

Evaluation

One criterion for evaluating the service is the volume of sales. Another is the ratio of the sales revenue to the subsidy. Receipt of new submissions throughout the year would indicate that many teachers have a high regard for the service. Oral and written feedback from teachers, including PSAs, about the service and materials is used in revising or discontinuing materials.

APPROVED

Subprogram PD 2.2: LESSON AIDS SERVICE

Program co-ordinator: M. Zlotnik

Background

The primary objective of the Lesson Aids Service is to increase teacher effectiveness by reducing the amount of time spent on preparing instructional materials, and to increase teacher efficiency by providing ready access to high-quality, low-cost lesson aids. Over the years, an emphasis of the service has been to provide innovative instructional aids. Lesson aids in the form of print materials, slides, filmstrips, transparencies, tapes and games are submitted to the service by individual teachers, PSAs, student teachers, university personnel and other interested groups and agencies. The service publishes materials and attempts to sell them at cost to teachers.

The service has the potential to become the educational equivalent of the dispensary or pharmacy of medicine. The service plans to encourage increased use by providing new materials that are consistent with teachers' needs and appropriate to new curriculum developments.

Evaluation of 1978-79 program

The Lesson Aids Service continued to receive positive feedback from teachers on its quality and value.

New materials, covering a wide range of topics, were produced throughout the year, materials particularly relevant to B.C. and/or Canada, and current curricular topics.

A number of PSAs assisted the service by reviewing various new and existing lesson aids.

There was a good response to ads in BCTF publications and to flyers that were sent to schools throughout the year.

Two schools purchased complete sets of lesson aids, to be updated on a regular basis.

A predicted sales volume lower than that in 1977-78 is due, in part, to the disruption in mail services during October, 1978 and to current school budget restraints.

Until inventory is taken at the end of June, we cannot indicate the BCTF subsidy.

Subprogram PD 2.3: **RACISM**

Continuing objectives	*Activities*
1. To assist teachers in combatting racism.	1.1 Design strategies for improving race relations in schools and make these strategies known to teachers in B.C. 1.2 Urge local associations to elect a contact person to assist the task force in focussing on improved race relations in schools and communities. 1.3 Hold regional workshops for local contact persons. 1.4 Provide a workshop on ways to combat racism.
2. To obtain support from community and government organizations in combatting racial and cultural discrimination.	2.1 Contact community and government organizations to seek their support in improving race relations. 2.2 Establish liaison with the B.C. Human Rights Branch to assist in the improvement of race relations.
3. To work toward the proper program placement of Native students.	3.1 Assist local associations to conduct an investigation of the selection process for alternative programs to ensure that Native children do not represent a disproportionate number in such programs.
4. To work toward a general upgrading of educational services for immigrant children in the schools.	4.1 Through local contacts and learning conditions committees, urge school boards to upgrade educational services for immigrant children.
5. To encourage the establishment of curriculum programs that convey a greater understanding of minority and Native groups.	5.1 Urge teachers, the Ministry of Education and local school boards to develop multicultural curriculum programs.
6. To encourage the expansion of school library services to include materials that reflect the cultures and races in the community at large.	6.1 Continue contact with the librarians' PSA to press for more multicultural materials in school libraries.
7. To encourage schools to invite people of different cultural backgrounds as resource persons.	7.1 Compile a list of resource persons and cultural groups to assist schools in obtaining more information about racial and cultural groups.
8. To enlist the co-operation of the faculties of education in providing student teachers with skills to deal with racism.	8.1 Meet with the faculties of education to outline suggestions for an increased emphasis on improved race relations in pre-service education.
	Note: Consideration is being given to the holding of a provincial conference for racism contact persons. The June meeting of the task force will discuss this in detail and develop a rationale and program for a conference, should one be considered desirable.

Evaluative criteria

1. Number of locals that establish a contact person.
   - 1.1 Positive evaluations of regional workshops.
   - 1.2 Number of local associations and school staffs that hold workshops of race relations.
2. Community and government organizations take steps to improve race relations in schools and communities in B.C.
3. The number of local associations that report success in obtaining district support for proper program placement of Native students.
4. Immigrant children receive improved services, such as smaller ESL classes, more translation services, less harassment, and curriculum materials that recognize their culture.
5. More multicultural curriculum programs appear in B.C. schools.
6. School libraries become more multicultural.
7. There is an increased demand in the schools for resource persons from cultures other than the dominant one.
8. The faculties of education increase their emphasis on cross-cultural training and provide student teachers with skills to combat racism.

Subprogram PD 2.3: RACISM

Program co-ordinator: Elaine Darnell

Evaluation of 1978-79 program

1. Some 32 workshops on race relations and 150 showings of *Racism in B.C.* have assisted teachers in becoming aware of racism and the racial, political and economic issues that contribute to it.

2. Thirty-seven local associations elected a contact person.

3. Greater interest has been expressed by teachers in multicultural curriculum materials. Samples of such materials have been provided to teachers at workshops.

4. The provision of ESL classes rose this year. The provincial government provided 229.5 special approvals this year as compared to 194.5 last year.

5. There have been more requests from school librarians for bibliographies of multicultural titles.

6. Requests for resource persons to speak on other cultures have grown. A few ethnic and native organizations also report increased interest by schools in visits by resource persons.

7. Twelve visits have been made to UBC, SFU and UVic to conduct sessions on combatting racism in the schools.

8. The provincial government sponsored a conference entitled *Toward a Multicultural Policy* to receive suggestions on a greater emphasis on multiculturalism in B.C. Contact has been maintained with a number of community and government organizations working in the area of race relations.

Subprogram PD 2.4: RIGHTS OF CHILDREN

Developmental objectives	*Activities*
1. To focus attention on the rights, responsibilities and needs of children.	1.1 Plan and implement, in conjunction with other provincial agencies whose objectives and programs focus on providing services for children and youth, a provincial conference to honor 1979 as the International Year of the Child. 1.2 Advise and assist as required the Executive Committee and/or the president and vice-president re grants for the IYC programs of other agencies.
2. To improve the educational services and programs provided to children with special needs.	2.1 Review and recommend BCTF policy concerning children with special needs. 2.2 Consult with agencies and groups having a particular interest in the education of children with special needs. 2.3 Examine and report on the provision of educational and support services for children with special needs. 2.4 Develop strategies for improving educational and social services for children with special needs. 2.5 Hold five meetings of the Task Force on the Education of Children with Special Needs.

Evaluation

The evaluative criterion is:

The amount of activity of groups pursuing the interests of children.

The measurement methods contemplated are formal and informal surveys.

Subprogram PD 2.4: RIGHTS OF CHILDREN

Program co-ordinator: Elaine Darnell

Background

During 1978/79, partly as a result of publicity surrounding the International Year of the Child celebrations, partly as a result of concerns about governmental policies and services for exceptional children, and partly as a result of a greater awareness of changes in life styles and the place of the family in society, the BCTF Executive Committee identified the need to focus attention on the rights, responsibilities and needs of children.

Challenges

In a period of slow economic growth, unemployment and inflation, racism and bigotry represent significant social factors. We have seen signs over the last few years of a decline in the commitment of our society to equalize the opportunities of all children in education and life. As the proportion of the adult community with children declines, the political base supporting children's interests may decline.

Opportunities

There are a great many community groups which are prepared to work with the BCTF to advance the interests of children. The International Year of the Child celebrations will be supportive of BCTF efforts.

Program PD 3.0: TRAINING AND DESIGN CONSULTATION

Objectives	*Activities*
1. To provide training opportunities for teachers who wish to increase their skills to enable them to work more effectively as members and leaders of BCTF committees, local associations, and school staffs.	1.1 Plan and design a training program. 1.2 Design and prepare materials to support the program. 1.3 Identify, evaluate, and select commercially prepared training materials. Specifically, Verbal Skills in Negotiation and Speaking for Teachers will be offered. 1.4 Select and train PD associates to assist staff as trainers. 1.5 Plan, design, and manage a system for providing training. 1.6 Organize conferences and short courses.
2. To provide a consultation service on the design of conferences, workshops, seminars, and other major educational training events for teachers.	2.1 Select and train PD associates to assist staff in the role of consultants. 2.2 Staff attend training events to gain new skills and knowledge in planning and design. 2.3 Consult on Presidents' Summer Conference and PD summer workshop.

Limitations

These services will be offered on a first-come first-served basis within the limits of available resource people--staff and associates.

Evaluation

Requests for training and consultation services will have been filled to clients' satisfaction. The program will have been efficient to operate from the BCTF office with the present allocation of staff and funds. The service will have made some difference in the quality of service teachers are able to provide within the BCTF organization and on school staffs, and it will have made some difference in the quality of educational events available to teachers locally, regionally, or provincially.

Program PD 4.0: SUPPORT TO PROFESSIONAL DEVELOPMENT GROUPS

Objectives	*Activities*
1. To assist members of PD committees and task forces (PDAC, PSA Council, PSAs) to achieve BCTF program objectives.	1.1 Provide information and advice in person, by telephone, or by mail. 1.2 Organize secretarial, clerical, and printing services to support the work of the committee, task force, or PSA. 1.3 Provide administrative and organizational assistance. 1.4 Meet the committee, task force, or PSA, on request, to assist in planning or implementing the work of the group. 1.5 Assist the group to gain the services of appropriate resource persons. 1.6 To assist a BCTF member committee in its selection of candidates for the Hilroy Award.
2. To provide information and advice to local volunteers working on PD.	2.1 Attend local and regional meetings. 2.2 Provide information and advice in person, by telephone, or by mail. 2.3 Meet with the volunteers, on request, to assist in planning or implementing their work. 2.4 Assist the group to gain the services of appropriate resource persons. 2.5 Provide in-service grants to local associations.
3.1 To assist PD committees, task forces, and PSAs to become more knowledgeable in their areas of concern. 3.2 To keep BCTF members informed concerning PD services.	3.1 Publish information on education, BCTF, and PD services (*PD Resources Handbook* and bulletin, *Pro D Bulletin*, *PSA Council News*, *PSA Guidebook*), minutes and reports of meetings, articles for *BCTF Newsletter*, major dailies, educational journals. 3.2 Provide information and advice to members requesting them. 3.3 Provide information, advice and administrative services regarding in-service education grants.
4. To assist PSAs in achieving their objectives.	4.1 Provide administrative service for PSA memberships and grants. 4.2 Edit PSA publications on request of PSA officers.
5. To assist the division in achieving all other program objectives.	5.1 Provide secretarial, administrative, production services for PD programs.

Evaluation

1. Increased understanding of BCTF/PSA objectives minimize fragmented efforts.
2. Publications collect and summarize relevant information for members who have limited reading time.
3. Streamlined support services free members to concentrate their efforts on profession building.

APPROVED

Program PD 4.0: SUPPORT TO PROFESSIONAL DEVELOPMENT GROUPS

Program co-ordinator: Dulce Oikawa

Primary goal

To assist teachers in building and strengthening themselves as a body of professional teachers.

Background

This program supports professional development in three major ways: organizational support and professional field services to committees, PSAs, local associations, and other BCTF groups working on PD; information, secretarial, administrative, and production services; PD grants. Relates to portions of 1978/79 programs 38D, 40B, 40C, and 40D.

Challenges

The major groups working on professional development are the Professional Development Advisory Committee, which consists of 15 regional co-ordinators named by the BCTF Executive Committee to represent all regions of the province; local PD committees in each school district; 23 provincial specialist associations, almost all of which have local or regional chapters; the PSA Council, which is a forum and service for the provincial specialist associations; the PSA Council Executive, which serves the PSA Council; and the Task Force on Racism, which has local contacts and committees in a number of locals. In addition, advisory committees and revision committees of the Ministry of Education are supported through our curriculum and instruction program.

These groups engaged in a wide range of in-service education, curriculum, educational policy, and organizational activities. They use many different forms and channels of communication among their membership and with other groups.

Opportunities

Through increasing the amount of administrative staff time spent working with these groups, providing information and advice to them, and gathering information and concerns from them, we can assist these groups to be more effective, and can thereby strengthen the BCTF as a professional organization.

Approaches

1. Organizational support and professional field services: Regular administrative staff support will be provided to the PDAC, the PSA Council, the PSA Council Executive, the Task Force on Racism, and regional PD and racism meetings or conferences. Assistance will be provided, on a selective basis, to local committees and PSAs with special needs or opportunities.

2. Information, secretarial, administrative, and production services: Factual, succinct, relevant organizational and informational publications will inform target audiences such as PD chairpersons, PDAC, PSA officers. Public awareness of teacher strengths will be increased by providing materials to major dailies and educational journals. Support staff will handle many and varied queries from the field, as well as provide copy editing services for PSA publications.

3. Professional developments grants: in-service grants afford members opportunities for continued professional growth, and per capita grants demonstrate BCTF encouragement of PSAs.

Evaluation

In 1978-79, increased staff support was provided to PDAC, the PSA Council, its Executive Committee, and certain PSAs. Increased staff support meant that PDAC and PSA Council were both able to plan their year's operation and then to monitor progress in relation to an operational timetable. PDAC and the PSA Council were able to complement and support the work of each other, PDAC co-ordinating, advising and being consultative to the PD programs of local associations, and the council to the PD programs of the specialist associations.

Some support was provided during 1978-79 to specialist associations such as the science and the gifted PSAs. With more support, the PD provincial thrust of the specialist associations could have been much sharper than it was, and would ahve brought about more effective results. If staff support had been available, the B.C. English Teachers' Association might have been helped in the preparation of the association's brief concerning the written expression learning assessment results. Subsequent difficulties that have caused concern might thus have been avoided.

Increased staff support should be available next year to improve:

a) programs of more of the PSAs;
b) regional PD meetings at which staff support, etc. was not available;
c) on a limited basis, response to specific requests of local associations as they plan and implement the PD program.

Program PD 5.0: PLANNING, DEVELOPMENT AND MANAGEMENT OF PD SERVICES

Continuing objectives	*Activities*
1. To provide information to assist in improving the delivery of current services and in planning new services.	1.1 Design, conduct, and report on studies of members' objectives and priorities for PD services, members' perceptions and evaluations of current services, and feasibility of, cost of, and requirements for, alternative PD services.
2. To provide appropriate human resources to meet divisional objectives.	2.1 Recommend to the general secretary the hiring, appointment, placement, and termination of assistant directors. 2.2 Authorize appointment of support staff. 2.3 Design and implement staff development programs for PD staff.
3. To meet the PD Division's responsibilities regarding program planning, budgeting, implementation, and evaluation.	3.1 Prepare PPBS statements and budgets and operational timetables. 3.2 Authorize program expenditures. 3.3 Implement program activities. 3.4 Report to appropriate BCTF bodies on program operation.
4. Organize incoming requests for non-routine services.	

Evaluation

The basis for evaluating the effectiveness of this program will necessarily be largely political judgment. The Executive Committee and RA will have to make a subjective judgment concerning the value of the stewardship reports and studies prepared under this program. The studies and reports will provide information on the assessments of the general membership, of various PD groups, and of staff.

APPROVED
Program PD 5.0: **PLANNING, DEVELOPMENT AND MANAGEMENT OF PD SERVICES**

Program co-ordinator: **M.M. Zlotnik**

Primary goal

This program is designed to assist the PD Division in the support of all its goals by:

1. *improving the delivery of existing PD services*
2. *providing information to assist in planning and implementing new or changed PD services.*

Background

This program is roughly equivalent to the 23D 1978/79 program.

Organizing and reporting on regular meetings among the full-time table officers and appropriate staff have been shifted to the Curriculum and Instruction Services program. With the change in PD Division responsibilities, the bulk of current PD concerns will relate to curriculum or educational policy.

Challenges

Approximately $900,000 is budgeted for PD programs in 1979/80. A normal rule of thumb in management is that 80% of the results comes from 20% of the time or expenditure. While we do not know the relative cost effectiveness of various programs and aspects of programs in PD, we believe that there are substantial variations in both effectiveness and efficiency. We also know that other agencies and institutions provide or are capable of providing some services similar to those the BCTF offers.

Since our definition of PD suggests a strong measure of self-governance and autonomous practice, we need to have a good understanding of teachers' objectives and priorities for professional development. Since total BCTF financial resources represent only one half of one per cent of the financial support for the public school system, we appreciate that achievement of our objectives will seldom be easy to plan and implement.

No colleges or institutes educate and train persons to serve as administrative staff officers in professior development, although many courses and programs deal with aspects of the job. There is a need for systemat. orientation, staff training, and development for new staff appointees. Because the nature of the work changes rapidly, there is a need for continuing training and growth opportunitites for experienced staff. Teacher volunteers in professional development can learn various aspects of the administrative staff job through contact and experience.

Opportunities

The BCTF can substantially increase effectiveness and efficiency through a planned study of membership priorities for and perceptions of PD services and through systematic examination of alternative approaches to the delivery of PD services.

Greater use of contract and consultant services will increase our capacity to anticipate and respond to emerging concerns.

Regular evaluation of the effectiveness of all PD programs will be built into our operation.

A systematic approach to staff training and development will also increase program effectiveness.

The clarification of the work of the PD Division achieved in 1978/79 will enhance our effectiveness in 1979/80.

Evaluation of 1978/79 (program 23D)

In 1978/79, a paper, *Future Directions in Professional Development*, was prepared. That paper, along with other reports prepared by the PD Division, was the basis for a clarification of PD goals that were approved in principle by the AGM and for a redesign of PD programs approved by the Executive Committee.

While not all aspects of *Future Directions* were agreeable to all who read and discussed them, there was general agreement that creative and useful ideas were provided.

BCTF staff members in the PD Division have worked effectively and efficiently.

Registered Nurses Association of British Columbia

February 20, 1980

Miss Lloy Falconer
4641 Falaise Drive
Victoria, B.C.
V8Y 1B4

Dear Miss Falconer,

Thank you for your recent letter expressing your interest in continuing education.

I am enclosing a copy of our 'Position Paper on Continuing Education for Re-Registration' which I hope you will find helpful. I would also like to add several other comments regarding Continuing Education for nurses.

The Registered Nurses' Association of Brititsh Columbia believs that continuing education is necessary to, but not sufficient for, continued competence of nurses. RNABC has publicly stated its belief that re-registration should be based not on participation in continuing educaiton, but rather on the demonstration of competence.

Responsibility for continuing nursing education is shared among at least four parties: the individual nurse, the organized profession, the provincial education system and the provincial health system.

The nurse bears responsibility for identifying learning needed to maintain competence or to meet career goals, for expressing these needs in effective and appropriate ways, and for participation in available and relevant education. The nurse should expect to invest money as well as time in the maintenance of competence. There is also an obligation to share knowledge with others.

The professional association has the obligation to assist individual nurses to meet their continuing learning responsibilities, especially where collective action is likely to prove more effective than individual action. The most important role of the association vis-a-vis continuing education is the specification and interpretation of what nurses must be able to do -- i.e. performance standards -- required for the delivery of adequate nursing care. RNABC also sponsors a voluntary continuing education approval program, which provides a peer review mechanism for program planners.

Continued...

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The educational system has primary responsibility for the delivery of education which is sufficient in both quality and quantity. As such, it should bear the major burden of the direct cost of the development and operation of educational programs.

The health care system, at the agency and inter-agency level, has the responsibility to carry out staff development programs for employees. At the provincial level it should make health services planning information available to educational planners so that manpower training needs can be met.

If I can provide further information please do not hesitate to let me know. May I wish you success with your thesis and our library would be pleased to receive a completed copy.

Yours sincerely,

Ruth Burstahler

Ruth Burstahler, RN
Continuing Education
Professional Affairs

RB/rm

Registered Nurses Association of British Columbia

September, 1974

Position Paper on

CONTINUING EDUCATION FOR RE-REGISTRATION

The Registered Nurses Act of British Columbia delegates the responsibilities for assuring the competence of registered nurses to the Registered Nurses' Association of British Columbia (Section 29).

The Association's actions to assure competence include many activities such as:

- approval of schools of nursing
- initial registration of nurses in British Columbia
- revocation or suspension of the certificate of registration
- development of standards of nursing care
- provision of learning resources for members
- informing members of opportunities for continued learning
- securing financial support for members to obtain advanced education
- support for the development of opportunities for continued learning
- provision of nursing service consultation to nurses and health agencies

The R.N.A.B.C. believes that nurses continue to learn in a variety of ways, including:

- continued practice
- colleague interaction
- participation in nursing rounds, audits and committees
- attendance at professional meetings
- reading professional literature
- participation in continuing education
- participation in self-initiated study projects

The R.N.A.B.C. takes the position that participation in continuing education by registered nurses should be on a voluntary basis and that criteria for re-registration should focus on the competence of the individual.

The R.N.A.B.C. endorses the concept that continuing education is one means by which nurses can maintain their competence to practice. It has supported and will continue to support the development of a variety of opportunities for nurses to continue to learn. At the present time, however, the Association does not support the position that evidence of participation in continuing education be a condition for re-registration for the following reasons:

1. Participation in continuing education is one of many ways of maintaining competence.

2. Registration on the basis of documented participation in continuing education may mislead both the public and nursing practitioners by implying that those registered are competent and that those who are unable to document participation in continuing education are incompetent.

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3. Since nurses participate in all aspects and at all levels of health care, it would be extremely difficult to define the learning needs of each nurse and to assure access to appropriate continuing education.

4. There currently are not adequate resources (money, materials, prepared instructional personnel) in B.C. to provide all practicing nurses with equal access to continuing education opportunities.

5. Mandatory continuing education would create a demand for continuing education which could foster uncoordinated growth of poorly conceived programs with little likelihood of producing a demonstrable impact on health care. Ultimately this would be detrimental to the system, as the contribution that continuing education can make to promoting competence would be discredited.

6. The resources of the Association and of the provincial health and education systems are finite. Accountability for the use of funds, either by the Board of Directors on behalf of R.N.A.B.C. membership, or by government on behalf of the public, demands that resources be invested in the development of more promising approaches to assuring competence than a system requiring that practitioners participate in continuing education.

In conclusion, the R.N.A.B.C. will continue to support the provision of continuing education activities for nurses in British Columbia and voluntary participation in these by its membership. Simultaneously, a priority of the Association during the next few years will be the continued promotion of the concept of individual responsibility and accountability for practice as well as a vigorous exploration of ways and means that nurses collectively, can monitor the competence of themselves and their peers.

BRITISH COLUMBIA MEDICAL ASSOCIATION

February 13, 1980

Ms. L. Falconer
4641 Falaise Drive
Victoria, BC
V8Y 1B4

Dear Ms Falconer:

Thank you for your letter concerning continuing medical education. The BCMA strongly supports continuing medical education for all its members. It has so far not considered making CME compulsory, eg requiring so many "brownie points" each year to continue in good standing. As far as I know, the College of Family Practice is the only Canadian medical body which has specific requirements in the way of continuing medical education.

The physician in private practice has always found the continuing overhead costs while he is away and the need to provide a substitute to be serious impediments in gaining further professional training. In 1973 the BCMA negotiated with the provincial government a sum of money to be made available each year to allow the physicians of BC to cover some of the out-of-pocket expenses involved in medical education. This was started on April 1, 1974 and since then each fee-for-service physician has had available to him a sum up to $620 a year to cover educational expenses, based on fee-for-service income in the preceding twelve months. I am enclosing an application form which has on the rear a fairly good summary of the conditions involved. This has been a very valuable program, and an increasingly high percentage of the doctors in BC are making regular continuing medical education a part of their annual program. It would be very hard to demonstrate a concomitant improvement in the delivery of health care in BC, however I am sure that this must have occurred, even though it might be difficult to prove statistically.

I hope this information will be of some assistance to you in preparing your thesis, and I would like to wish you good luck with it.

Yours sincerely,

[redacted]

H. Stansfield, M.D., F.R.C.P.(C)
Director of Professional Relations

enc.

MEDICAL EDUCATION FUND

BRITISH COLUMBIA MEDICAL ASSOCIATION
1807 W. 10th Ave.,
Vancouver, B.C. V6J 2A9

An application form for the Medical Education Fund is provided overleaf. Under the terms of the Fund, up to $620 a year is available to doctors to offset costs of continuing medical education. Doctors may make one or more applications during a fiscal year (April 1 to March 31), or may allow the funds to accumulate for a maximum of three years. The Fund was begun in April 1974, and during the first three years over 6,000 separate applications were processed and more than $3 million disbursed.

All eligible doctors are urged to take advantage of the Fund. Guidelines for eligibility and applying are given below, and further information may be obtained from the Medical Education Fund, c/o BCMA, 1807 W. 10th Avenue, Vancouver, BC, V6J 2A9, phone: 736-5551.

GUIDELINES

GENERAL INFORMATION

Funds are provided as reimbursement for expenses already incurred. THE EDUCATIONAL EXPERIENCE (MEETING, COURSE, PURCHASE ETC.) FOR WHICH REIMBURSEMENT IS BEING CLAIMED MUST BE RELEVANT TO THE APPLICANT'S PRACTICE. Registration receipts (or cancelled cheques) and/or other documentary evidence showing the name of the organization, dates and place of the meeting or convention etc. MUST be submitted. The purchase of books, journals, tapes and/or audiovisual equipment MUST be supported by receipts (or cancelled cheques). As original receipts may be required for income tax purposes, photocopies will be accepted.

Maintenance (room and board) may be billed at up to $75 a day without receipts. Office overhead may be billed at $75 a day without receipts for each regular office day missed (Monday to Saturday). Automobile travel may be billed at 23¢ a mile, not to exceed economy airfare plus necessary ground transportation, but travel time will be paid for the most direct method. The purchase of audiovisual equipment will be limited to $100 a year, except in special circumstances.

Group educational ventures may be undertaken. Each physician must submit a receipt for his portion of such a venture. Applications must be submitted by individual doctors, not by representatives of clinics or groups.

INCOME TAX

Money received from the Medical Education Fund must be declared as income for tax purposes. T4A slips will be issued by the BCMA and social insurance numbers are required for this purpose. Physicians should continue to claim educational costs as allowed under current tax regulations.

ELIGIBILITY AND AMOUNTS AVAILABLE

To apply for monies from the Medical Education Fund, a physician must have:

a. practised in BC for at least 12 months.
b. been paid on a fee-for-service and/or sessional basis for at least 12 months by the Medical Services Plan of BC, either directly or to his assignee.

Exceptions to these requirements are subject to review by the Advisory Council to the Medical Education Fund.

The amount a physician is entitled to from the Fund in any fiscal year is based on gross payments from the Medical Services Commission during the previous fiscal year (April 1 to March 31):

Gross Payments	Entitlement
Over $15,000	Full benefits — $620
$10,000-$15,000	Three-quarter benefits - $465
$ 5,000-$10,000	Half benefits - $310
Less than $5,000	None

Physicians who do not bill under their own payment numbers, ie: those doing locums or on fee-for-service contracts (radiologists, pathologists etc.) should supply proof of Medical Services Commission fee-for-service payments for work performed by them (preferably a signed statement from the institution or individual under whose number the work was billed).

APPLICATION

MEDICAL EDUCATION FUND

BRITISH COLUMBIA MEDICAL ASSOCIATION
1807 W. 10th Ave., Vancouver, B.C. V6J 2A9

PLEASE TYPE OR PRINT

NAME: _____ DOCTOR #: _____

ADDRESS: _____ PHONE #: _____

_____ SOCIAL INSURANCE #: _____

_____ General Practice ( )
or
Postal Code: _____ Specialty ( ) Type: _____

Purpose for which compensation is requested: (Please give all details, including location and dates of meeting, course, etc.)

_____

_____

_____

_____

COST DETAILS: (See Guidelines over.) AMOUNT

Registration fees (Receipt or cancelled cheque required) ....
N.B. If no fee was payable, proof of attendance is required.

Transportation ....

Maintenance (_____ days up to $75 a day) ....

Overhead (_____ days at $75 a day away from practice - not Sunday) ....

Purchases (Receipts required) ....

....

....

TOTAL: $_____

Amount Requested: $_____

DATE: _____ SIGNATURE: _____

(Office use) CODE: _____

_____

_____

_____

_____

_____

APPLICATION RECEIVED: _____

CHEQUE NUMBER: _____ DATE: _____

MAILED: _____

T. V. McCALLUM, SECRETARY
L. D. OLMSTEAD, DEPUTY SECRETARY
G. G. EVERITT, ASSISTANT DEPUTY SECRETARY

REPLY TO: Mr. G. G. Everitt

THE LAW SOCIETY OF BRITISH COLUMBIA
300 - 1148 HORNBY STREET
VANCOUVER, B.C.
V6Z 2C4
TELEPHONE: 688-9461

12th February, 1980

Miss Lloy Falconer,
4641 Faldise Drive,
Victoria, B. C.
V8Y 1B4

Dear Miss Falconer:

Thank you for your letter received here February 11th, 1980.

At the present time the Continuing Legal Education Society, as you no doubt know, provides an increasing range of courses which may be attended by our members on a voluntary basis. Whilst not controlled by the Law Society, C.L.E.S. has the Society's support in its endeavours, and there is a very close liaison between the two. I believe that also from time to time private organisations have provided seminars and courses in British Columbia, but such private involvement is I think much more limited in British Columbia than it may be in other Provinces. As well, the B. C. Branch of the Canadian Bar Association, by way of its professional subsections, provides from time to time talks, seminars, etc. in particular fields of law.

We have no system of compulsory continuing legal education; however the Benchers' interest in the competence of its members may lead in time to some form of compulsory attendance for established practitioners - as has happened in some parts of the U.S.A.

I hope that the foregoing will serve as a brief informal account of the position so far as the legal profession in British Columbia is concerned, and I would very much like to have a copy of your thesis, when completed, as you have so kindly offered.

Yours [redacted]

GGE/sip

ASSISTANT DEPUTY
SECRETARY.

reverse of each of these forms you will find some guidelines by which programs are approved.

Finally, the College has begun a process of surveying organizations responsible for the production of continuing medical education programs. These include for the present, university departments of continuing medical education and provincial organizations within the College. The purpose of the survey is to determine to what extent these organizations are capable of producing high quality programs of relevance to family physicians in Canada. On the basis of this survey we will allow these organizations to screen their own courses and list them as approved or recommended by the College of Family Physicians of Canada. When surveying these organizations we are attempting to determine whether they have the resources to meet our twelve criteria for the approval of a recommended course.

I hope that the information I have provided is of value to you, however, if I can be of any further help please do not hesitate to contact me.

Yours sincerely,

[redacted]

Paul Rainsberry
Executive Assistant (Education)

PR:sb
Enclosure

A

Executive Director's Page

The College's Study Credit System Has A New Look

DONALD I. RICE

THE COLLEGE's system of categorizing and recording study credits is about to have a new look. There will be some new categories and new guidelines for both College members and those producing continuing medical education programs across Canada. The aim is to make the system simpler, more flexible and to produce better CME. Parts of the new system are now in use and beginning within the next few weeks individual College members will receive the new study credit reporting form for use in 1979. Some of your questions are anticipated and, we hope, answered in this short report.

Why Change the System?

Our present study credit system was a pioneer in the field of continuing medical education and has served our purposes well during the College's first 25 years of existence. It was designed, in part, to stimulate the production of CME programs for family physicians and to make the programs more relevant. In the 25 years since the College was founded, the concept of CME has grown dramatically in Canada and around the world. The variety and volume of continuing education programs available in some parts of Canada is almost overwhelming; the problem is therefore not one of finding continuing education, but choosing programs that are appropriate and well designed. The system soon to be implemented will make it easier for practicing family physicians to recognize in advance an educationally well structured program; programs that will be of relevance to family practice and, perhaps most importantly, programs that will fit one's own personal learning style.

Something else has been happening to continuing medical education in the past 25 years, especially in the past five years. Organized CME is being viewed by many organizations and authorities as being something more than "a good thing". For example, it has become a requirement for relicensing in approximately 28 states of the U.S.A. It is being looked at seriously in the same way by some of our own provincial licensing bodies. One provincial licensing authority (Manitoba) has gone on record as requiring a program of compulsory CME as a condition of relicensure—effective in 1980. The Royal College of Physicians and Surgeons of Canada is encouraging CME for its members. Study credits, membership in the College of Family Physicians of Canada and Certification are of growing importance to hospital credentials committees and medical school appointment committees. These developments require a rational system which more accurately reflects our current state of knowledge in the fields of adult education and continuing medical education. The College's original "brownie-point" system has served us well, but is no longer considered adequate.

What Do We Know About CME?

To begin with, no one really knows whether or not continuing medical education actually works. College members probably believe that CME is a good thing; however, attempts to date have not proven that CME automatically results in improved patient care. Neither as a College nor as individuals do we really know why we *choose* a particular CME program or activity. Is it because we need a holiday? Is it because a particular program of CME represents an area of special interest to us? Is it an attempt to compensate for a weakness in our information? Choosing a particular course probably represents some very complex mixture of these and other motivational factors.

One thing that we do know is that the simple process of exposing ourselves to continuing education is no guarantee that any learning occurs, nor is it a guarantee that any learning which does occur is applied in practice. Having so stated—what do we really know about the end result of other medical education—undergraduate or graduate? Surely, we are on reasonably safe ground by assuming that CME is a good thing, and that although the actual process may not be well understood, "something beneficial" happens to both physician and patient as a result of good CME.

What Are We Trying To Do?

In designing the new system we have the following practical goals:

1. To make the approval system easier for those approving programs at the provincial level.
2. To make it easier and simpler for College members to report study credits.
3. To upgrade, in educational terms, the kind of CME available.
4. To make the whole study credit system more meaningful.

We then must ask ourselves three questions:

1. What are the *basic types* of CME?
2. Is the CME *content* relevant to the practicing family physician?
3. Is the CME program *well structured in educational terms* to do what it sets out to do?

What Will It Mean To You?

The new system is well underway with new guidelines and categories already established. The new approval systems have been introduced over the past year and will continue to be phased in over the next year or so. Instead of the previous 14 "A" to "N" categories with 14 different maximums for hours of study credit, there will be three categories as follows:

1. *Group learning*—such as lectures, seminars, grand rounds, or any other learning activity where the education is being "given".
2. *Individual learning*—for example, Medifacts, various self study courses, reading, self-evaluation programs, or, in general, any learning activity done on the individual's own time.

3. *Other*—this category is mainly for those things which are not thought of as traditional continuing medical education but are of obvious educational value, such as research, teaching, clinical traineeships, practice audit, etc.

How Do I Identify A Good CME Program?

Two categories have been instituted to assist College members in recognizing those programs that are educationally well structured, as well as having relevant content for family physicians:

Approved courses are those in which the content should be relevant to the average family physician. To receive this kind of approval, a course or other learning method must have a family physician actively involved in planning the program, and this physician must sign a statement on the approval form certifying that he was involved and that in his opinion the content is relevant.

Recommended courses are those in which not only the content is relevant but considerably more effort has been put into designing the program with educational principles in mind. The College's CME Committee has devised a number of criteria including specific learning objectives, opportunity for discussion and interchange with the participants, evaluation of the course and an evaluation of the learning. A number of other specific criteria—12 in all—have been applied to this category.

For the time being, we anticipate that the recommended courses will be given primarily by producers of organized CME such as universitites, provincial chapters of the College and the national College. To further streamline the approval system, the College is in the process of certifying "program producing bodies" who will agree in advance to structure their programs at the recommended level and apply that label themselves, rather than have each individual course approved by the provincial or national CME chairman. Participants in recommended courses will receive a chit confirming their attendance at the course.

How Do I Report The New Credits?

For the time being, the College's study credit reporting form will have a description on the back detailing the different categories outlined above. The same descriptive terms as on the previous reporting form will be used for the various learning experiences. An additional change will be the lack of assignment of specific hours by program organizers. Such things as self-learning tools, audio-visual programs and ward rounds will be reported on an hour for hour actual participation basis.

What Are The New Hourly Limits On The Various Categories?

One of our goals is to allow more flexibility and at the same time make the maximum hour allowances simpler. We hope that the "recommended" category programs will provide the best learning methods, whether they be group or individual. Each will be allowed a maximum of 50 hours per year. On the other hand, the less structured learning methods or the categories "approved" and "other" will each have a maximum of 25 hours per year. Members will therefore need more than one of these categories in order to meet annual study credit requirements of 50 hours per year. There will be special allowances for items in the "other" category, such as extended in-hospital traineeships. The membership credentials committees will be able to make allowances if adequate information is provided on members' annual reports. In fact, in the "other" category members will be required to describe on the reporting form what were the benefits of a particular program.

When Does It Start?

The new reporting forms will come into use in the immediate future, but the old forms will still be in use during the transition period. Until a significant number of recommended courses become available, members may have some difficulty meeting the requirements using the new maximums assigned to the various types of learning experiences. This will of course be taken into account by the membership/credentials committees. We look forward to suggestions and comments as the system goes into operation.

In the future, there is a very good chance that our CME study credit system will be computerized, and we hope to be able to provide members with cumulative reviews of courses they have attended, thereby helping them in planning their future CME program.

What About Maintenance Of Certification?

Certification is a category of membership in the College and the intention has always been to tie maintenance of certification to continuing education. The College is in the process of implementing a well structured self-learning system which will involve a personal practice profile, a self-test, CME suggestions and a self-administered post test. This will meet the criteria for an "individual-recommended" learning method and will likely be given a generous number of approval hours for those who carry it out on the prescribed schedule (yet to be determined). For the time being, maintenance of certification will likely be the only program to be given approval in the "individual-recommended" category.

In summary, we believe this new system of recording study credits is simpler, more flexible for different learning styles, and educationally more sound. We hope the result will be an increase in the number and quality of CME courses and that members of the College will have a better idea of what they may anticipate—prior to investing time and money—to participate in future programs of continuing medical education.

Have You Ordered Your Copy Of "Strength In Study"?

The informal history of the College of Family Physicians, *Strength In Study*, written by former CANADIAN FAMILY PHYSICIAN editor, David Woods, was introduced during the College's 25th Anniversary Assembly held in Ottawa 20-23 May 1979. In the interim, approximately 1000 copies have been distributed to College members, medical school libraries, etc.

The history is being well received and is described by many as "must" reading—not only for family physicians but for anyone interested in the renaissance of Canadian general practice/family medicine. It is more than a history of the College—it is a factual account of the many events that have influenced the course of general practice in this country during the past 25 years. Unlike most histories, its style makes it good reading.

If you have not received your copy of *Strength In Study*, complete the order form on page 818 of this issue of CANADIAN FAMILY PHYSICIAN and mail it today.

B

THE COLLEGE OF FAMILY PHYSICIANS OF CANADA

Guide for Estimation of Study Credits

General Consideration

The minimum requirement for active membership in the College of Family Physicians of Canada during each year is 50 hours of approved learning experience.

Estimate hours of study credits as hour for hour of participation unless otherwise stated.

If for any reason a member has had undue difficulty in compiling sufficient study credits for a given year, he may have a year of grace in which to make up the deficiency.

In approving study credits, individual consideration will be given to the location and pattern of practice of the member.

Day to day discussion with consultants and references to medical books are recognized as one of the better learning experiences. However, it is the structured or planned type of learning experience for which credits are given.

Your membership card is designed to serve as a record of your educational activities during the year. It should be carried with you at all times and credits recorded as they are "earned".

A "Study Credit Record" sheet will be provided for completion, at time of annual membership renewal.

A balanced system of continuing medical education is recommended. It is for this reason that limits of allowable study credits have been placed on some of the activities listed below.

EDUCATIONAL ACTIVITIES APPROVED FOR STUDY CREDIT

I. GROUP LEARNING EXPERIENCES

A. Recommended

Courses or programs that can be claimed in this category will include those produced by universities and other program producing bodies and will be clearly identified to participants as "recommended" by the College of Family Physicians of Canada. Participants will be given evidence of registration that will include the course title, dates and total hours to be claimed. All courses claimed in this category must be accompanied by proof of registration. There will be no limit on the number of hours that can be claimed in this category.

B. Approved

Courses or programs that can be claimed in this category include university courses, clinic days, supervised ward rounds and other programs produced by provincial or national medical associations, societies or academies. These courses will be clearly identified to participants as "approved" by the College of Family Physicians of Canada. No proof of registration need accompany courses claimed in this category. There is a limit of 25 hours per year for activities claimed in this category.

II. INDEPENDENT LEARNING EXPERIENCE

A. Recommended

Courses or programs that can be claimed in this category include all structured self-learning activities clearly identified as "recommended" by the College of Family Physicians of Canada.
Participants in these programs will be provided with proof of participation and this must accompany any claim made for courses in this category. There is no limit on the number of hours that can be claimed for courses in this category.

B. Approved

This category includes self-learning activities such as the Self-Evaluation Program of the College of Family Physicians of Canada, Medifacts, other audio-visual programs of relevance to family medicine, planned reading and any self-learning programs approved by the College of Family Physicians of Canada. There is a limit of 25 hours per year for activities claimed in this category.

III. OTHER LEARNING EXPERIENCES

This category is to include activities such as medical research, presentation of papers, serving as an examiner, teaching and the preparation of questions. It also includes clinical traineeships and any group or independent learning experience not officially approved by the College of Family Physicians of Canada. Any activity claimed in this category must be accompanied by a description of the activity and the member's involvement. This description should include some justification of the number of hours claimed. Activities claimed in this category will be reviewed and approval granted on an individual basis by the Committee on Credentials. There is a usual limit of 25 hours per year for activities claimed in this category, however, individual consideration (I.C.) will be given for activities which may justify a claim in excess of 25 hours.

STUDY CREDIT RECORD

FOR YEAR ENDING ..... 19.....

Please see reverse for definition of categories.

STUDY CREDIT CATEGORY	COURSE OR PROGRAM DESCRIPTION (Title, Dates, Location)	HOURS
I. GROUP LEARNING **A)** RECOMMENDED (no maximum) includes university and other courses identified to participants as recommended courses of the CFPC. Evidence of registration must accompany all courses claimed in this category.		
B) APPROVED (25 hr. maximum) includes university courses, clinic days, supervised ward rounds, seminars and programs produced by provincial and national medical associations, societies or academies. Only courses identified as approved by the CFPC. Please report all courses attended.		
II. INDEPENDENT LEARNING **A)** RECOMMENDED (no maximum) includes structured self-learning programs identified by the College of Family Physicians of Canada. Evidence of registration must accompany all courses claimed.		
B) APPROVED (25 hr. maximum) includes planned reading, self evaluation programs, Medifacts or other audio programs.		
III. OTHER LEARNING (25 hr. maximum or I.C.) COURSE OR PROGRAM DESCRIPTION (A brief outline of the nature of the activity and the members involvement is required. Please use additional sheets if necessary). Includes clinical traineeships, papers presented or published, research, teaching, serving as an examiner, preparing questions and all courses not officially approved or recommended by CFPC.		

DECLARATION

I declare that the above record is an accurate estimate of my Study Credits for the year ending .... 19 .....
In making this declaration, I am prepared to provide further documentation on request by the Credentials Committee.

Signed .....

Please Print Name .....

Address .....

Membership Number .....

CRITERIA FOR THE APPROVAL OF A RECOMMENDED COURSE

1. The educational content of the course must be relevant to family medicine.

2. There must have been an objective process for determining the need for the course from the family physician population for which the course is intended.

3. There must be a family physician involved in the planning or teaching of the course. This individual should be either a member of the College of Family Physicians of Canada or someone acceptable to the chairman of the Committee on Continuing Medical Education of the local chapter of the College of Family Physicians of Canada.

4. There must be stated objectives for the course.

5. Speakers involved must be given the objectives of the course and specific instructions surrounding their involvement.

6. The educational design must be appropriate to the goals of the course.

7. The physical arrangements must be appropriate to the goals of the course.

8. There must be an opportunity for audience reaction and dialogue.

9. An evaluation process must form part of the course design and include an evaluation of what was learned, course content, learning process and physical setting.

10. A summary of the course evaluation must be available to the chairman of the Committee on Continuing Medical Education of the local chapter of the College of Family Physicians of Canada.

11. The director of the course or program must provide proof of registration to all participants.

12. If outside funding sources are used there can no inappropriate influence on the content of the course or program sponsored by that source.

C

THE COLLEGE OF FAMILY PHYSICIANS OF CANADA

LE COLLEGE DES MEDECINS DE FAMILLE DU CANADA

APPLICATION

Approval of Course or Program for STUDY CREDITS for Continuing Study Requirements

(To be submitted to the Executive Director, College of Family Physicians of Canada)

Date _____

TO: Chairman, Continuing Education Committee

_____ Chapter, College of Family Physicians of Canada

I submit the following for Study Credit approval:

Title _____

Date(s) _____ Time _____ Total Hours Requested _____

Place (hall) _____ City _____ Province _____

Producing Organization _____

Program Director _____ Address _____

_____

Expected Attendance _____

Signature of Applicant _____

I confirm that I was involved in the planning of the program named in this application and that, in my opinion, the content of the program is relevant to family medicine.

Signature of Family Physician Consulted _____

☐ Member of C.F.P.C.
☐ Not a Member of C.F.P.C.

The Continuing Education Committee _____
hereby grants _____ does not _____ approval for _____ hours of Study Credit for the above described program.

_____
Chairman, Continuing Education Committee

_____ Chapter,
College of Family Physicians of Canada

Date _____

Instructions for the Completion of Application

1. The approval or non-approval of a Course or Program in whole or in part for Study Credits does not reflect on the quality of the Course or Program in itself but rather is an assessment of its value to the practicing Family Physician. Only relevant parts will be approved. Every attempt to make a fair assessment will be made.

2. Announcements and publicity for Courses and Programs may be printed with the following form: "This program is approved for _____hrs. Study Credit by The College of Family Physicians of Canada." ONLY after written approval has been received.

3. If application has been received and approval given by the Committee on Continuing Medical Education THREE Months prior to the time the Course is to be held, notice will be included in the announcements of Approved Programs in The Canadian Family Physician.

4. Approved Study Credits will be on the basis of hour for hour of actual attendance at relevant scientific sessions.

5. Please attach a copy or description of the program named in the application.

6. Please note that the application must be signed by the family physician involved in planning the program.

D.

THE COLLEGE OF FAMILY PHYSICIANS OF CANADA

LE COLLEGE DES MEDECINS DE FAMILLE DU CANADA

APPLICATION

Approval of a Program of Independent Learning for Study Credit for Continuing Study Requirements

(To be submitted to the Executive Director, College of Family Physicians of Canada)

Please See Back of Application Form For Instructions

Date _____

TO: Chairman, Continuing Education Committee

_____College of Family Physicians of Canada

I submit the following for Study Credit approval:

Title_____ ☐ AAFP Approval

Producing Organization_____

Address_____

_____

Program Content: (include description of medical content and format i.e. print materials, audio-tape, film, etc.)

_____

Was a family physician involved in planning the program?

☐ YES ☐ NO

If so please include his/her name and address_____

_____

_____

The Continuing Education Committee_____
hereby grants_____does not_____approval for Study Credit for the above described program.

_____
Chairman, Continuing Education Committee

_____
College of Family Physicians of Canada

Date _____

Instructions for the Completion of Application

1. The approval or non-approval of a Course or Program in whole or in part for Study Credits does not reflect on the quality of the Course or Program in itself but rather is an assessment of its value to the practicing Family Physician. Only relevant parts will be approved. Every attempt to make a fair assessment will be made.

2. Once written approval has been received this approval can be acknowledged only on the approved written material that accompanies the audio-visual portion of the learning kit. The following form should be used: "This program has been approved for Study Credit by the College of Family Physicians of Canada as an Independent Learning Experience." This statement must be followed by the year in which approval has been granted.

3. If you wish to maintain current approval for this program you should re-submit the program for review on an annual basis.

4. All programs submitted for approval must be reviewed by a representative of the College's Committee on Continuing Medical Education. Once the application for approval has been submitted you will be asked to make a copy of the program described in the application available to a member of the College in your area for review. The name of the individual responsible to review the program will be provided through the College's central office.

5. All applications should be submitted to The College of Family Physicians of Canada, 4000 Leslie Street, Willowdale, Ontario M2K 2R9.

6. Approval Fee — $250.00. This fee will cover costs entailed in processing and reviewing the material to be approved.

7. Please check if the course has the approval of the American Academy of Family Physicians.

Approval will be based on the following guidelines.

1. Self-Learning Programs including audio-visual materials will have relevance to family practice.

2. Appropriate educational goals and objectives shall be demonstrated and the methodology of education must be adequate to accomplish these goals.

3. The use of audio-visual materials should add a learning dimension not obtainable through other methods.

4. Audio-visual materials should be accompanied by written material which provides a greater depth of potential reference for study by the physician.

5. The amount and nature of advertising included with these materials should not interfere with the educational value of the material.

Appendix B

The Instrument

Lloy Falconer
4641 Falaise Drive
Victoria, B.C.
V8Y 1B4

Spring, 1980

Hello,

As a graduate student in Education at the University of Victoria, I am interested in the field of adult education and have begun work on a master's thesis in this area.

Currently I am engaged in collecting data about the self-directed learning efforts of Registered Nurses. Although the term "self-directed learning efforts" may seem unfamiliar to you, all this study is intended to do is gather information concerning a very natural aspect of the adult learning process which will, perhaps, aid various programmers in planning effective educational activities for professionals. The study should also be helpful to nurses themselves as they attempt to cope with ways of learning new knowledge and skills necessary for the maintenance of quality care.

I would like you to participate.

There are two parts to this study. Firstly, I would appreciate your answering the enclosed questionnaire and returning to me within the next 14 days. A stamped, self-addressed envelope is provided for your convenience in returning the questionnaire. Secondly, I may be asking a small number of respondents to take part in a discussion lasting no more than an hour. The discussion will focus on self-directed learning efforts and I shall be explaining this concept further at that time. Although I must know your name and telephone number, all participants will remain anonymous in the aggregation of the data.

I realize that you are a busy person but feel, because of your educational and professional background, you will appreciate the importance of a study such as this. By participating, Registered Nurses will be making a significant contribution to the field of adult learning as well as to their own profession. If you have any questions concerning any aspect of this study, please contact me at 479-5033, or one of my academic advisors, Dr. L.E. Devlin, Division of University Extension, University of Victoria, at 477-6911, local 4801.

Thank you in anticipation of your assistance.

Yours sincerely,

[redacted]

Lloy Falconer

lf/hb
encl.

CONFIDENTIAL

Education Participation Scale

Think back to when you enrolled for your most recent University Extension course, and indicate the extent to which each of the reasons listed below influenced you to participate.

Circle the category which best reflects the extent to which each reason influenced you to enrol.

There are 40 reasons listed. Circle one category for each reason.

Sometimes the "Much influence" category is on the right-hand side of the page, sometimes it is on the left.

No reason for enrolling is any more or less desirable than any other reason. Please be frank. There are no right or wrong answers.

START HERE:

1.	To seek knowledge for its own sake	Much influence	Moderate influence	Little influence	No influence
2.	To share a common interest with my spouse or friend	No influence	Little influence	Moderate influence	Much influence
3.	To secure professional advancement	Much influence	Moderate influence	Little influence	No influence
4.	To become more effective as a citizen	No influence	Little influence	Moderate influence	Much influence
5.	To get relief from boredom	Much influence	Moderate influence	Little influence	No influence
6.	To carry out the recommendation of some authority	No influence	Little influence	Moderate influence	Much influence
7.	To satisfy an enquiring mind	Much influence	Moderate influence	Little influence	No influence
8.	To overcome the frustration of day-to-day living	No influence	Little influence	Moderate influence	Much influence

TO WHAT EXTENT DID THESE REASONS INFLUENCE YOU TO ENROL IN YOUR ADULT EDUCATION CLASS?

9.	To be accepted by others	Much influence	Moderate influence	Little influence	No influence
10.	To give me higher status in my job	No influence	Little influence	Moderate influence	Much influence
11.	To supplement a narrow previous education	Much influence	Moderate influence	Little influence	No influence
12.	To stop myself becoming a "vegetable"	No influence	Little influence	Moderate influence	Much influence
13.	To acquire knowledge to help with other educational courses	Much influence	Moderate influence	Little influence	No influence
14.	To fulfil a need for personal associations and friendships	No influence	Little influence	Moderate influence	Much influence
15.	To keep up with competition	Much influence	Moderate influence	Little influence	No influence
16.	To escape the intellectual narrowness of my occupation	No influence	Little influence	Moderate influence	Much influence
17.	To participate in group activity	Much influence	Moderate influence	Little influence	No influence
18.	To increase my job competence	No influence	Little influence	Moderate influence	Much influence
19.	To gain insight into my personal problems	Much influence	Moderate influence	Little influence	No influence

TO WHAT EXTENT DID THESE REASONS INFLUENCE YOU TO ENROL IN YOUR ADULT EDUCATION CLASS?

20.	To help me earn a degree, diploma or certificate	No influence	Little influence	Moderate influence	Much influence
21.	To escape television	Much influence	Moderate influence	Little influence	No influence
22.	To prepare for community service	No influence	Little influence	Moderate influence	Much influence
23.	To gain insight into human relations	Much influence	Moderate influence	Little influence	No influence
24.	To have a few hours away from responsibilities	No influence	Little influence	Moderate influence	Much influence
25.	To learn just for the joy of learning	Much influence	Moderate influence	Little influence	No influence
26.	To become acquainted with congenial people	No influence	Little influence	Moderate influence	Much influence
27.	To provide a contrast to the rest of my life.	Much influence	Moderate influence	Little influence	No influence
29.	To get a break in the routine of home or work	No influence	Little influence	Moderate influence	Much influence
28.	To improve my ability to serve mankind	Much influence	Moderate influence	Little influence	No influence
30.	To keep up with others	No influence	Little influence	Moderate influence	Much influence
31.	To improve my social relationships	Much influence	Moderate influence	Little influence	No influence

TO WHAT EXTENT DID THESE REASONS INFLUENCE YOU TO ENROL IN YOUR ADULT EDUCATION CLASS?

32.	To meet formal requirements	No influence	Little influence	Moderate influence	Much influence
33.	To maintain or improve my social position	Much influence	Moderate influence	Little influence	No influence
34.	To escape an unhappy relationship	No influence	Little influence	Moderate influence	Much influence
35.	To provide a contrast to my previous education	Much influence	Moderate influence	Little influence	No influence
36.	To comply with the suggestions of someone else	No influence	Little influence	Moderate influence	Much influence
37.	To learn just for the sake of learning	Much influence	Moderate influence	Little influence	No influence
38.	To make new friends	No influence	Little influence	Moderate influence	Much influence
39.	To improve my ability to participate in community work	Much influence	Moderate influence	Little influence	No influence
40.	To comply with instructions from someone else	No influence	Little influence	Moderate influence	Much influence

Appendix C

List of Subject Matter Categories employed by Johnstone and Rivera

1. Job-related subjects and skills:

   for example - technical courses
   - office management
   - operative skills
   - service skills

2. Hobbies and recreation:

   for example - athletic recreation
   - decorative arts and crafts
   - bridge lessons
   - dancing lessons

3. Religion, morals, ethics:

   for example - traditional religious training
   - religion applied to everyday life

4. General education:

   for example - foreign languages
   - history
   - science
   - psychology

5. Home and family skills:

   for example - home improvement
   - gardening
   - child care

6. Personal development:

   for example - physical fitness
   - public speaking
   - speed reading

7. Current events, public affairs, and citizenship:
   for example - general political education
   - courses on communism
   - civil defence

8. Agriculture:
   for example - farming
   - market gardening

9. Miscellaneous subject matter:
   for example - driver training
   - military science

VITA

Surname: Falconer Given Names: Lloy Elizabeth Ann

Place of Birth: Camrose, Alberta Date of Birth: Sept. 9, 1950

Educational Institutions Attended, with Dates of Entering and Leaving:

University of Victoria, Victoria, B.C. 1968 to 1972

University of Victoria, Victoria, B.C. 1978 to 1980

Degrees, Diplomas, etc., Awarded, with Dates and Names of Institutions:

B.Ed. 1972 University of Victoria, B.C.

Honors and Awards:

Staff Associate, University of Victoria, 1979/80

Publications:

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Title of Thesis/Dissertation

SELF-DIRECTED LEARNING EFFORTS OF LEARNING-ORIENTED REGISTERED NURSES

Author [redacted]

[redacted]

Name (in block letters)

Aug. 29/80

(Date)