

***PART-TIME ADULT EDUCATORS IN THE
CONTEXT OF
TWENTIETH CENTURY ADULT EDUCATION***

A thesis submitted to the University of Manchester for the degree of Ph. D. in the
Faculty of Education

by
POLYS GEORGE PATCHIAS

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ABSTRACT

The purposes of this study were to investigate part-time adult educators' feelings and attitudes on the themes of neglect, motivation, policy and planning, travel and time, training, teaching methodology and to furnish up-dated information on part-time adult educators' socio-demographic characteristics. It was considered of paramount importance that the progress, development and evolution of the adult education provision in Twentieth Century England were examined. The literature review then examined the issue of training history and provision of training programmes for part-time adult educators.

To achieve its goals the study has utilised both quantitative and qualitative methodologies. For the quantitative data analysis the SPSS Version 8 was used. Descriptive statistics were used to examine part-time adult educators' socio-demographic characteristics. Factor analyses were carried out on the variables from part two of the main research questionnaire. The results substantiated the hypotheses that part-time adult educators feel neglected, isolated within the institution, do not share the same privileges status or benefits as their full-time colleagues, are not supported by their managers, or full-time colleagues, who do not regard them as equals. Adult educators' answers reiterated that they are committed and motivated in their work, enjoy their teaching and involvement with adult learners and derive great pleasure by teaching adult learners. In the third theme of policy and planning, adult educators have demonstrated awareness on matters of policy and planning on matters that concern them. They spent time travelling and used inferior equipment and materials that affected their teaching. Adult educators have shown they are prepared to undertake training and have recognised the importance of all types of training. Finally, they indicated awareness of differences between children as learners as compared to adults. Parametric and non-parametric tests involving Kruskal Wallis, one-way ANOVA, two sample independent *t*-tests, chi-square tests and correlations were utilised. The qualitative data analysis involved a series of interviews with elite academics, trainers, managers and part-time adult educators, the five open-ended questions in part three of the questionnaire and one postal interview. The results not only substantiated the findings of the quantitative data analysis but also produced a number of new issues.

DECLARATION

No portion of the work referred to in this thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

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DEDICATION

Dedicated to: *MY FAMILY*

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ABBREVIATIONS

AAACE	American Association for Adult and Continuing Education
ACACE	Advisory Council for Adult and Continuing Education
ACP	Associate of the College of Preceptors
ACSET	Advisory Committee on the Supply and Education of Teachers
ACSTT	Advisory Committee on the Supply and Training of Teachers
ANOVA	Analysis of Variance
BTS	Bartlett Test of Sphericity
CILT	Centre for Information on Language Teaching
C&G	City & Guilds
CGLI	City & Guilds London Institute
CAC	Central Advisory Council
CDCE	Centre For Development of Continuing Education
Cert. Ed.	Certificate In Education
DES	Department for Education and Science
DfEE	Department for Education and Employment
ERA	Education Reform Act
EU	European Union
FA	Factor Analysis
FCP	Fellowship Diploma of the College of Preceptors
FE	Further Education
FEDA	Further Education Development Association
FEFC	Further Education Funding Council
FEU	Further Education Unit
GCE	General Certificate of Education

GCSE	General Certificate for Secondary Education
GREA	Grant Related Expenditure Assessment
HE	Higher Education
HEFC	Higher Education Funding Council
HEFCE	Higher Education Funding Council for England
HMI	Her Majesty's Inspectorate
ILEA	Inner London Education Authority
IT	Information Technology
LCP	Licentiate Diploma of the College of Preceptors
LEA	Local Education Authority
MCC	Manchester Computing Centre
MSC	Manpower Services Commission
NCVQ	National Council for Vocational Qualifications
NEC	National Extension College
NFAE	National Foundation of Adult Education
NIACE	National Institute of Adult and Continuing Education
NIAE	National Institute of Adult Education
NVQ	National Vocational Qualification
NWIAEC	North West International Adult Education Conference
NWRAC	North West Regional Advisory Council
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education
PAF	Principal Axis Factoring
PCA	Principal Components Analysis
PGCE	Post Graduate Certificate of Education

RAC	Regional Advisory Council
RB	Responsible Bodies
ROPA	Records of Personal Achievement
RSA	Royal Society of Arts
RSG	Rate Support Grant
SCUTREA	Standing Conference on University Teaching and Research in the Education of Adults
SPSS	Statistical Package For Social Sciences
TA	Training Agency
TC	Training Council
TEED	Training Education and Enterprise Directorate
TEC / TIC	Technical Education Committee (I = Instruction)
TES	Times Educational Supplement
TUC	Trade Union Congress
UCAE	University Council for Adult Education
UDACE	Unit for Development of Adult and Continuing Education
UEC	University Extension College
UFC	University Funding Council
UGC	University Grant Committee
UNESCO	United Nations Educational Scientific and Cultural Organisation
WEA	Workers Educational Association
Y and C	Youth and Community
YMCA	Young Mens Christian Association

CHAPTER ONE:

***INTRODUCTION AND THE RATIONALE
BEHIND THE STUDY***

1.1 Introduction

This chapter is divided into four sections. The first is the introduction to the thesis. In the second the writer explains the rationale and the purpose behind this study. The third part gives a brief account of the development of adult education in this Century. Finally the author shows the current situation. Although this study is mainly concerned with part-time adult educators, with special reference to history, training and development, it also aims to measure adult educators' feelings and attitudes on matters that will be discussed later on in the chapter.

Adult education in England has undergone major changes over the last one hundred years. It has been the subject of a number of official Acts, Reports and Regulations and some unofficial reports. It has been transformed from a liberal, non-vocational, Local Education Authority (LEA) controlled service to an exam-oriented, vocational provision within the Further Education (FE) sector. Although the main theme of the study centres on the part-time adult educators, the author believes that a detailed, informative and in depth account of the evolution of the adult education system from the beginning of the Century into what it has become today, is essential.

The history, development and evolution of adult education in England is the subject of Chapter Two. By far the largest of the literature chapters, it begins by discussing the funding, structure, organisation and characteristics of this system and the way in which funding issues determined how the adult education concept was financed. It describes the changes that have taken place and how the LEAs ran and regulated it, practically unchanged, for over fifty years and shows how the Further Education Funding Council (FEFC) is regulating funding issues today.

The role and contribution of the universities, the LEAs, the Workers Educational Association (WEA) and most recently, the role of the FE as the main adult education provider is also examined. The importance of all official and unofficial reports and Acts that dealt with adult education will be assessed in detail, beginning, with the 1902 Education Act and ending with the 1992 Further and Higher Education Act and the role they have played. Through the eyes of new and old legislation the chapter also examines

attitudes towards adult education and who is responsible for provision and what were the implications of the vocational and non-vocational divide. Finally, the chapter examines the changes that have taken place in recent years and their impact.

The third chapter is about part-time adult educators. The paucity of material on this subject makes it a short chapter, but nevertheless an extremely important one. It begins by defining part-time adult educators, what we mean when we say part-time adult educators and how they have been classified by different academics and writers. It examines whether part-time adult educators should be trained or qualified and what kind of training and qualifications are available today and who are the beneficiaries of the improvement brought about by training and qualifications. The final section of this chapter deals with the attitude of people towards adult educators.

Chapter Four begins by examining and defining the controversial issue of training in depth. Hopkins (1989) as cited in Corder (1993), stated that the amount of teaching is so small that the cost effectiveness of such training must be questioned, a view which unfortunately is supported by a number of people. The writer is of the opinion that all adult educators must be trained, a view which is shared by a number of official reports, the most famous of them all being The Ministry of Reconstruction, Adult Education Committee Final Report of 1919 and academics, to name a few, Legge (1981), Jarvis and Chadwick (1991). In chronological order it looks at the background of training for part-time adult educators, and the development and structure of such training programmes. The chapter also examines what official reports stated on this pragmatic and important issue. The chapter cannot be complete without mentioning the methodology that some say is best suited to adult learners, the concept of Andragogy.

Chapter Five discusses all the methodological issues that concern this study. It lists and explains in detail all aspects of the research from the planning of the research instruments to the methods that would be employed during all the planning, pre-piloting, piloting, and field work of this study and the statistical tests that would be used during statistical analysis. The results of these statistical tests, is the subject of Chapters Six and Seven. These two chapters will analyse all the data that has been gathered by the selected instruments. In Chapter Six, the quantitative data gathered from part one and two of the survey questionnaire is analysed descriptively and by utilising inferential

parametric and non-parametric statistics. In Chapter Seven, the qualitative data looks at the information that has been gathered from interviews. The answers to the written questions in the postal questionnaire and all the five open ended questions from part three of the main research instrument are also analysed.

The final chapter discusses the research results from Chapters Six and Seven and makes comparisons, draws conclusions, and gives recommendations. The final part is the concluding statement.

Although the title of the thesis is, Part-time adult educators in the context of Twentieth Century adult education, the literature review will concentrate on the evolution of the whole system in the Twentieth Century, the part-time adult educators and training history and provision.

1.2 The rationale behind the study

The author feels compelled at this stage to declare that he is a part-time adult educator. He has been practising in a variety of adult education institutions within Greater Manchester and Cheshire since 1989. During this time through first hand experience and by discussions he has had with adult education managers, centre heads and colleagues and from literature he has had the opportunity to read during his Master's degree studies, he has established what, in his opinion, are *prima facie* disturbing facts about attitudes and practises that are taking place in adult education institutions today in respect of part-time adult educators.

Although the term adult educator will be defined later on in Chapter Three, the author feels that it is appropriate at this stage to explain briefly that by adult educator we mean the individual who facilitates adult learning in an LEA, WEA, FE, independent institution or any other place that adult classes are provided. It is also important to make the distinction that by adult educator, part-time is always meant. There are no full-time adult educators today; institutions prefer part-time adult educators because they are only paid for the hours they teach, without any statutory rights of holiday pay, sick leave or those other fringe benefits enjoyed by full-time administrative and managerial members of the same institutions and in the case of FE institutions are not the same privileges as

those enjoyed by their full-time colleagues.

Even though the present study will begin with the evolution of adult education during the Twentieth Century, the questions and hypotheses will focus on issues that concern part-time adult educators and which, over the years, have been highlighted by various academics. Rogers (1989) stated that adult educators were working under unsuitable conditions; Carlton (1995) and Allen (1989), identified that part-time adult educators work in isolation. Candy (1981), quoted Grabowski (1976), labelled part-time adult educators, the untrained for the work, transient, poorly paid, not receiving training. Summers (1991) stated that part-time adult educators are often isolated and lack the support full-timers take for granted. Jarvis asserted that they have low status and are neglected. The use of these negative adjectives and definitions given to part-time adult educators and the fact that there is no equality of opportunity for part-time adult educators led the author to this research.

The main themes this study will research are.

1.Neglect. This theme also examines the relationships of part-time adult educators with their full-time colleagues, their managers and their employers.

2.Attitude. This theme will examine adult educators' attitude towards their job.

3.Motivation. Part-time adult educators' motivation, their commitment, dedication and enthusiasm for the job is the theme.

4.Policy and Planning. Part-time adult educators' awareness on issues of policy and planning.

5.Travel and Time. It has been suggested that adult educators travel a great deal and that they work in more than one institution. Is this true? This theme also looks at other factors that have an influence on time issues.

6.Training. Are part-time adult educators in favour of training? Have they been trained?

7.Teaching Methodology. Are the part-time adult educators aware of adult learners' needs as learners?

1.3 The development of modern adult education in England

In this section the author will attempt to explain the progress of adult education in England in the Twentieth Century. During this process reference will be made to the

various Acts and Reports which will be explained briefly in this section. A more detailed account of them will be given in Chapter Two.

Although adult education existed in the 18th and 19th Centuries it is intended for the purpose of this study to emphasise the development of adult education in the 20th Century. The development of adult education in the Twentieth Century evolved around the following bodies: the universities with their extra mural departments, the LEAs, with their adult education centres, the FE colleges, and the voluntary bodies which mainly consist of the WEA on one hand and the government, with the Board of Education, (later known as the Ministry of Education, then as the Department of Education and Science (DES), and now known as the Department for Education and Employment (DfEE)) on the other.

Significantly the Twentieth Century began with a new Education Act in 1902. This Act created the LEAs, which became responsible for elementary and secondary education, which were to be funded via the rates system of local taxation. These LEAs also found out that they were the inheritors of adult education responsibilities from the former technical instruction committees. The following year saw the birth of an organisation that was to play a major part in the development of popular adult education amongst working people, the WEA. Albert Mansbridge, a Co-op worker, the founder of this body, aimed to promote the education of working men. Although this new movement had the support of the universities, the Co-op Societies and other bodies, its development and that of adult education in general, was temporarily suspended with the outbreak of the First World War. Before the outbreak of this War in 1914 the Adult School Movement had seen its growth increase with some 1900 schools and over 100,000 students with 40% women (Fieldhouse 1996) and the WEA had solid foundations, with 179 branches, 11,430 members and 2550 affiliated organisations. (Kelly 1992)

The tireless Albert Mansbridge formed the self-proclaimed World Association for Adult Education, and 3 years later in 1921 he founded The British Institute of Adult Education. The universities responded to this enthusiastic climate and The University of Nottingham appointed R. Peers as the country's first professor of adult education in 1923.

In the meantime, in 1917, Lloyd George as chairman of the Reconstruction Committee appointed an adult education committee of the Ministry of Education with Mr. A.L. Smith, as chairman. The purpose of the committee was to promote and develop liberal adult education. This committee published a Report on adult education in 1919, which Professor Kelly has described. "As the first and still the most comprehensive survey of adult education in this country."(Kelly 1992:267) Apart from the fact that it recommended a much larger expenditure of public funds on adult education, it made many specific recommendations. The importance of this highly regarded Report is recognised and acknowledged and for the benefit of this thesis its contents will be discussed in a later section.

Despite the economic cutbacks, the 1920s and 1930s saw the adult education movement blossom, with providers enrolling record numbers of adult learners. Unfortunately, this progress was once more temporarily halted with the eruption of the Second World War. Once again student numbers, as well as tutors, declined, but this time the effects were more severe in comparison with the effects of the First World War.

During the War the government published the 1944 Education Act. Although details of this Act will be mentioned at a later stage of the thesis, the writer feels that a brief note of clarification is needed. The main points of the Act in regard to adult education, were "it shall be the duty of every LEA to secure the provision of a) full and part-time education for persons over the compulsory school age and b) leisure time occupation, in such manner that would suit persons over the compulsory school age."(Ministry of Education 1944) This Act placed the provision for further education on the shoulders of the local education authorities.

Another important development towards the latter part of the war, the National Foundation of Adult Education had been founded (NFAE), followed soon after in 1949 by the foundation of the National Institute of Adult Education (NIAE), which in 1983 became the National Institute for Adult and Continuing Education, (NIACE). The Institute was to become an authoritative source of major policy developments during the first two decades of its existence. Today it is a government financed body dedicated to research in adult and continuing education.

For a few years after the end of the war adult education appeared to thrive again, with increasing numbers participating, but this was short-lived and the early 1950s brought the first threat of cuts and a stop to expansion. Due to unrest and demonstrations by supporters of the adult education movement that followed, the government appointed Sir Eric Ashby to chair a committee with the brief *The Organisation and Finance of Adult Education in England and Wales*. This body in 1954 published a report, which became known as *The Ashby Report*. Although the Report recommended no fundamental changes of the existing partnership between Responsible Bodies, the LEAs and the government, it pointed out that the Responsible Bodies (the universities and the WEA) had shouldered most of the burden and not the local education authorities. The same report estimated that the universities had provided tutors for 80,000 students against a total of 150,000 students and 80% of the total cost of the service was provided by the ministry. Although the universities played a major role in providing adult education, they and the WEA were threatened with a freeze and finally reduction in their grants. The then Prime Minister, Winston Churchill overruled the cost-cutting plans by stating, "There is perhaps no branch of our vast educational system which should more attract within its particular sphere the aid and encouragement of the state than adult education." (Ministry of Education 1954:66-7)

Although during the 1960s the National Extension College, (NEC), with its innovative ideas in using the media for correspondence courses, and the Open University were founded, as far as adult education was concerned, this decade was somewhat uneventful with respective governments remaining relatively indifferent.

The early 1970s saw the publication of the Russell Report's *A Plan for Development*. Although it is not the writer's intention to outline the details of this Report in this section of the thesis, a few of the major points, and comments made at the time are worth mentioning briefly. It disappointed many for lacking the breadth and vision to respond to the needs of the time. It perceived adult education as the "poor cousin" associated with leisure time learning and second class in comparison with "proper education." Professor Kelly believed that this Report had some good points. He stated "The Report helped to refocus adult education, encouraging it to concentrate, with social, political work assisting the disadvantaged groups, devoting resources and energy to the needs of the adult education untouchables." (Kelly 1992:xix)

The 1979 general election brought to power a new government. This new Conservative administration wanted to implement their own radical ideas and strategy and adult education became the subject of several governmental reports, policies and actions and decline in spending became evident.

The Education Reform Act (ERA) was passed in 1988; it made no direct reference to adult education; adult education was incorporated in further education. The government engaged in a flurry of activity by producing 1991a 1991b, two education White Papers. These educational White Papers were followed soon after by another major Act, the Further and Higher Education Act in 1992. In Schedule 2 of this Act a new defined further education sector became exposed; one that was to include certain categories of vocational and qualification courses. The Act left the LEAs to secure non-schedule 2 adult education. Courses within this Schedule 2 would be eligible for funding. This meant that LEAs were left to fund a potentially non-viable range of courses. They had lost the function, which the 1944 Education Act recognised. Now that Schedule 2 courses were what was favoured, all adult education providers turned their attention towards vocationalism.

A new body, the FEFC, approves and funds all Schedule 2 courses, before acceptance is granted. All adult education providing bodies must submit bids outlining their courses to the Office for Standards in Education, (OFSTED) another regulatory body, which supervises standards in this and the school sector. Any LEA that wishes to provide Schedule 2 courses must submit their proposals via their local FE college or as they became known, sponsors. The emphasis had shifted distinctly towards vocationalism, individual performance, market orientation and qualifications, because they were to be the only courses that would attract funding. "The council is responsible for allocating the funds put at its disposal by parliament to those colleges in England which comprise the further education sector and to local education authorities and others for those further education courses which are prescribed in Schedule 2 to the Further and Higher Education Act 1992." (The FEFC Sept.1996:I) The FEFC was created by parliament to ensure that further education facilities in England are sufficient and adequate.

(FEFC 1995:2)

The 1990s continue with the same fast and furious rhythm, new bodies emerging, new policies and new ideas. In 1991 the DES merged the Unit for Development of Adult and Continuing Education (UDACE) with the Further Education Unit (FEU) which in its turn was merged with the Further Education Development Association, (FEDA) with the purpose of promoting flexible learning opportunities for 16-19 year olds and adults. It can be seen from the above information how the government via the DES implemented changes.

It became apparent in the meantime that the Thatcher governments wanted adult education to aim at specific targets, which would lead adult education into new directions, training, retraining and accreditation, which would benefit the individual as well as the economy. (Duke 1986 as cited in Fieldhouse 1996)

The Conservative thinking was obvious; they wanted adult education to become the means by which adults can seek qualification, training or retraining by examination. If it could not be measured it was not needed and therefore it would not be financed. Vocationalism was the government's aim: people must pay for their own leisure activities. This is a far cry from the original idea and concept behind adult education. Adult education has become a two-tier concept, vocational and non-vocational. The vocational courses are assessed by an exam at the end, where-as non-vocational ones are based on leisure and pleasure and need not be measured as public funding is not involved.

Adult learners who attend vocational courses pay lower fees than those who attend non-vocational courses. Vocational courses are cheaper because the government via the FEFC provides funding for part of these courses, whereas non-vocational courses must meet all their own funding from participating adult learners, with only a few exemptions allowed, i.e. unemployed or pensioners. Similar rules apply for the part-time adult educators, although there is no fixed hourly rate. Those who teach vocational courses are paid far more than those who teach non-vocational ones. In one of the institutions where the writer works, vocational courses cost adult learners £48.98 p. for thirty weeks, two hours a week, or £ .81 pence per hour, whereas non-vocational courses cost £108.00 or £ 1.80 per hour, for the same length of course. The writer can only add that it has become very clear which learners recent governments favour. The result of this new

practice means that traditional or non-vocational adult education courses have been seriously eroded. College or centre managers must establish the financial viability of these courses before the go ahead is given. If fees collected do not cover such administration costs as light and heating and part-time adult educators' fees, then the course will not be allowed to start.

1.4. The present picture

On May 1st 1997 the country saw the coming to power of the first Labour government for nearly twenty years, which, while in opposition, promised an examination of adult education.

In a flurry of activity, which saw the author of this thesis re-write this section a number of reports were published. In June 1997 the first and main report by the Widening Participation Committee was published. The Widening Participation Committee, under the chairmanship of Helena Kennedy QC, was set up by the FEFC in December 1994. The first report's title; Learning Works:Widening Participation in Further Education. The second was published in the autumn of the same year; its title; How to Widen Participation:A Guide to Good Practice.

The terms of reference of the Widening Participation committee were, to identify;

- a. those who do not now participate in Further Education;
 - b. those for whom the quality of participation indicated by completion and achievement rates is less than norm for the sector;
 - c. how participation may be increased and the quality of participation improved;
- and to recommend to the Council the following:
- a. how its strategies, including the funding methodology, should be developed both to increase, and to improve the quality of participation; and the achievement of the national targets;
 - b. how information on good practice in institutions in developing and implementing strategies to increase and improve the quality of participation should be disseminated;
 - c. how the Council should monitor and evaluate the effect of its strategies;

- d. any further work which needs to be undertaken in relation to increasing and improving the quality of participation. (Kennedy June 1997)

Only the most salient points relevant to adult education in these recent reports will be mentioned.

Although in the main this Report spoke of FE, training and vocational qualifications it also mentioned adult education. In its introduction ^{it} acknowledged the importance of adult education by stating. "Adult education classes have meant added enrichment for many who have already benefited from education and see continuous learning as one of life's pleasures." (Kennedy June 1997:1)

Learning for life is also considered as important to the well being of the nation. Learning for work has confirmed that learning is central both to economic prosperity and the health of the society. A healthy society is a necessary condition for a thriving economy and all types of learning are valuable. With these statements the report has recognised the value of all types of adult learning. It further clarifies the above by agreeing that learning may be undertaken to maintain or enhance employment prospects, for fun, for personal development or to achieve a better appreciation of other broader issues. The committee also supported the view that FE with its extensive curriculum, diversity and richness is the ideal setting second to none to rise to the challenge of Widening Participation.

It is the first report that has publicly recognised the shortcomings and the unfairness of the 1992 Act with the creation of the Schedule/non-schedule 2 divide. Due to this controversial divide non-schedule 2 provision has suffered; it also recognised the important role of the non-schedule 2 provision. It stated. "We believe that the schedule and non-schedule 2 provision must be valued equally." (Kennedy June 1997:33) It further reinforces this view with the recognition that courses that do not lead to qualifications can be used to achieve social, personal and community goals. These may be used as stepping stones for a return to learning. The author cannot remember any such statement by any report of any nature to make a statement so clearly and openly. One then may ask the question. Are we about to see a reversal of years of neglect for traditional, non-schedule 2 provision? The Committee recommended to the Council

- (FEFC) to encourage the LEAs to produce an annual development plan setting out their proposals for securing adequate provision. In their annual assessment the LEAs must include statutory adequate responsibilities for non-schedule 2 provision, and courses which have a progression to Schedule 2.

Another first for this report is the admission that within the post 16 sector the system of support is unfair. This is recognised by the following statement. "A root and branch review is needed." It has been recognised by the report that within colleges part-time students receive less educational advice and guidance than full-time younger students. This is the case from initial guidance through to the end. If in twenty years or more of adult education classes within the FE sector such practices have not been rectified, who will ensure that these practices will not continue as they do now? Why cannot adult education provision be accepted as part of LEA or other voluntary organisation provision where it is known it receives the appropriate attention from its managers? FE colleges have a wide range of activities and responsibilities to cope with. It might be argued that it would be more beneficial to all, adult learners and adult educators alike, if this service was returned to its original providers. We find ourselves today in this predicament because of government intervention. It would appear that this report is trying to suggest a reversal of the errors of the past. It is the first report that openly has criticised a past education act and attempts to rectify the drawbacks of some of the sections that were made law. It brings forward suggestions and recommendations how to change things for a better future. It is a report that was worth waiting for. As far as the writer is concerned two important items were omitted; a) no mention of training provision has been made for adult educators; and b) it has not gone far enough with its proposed changes.

The second Kennedy report was seen as a continuum of the first. It aimed in bringing practical help to a wider spectrum of the population into FE. Whilst this guide is primarily aimed at colleges within FE the suggestions that brings forward would also be useful to LEAs and voluntary organisations (FEFC 1997).

The first report of the National Advisory Group for Continuing Education and Life Long Learning under the chairmanship of Professor R. H. Fryer was established by the Secretary for Education and Employment Mr. David Blunkett in June 1997. He was asked as its first task to advise on the preparation of a white paper on Lifelong Learning. The report that was published in November 1997 is that advice. Its title, Learning for the Twenty-first Century. It expressed the hope that all proposals put forward will be implemented within the life of the present parliament. Although from time to time it dealt with adult education, community, voluntary organisations and training issues, and the important role they play, in the main, like the Kennedy Report, dealt mainly with Lifelong Learning, training for vocational qualifications, enhancing and updating skills NVQs and other similar work related training. Only the most important points relevant to the title of this thesis will be discussed.

It set out the case for the development of a Lifelong Learning culture, for people who have had no formal qualifications, achievements and who have not systematically attended education establishments since compulsory education. For this Lifelong 'revolution' to succeed it emphasised that the involvement of the state, individuals and employers is needed.

The Report proposed the formation of partnerships and Lifelong Learning forums, whose brief should be to review local needs, co-ordinate provision, open new learning pathways and monitor progress. For this to succeed it has been proposed by the Report that local partners should be cross represented on committees and boards; this it is hoped will strengthen collaboration. With this kind of proposal the report is hoping for a close co-operation and collaboration between different providers at local level, instead of the constant competition and sometimes, hostile behaviour towards one another.

It is suggested by the Report that Lifelong Learning can change people's lives, even transform them. How much or what role adult education can play is not made clear. It mentioned that the task for expanding Lifelong Learning into the community cannot be left entirely with the institutions of formal education. The individual's needs and the commitment to active citizenship can be strengthened with family and community learning.

Support for non-schedule courses is recognised by this Report; it stated. "In our view, due recognition and support should be given by public authorities to those institutions which promote citizenship, through learning for individuals and groups, whether or not it leads to qualification." (Fryer 1997 :58)

Once more the 1992 Act came under fire; this time by the Fryer Report, it was criticised openly and held responsible because older people have come out worst off because of its recommendations. The Fryer Report also accepted that older people do not seek accreditation. The Report felt that providing adult people with some kind of intellectual stimulation will bring some prospects of dignity and independence. It called upon all LEAs, the National Health Service and voluntary organisations to contribute to learning opportunities for older people. For the first time an official report stated and admitted the important role adult education plays in the well being of our older citizens. Furthermore the Report dropped another bombshell by stating. "Continued mental activity can offset the risk of Alzheimer's disease." For the first time an official report admitted to the therapeutic and medicinal values of adult education. It has also been accepted by this important report that due to the fact that people retire earlier, the need and potential for adult classes is stronger than ever before. It called upon the LEAs to respond to their statutory obligations, "a duty to provide."

This report seemed to suggest the reversal of the 1992 Education Act, and the emphasis once more to be with the LEAs, as strategic planners, co-ordinators, partners and providers and this should be recognised by the government in the allocation of resources.

It called on the government to clarify the unclear and grey area of the definition that surrounds LEA provision to "secure adequate provision" under which the LEAs worked.

New demands have been recommended to the government. Each LEA should be required to publish a development plan for Lifelong Learning. This should include among other things how it has assessed adequacy and how it plans to secure adequacy of provision. It seems that more accountability would be required from LEAs and other providers before any new funds can be allocated.

On the issue of staff training and development half a page is allocated. It recommended priority for training and development programmes by all providers for those who teach in Lifelong Learning. It called for the investment in staff and development and training as essential and new ways for training must be found. More importantly it stressed that these must be the same for those who teach full-time and part-time. Priority must also be given to a strategic plan by all providers to increase the numbers for Lifelong Learning staff and improve their skills. More teachers of adults must gain appropriate recognised teaching qualifications and more funding for training of teachers of adults in all sectors must be provided.

The report is under no illusion and is calling on the government to clearly set out its case for Lifelong Learning. It is further suggested that a new network of access points to Lifelong Learning, under the auspices of the new University for Industry must be developed.

It is at last, indeed good news for adult education, that after years of contraction and neglect it would appear that adult education received the recognition it deserves. It is the opinion of the author that these recent reports have identified the most important issues because members of its committees were people close to adult education, people on the front line of adult education life. It is up to the FEFC and the Government to implement and accept the recommendations by these two valuable reports. This would see adult education flourish again.

On February 24th 1998, the DfEE on behalf of the government, published the long awaited report on adult education. Although this Report, *The Learning Age*, was intended to lead to a White Paper, it had been downgraded to a Green Paper, which meant that its status was reduced to a consultation document, the reason being the pressure exercised on the government by the universities who were worried about the amount of funding they received from adult education courses. (TES Feb 13th 1998)

Nothing of real substance concerning adult education was included in this Report. The DfEE representing the Government's thinking outlined its programme for a Learning Age in which FE has an important role to play. It is the author's view that so much was expected from this report, that its content was an anti-climax.

The new Labour government appeared to continue Conservative policies on adult education and the main priority remained the vocational courses which are aimed specifically at those from deprived backgrounds, to encourage them to return to either further or higher education, via a variety of ACCESS courses. Changes concerning adult education have been slowly implemented; the full benefits will probably be felt in the new academic year.

The writer agrees that accredited courses are needed, but he also believes in the fundamental principles of traditional liberal adult education. Our older citizens need mental stimulus. Few 65 year olds need a qualification or want to enter an examination, perhaps an achievement award is all they wish for, when they enter a class. They are looking forward to meeting people from their adult class, and see it as a kind of social contact. It keeps them healthy and alert, not depressed and downhearted, feeling rejected or dejected by society. The social and therapeutic values of adult education were also documented by Mee and Wiltshire (1978) and Legge (1982:20) who stated "there is plenty of evidence that some individuals in all sections of the community believe that their education as adults has contributed very greatly to their enjoyment of life." Dr. Paul Belanger, Director of Education at United Nations Educational Scientific and Cultural Organisation (UNESCO), while addressing the North West International Conference on Adult Education on 19th of June 1998 (and which the writer was privileged to attend and interview Dr. Belanger) stated, that 5% of adult education participants in the UK are between the age of 60-65, surely any government could make a small allowance for older citizens at least.

This study does not intend to be drawn into a controversy or appear to invent a new adult education concept, but to look at adult education from traditional liberal and humanitarian perspective.

Towards the end of 1998 the new Labour government had either a change of heart or they are really serious about adult education. Life Long Learning minister George Mudie unveiled plans to reverse years of decline in local education authority involvement in adult education. He pledged that £9 million pounds would be allocated over two years to assist all providers of adult education. He said that this sum is "just the start" and more money would be made available over the following two years. Sources

within the DfEE confirmed that it is the new government's plan to abolish the "iniquitous Schedule 2." The same publication quoted Alan Tuckett, director of NIACE as saying, "this is the best news for community-based learning since the start of the 1990s. The best Christmas present adult education could wish for." We can put behind us years of neglect and look forward to a prosperous adult education with no discriminatory provision, it was stated in the same publication. Furthermore it was stated that NIACE has found that uptake of courses by pensioners and other marginalised groups fell by 40%. (TES 9-10-1998)

In June 1999 the government published a White Paper, Learning to Succeed A New Framework for Post-16 Learning. In this document the government sets out its plans for the new Millennium. The vision of this document "is to build a new culture of learning which will underpin national competitiveness and personal prosperity, encourage creativity and innovation and help build a cohesive society." (DfEE 1999:6)

It is a comprehensive document, which in the main aims to encourage young people to stay longer in education and obtain qualifications and also to encourage adults to return to learning for the same purpose as the title of the White Paper says, Learning to Succeed. It does not neglect traditional adult education even though its main aim is qualifications and vocational subjects.

It is a unique document because it proposes fundamental changes to the present system. It is also unique because it envisages a much wider section of society involved in achieving its goals. For the benefit of this thesis it is proposed to discuss only those points that are relevant to this study.

Probably the most important change is the abolition of the FEFC and the Training and Enterprise Councils. They will be replaced with a new body, The Learning and Skills Council. The aim of this new Council is "to drive forward improvements in standards and bring greater coherence and responsiveness." (DfEE 1999:7) This Council will deliver all post-16 education and training (except HE) and assume responsibility for:

- a) Funding former FEFC colleges.
- b) Advising the government on the National Learning Targets.
- c) Funding modern partnerships.

- d) Developing partnerships with LEAs, over arrangements for adult and community learning.
- e) Providing information, advice and guidance to adults.
- f) Working with the pre-16 education sector to ensure coherence across all 14-19 education. (DfEE 1999)

Other functions of the new Council will be to:

- 1) Ensure high quality post-16 provision to meet the need of employers.
- 2) Plan the coherent provision and funding of institutions.
- 3) Take direct responsibility for the achievement of targets.
- 4) Promote and support local partnerships.
- 5) Provide information, advice, guidance and funding for adults.

The Council's members will come from a wide range of bodies such as LEAs, employers and trade unions, with employers forming the largest single group. It is therefore clear that this Council's priorities will be employers' needs. With a budget of around £5 billion the new funding system will be demand driven reflecting the needs of individual employers and communities and will be based on a tariff system which will be finalised later. One may wonder whether such arrangements will create a conflict of interest and employers' demands will have priority over those of the local community.

The document has identified that the present funding and planning system through block grants to LEAs for schools and adult education has weaknesses with complex administrative procedures. Therefore, the government proposes a) to move from a local authority block grant to the Learning and Skills Council the level of expenditure related to adult education and b) to direct the new Council through its local areas to arrange provision in the light of plans drawn up local learning partnerships to which local authorities would make a contribution. The local authorities will have a key role to play in arranging the services for their area.

The new Council will be advised by two new committees, one with responsibility for young people and the other with responsibility for adult learners. The primary function for the committee for adult learners will be to meet and match the learning needs of individuals, businesses and communities. Its responsibilities will include advising the

Learning and Skills Council on the effective funding and delivery of:

- 1) Adult education and training in FE colleges.
- 2) Information, advice and guidance for adults (£54 million set aside for three years to promote this service for adults.)
- 3) Adult learning at home and in the community.
- 4) Workforce development.
- 5) Home flexible access learning to encourage people with family responsibilities.

The new Council will be in a position to operate by April 2001 and will work through a network of up to 50 local Learning and Skills Councils which will plan and co-ordinate local provision and establish clear levels of accountability to the communities they serve.

A new Inspectorate for adult and community education is proposed with an aim to assess the quality of provision for adults and of all work-based learning.

Although the new Council will give priority to nationally recognised qualifications not all its activities will be determined by qualifications. In fact the Schedule 2 and non-schedule 2 divide will no longer be needed. This will allow local partnerships to develop broader learning programmes. The local authorities, together with communities and their representatives, must support and extend adult and community learning, to which they will have a duty to contribute.

In an attempt to improve quality of delivery, the government will take the lead in developing a range of qualifications for all post-16 teaching and training staff with time schedules and appropriate types of qualification for different categories of staff. It is indeed excellent news to see that training of teaching staff has been recognised by the government.

Like the Kennedy Reports (1997) and the Fryer Report also in 1997, this important document acknowledges the importance of non-vocational adult education. It is stated that learning encourages and supports active citizenship, helps to strengthen families and encourages independence. The government perhaps blames some of the social problems in our society to the lack of education. It has also been recognised by the White Paper that older people benefit greatly from learning, by stating that research has shown that

older people who continue to be active learners enjoy healthier lifestyles and maintain their independence. The importance of adult and community learning is also acknowledged. It was stated that the government has taken steps to re-invigorate adult and community learning by introducing the Standard Fund Support for LEAs and by launching an Adult Community Learning Fund. Furthermore, £20 million have been made available for the Adult and Community Learning Fund enhanced by New Opportunities Fund and investing £10 million in the new Union Century Fund.

The National Institute for Adult and Continuing Education has welcomed the White Paper. Its Director, Alan Tuckett, commented that this document provide the platform to achieve the vision of a learning society. He also welcomed the abolition of the artificial divide between Schedule 2 and non-schedule 2 and the imaginative new duties that have been given to local authorities.

1.5. Summary of chapter

The opening chapter of the thesis dealt with the;

- 1.1.The introduction.
- 1.2.The rationale behind the study.
- 1.3.The development of modern adult education in the twentieth Century.
- 1.4. The present picture.

CHAPTER TWO

THE EVOLUTION OF THE ADULT EDUCATION SYSTEM IN ENGLAND

2.1. Introduction

This chapter examines the evolution of the adult education system in England and Wales in the 20th Century. It is the longest of the literature chapters and consists of the following sections.

1. The finance, structure, organisation and characteristics of adult education.
2. The contribution made by the Universities, the LEAs with their adult centres
FE colleges and W.E.A.
3. Who is responsible for adult education in England and Wales?
4. The curriculum.
5. Vocational and non-vocational adult education.
6. Adult education definition.
7. Government policy and approach.
8. It examines all Reports Acts and Regulations of this Century that were referred to adult education and their importance to the system.
9. Finally, attitudes and feelings of adult learners, what motivates them to learn and why they enter adult education.

2.2. The funding, structure, organisation and characteristics of adult education

2.2.1. Funding

Both the funding and financing of adult education attracted the attention of both the government on the one side and the providers on the other. It is a complex system of finance. The author is only aiming to explain the financing of adult education, thus describing the way adult education providers were funded.

The Ashby Report 1954, which was the first and only body appointed by government to investigate the organisation and finance of adult education, stated that, "with an organisation as complex as this, it is not surprising that the finance of adult education is obscure." (DES1954:17)

It is clear from the above statement that the funding of adult education in England and Wales is complex. For the benefit of this thesis the writer feels it is important to provide some historical background into the finance of adult education, before explaining the whole system in detail and explaining the modern role of adult educators. The modern adult education movement of the 19th century, largely remained free from government interference and funding. It is true to say that although founded and financed by middle class people, it relied mainly on the generosity of its more affluent citizens and sometimes on the kindness of its volunteer tutors and the contributions of its members.

The state began its involvement, provision and some funding of adult education as early as 1851, with the introduction of government funding for evening schools by the Committee of Council on Education. (Fieldhouse 1996) In 1862 this Committee introduced the principle of payment by results, a code of practice in which the evening schools (which were treated as elementary schools, although their students were older) were to receive funding based on numbers of attendances and examinations passed. (A comparison of this system, with the one which exists to-day, cannot be avoided, as the FEFC funds adult education according, to, among other criteria, attendances and whether the course is exam oriented.) One may ask is this the first distinction between vocational and non-vocational adult education provision in the history of the adult education movement?

Adult education saw a gradual movement from evening schools to a grant-aided provision. The Technical Instruction Act in 1889 empowered the county councils and county boroughs to devote the proceeds from a penny rate to Technical Instruction Committees, and the Local Taxation Act in 1890, provided further resources to the Committees from a duty on beer and spirits (which became known as whisky money). This new funding, provided new amounts of money during the last decade of the 19th century, and it contributed £750,000 in 1890 and in 1891 this amount rose to over £1 million. (Kelly 1992)

The dawn of a new century brought about the 1902 Education Act, which swept away the structures created by the 1870 Education Act. The newly formed LEAs (under this Act) "were given powers to use income from rates to supply, or aid the supply of other than elementary education...(secondary and further education were unified under this

Act)... the LEAs' received grant aid from the Board of Education on a per capita basis."
(Fieldhouse 1996:77)

By 1907 and 1908 the Board of Education began to give grants for the university tutorial classes, under the Regulations for technical, art and other schools. Under the same rules the infant WEA also managed to secure such grants. In 1917 voluntary bodies were obliged to seek financial aid, not from the Board of Education but directly from the LEAs, although it must be said the LEAs were not very sympathetic to such requests. (O'Hare 1981)

In 1919, with the publication of the Final Report, it was recommended that the universities should establish extra mural departments and that their extension classes should receive direct grant from the Board of Education. The Committee concluded that voluntary organisations like the WEA have an important role to play and recommended that it should receive direct grants for the provision of its one year classes. Furthermore, it was recommended by this Report that LEAs should treat adult education as an integral part of their activities by giving aid to the universities and the voluntary bodies to assist in the development of non - vocational institutes.

The next two decades saw the introduction of the Regulations of 1924 and 1938. In these Regulations all grant payments to all approved organisations were regularised and the WEA was confirmed as a Responsible Body.

The landmark in the history of the modern adult education movement came in with the 1944 Education Act. Sections 41 and 42 of the Act, placed upon the shoulders of the LEAs a statutory duty to provide adequate facilities in their areas for further education and in doing so, to have regard to any facilities for further education provided for the area by the universities, educational associations and other bodies. The system that emerged after this Act remained largely intact (with some modifications) for the next 40 years. (Jennings 1985)

As the Ashby Report observed in 1954, the financing of adult education in England and Wales involved the Exchequer," through grants" to responsible bodies, through the Universities Grant Committee and through LEAs for reimbursement by the Ministry of Education. Money also came from the rates. A complicated system which Small (1975) described in practice this meant that no one knew or could easily find out how much was being spent on adult education.

2.2.1.1. The LEAs: By far the largest providers, could only finance adult education via a system of local taxation, known as the rates, and from funding received from central government. These are the two main sources of income available to the LEAs. Supplementary to this, students fees contributed to the financing of adult education.

The LEAs became responsible to " provide adequate" adult education. This meant that they should also provide the necessary financial resources for the system to work. Central government, via the Department of the Environment, made payments in the form of the Rate Support Grant (RSG). As a result a Grant Related Expenditure Assessment (GREA)for each local council was worked out. This is the amount needed according to the calculations made by civil servants , for that authority to provide a certain standard of services, based on historic expenditure of previous years. Within this amount is included, what should be the LEAs funding for the provision of adult education.

Of course, the government regulates LEA spending by restricting its ceilings. If any LEA exceeds its spending level then its RSG allocation would be reduced or even withdrawn (as in the case of the Inner London Education Authority (ILEA) who overspent 80% more than its GREA in 1983-1984. The average RSG paid to LEAs was 60% of relevant expenditure, but since the coming to power of the Conservative government in 1979 the RSG has been reduced gradually. This was the system under which the LEAs funded adult education from the 1944 Act until 1992 when the Further and Higher Education Act of the same year came into existence. To justify this policy the government had put forward a constitutional theory; that local authorities should operate within the framework of major central government policies one of which is a reduction in public expenditure. (Jennings 1985)

In the financing of adult education three government departments were involved.

1. The Department of the Environment which was responsible for the RSG which, together with rates, provides resources for the LEAs,
2. The Department of Education and Science and the Education Department of Wales, which grant aid to a wide range of organisations concerned with adult education and post secondary education.
3. The Department of Employment (now merged with Department of Education)as the paymaster of the Manpower Services Commission (replaced by the Technical Councils in 1988).

How did the universities and the WEA, as the main Responsible Bodies receive their funding?

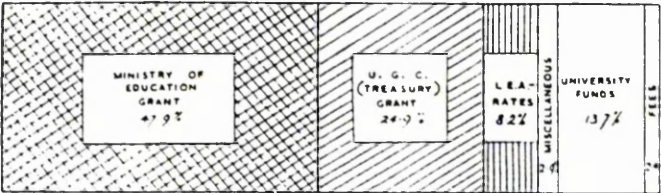
2.2.1.2. The Responsible Bodies: The system under which these Responsible Bodies received their grants goes back to 1908 with the Oxford Conference, where the contribution the universities would make to adult education was discussed. Under this ordinance the universities, as well as the voluntary organisation, the WEA, were designated Responsible Bodies by the Board of Education, and they were expected to provide a programme of liberal studies for adults. To fund this the universities received a direct grant from central government via the Universities Grants Committee (UGC) and from 1987 from the Universities Funding Council (UFC), to cover most of the teaching costs (usually 75%). The universities themselves were expected to top up this subsidy and provide administrative and physical support services. A small amount of extra mural finance was also provided by the LEAs. (McIroy1989)

In 1992 a new Education Act changed all these. This Act established the two councils: The FEFC which was to fund the further education sector and the Higher Education Funding Council (HEFC) which was to fund the higher education sector in England and Wales, with a statutory responsibility to secure sufficient full-time further education for 16-19 year olds and adequate facilities for certain specified part -time further education for over 18 year olds.

Figure 1 illustrates the sources of funding. Source of reference DES (1954:21)

SOURCES OF INCOME FOR ADULT EDUCATION.—ENGLAND AND WALES,—
1951—1952

UNIVERSITY RESPONSIBLE BODIES £557,700



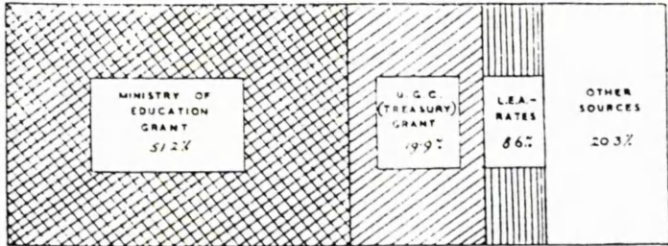
W.E.A: RESPONSIBLE BODIES £131,500



OTHER RESPONSIBLE BODIES £9,800



ALL RESPONSIBLE BODIES £699,000



By this, adult education was removed from the hands of the LEAs and placed into the hands of the new further education sector, which was laid out in the Schedule 2 of this Act. Placing adult education within the independent further education sector, meant that colleges now had a financial responsibility towards their newly acquired provision. They would receive funding on courses within Schedule 2, but courses outside this provision had to be self-financing. Some LEAs continued to provide Schedule 2 courses and their application for funding to the council had to go through the local further education institution.

2.2.1.3. The WEA: The WEA did not escape unscathed from these changes either. They too had to apply for their funding via the newly founded FEFC. Today they still receive some funding from the LEAs and in 1993-4 the WEA received £3.28 million recurrent grant from the FEFC. In 1994-5 £4 million, even though 89% of their 1993-4 enrolments were outside Schedule 2, plus an additional 30,000 enrolments in courses funded by other sources (i.e. the universities) (Fieldhouse 1996). By 1995 the FEFC was exerting great pressure on the WEA to conform with courses under FEFC regulations and within Schedule 2, although still 70% of the courses were outside Schedule 2. (Fieldhouse 1996)

This favourable treatment of the WEA by the Conservative government at the expense of the LEAs, is an indication of the government's feelings towards the LEAs, who, incidentally, were Labour dominated, and usually at odds with the central government decisions. Adult education was caught in a political game not of its own making and consequently paid the price owing to the disagreements of the two old political adversaries.

At this stage it must be emphasised that this unfavourable treatment continues today even with the new Labour government in power. Kate Fisher tutor organiser for the WEA in the North West of England, and a delegate at the North West International Adult Education Conference (NWIAEC) in June 1998, stated that still today the WEA is the only leisure adult education provider that receives government funding via the FEFC.

2.2.1.4. The universities: Under the same Act the universities had to apply to the HEFC for funding instead of the UFC. The English and Welsh HEFC joined forces to set up a

joint advisory group to examine adult and continuing education policies they had inherited from the UFC. Of course their main objective was to produce a consultative paper on how university adult education would continue (by now the binary line was abolished see figure 2), as the polytechnics became universities with university status and outside LEA control. Dr. Hostler, Director of the Centre for the Development of Continuing Education (CDCE) at the University of Manchester, formerly extra mural, talked in an interview about the new adult education which his university as well as others have to provide to-day.

In May the following year the two councils' decisions were announced; university adult education had to follow the same path as the FE sector. The HEFC could continue to allocate specific funds for the development of continuing vocational education, through a bidding process. Although the council insisted on award bearing courses or courses carrying credits, in the end they recognised the importance of non-vocational, non-award bearing courses and their existence as justified and worthwhile. In November 1994 after inviting bids from the universities for continuing vocational education the HEFC allocated grants of £1.5 million for 1995-6. The last piece of the jigsaw, as Fieldhouse put it, came in February 1995 when the HEFC announced it was making available £1.6 million per annum for non accredited liberal adult education and £3 million for non-vocational continuing education provision aimed at widening access to HE.

2.2.2. The structure and characteristics of adult education

Although we are approaching the twenty first century the structure and characteristics of adult education in England today remain a product of growth over a long period of time and some of the ideas and developments of the nineteenth century are still very influential today. Professor Jennings (1985:8) divided the adult education system in England and Wales into four sections. See Figure 2 in this chapter.

1. The public education sector. Consists of two partnerships, between central and local authority and public authorities on one hand, and other autonomous bodies e.g. universities and voluntary bodies, on the other.

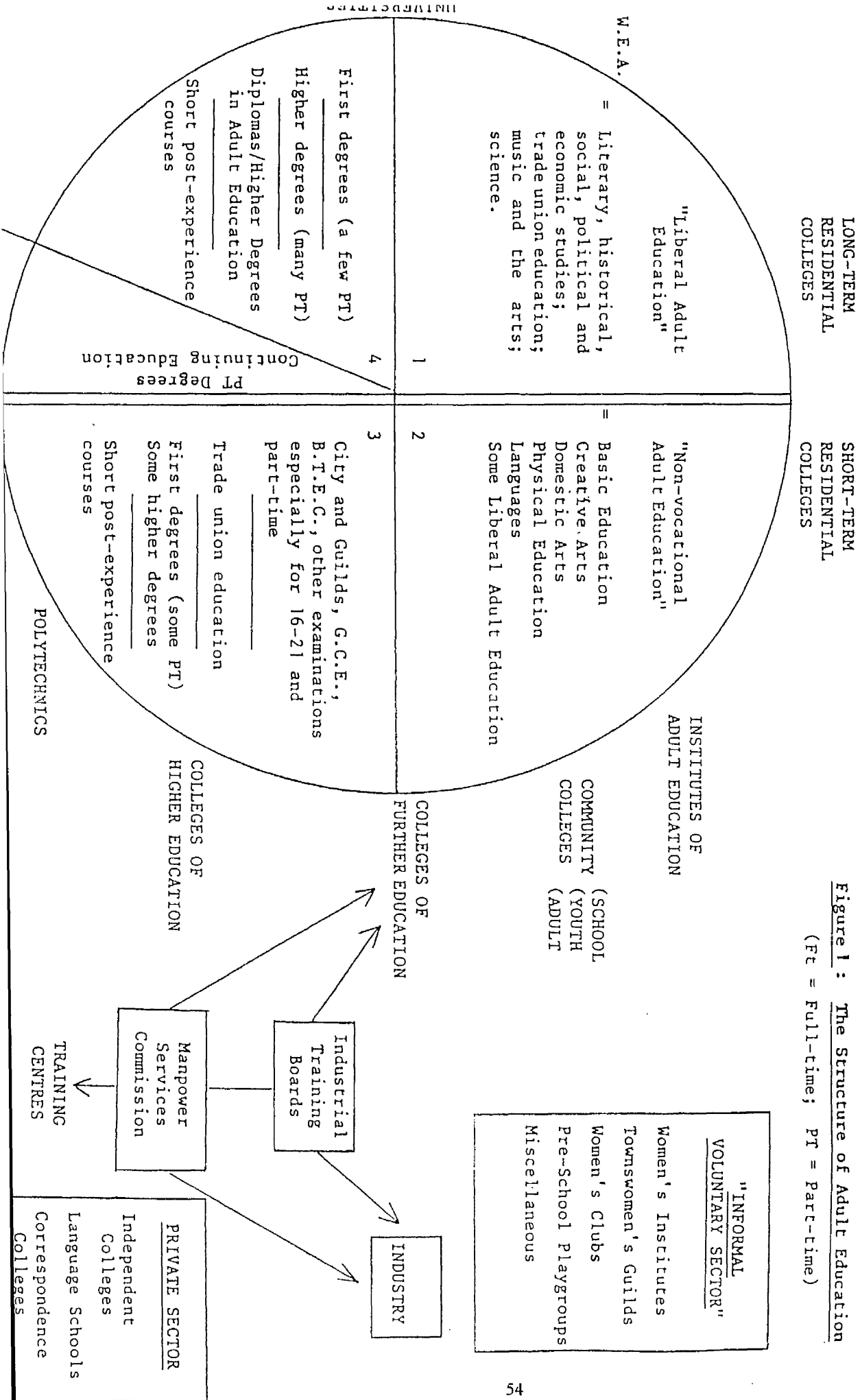


Figure 1 : The Structure of Adult Education
(Fe = Full-time; PT = Part-time)

2. Industrial training. Provided mainly by itself and by the Manpower Services Commission (MSC). In 1988 the MSC was converted into the Training Commission (TC), its mission to concentrate on adult training, but after a few months it was also replaced by the Training Agency (TA) and then in 1990 by the Training Education and Enterprise Directorate (TEED) of the Department of Employment.

3. The private sector. Most of which operates for profit but which includes some independent institutions and trusts whose main income is students' fees and which are not profit-making. Some of them receive a small grant from their LEA e.g. Wilmslow Guild in Greater Manchester.

4. Voluntary bodies. Which are engaged in the education of adults' i.e. the Women's Institutes, which can be described as the "informal voluntary sector."

The most important characteristic of adult education must certainly be its flexibility, diversity and ability to introduce any adult newcomer to the most varied selection of courses, be it for leisure, in liberal adult informal education or in a formal vocational context under Schedule 2 of the 1992 Act. Of course, what is interesting is the different kind of institutions that can provide all of the above mentioned, from the universities to the FE colleges and the adult education centres under the auspices of the LEAs and the voluntary bodies, the most famous of which is the WEA.

2.2.3. The organisation of adult education

It has already been seen that the organisation of adult education that was provided before the 1992 Act, was basically a partnership between the Government, the universities, voluntary bodies and the LEAs. It involved the Ministry in direct grants; it was a responsibility which had seen the universities become heavily involved financially as well as morally.

In an organisation of this magnitude there can be advantages and disadvantages. Adult education suffered from administrative complexities which no other kind of further education suffered. The biggest advantage of the organisation is the getting together of

bodies in a common enterprise to which each member had made exceptional contributions. Without the universities the standards would never be as high, and there would have been a shortage of teachers. Without the voluntary bodies the service would lack the missionary zeal. Without the LEAs it would lack encouragement, accommodation and financial support, and it would have been isolated from other forms of further education. Without the Ministry it would have lacked coherence and the benefits of Her Majesty's Inspectors (HMI) and the overall view which is essential for a national service organised in local autonomous units. Not only had the quality of adult education been enriched by this partnership, but the partners had been enriched too. The Universities and the WEA are highly regarded by the British people and this is due to their involvement in adult education. This system it has been said dominated adult education for nearly 50 years. It changed with the passing of the 1992 Act.

2.2.4. Adult education in Universities, FE colleges, AE centres and the WEA

Adult education in the above institutions has been described in the previous sections of this thesis. However, a detailed look into these bodies will reveal their deeper involvement in adult education.

2.2.4.1. The Universities

University adult education began with the formation of the University Extension College (UEC) in Cambridge in 1873 followed soon after by Oxford. These two universities by 1902 had over 900 centres established with an estimated number of students between 20-25 thousand. However, the UEC began to struggle without public funds. The two universities were seeking financial assistance elsewhere, more specifically, from the Board of Education and the new LEAs, which were formed by the 1902 Education Act.

The 1908 Report on Oxford and working class education identified that the UEC was not offering satisfactory university adult education, primarily because of under funding. In the meantime the other universities in the north and the midlands were preparing similar schemes. By the 1930s the whole extension movement came to an end leaving the WEA with a free run.

In 1919 the Reconstruction Committee with the Final Report greeted with enthusiasm the state of the university adult education. It recommended the creation of an extra mural department by all universities. "The committee laid great stress on the role of the extra mural department as a link between the university and the non academic world."(Fieldhouse 1996:206)

With the outbreak of the Second World War the universities, together with the WEA, the Young Men's Christian Association (YMCA) and other organisations, created the Central Advisory Council (CAC), with the sole purpose of promoting adult education for the armed forces during the war.

The universities in 1947 founded the Universities Council for Adult Education (UCAE). In a statement regarding UCAE the universities reaffirmed their commitment to liberal adult education, but declared that they could not ignore technological subjects. Fieldhouse (1996:213) quoted the following statement made by UCAE. "The primary duty of the university in adult education is to contribute to the general welfare of society by training capable minds to know and understand the nature of the society in which they live."

From the end of World War II until 1961-2, short courses at universities showed an increase of 254%, where one-year courses showed an increase of 156%. (Fieldhouse 1996) A clear indication that the public was attracted to the universities extra mural short courses.

The Ashby Committee in 1954, The Organisation and Finance of Adult Education in England and Wales, whose role was to investigate the organisation and finance of responsible body adult education, provided the universities with the news they were looking for. It proposed that the provision of liberal adult education lay with university extra mural departments. It stated that the co-operation and partnership between WEA, LEA, Ministry of Education and the universities must continue with the ministry still maintaining the financing of such activities, although it must be clearly stated the universities preferred the funding to come from the UGC.

In 1956 a shift from traditional, liberal adult education was recorded. The head of the department of adult education of Nottingham University, Harold Wiltshire, expressed his fears that the great tradition of university liberal adult education has been replaced by a more technical, professional and vocational service leading towards elitism by advocating examinations and qualifications. (Peers 1972)

The University extra mural departments during the 1950s and 1960s witnessed an expansion in adult education despite the threats of cuts. Their grants in the 1950s nearly doubled. Of course, the expansion of the 1950s and 1960s in university adult education was the beginning of its social purpose. The Universities embraced a wider section of adult education by offering more accessible short courses to adults. These were certificated courses, training and day-release courses that put the emphasis on learning by doing. The 1950s and 1960s also saw a considerable increase in training for full time as well as part time adult education staff. The University of Manchester was the first to offer a diploma to part-time adult educators. This led to the creation of certificates, diplomas and masters degrees being offered by the universities.

The Russell Report in 1973 recognised adult education as part of the total system. By advocating direct grants to the universities this Report envisaged that the universities would be brought directly to participate in the public system of education by offering economic support. The universities under the recommendations of this Report would receive payment of direct grants. The new regulations also provided that they would receive a substantial financial support (normally 75%) for the adult education work, which formed part of the public service of education. This grant aided work, would be the contribution to the total service of adult education in the area. (Russell Report 1973)

The 1979 election brought into power the first Thatcher government and with it the beginning of massive changes on a scale never seen before, of financial restructuring, and government intervention. LEA funding was reduced followed by a reduction in the UGC grant. By 1983, after the government announced that the grant of all responsible bodies (i.e the WEA and the Universities) would be reduced by 14.7% throughout the 80s, changes and recommendations came thick and fast.

In 1987 the government abolished the Responsible Body status the universities enjoyed. This meant that funding was transferred from DES to the new UFC.

The 1980s also saw the restructuring of the extra mural departments of universities. A significant shift towards vocational adult and continuing education at the expense of the liberal adult education was noticed. Business courses were set up to satisfy new client demands. The late 1980s saw a flurry of activity by the government. The 1988 ERA was not important for the universities. In 1991 the government formed the Higher Education Funding Council in England (HEFCE). It wasted no time and announced that it was setting up an advisory group to review policies on adult and continuing education. In 1993 the HEFC made its decisions known to the universities. It stated that it would encourage the development of vocational courses, which would receive funding in the form of bidding. Although the universities were encouraged to promote the vocational sector, the non-vocational sector, nevertheless, was recognised as being a worthwhile cause and as it has already been mentioned the government has allocated some funding for non-vocational courses.

2.2.4.2. Further Education colleges

Colleges of Further Education are institutions which are wholly post compulsory education and to a great extent are the creation of the last 50 years. Under the 1944 Education Act LEAs were specifically charged with Further Education provision. The Act in section 41 stated: "It shall be the duty of every LEA to secure the provision for their area of adequate facilities for Further Education that is to say (a) full-time and part-time education for persons over the compulsory school age; (b) leisure time occupation, in such organized cultural training and re-creative activities as are suited to, their requirements for any persons over compulsory school age who are able, and willing to profit by the facilities provided for that purpose." (Bratchell 1968: 14)

The Act referred to Further Education as ... any education after school except the universities. (Marks and Elsdon 1991) Although this Act made no distinction between vocational and non-vocational courses, paragraph 41, sub-paragraph (a), is seen as meaning vocational FE and sub-paragraph (b) is seen as meaning non-vocational and leisure time learning. This has affected financial policies and legitimised the differential on fees, which continues today and has caused adult education a great deal of damage. Enrolments are down and so are revenues from lost funding. The levels of fees that are charged by adult education providers were given in an earlier section in this chapter.

Adult education has been divided, not only in the provision of vocational non-vocational courses, but also the differential that has been created by this divide in fees charged.

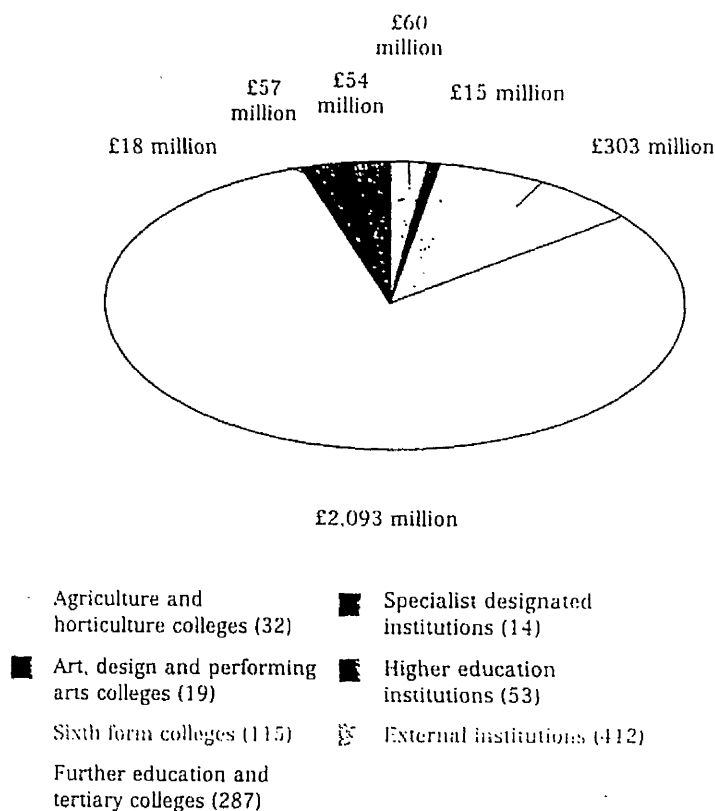
In 1946 the FE Schemes Committee was formed and asked all LEAs to prepare their FE schemes. This was published in 1947 and it was considered to be the 'bible' of FE, "according to this blue-print there was to be a college of FE in every centre of population. They were to serve as powerhouses and provide the framework of FE as a whole." (Fieldhouse 1996: 86-7)

Between the 1950s and 1980s the FE colleges had outgrown their perceived narrow technical and vocational boundaries, particularly in respect of 'A' level work. By the 1990s funding for the FE sector from the FEFC had reached new levels. See figure 3.

Government cuts and commercialism brought about a competitive attitude rather than co-operation between the LEAs and the FE sector. The author feels that this was further accelerated after the 1993 changes where all colleges of further education gained independent status, managing their own affairs. Some benefits were gained by these changes; colleges now could make decisions about their own affairs instead of waiting for LEA approval. There were also some disadvantages too: colleges now employ financial directors to take care of their finances; money matters were now in the hands of financial directors and not the principals. While not susceptible to precise accounting, the new environment must have had significant implications for the focus group of the thesis.

Although the policy of post 18 part-time compulsory FE has never materialised it nevertheless, concentrated vocational education in FE colleges. This of course came to be identified as further and not adult education. Legally FE embraced all post-compulsory education except HE. By the end of the 1980s many colleges were involved in providing general adult education as opposed to further education for predominantly young people (HMI 1991, Sargant 1991 as cited in Fieldhouse 1996)

Council funding by type of institution 1994-95



Note: Figures in brackets show the number of institutions in each group

Recurrent Funding

In its first year, the Council allocated funds on an historical basis. At the same time, it devised new arrangements to apply in the future. In 1994-95, the Council funded the further education sector through these new arrangements, allocating £2.6 billion of recurrent funding to 922 institutions. In the sector, 80 per cent of colleges received an increase in funding compared with the previous year and 22 per cent received increases above 10 per cent. Full details of the allocation methodology and its outcome were published in *Funding Allocations 1994-95*.

Figure 3. Reference from FEFC publication 1995

The above total figure rose to £2.6 billion by 1995-96 and to £ 3.261 by 1997-98 (TES 5-6-99).

Demand and provision for general adult education continued to grow, although some decline was noticed in the late 70s with the increase in fees. Distinction between "further" and "adult" became blurred as institutions encroached on traditional activities. The Russell Report in 1973 noted the particular potential of colleges to offer courses on any level in preference to other institutions of adult education. The Report suggested that adult education in colleges must have its own base with head and staff, a supportive

principal and guaranteed right of resources, if it was to succeed in discharging its duties in adult education efficiently.

Some LEAs, after the 1944 Act gave their FE colleges a brief, which included general adult education, although the majority of LEAs had opted for a separate non-vocational adult education.

Mee and Wiltshire (1978:108) in their research, which included the financing of adult education, found that: "a) FE colleges as hosts of Adult Education have certain advantages (b) Adult Education is statutorily part of FE and is financed by the same budget (c) it is here that the barriers between vocational- and non -vocational, deplored by many adult educators, are most likely to be broken down and that a more integrated system of continuing education is most likely to develop."

Some LEAs tried to protect general adult education by restructuring and amalgamating it with other services. In some cases adult education was handed over to leisure services and in some others to youth services or even both. The writer experienced the turmoil of such changes when the LEA he works for amalgamated adult education with the youth services. It created an atmosphere of resentment amongst all those within adult education. The youth side was considered more important and all managerial posts went to youth workers, who by their admission knew nothing about adult education. Other LEAs handed adult education provision completely to the FE colleges of their area.

The 1988 Education Reform Act suggested the same, by including adult education in Further Education. This interpretation means that FE includes vocational, social, physical and recreational education, and the education and training of adults (FEU 1989). This Act made no mention of adult education as an entity but it included it in further education. It defined FE as including part-time non-vocational education and the education of adults, thus breaking the boundary between adult and FE.

(Marks and Elsdon 1991)

The 1992 FE and HE Education Act created a new, newly defined FE sector, which became responsible for servicing adequate provision of certain categories of education, listed in Schedule 2 of the Act. This Act also established the FEFC in England and

Wales, with statutory responsibilities to secure full-time FE for 16-19 year olds, and adequate facilities for certain specified part and full-time FE for those over 18. Adult education had been removed from the LEAs to the new FE sector under Schedule 2 of the Act. This Schedule 2 among other things stated that it would provide a course, which prepares students to obtain vocational qualifications. It would also provide adults with a 'tree of progression' which will take them from basic skills to higher level of qualification. Under this Act the LEAs were considered unfit to secure the provision of such skills and qualifications.

The FE colleges were encouraged to take on non-schedule 2 work if they could make it pay, while the LEAs were empowered but not funded to take non-schedule 2 work. It became evident that LEAs and FE colleges would be in competition with each other. Further education became the duty of every LEA, to ensure the provision of adequate full or part time further education for everybody over the compulsory school age.

Further education colleges provide non-degree courses in a complex system of examinations governed by national examinations or professional organisations (Jennings 1985). Most colleges, however, up to the early 1990s were involved in liberal adult education, with their adult education departments. Some have become the main adult education providers of their locality.

Again the divide between vocational and non- vocational courses is evident, but nevertheless, courses for leisure time learning are available, provided that these courses are financially viable. Colleges can now decide for themselves their own programme; they have gained an independent status away from LEA control. They have become independent corporations, managing their own affairs, and running as separate and viable businesses. Adult education (especially liberal adult education) is seen only as a small part of their spectrum, with Schedule 2 courses being the majority of courses on offer. Schedule 2 courses benefit from additional FEFC funding whereas non- schedule 2 courses must run only as a viable business, since there are no funds available for them. Adult education in further education colleges in the main has become exam oriented, with qualifications the primary objective.

2.2.4.3. Adult education centres

The 1902 Education Act, gave powers to the LEAs to use income from rates to supply, or aid the supply, of other means of education besides elementary. Secondary and further education, in colleges or other LEA premises, inherited the adult education duties of the newly created technical education committees of this Act. This LEA adult education is considered very much the poor cousin. (Harrison 1961), (Newman 1979) Physically, it often took place in makeshift accommodation; some times in primary schools ill equipped and too small to hold adult classes. These centres are what we recognise to day as adult education centres. As early as 1919 the Final Report encouraged the LEAs to establish adult education centres. To this very day they provide most of LEAs' adult education work, offer facilities and courses for the disadvantaged and only recently began to offer Schedule 2 courses. Some operate from modest offices of their own, usually converted school premises or from small buildings adjacent to a school. It would only be just to state that the LEAs have invested a great deal of money in upgrading these ill-equipped makeshift premises. New centres have been purpose built, existing ones have been refurbished with suitable equipment and fixtures and fittings, suitable to accommodate adults in a pleasant environment conducive to learning.

Tutors are employed on a part time basis on a year by year basis, or even term by term, on a non- staff status. They have no benefits and at the beginning of every academic year are re-employed as new temporary employees. The centre head, although now as a cost cutting exercise some LEAs employ bursars or administration staff as centre heads, is employed on a full time basis together with perhaps one or two administrative and organisation staff; this of course depends very much on the size of the centre.

A great percentage of all classes, 70% or more, are held in the evening. These adult education centres form the focal point of most of the LEAs' adult education provision, either leisure based or within Schedule 2 of the 1992 Act. They also act in many cases as the focal point of a community. This is more evident in small rural communities. These centres, although being on a shoestring most of the time and under immense pressure from the LEA, have managed to reorganise and to provide Schedule 2 courses.

The author is himself a part time adult educator and has experienced these changes first hand. The writer's spouse is languages co-ordinator in an LEA adult education service. She has received explicit instructions from her development officer to try and have as many courses as possible within Schedule 2. Any other course outside Schedule 2 must be self-financing. Courses that do not satisfy both the above criteria can run only if individual tutors wish to run them privately as affiliated groups. The tutor who wishes to register such courses, must register all his/her students, who will pay an enrolment fee, plus the tuition fees which will have to be negotiated with the tutor, plus ten pounds per term per student, a levy towards the centre's expenditure, as affiliated courses carry no Schedule 2 status. The FE institution, at which the writer has worked, in similar situations, charges £6.50 per hour per room, plus 10% surcharge. On a thirty-week course at two hours a week this translates to some £429, an expense that must be paid by the tutor and the students in advance. In addition to this, the tutor's salary must be negotiated with his/her students. It has become evident that these obstacles had an effect on enrolments.

Unfortunately this is a complete abandonment of liberal adult education, and a dramatic shift towards vocationalism, qualifications and exams. If the outcome of the course cannot be measured (by an exam), and does not qualify for FEFC funding, it is not wanted. Whether or not the class has been successful will be measured by an exam at the end. It is sad to see the LEAs moving away from traditional values and putting finance first before adult learners' interests.

2.2.4.4. The WEA

Albert Mansbridge founded this organisation in May 1903. It was first named The Association to Promote the Higher Education of Working Men, but in 1905 it was re-named the WEA. Its original aim was to make the benefits of university education more readily available to the working class people. This thesis does not intend to examine whether this body has fulfilled its aims and objectives but to document its contribution as an adult education provider for nearly one hundred years.

Soon branches were formed from the south west of the country to the north-west, its popularity growing fast. This new organisation provided a new opportunity for the

development of a more academic, non-vocational adult education. In the 1908 Oxford Conference, an offer for grant aid by the government was made with the aim to promote liberal studies. With this new aid the newly founded WEA established the tutorial class programme, half the costs of which were partly financed by the providing university and the other half by the WEA. By becoming Responsible Bodies together with the universities, as part of the 1924 Regulations, the WEA had qualified for regularised payments in grants from the Board of Education and the local authorities. This new development also allowed it to set up new classes, in addition to the universities tutorial class, and to employ paid tutors who were brought in to replace the volunteers. The new courses were used as a springboard by the councils (each district was run by a council, and each council was regarded as an Responsible Body) to establish new short one year courses, which became very popular indeed and gaining in popularity with the public eventually displaced the tutorial class.

The universities, central government the local authorities and some financial help from charities were the main means of support available to the WEA. It would appear that this new organisation was established at the right time and found itself at the right place, when the need for adult courses was recognised. For the next fifty years this body engaged in continuous success and the expansion of new classes. Its membership, as we are informed by Fieldhouse (1996), rose to more than 46,000, with new branches opening up and down the country. Years of growth brought changes to this organisation, Raybould (1949) believed these changes transformed the WEA into something different from its original conception. By 1948 the majority of courses were one-year short courses or a new type of course lasting one or two terms. The tutorial class courses represented only between 10-15% of total provision. The organisation continued its work, although very few of its actual members were working men. The programme was based on the traditions of the traditional non-vocational type.

The new Conservative government in 1979 administered the first cuts in grants. The 1980s and 1990s brought about a new sense of direction with the government pulling all the strings. Although the WEA still receives large amounts in grant aid, (they have been documented in an earlier section in this chapter) its main provision (some 70%) is non-vocational.

2.2.5. Who is responsible for adult education in England?

Up to the middle of the nineteenth century adult education was provided by voluntary bodies like the church or by a few wealthy prominent citizens, who founded and organized local evening schools, mechanics institutes and the like. "It is only in the 1860s' that it was widely accepted that voluntarism was insufficient and that some government involvement and funding was necessary to stimulate an adequate provision of adult education." (Fieldhouse 1996:10)

The first significant step took place with the creation of the LEAs, with the 1902 Education Act, and their newly acquired powers to raise funds for, among other things, adult education. Through to the 1980s, although in-between we had the 1918 and 1944 Education Acts, the responsibility for the provision of adult education, was in the hands of the LEAs, universities' extra mural departments and the WEA. Wholesale changes began to take place from the mid 1980s (with the coming to power of the Conservative government under Mrs. Thatcher in 1979) onwards, with the 1988 Education Reform Act and the White Papers of 1991 and the Education Act of 1992.

This legislation created a new sector of further education which became responsible for securing certain categories of education, listed in the Schedule 2 of the Act. With this new Act the powers of the LEAs were greatly reduced, the government shifted the responsibility for adult education from the LEAs to the FE sector; adult education had become part of FE. The LEAs were no longer obliged by any Act to provide adult education. On the contrary, they began to provide adult education only for the disadvantaged groups. All other forms of adult education should be financially viable, with the emphasis shifting towards vocationalism i.e. within Schedule 2 of the 1992 Act. All courses under this regulation must be measured with an exam to qualify for funding.

This seems to be the end of the adult education movement with its distinctive social purpose. (Benn and Fieldhouse 1994) As adult education becomes marginalised, its best aspects may be entering from an in stream provision. (Mince 1993 as cited in Fieldhouse 1996)

On the one hand the government with the FEFC became responsible for funding vocational adult education, via the colleges of further education, which can also act as sponsors for other independent bodies or the LEAs. The government continued to assist the WEA with funding, so it could carry on providing adult education courses both within Schedule 2 as well as outside. The universities, with some government funding, continued to provide adult education through their extra mural departments, although it must be said that some universities had abandoned this name in favour of other more appropriate titles. Of course the government still provides funds to NIACE which continues today to represent all those involved in adult education.

2.2.6. Adult Education curriculum

The definition of curriculum is one issue that concerns many. Before examining the curriculum in adult education, it is proposed to look at some definitions of curriculum and how relevant they are to this thesis.

Collin Griffin (1983) stated that curriculum stands for a course of study pursued in an educational institution. R. S. Peters and P. H. Hirst (1970:60) stated that "we shall take the term curriculum to be the label for a program or course of activities which is explicitly organized as the means where any learner may attain the desired objectives whatever this may be."

Both definitions are appropriate to adult education. It would be beneficial to see what constituted curriculum over the years and how important it is to adult education today.

If one is to look back to the humble beginnings of adult education, one will see that the main curriculum was religion. It was only later that the curriculum widened with the introduction of languages, such as Latin, Greek, Hebrew and other subjects like geometry, mathematics and others. Later with the mechanics institutes, the emphasis shifted towards science and vocational topics and with the introduction of the tutorial class movement, economical and political studies were an overwhelming reality. Courses were provided for local groups in response to their expressed demand, the distribution of subjects was a reflection of the current interests of adult students. (Peers

1972) Professor Peers refers to the diversity of subjects and this is a reflection of the times we live in. In the Twentieth Century the curriculum expanded to new boundaries. Peers asked whether it is "sufficient to leave the distribution to the spontaneous emergence of demand or whether it is desirable on the part of organising bodies to seek to correct the balance of studies by stressing those subjects which seem to be immediate and of special urgency and importance."(Peers 1972:126)

Kelly (1992) stated that since curriculum can be taken as part of a process, then the process of facilitation becomes an important one, and the subject evolves around adult learning characteristics. The subject of andragogy (by some considered the methodology best suited for adults to learn) and the principles of adult characteristics will be discussed in detail at a later chapter in this thesis. Griffin (1983:46) agreed by saying that "a curriculum theory of adult education is one which is grounded in the practices of adult teaching and learning."

This brings us to today's world, where it can be said that curriculum includes a vast variety of courses which are designed to satisfy demand. The diversity of the adult education curriculum in the UK today has never been more evident; as people become more affluent, more courses are organised to satisfy those tastes. There are courses today that have never been heard of before, for example The Alexander Technique, horse grooming, etc. Organising new courses to satisfy demand with advancing technology for example, IT and many more, is of paramount importance. Adult education as a service is demand driven. Above all, there are additional courses which are aimed to satisfy and to comply with recent legislation. Adult education curriculum has to adapt to customer demand, technological advancements as well as to funding requirements.

The diversity and originality of a curriculum in any institution can also hit another point, finance. High enrolments due to a diverse, popular, well planned and well thought out curriculum, bring revenue, both from students but also from the FEFC (for Schedule 2 courses), WEA being the only adult education provider that receives funding for non-schedule 2 courses.

How wide and diverse the adult education curriculum has become can be seen in chapter six (Quantitative data analysis)

2.2.6.1. Vocational and non vocational adult education

As has been shown adult education originally had a (liberal) non-vocational approach. The vocational, non-vocational (liberal) adult education debate began as early as 1919 with the Final Report. This Report, although it encouraged and recommended that local education authorities should establish evening centres for social, recreational and educational activities, also stated that liberal adult education should be regarded by the universities as a normal and necessary part of their functions. (Kelly 1992). However, the authors of the Report felt that "the distinction between vocational and non-vocational education is one which may usefully be made..."(Fieldhouse 1996:78)

It was this kind of attitude that initiated the division between vocational and non-vocational adult education, for most of the century. The trend of liberal adult education continued through the Second World War, with the number of institutes, courses and students showing a remarkable increase between 1947 and 1950. (Fieldhouse 1996)

The sixties first saw a substantial increase in demand for vocational adult education. There were tens of thousands of part time students who wished to supplement their qualifications on a part time basis. (Fieldhouse 1996)

The 1973 Russell Report perpetuated the separation between non-vocational and vocational technical education. With the coming to power of the first Thatcher government in 1979 the vocational, non-vocational divide, accelerated, the emphasis being on vocationalism, competitiveness, individualism, training and retraining

Malcolm Tight(1996), in his book Key Concepts in Adult Education and Training spoke of a tension between vocational and non-vocational adult education. Although he admitted that non-vocational adult education was the dominant view in Europe and North America even in the post war period, he stated that the vocational view had become the dominant one for at least the last decade or more. He further made the valid point that a vocational experience for one learner may be non-vocational for another. Nevertheless, this divide between vocational and non-vocational and the taking away from the LEAs the initiative on adult education provision raised some concern for non-vocational adult education

which accounts for some 2-3 million students every year.

2.3. Adult education definition

The two-word component looks simple enough. It seems to denote 'Adult Education'. Derek Legge wonders whether it should be called 'adults' education'. Obviously it involves adults participating in some kind of education. For the purpose of this thesis **adult** will be defined as any individual over the age of eighteen. Professor Stephens defined an adult student, as somebody who will be over the age of 18 years and who will have completed their initial education ...(Stephens 1990) Having defined **adult** the word education needs defining too. **Education** means learning and learning means change. **Education**, within the adult education context implies learning, in a formal, informal, voluntary, vocational, non-vocational context.

The UK's definition of Adult Education at the UNESCO world conference in 1951 is as follows "Adult education is taken to mean forms of study and other activities which are undertaken voluntarily by mature people (i.e. over the age of 18) without direct regard to their vocational value." (Legge 1982:2) The 1972 Tokyo UNESCO World Conference defined Adult Education "as a process whereby persons who no longer attend school on a regular basis, undertake, sequential and organised activities with the conscious intention of bringing about changes. These changes come about in information, knowledge, understanding of skills, appreciation, and attitudes for the purpose of identifying or solving personal problems." (Legge 1982:4) The Education Committee of the Organisation for Economic Co-operation and Development (OECD) in 1975 defined Adult Education "as any learning activity or programme deliberately designed for adults. Its ambit is taken as spanning non-vocational, vocational, general, formal, non- formal and community education and it is not restricted to any particular level." (Legge 1982:3)

Professor Jennings defined Adult Education " as an educational provision for men and women who are legally adult over the age of 18 and are not engaged in continuous full-time education." (Jennings 1985:6)

Jarvis in his 1982 publication defined the two as follows. "Liberal adult education is a theory which presupposes the freedom of the individual to pursue his own interests and vocational has a specific and defined occupational purpose." (Jarvis 1982:38)

The writer agrees with Jarvis's definition of non-vocational adult education, but disagrees with the definition of vocational adult education. It is true that the government would have liked vocational adult education to have an occupational purpose, but the truth of the matter is, that not all those who enter vocational adult education do so for occupational purpose. It does not necessarily mean that those who undertake vocational adult education would use the knowledge and qualification gained for a specific professional purpose. Many people enter vocational adult education for a variety of reasons; a) they like a subject but it is only offered as a vocational course and they have no choice but to enrol; b) It has already been shown that fees for vocational adult education are half those of leisure adult education, therefore many people enrol because they pay less; c) some people seek an award for personal satisfaction, but not for occupational purpose; and d) some who purposefully enrol in a course for occupational reasons.

The author cannot but agree with all the *above observations* as a definition for adult education, but for the purpose of this thesis he will define adult education as non-compulsory education for leisure or vocational reasons, attended by people over the age of 18.

It is evident in a modern society equal importance must be attached to both liberal as well as vocational adult education. Adults engage in both, for the purpose of learning, learning brings change, it is irrelevant and immaterial how adults will use this change afterwards. From the perspective of government in the UK the only adult education that is of importance is vocational; we have already seen that a small shift of attitude by the new government has been noted. As the late Professor Stephens stated, there is now little sympathy in allocating taxpayers money to subsidise what he called the great tradition of non-vocational adult education committed to humane and liberal studies. (Stephens 1990)

2.4. Government policy on adult education

2.4.1. Government approach towards adult education

Early adult education was not an issue related to government. It was an issue that concerned people at local level. With the introduction of the 1902 Act, the government's approach to this pragmatic issue was made very clear. By making the LEAs responsible for adult education provision, it was obvious that the government of the day wanted adult education to be made a regional issue, run regionally by the LEAs and the Responsible Bodies, not centrally by the government. This was further reinforced with the 1944 Act which clearly made local authorities responsible for the provision of adequate adult education, and this is how things have largely remained ever since, with some changes taking place with the latest Education Act of 1992. Although this Act has taken the adult education initiative away from the LEAs and handed it to the "new" further education, with its autonomous powers, adult education in the main still remains a regional issue, whether it is run by the local college or the LEAs. It must be emphasised here though, that adult education functions on a day to day basis on a regional level but the policy making initiative lies with central government which holds the purse strings.

2.5. What different Reports / Acts recommended on adult education

Although adult education remained free from government intervention through until the beginning of the twentieth century, the importance of the evening schools was recognised and the first government grants were awarded as early as 1851. Further-more in 1889 the government passed the Technical Instruction Act which empowered the county councils to apportion rates proceeds to the Technical Instruction Committees and which revolutionised evening schools and consequently they were able to provide a wider range of adult education. (Fieldhouse 1996) In addition to all these, in 1890 the Local Taxation Act provided further resources for these new committees by giving them a penny from the beer and spirits tax (this became known as the "whisky money"). Twelve years later came the first Education Act of the century. Professor Stephens wrote: "The 1902 Act made county councils the main local education authorities, with wide powers of adult education provision, and the major channel of administering government grants. From this developed the local service role of the "night schools." At its best it responded

quickly and sensitively to local needs despite being under resourced and relying mainly on part-time teachers." (Stephens 1990:29)

In this section of Chapter Two, Acts and Reports, which were either set up specifically to look at adult education, or make reference to adult education, will be examined in greater detail. Although some of these documents made reference to training, the writer proposes that anything that deals with training issues will be discussed in a later chapter under the title Training History and Provision.

In this century there has been legislation which dealt with adult education issues: 1902, 1944, 1988, and 1992. During the same period there have been eight Reports that have dealt with adult education and training issues: these are 1908, 1919, 1943, 1954, 1973, 1975, 1991, 1997 and 1998.

It would be beneficial if these Acts and Reports are examined in chronological order. This way the emerging picture can be assessed step by step and the issues that arise can be discussed. The author is also of the opinion that occasional repetition cannot be avoided.

The dawn of a new era began with the activities that saw the passing of the 1902 Act.

2.5.1. The 1902 Education Act

The Board of Education distributed grant aid to the LEAs provided that they met certain criteria, which were outlined in the new further education regulations. The Board laid down certain categories or divisions, as they became known, by defining the areas of work to be covered. This included literacy, art, manual instruction, science, home occupations, industries and physical training together with some domestic courses, like needle work, dress making, cookery etc. Although these courses were of low-level technical and craft education, this technical-vocational bias in adult education was carried forward from the work of the TICs, in the last decade of the 19th century. It must be emphasised that some recreational courses were provided, but very little or no attempt was made to offer academic courses.

Sadler in 1907 as cited in Fieldhouse (1996), stated that the Board of Education had made several attempts to encourage the LEAs to offer some advanced level full-time courses. The Board even encouraged some provision of liberal character, but of a higher level, similar to The Oxbridge tradition.

Liberal adult education, nevertheless, did not achieve its potential (with the exception of crafts) under the LEAs although they were considered to be the natural expansion ground of adult education. (Harrison 1961) "The LEAs contribution from 1902 to the First World War was largely confined to trying to remedy at an adult level the deficiencies of elementary education, and the provision of vocational and technical training." (Jepson 1959:83) The non-vocational, liberal adult education was left mainly to the universities and the WEA. (Ministry of Reconstruction 1919)

It must be emphasised however, that this trend was reversed in later years. Although the 1902 Act was the first education act of the 20th century and a very important mile stone in adult education history, it made no mention of training or training provision for adult educators, and an opportunity to address this issue at such an early stage was lost.

2.5.2. The 1908 Report on Oxford and working class education

This Report reflected the need to provide working class people with knowledge necessary to enable them to show foresight in their choice of subject. It made the universities and the LEAs the main supporters of the WEA. It recommended that half the cost of running tutorial classes should be met by the providing university and the other half by the WEA, which would receive grant from the Board of Education and the LEAs. It accused the universities of not offering a satisfactory adult education to the working people, the main reason being the universities' failure to employ only university lecturers or teachers of recognised status. (Fieldhouse 1996) This implied that adult education was employing adult educators who were not able to understand the demands or requirements of working class people, lacking perhaps training for this kind of teaching in adult education. This is a significant point and shows that the need to employ appropriately trained staff was identified as early 1908, at the beginning of the 20th century.

2.5.3. The Ministry of Reconstruction Board of Education Committee 1919 "Final Report"

This Committee's Report was finally published in 1919 and became known as the "Final Report." It is regarded by many educationists as "probably the most important single contribution ever made to the literature of adult education." (Peers 1972) A number of distinguished academics describe this Report as the "Bible of British adult education" and the "most notable and useful moment in our adult education literature." (Tawney 1956, Waller 1967:4, Taylor 1976:147 as cited in Fieldhouse 1996:47). Professor Kelly in his book in a later publication *A History of Adult Education in Great Britain* (1992:262) described this Report

"as the first and still the most comprehensive survey of the history and organisation of adult education in this country." He further stated.... " Adult education should cater for the varied needs and tastes of the people... That local education authorities should establish evening institutes for social, recreational and educational activities, especially for young people. That joint committees of LEAs, Universities and voluntary bodies should be established to do for non- university adult education what the University joint committees had done for tutorial classes." The universities should regard "the provision of liberal adult education for adults... as a normal and necessary part of their functions. That each university should establish a department of extra mural adult education. ... (Kelly 1992:267)

This Report defined who should be responsible for adult education. On the one hand, it recommended that the universities should establish an extra mural department to undertake adult education responsibilities. Clear directions were included for the LEAs as well as the Responsible Bodies. The content of the Final Report was important, and laid the foundations for a healthy adult education which were to last only for some fifty years. Most of these recommendations were implemented and played a major role in the development of adult education during the period between the wars.

The Report provided "a sense of a new beginning" reiterated Kelly (Kelly 1973:113). It managed to raise the importance of adult education as part of more responsible citizenship. (Fieldhouse 1996) The rationale of adult education was presented as the creation of a "well ordered welfare state or a Great Society organised in support of common good." It was a blue print not only for adult education but for a free and fully participatory democracy." And it was from this vision that the foundations were laid for the democratic teaching methods and learning environment which became the hallmark of much British adult education." (Small, 1975:152, Waller, 1967:45 as cited in Fieldhouse 1996: 47) The Report was successful in "depicting adult education not as a side issue to be resigned to the fanatic or the crank, but as an activity indispensable to the health of democratic societies and to be regarded therefore as a necessary and normal part of the country's educational system." (Tawney 1956 as cited in Fieldhouse 1996:48)

Although very effective in justifying an adult education system with some social purpose, it failed to stimulate public imagination, interest and demand in what were very difficult times. It is difficult to believe that the people then failed to realise the importance of this Report. One must not forget that as this Report was published soon after the First War, people were either preoccupied with more pressing problems brought about by the war or by the possibility that the recession that followed that war would have lasting effects on peoples' attitudes, needs and finances. It also underestimated the contribution made by the LEAs and undervalued the vocational aspects of adult education. Above all, it was partly responsible for widening the gap between vocational courses and the liberal non-vocational studies, which were to be a dominant feature in adult education for most of the century and are very strong today. (Fieldhouse 1996) It recommended a much larger expenditure of public funds on adult education and it also made a number of specific recommendations, the most important of which referred to the provision of a liberal education for adults, which should be regarded by the universities as a normal and necessary part of their functions. Each university should establish a department of extra mural adult education with an academic head and adequate teaching and administrative staff.

Other recommendations were made to the LEAs. They should regard non-vocational adult education as an integral part of their activities. It further recommended the

establishment of non-vocational institutes as evening centres for humane studies, and indicated that social and recreational facilities, student societies co-operating with voluntary agencies should be considered essential. In addition, the Report suggested that LEAs should give substantial assistance to University tutorial classes and courses of extension lectures and their resident tutors. It was also pointed out that there was a lack of organisation in adult education and it recommended that organisation can be beneficial to non-university adult education as it has become beneficial for university extra mural studies. It was also felt that the LEAs should combine together to form Joint Committees on which voluntary bodies and universities be represented. It was also thought imperative that the LEAs should play an important part in the development of adult education. (Raybould 1959)

2.5.3.1. The Outcome of the Recommendations to the "Final Report"

While most of the Report's recommendations were implemented and were a powerful factor in the development of adult education, (Kelly 1992) most never materialised. First, the universities greatly expanded their provision of tutorial classes by receiving more generous grants, although they were slow to create extra mural departments, some taking as long as twenty years to do so. The LEAs showed little inclination at first to accept responsibility to promote liberal adult education. Instead they provided funds to the universities and the WEA to promote their courses and select their tutors. One of the recommendations that fell by the wayside was that the LEAs should establish non-vocational centres. The Final Report was successful⁴ in depicting adult education not as a side issue.... But as an activity indispensable to the health of democratic societies... and to be regarded as part of a country's educational system." (Tawney 1956 as cited in Fieldhouse 1996:43) This was also stressed by A.L. Smith in a letter to the Prime Minister, in which he stated that adult education "was... not a luxury for a few exceptional persons... but as a personal national necessity, an inseparable aspect of citizenship." (Ministry of Reconstruction 1919:5)

The Report though was very effective in justifying a system of adult education with a social purpose, aimed at the broad mass of population; it was not particularly successful in stimulating a mass popular demand. (Small 1975:152) Waller (1967) stated that the committee's vision was very wide, with the heart of the Report, the liberal studies, with

the exclusion of vocational studies.

The tutorial class was idealised at the expense of the LEAs, whose work and importance were under valued. One very important development as a result of the Report's recommendations was the involvement of the WEA in providing adult education courses with its elevated status to Responsible Body and joining the Universities and the LEAs as part of the Joint Committees. This was the first official report that made specific reference to the need to train part time adult teachers, the details of which will be looked at in the chapter that will examine training history and provision.

2.5.4. The adult education Regulations of 1924, 1931 and 1938

Although not official reports their importance is recognised and their inclusion here is called for. Prior to the publication of the 1944 Education Act the government had issued some new adult education regulations.

The 1924 Regulations were concerned with courses of liberal education for adults, provided by universities and the WEA or university colleges, e.g. Oxford and whose classes of preparatory to three years tutorial, advanced tutorial classes, one year courses and vacation courses for selected students. A clear distinction was thus made between the work that was being carried out by the universities and that of non-universities responsible bodies.

The Regulations of 1931 recognised short courses and short extension courses of not less than six months duration each. A further important development in these regulations, was the recognition of schemes of work carried out by the full-time tutors, under university responsible bodies, which included courses of pioneer character, single lecture and preparatory work. The purpose of these new regulations was to encourage the development of adult education in rural areas.

The final set of regulations came in 1938. The Regulations of 1938 recognised university extension courses that consisted of ten and no more than twenty-four meetings of one hour and thirty minutes duration. Furthermore, it recognised the classes of one-year duration provided by universities, which were not classed as preparatory; these were

now considered to be of a standard not lower than that of the first year tutorial class. Another change that took place, was the admission of sessional classes of less than twenty, but not less than twelve meetings, again designed with smaller communities in mind. Finally, the older type of extension work was accepted, which could have as few as six lectures of one hour and thirty minutes duration. By specifically naming these lectures and their duration the Board had recognised them, which conferred status and meant that now they could receive grants. Perhaps this specific declaration of lectures, their duration, but also the length of the course itself, is the birth of the modern adult education curriculum as it exists today in all the establishments that provide adult education classes. Lectures now last between one and a half to two hours duration for ten to twenty weeks or the maximum of one academic year of thirty weeks. Professor Peers (1972) stated, and the writer feels in complete agreement with him, that these changes may not have appeared to be dramatic but they had a great influence on both the promotion and character of liberal adult education in England and Wales.

Nevertheless, these three new sets of regulations made no mention of the subject of training. It is hard to understand how these regulations could ignore the issue of training which was first highlighted by the " Final Report " in 1919, by the Adult Education Committee Report in 1922, and in a report by the National Institute of Adult Education Report (The Carnegie Trustees) The Tutor in Adult Education in 1928. The government missed an opportunity to recommend rules or provide proposals for the training of the adult teachers. It had the chance to set the foundations for training which would have made a great deal of difference to the status, not only of adult education, but also to the thousands of its staff, who are employed on a part-time basis. Perhaps the assumption that these lectures were carried out at university level, by resident tutors (meaning full-time tutors) they were trained and "qualified", an assumption which we know today to be a false one.

2.5.5. The 1943 White paper on Educational Reconstruction

The government through a variety of official pronouncements made its intentions clear, to the LEAs, that they were expected to assume a much more positive role. This was stated clearly in the 1943 White Paper, which stated that "Local Education Authorities will undoubtedly be called to play a larger part than heretofore in this field."(Board of

Education, Educational Reconstruction 1943: 23 as cited in Kelly 1992:338). Fieldhouse (1996) stressed that this White Paper also involved the LEAs, not only in the expansion of technical, commercial, art education and compulsory part-time education, but also in a more extensive system of cultural and recreative provision for adolescents and adults. Further education was to be considered the third style (after primary and secondary) of an educational system.

2.5.6. The 1944 Education Act

A significant step towards a statutory obligation for the education of adults. "Before the 1944 Education Act there was no statutory obligation to provide any education for adults in Britain." (Legge 1982:22) "The 1944 Education Act, despite much important legislation since (such as the 1988 ERA), remains the most influential statute for a great deal of Modern English adult education." (Stephens 1990:42)

All educationists who have written about the importance of the 1944 Act agree that the Act made it the "duty" of the LEAs to provide adequate facilities for further education. Section 41 of the Act defined further education. a) Full-time and part-time education for persons over compulsory school age, and b) leisure time occupation, in such organised cultural training and perceptive activities as are suited to their requirements for any persons over compulsory school age who are able and willing to profit from the facilities provided for that purpose. (Ministry of Education 1944) Few make the distinction that this Act **did not** stipulate that the LEAs themselves would provide this service. (Legge 1982) This Act changed the permission granted to local authorities into a duty and a responsibility. They had to contribute towards the development of the community by securing that adequate facilities and efficient provision is made throughout their area of all forms of education (primary, secondary and further). The most important factor here is that further education was given a status like child education. The Act decrees. "It shall be the duty of every local authority to secure the provision for their area of adequate facilities for further education" but the word 'adequate' may have many interpretations and 'secure the provision' does not necessarily mean provide by the LEAs themselves. (Legge 1982)

Section 42 of the Act required the LEAs to work together with the universities, educational associations and others in their area, and, Section 53 of this Act required the

LEAs to provide adequate facilities for recreation, social and physical training. Despite the fact that the aim of this Act was to co-ordinate the whole system, each of the 146 LEAs interpreted this responsibility differently. Some provided adult education directly to their communities, others financed adult education via a third body. Nevertheless, despite the different interpretations of the content of the Act, a system did emerge which remained intact for the next 40-50 years. The LEAs secured adequate provision for adult education. Significant new legislation in the development of adult education was established but the issue of training was completely ignored, an omission which has cost adult education and adult educators, in particular, very dearly.

2.5.7. The 1954 Ashby Report

Ten years after the 1944 Act came The Ashby Report, The Organisation and Finance of adult education in England and Wales. Although the years after the war were years of rapid growth, the government was still facing harsh times, with so much to be done in post war reconstruction. This had an immediate effect on the grants allocated to adult education. The Ministry of Education decided to freeze grants for the 1952-3 period and threatened a 10% reduction for the following year of 1953-4. This caused a storm of protest.

The minister's cost cutting exercise was undermined by the then Prime Minister, Winston Churchill, when responding to the Trade Union Congress (TUC) objections. He said: "There is perhaps, no branch of our vast educational system which should more attract within its particular sphere the aid and encouragement of the state than adult education...." (Ministry of Education 1954) What is pleasing to notice in this Report is that it had identified the importance of the issue of training, something which was outside its terms of reference and which the writer will quote in chapter four "Training History and Provision."

The Committee's terms of reference were restricted. It was not required to make a comprehensive review of adult education or to advise on questions of policy; but to review the present system by which the extra mural departments of universities, the WEA and the other responsible bodies provided local facilities for adult education. Particularly with special reference to the conditions under which facilities were

organised and received grant from public funds, and to make recommendations. Included were only those organisations that received government funding. The universities and the WEA were receiving at the time 99 % of Ministry grants. This excluded the LEAs. (Raybould 1959)

Although the Committee detected some hostility towards the WEA it concluded that the partnership between the universities, the WEA, the LEAs and the Ministry of Education as joint providers should continue, but this should be reviewed from time to time. The Committee resisted suggestions that the responsibility for funding university adult education should be transferred from the Ministry to the UGC, although it suggested that this move would soon be desirable. (Fieldhouse 1996) It further recommended that the amount of grant aid to individual Responsible Bodies be determined after consideration of the quality and standard of work, and the needs of the region. Furthermore, the Committee recommended that university tutorial classes should not be restricted only to three-years, but that the length could vary. The vocational courses and classes promoted for special groups of students should be eligible for grant aid in the future. Finally, it gave its support to the argument for parity regarding salaries and status, for full-time staff vis a vis other university lecturers and better pay for the part-time staff.

2.5.8. The 1973 Russell Report

"Adult Education a Plan for Development" was the full title of this Report, under the chairmanship of Sir Lionel Russell which in 1969 the then Labour government commissioned. Its aim was to review non-vocational adult education in England and Wales and to recommend ways of obtaining the most effective and economic deployment of available resources.

In fact as Professor Kelly pointed out, the Committee from the beginning was severely restricted by its terms of reference. Its brief was "with a view to obtaining the most effective and economical deployment of available resources." "Which seem to point more towards economy than expansion." Kelly (1992:xix) Professor Fieldhouse agreed with Professor Kelly about the handicap of the committee, describing this restriction as "somewhat shackled from the outset." (Fieldhouse 1996:64) Its perception of adult education being "the poor cousin" (topping up existing knowledge, second chance and

leisure time learning). (Baynes 1975, Hughes 1970, Kelly 1992, as cited in Fieldhouse 1996).

Nevertheless, the Report provided a comprehensive review of existing provision, and helped to focus once more on adult education. "It encouraged adult education to concentrate once more on socially committed, political work with the disadvantaged groups and to devote more resources and energy to the needs of the adult education untouchables." (Kelly 1973:122 and 1992:xix) The recommendations made by this Report on the LEAs, the WEA, the universities and the residential colleges are seen as being relevant to the theme of this thesis

First, the LEAs: The committee did not wish to see a great deal of change, in fact their desire was to see the LEAs carrying on being the main providers of non-vocational adult education by stating that six times as many adult learners attend LEA institutions as attend the WEA or the universities. Further, it encouraged the LEAs to improve and widen their provision, especially the range of liberal adult education. It recommended that the LEAs take steps to encourage people whom adult education never touched, and those adults who have not completed their full-time education.

It recommended that further education institutions be encouraged to offer more adult education provision. This last recommendation, was the stepping stone which the Conservative administration, some twenty years later, used to change the traditional adult education as we know it to-day. By following this Report's recommendations to encourage more adult education provision within the further education sector, the Conservative government in 1992 found it easy to take adult education responsibility from the LEAs to the FE sector.

The Report singled out accommodation as an important part of the organisational aspect. It recommended that the premises of secondary schools must be used more, as they provide better facilities and equipment. In the long run, the Report saw a centre of adult education with its own premises, providing the nucleus of teaching and still sharing accommodation with other institutions. Each area of adult education should have a full-time head with centre heads on a full or part-time basis depending on the size of the area and the demands on staff.

The University role: 1. It recommended that universities should concentrate specifically on work of university quality, or "intellectual education." This implied that the universities should not be involved with low-level adult education. It proposed that the universities should concentrate on liberal studies of the traditional kind, characterised by student intellectual effort, with guidance from a tutor.

2. "Balancing" studies of an academic character, designed to complement earlier specialisation in education.

3. "Role education" by this is meant education of a liberal kind and academic nature designed to provide a relevant background of knowledge and appropriate intellectual skills for groups whose common element is their role in society.

4. Industrial education of a liberal and academic nature. For all levels of industry.

5. Project work with the guidance of a university teacher, adult learners engage in a process of research.

6. Training (other than courses leading to a professional qualification) for those engaged in adult education. (DES 1973:72-3)

The Report supported the extra mural departments and stated that in their adult education work the universities must be seen to participate directly in the public system of education and therefore advocated the continuation of a direct grant. By doing this the Russell Report agreed with the Ashby Committee's view that "university adult education should be regarded and funded as part of a comprehensive adult education service rather than an integral part of a higher education." (Fieldhouse 1996:223)

The WEA's role: Contrary to WEA surveys that branches were only moderately effective in assessing the needs of their local adult learners, the Report was satisfied (with the evidence it had in its possession) and gave the WEA voluntaryism its qualified approval. (Fieldhouse 1996) It stated that although the Organisation at branch level did not have the same vitality that was evident in the pre-war years, the amount of voluntary

effort was substantial . (DES 1973)

The role of the Residential Colleges: The Report recognised the work of both short term and long term residential colleges and recommended that their grant must continue, recommending the construction of an additional college in the North West of England. This college to be in Chorley, Lancashire, became instrumental in the training of part-time adult educators. Weekend courses provided part-time adult educators with valuable training and the writer has benefited from the existence of this establishment where he undertook the final module of his inservice training.

Of course, under the 1992 FE and HE Act both short and long term residential colleges were placed in the hands of the FE sector, which made them answerable to the FEFC, with the consequence that to qualify for FEFC grant their courses must have a Schedule 2 status. Finally, the Report recommended to the Secretary of State that a development council for adult education in England and Wales should be established. It took the government four years to set up the Advisory Council for Adult and Continuing Education (ACACE).

2.5.9. The 1975-1978 Haycocks Reports. The Advisory Committee on the Supply of Training for Teachers (ACSTT)

The first official Report that was commissioned specifically to examine the issue of training. The Haycocks Reports (three in total) were under the chairmanship of Professor Norman Haycocks. The first Report in 1975 dealt with the training of full-time staff making, in total, 26 recommendations and was not met with enthusiasm either by the government or the Regional Advisory Councils (RACs).(Fieldhouse 1996)

The second, although unpublished, addressed specifically the training needs of the full-time staff in adult education and the training needs of part-time staff in both further education as well as adult education. This was the first report to put forward a training programme specifically aimed at the needs of part-time adult educators. The content of this second report and its proposals will be discussed in detail in chapter four of this thesis.

The third and final Haycocks Report, also unpublished, was presented in the form of a discussion paper on the training of teachers for education management in further and adult education. Astonishment, disappointment and bewilderment were expressed and the question must be asked why the second and third Haycocks Reports were not published. Once the decision was taken to undertake such a report the full findings should have been made public. It appeared that the importance of the reports and their findings were deliberately downgraded. Adult education once again was relegated to play second best to the compulsory education sector.

2.5.10. The 1988 Education Reform Act

The most important and influential legislation in some 44 years. Like its predecessor, the 1944 Education Act, this Act made no direct reference to adult education; it was included within further education. The ERA as it became known, had a profound effect on how LEAs were able to plan, run, finance and provide adult education. It reiterated the same policy as the 1944 Act, making it the duty of LEAs to secure adequate facilities for further education, which included vocational, social, physical and recreational adult education. Again, it did not make the LEAs responsible for "providing" adult education, only to secure adequate provision, without a precise definition as to what was meant by "adequate." At the same time it reduced the LEAs powers, thus contributing to the fragmentation and destruction of a comprehensive adult education service. (Fieldhouse 1996)

The Conservative government at the time made no secret of its desire to break down the non-statutory dichotomy between adult and further education. This was clarified on the 7th July 1988 in the House of Lords when Baroness Hooper on behalf of the government confirmed that the term "further education" included all education for everybody over the age of 16. This strengthened the position of the further education colleges significantly, as providers of adult education, in direct competition with the LEAs, whose position was further eroded by this decision. Schools were given the right to opt out of LEA control and therefore their governing bodies, took control of the school premises outside school hours, thus inhibiting LEAs from using these premises, and allowing schools to use them for any academic purpose they saw fit. The result of such action was to bring both schools and colleges of further education into direct competition for adult education with

the LEAs. This also encouraged competition not collaboration with all new and old adult education providers.

2.5.11. The 1991 White Papers

In 1991 the government produced two White Papers, with more changes. Education and Training for the 21st century for England and Wales, and The White Paper , Higher Education, A New framework. Although it made no mention of adult and continuing education, it envisaged more adult education and more part-time study, by use of credit accumulation and transfer, which was important to the future development of university adult education. (Fieldhouse 1996) The most important result of this White Paper was the creation of the HEFC for England and Wales.

2.5.12. The 1992 Education Act

Undoubtedly the biggest losers in this Act were the LEAs. A 90 year tradition over which modern adult education was built had changed. Adult education was taken away from the LEAs and was transferred to the further education sector as envisaged by the White Paper.

In a debate at the House of Lords on February 23rd 1993 where adult education funding was discussed, the government's new policy came under fire from many members of the House. Fears were expressed of the division between vocational and recreational adult education, the preference the government had shown towards the further education sector at the expense of the LEAs, and that a rise in fees in the non schedule 2 sector and the effects would have on older citizens. The Minister of Education representing the government in the House, Baroness Blatch, clearly reaffirmed the priority given to the further education sector and Schedule 2 but she claimed that the LEAs still had a duty to secure provision for the education of adults in their area.

One may feel strongly that the Conservative government's political problems had an effect on this important issue. The majority of the LEAs were Labour controlled and the government was stripping away powers and decision making from the LEAs. It must be stated, though, that the LEAs were not completely innocent. At the beginning of each

financial year most of them had broken the spending ceilings imposed by the government. As a consequence one of the many manipulations they resorted to every year were drastic reductions on the non-statutory, non-vote threatening, adult education. Former adult-further education which was taken from LEA control was given to the new FE. Details of the Schedule 2 of the Act have as follows;

- a) a course which prepares students to obtain vocational qualification;
- b) a course which prepares students to qualify for the General Certificate for Secondary Education (GCSE) or the General Certificate of Education (GCE) ;
- c) a course which prepares students for entry to a course of higher education;
- d) a course which prepares students for entry to another course within paragraphs a and c;
- e) a course for basic literacy in English;
- f) a course to improve the knowledge of English for whom English is not spoken at their home;
- g) a course to teach the basic principles of mathematics;
- h) a course for proficiency or literacy in Welsh;
- i) a course that prepares those with learning difficulties to courses mentioned in paragraphs d and h.

Schedule 2, it was explained, would provide adults with a progression route that would take them from basic skills to a higher qualification. It would be secured at a national level. It is clear that Schedule 2 was oriented towards the acquisition of skills and qualifications (something that rekindled the vocational, non-vocational divide) and aimed at what it was considered to be the national priority.

Within the WEA it was feared that the new Act would have an effect on the ethos and aims of the organisation. Although the WEA had in 1994-95 over £4 million of income from FEFC, there were reservations that the Association was being financed by the state. (Fieldhouse 1996) It must be stated that Schedule 2 of the Act had little effect on the functioning of the Association, since more than 89% of its enrolments fell outside the eight categories listed in the Schedule 2 of the Act. The Association was also worried that pressures to meet FEFC requirements might divert them from the traditional democratic principles upon which the Association was built.

The universities did not escape unscathed. The government abolished the UFC. Furthermore, the Schedule 2 criteria were implemented by the HEFC in relation to the universities involvement in adult education. This implied that adult and continuing education students would be treated as normal part-time students on the model of the former Polytechnics, which gained new status with this Act in becoming universities, thus coming away from LEA control.

2.6. Why people enter adult education?

For someone to break away from every day routine of work, home, family, or even perhaps a hobby or a recreational activity, and enter education at a later stage in life they must have a very good reason. Jenny Rogers (1989) discovered that the single most popular reason why adults enter adult education is motivation. Several reasons can be attributed to this motivation as to why adults enter adult education. If adults are not happy with a situation, they can seek ways of changing and improving it. Adults demonstrated the capacity to assume partial or total responsibility for educating themselves. (Smith 1986) If they are not happy with a variety of external or internal reasons i.e. job prospects, knowledge, education, career prospects or they merely want to learn something new, they will engage in the process we call adult education: In most cases this desire to learn and improve is paid by the adults themselves: "The costs in money and energy are dear for individuals who learn inadequately throughout their lives." (Smith 1986:10)

Therefore, adults enter adult education classes motivated by a desire to learn and improve themselves. The writer has only to look at his own experience and identify with all the above reasons. Eduard Lindeman as quoted in Knowles stated that "adults are motivated to learn as they experience needs and interests that learning will satisfy." (Knowles1973: 30)

Unlike children who attend school because of legislation, adult learners return to education by their own free will, something that Professor Brookfield agrees with, he stated, in his book *Understanding and Facilitating Adult Learning* and pointed out that "participation in learning is voluntary; adults engage in learning as a result of their own

volition. The decision to learn is the learners." (Brookfield 1986:33)

Smith in his book *Learning how to Learn* quoted Thomas Pole who claimed that "adults enter evening schools with very different feelings from children, they attend because of their own desire to learn. They understand the value of the work, study, in which they engage." (Pole 1983. as cited in Smith 1986:33)

2.6.1. What motivates adults to learn?

Legge (1982) felt that adult education is needed by everyone to help them adapt to a new changing and demanding world and the dynamic situation in life today.

Allen Tough in a publication with the title *The Adults Learning Projects* found that adults undertaking a project would expect their curiosity to be satisfied. They enjoy practising a new skill, enjoy the activity of learning; in the long term they would expect to produce something, imparting knowledge or skill to others or understanding what will happen in some future situation. The most important reason, in Tough's experience, that motivated adults to learn was pleasure and self- esteem. (Tough 1971)

J R Kidd in his book *How adults Learn* pointed out that for people to learn and become effective learners depends greatly on their interests, attitudes and motivation. Research has shown that motives and attitudes determine whether any learning will take place at all. The direction and intensity of adults' motivation will have an effect on their success. (Kidd 1973)

2.6.2. Attitudes and feelings of adults to learning

The attitude of an adult towards an activity or test may differ considerably from that of an adolescent, the adult may be stronger or weaker, he / she may take the test seriously, with indifference or hostility. In cases where adult learners were told that they would see their results, this had a bearing on performance. (Kidd 1973) Adults have feelings. Gardner Murphy pointed out that adults have more emotional associations with factual material than children. Adults tend to carry the stigma that they and all other adults are not efficient learners. The adult may be bearing the additional burden of failure or

unpleasantness that is associated with childhood and school.

2.7 Summary of chapter

This chapter has examined major landmarks in the evolution of the adult education system in the 20th Century in England and Wales. The following aspects of the development of this system were thought to be important. Finance, structure, organisation and characteristics. The contribution of the Universities, the LEAs and the FE colleges. Responsibility of provision for the curriculum with the vocational and non-vocational divide. Various definitions of adult education were looked at. This chapter examined in detail the relevant sections of all the Reports, Acts and Regulations that were relevant to the system. The final section looked at attitudes and feelings of learners to adult education and what motivates them to enter adult education.

It was felt important to talk about adult education although the main focus of the thesis concerns part-time adult educators. The themes that will be researched have been stated in chapter one (1.2).

CHAPTER THREE

ADULT EDUCATORS

3.1. Introduction

This chapter begins by examining different definitions of part-time adult educators. It explains how the chosen definition will be interpreted and its relevance to this study. It looks at the role of adult educators within adult education and discusses whether they should be trained or qualified and who will benefit from such training and qualifications. Finally, this chapter examines attitudes towards adult educators.

3.2. Part-time adult educators, definition; who are they?

It has been stated by many academics that part-time adult educators are a marginal profession, and that adult education is a marginal activity. These cruel and unwelcome adjectives are not completely without some justification. If part-time adult educators are trained and qualified then institutions, as well as individuals, will begin to accept and recognise that adult education is manned by professional and qualified people.

The prime beneficiaries from a qualification are the part-time adult educators themselves, their students, their institution and the image of adult education in general. By obtaining a qualification they could also advance further in the institution that employs them, if and when these new posts become available, a point that was made by the Russell Report which stated in paragraph 405, "we would expect the majority of full-time posts, both as tutors and as heads of centres or principals to come from the suitably qualified part-time adult education staff."

The concept or the occupation of the adult educator is not, as it may at first seem, a straightforward one to describe or define. In this thesis it will mean a teacher of adults or a tutor or educator of adults or even adult education practitioner and any of these definitions will always mean the part-time adult educator. An adult educator is defined as "one who has some responsibility for helping adults learn." (Knowles 1970:21)

Mee and Wiltshire (1978:20) claim that there are three kinds of adult educators in the education service: a) Full-time b) part-time, c) spare-time.

Jarvis (1985:230) preferred not to use the term spare-time. He defined part-timer as an educator who gives part of his occupational time to the education of adults and the remainder elsewhere. The part-time adult educator therefore is defined as "a teacher who has joint responsibility, part of his time being given to adult education." (Mee and Wiltshire 1978: 20)

Graham et al (1982:1) defined adult educators as "those who organise and teach non-vocational classes sponsored by Local Education Authorities, and Responsible Bodies (the universities and the WEA)." Graham's definition, although correct at the time, does not follow today's trend of adult education organisation.

In this thesis the writer defines the part-time adult educator as an adult, male or female, who devotes some of his/her time in teaching adults, for remuneration in either a FE institution or other establishment that provides adult education classes. This adult predominantly teaches in the evening, since during the day he/she may be preoccupied with a day job.

Teaching is the principal capacity in which part-time adult educators can be found. Some part-time adult educators may be employed in administration or management as well as teaching duties but the great majority are employed in a teaching capacity only.

Candy (1981) believes that the term adult educator is open to many alternative interpretations. At the top of the pyramid are those who have made adult education the focus of their careers i.e. those directing the adult education activities of universities, community colleges etc. At the intermediate level, are those whose adult educational service is part of their regular job or who accept supplementary work in that field. i.e. evening class teachers. Finally on the broad base of the pyramid are those who make by far the largest part and they comprise adult education's lay leaders. Elsdon (1975) refers to this last category as the vast army of part-time tutors. Alan Chadwick gave the term 'adult educator' a wider meaning; that of "animateur, teacher, instructor, coach, demonstrator, lecturer while not disregarding managerial and support staff." (Jarvis and Chadwick 1991:207)

Newman (1979) has classified part-time adult educators into four types:

- The "professionals", who spend their time teaching about their full-time jobs.
- The "horses mouth", who teach about their experiences rather than any academic discipline that they have studied.
- "The passionate amateurs", who teach their hobbies.
- "The schoolteachers", who teach the discipline that they teach at school or college or that they studied when they themselves were at college.

Graham et al (1982) has also classified part-time adult educators into four groups.

- The qualified school teacher:
- Subject specialists:
- Professionals:
- Apprentices. Being adult learners who now teach and have worked their way from learner to teacher.

According to Mee and Wiltshire (1978) and Graham et al (1982), part-time adult education is recreational hence enjoyment is the main reward for teaching in adult education.

The above views were published well before the mid 1980s, when the new trend set by the Conservative administration changed the direction of adult education from more liberal and less vocational to more vocational and less liberal.

UNESCO views education "as an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding, valuable for all the activities of life." Quoted in Jarvis (1990:105 as cited in Tight 1996:16). Therefore an educator of adults or adult educator is the person that will instruct, communicate and organise a combination of knowledge, skills and understanding to adults.

Although the term "teacher" of adults is widely used within adult education, as indeed in primary education those who "teach" adults do not like the use of this word, simply because of its wider connotations in the education service and implications for their professional status. Teaching is usually thought of as taking place in a school or classroom setting. Tight (1996) Hirst (1974) stated that teaching is the activity by which

the teacher intends to bring about learning to a pupil. (Rogers et al 1983 as cited in Tight 1996) compounds this by referring to the popular image of the teacher keeping order among unruly pupils. This definition has made many who work in adult education reject the term "teacher" perhaps also because they don't want to associate school teaching methods with adults. Even though a considerable number of adult educators work in FE institutions, where those who teach call themselves lecturers, adult educators still refer to themselves as tutors. The term tutor can be defined to mean a teacher usually instructing smaller numbers of individuals at universities, colleges etc, or a member of staff responsible for teaching and supervising a certain number of students.

3.3. Traditionally adult educators were predominantly part time

Peers (1972:209) stressed the importance of the part-time adult educator by stating. "In no other branch of teaching does the responsibility rest so squarely upon the shoulders of the teacher. In none is the test of his fitness for the task so severe." He continued that the adult tutor must be able to appreciate the difficulties of his/her mature students and cultivate in his/her teaching the correct methods to suit adult learning, humanness and understanding so he can share with his/her students each other's personal experiences. Qualities of the highest order and mastery of the subject are a must.

During the pioneering days of the adult education movement organisers had no problem in finding devoted and committed teachers of high quality who were prepared to give their time and energy because they were convinced adult education had an important part to play in the future of a democratic society. (Peers 1972) University lecturers with excellent skills and inspiring interest were used, although they were in short supply. After the First World War the movement expanded and new sources of tutors were sought. Two main avenues were exploited. First, to appoint full-time tutors who would give all their time to adult education and second to recruit part time tutors from other sectors of education. Understandably the great majority of full time tutors came from the universities. The WEA had employed full-time tutors also.

Although tutors were employed as full-time, they were taken on as non-staff tutors employed by university committees from year to year upon if having enough classes to continue, but without security or superannuation. The writer is employed by one of the

universities in Manchester on the same principle. At the beginning of the last academic year this Secretary of the relevant department, notified the author that due to lack of numbers the classes would not run. "We will contact you again next year," he was told. WEA tutors were on a similar basis with grants from LEAs.

How, were these part time tutors employed? What was the process used for their selection and employment? By 1968-69 20% of the number of non- university teachers came from the secondary sector. If other teachers or staff from training colleges are included this would bring the percentage of part-time tutors working in adult education to a maximum 25%. Where do the rest came from? In fact from all walks of life. Some are lawyers, clergy, civil servants accountants, etc. How were they chosen? Hopefully, because they are masters of their subject and second because they are able to teach adults. But the fundamental truth is that the whole process relied very much on an informal situation. Those who were successful stayed and gradually a steady pool of able part-time adult educators was compiled, and those who were less successful soon dropped out. (Peers 1972) Professor Fieldhouse stated "Until quite recently, very few had any training in adult education and many had no educational training at all." (Fieldhouse 1996:78)

Interestingly the Russell Report in 1973 identified teaching techniques and skills that were unsuitable to enable adults to learn effectively. The Report stated that a substantial number of part-time staff had received no training as teachers. In paragraph 396 of the same Report it stated that "both the quantity and quality of adult education, will always depend on the part-time tutor force. We recommend that their importance should be recognised and reflected in two essential respects: first, in the engagement and terms of service of part-time tutors; and second, in their induction and training." (Russell Report 1973:131) The Report stressed that adult education was open to criticism because teaching by part-time staff was 'weak' because a substantial number of them had received no training as teachers and that in the past nothing was done to remedy this. It recognised the fact that some of these part-time teachers were professional teachers. It also recognised the subject expertise they brought with them, therefore once they had gained adult education experience, they should be trained.

3.4. Should part- time adult educators be qualified?

It has already been ascertained that adult education relies heavily on the services of the part-time adult educators. They form the core of the profession, with some estimates putting their figure as high as 165,000 employed to day in England and Wales. (There can never be an exact figure).

The question of training has been asked repeatedly for many years now. "Do part-time adult educators need to be qualified?" Where will this qualification lead? Is it worth it? These are the questions that are being asked by managers as well as by the part-time adult educators themselves. In no other sector of teaching is lack of qualification acceptable; in some professions lack of qualification is considered only as a temporary situation. (Jarvis1995) The same thing must apply to all the part-time adult education practitioners. The question arises here. "Is initial in-service or induction training enough (something that will be discussed later on) or should part-time adult educators continue their training to the stage where they obtain a recognised qualification?"

The writer recalls a conversation between his spouse and a head of centre, where the head of centre asked his wife what she was doing now. His wife's answer was "I am completing my Cert. Ed." The answer from the centre head left both his spouse and himself speechless and I quote. "What is the point? You can see what state adult education is in! Why are you wasting your time?" Certainly not an answer that will fill anybody with confidence and hopefully not a view that is shared by many within adult education. In discussing a sensitive issue like this the writer expresses the view that when talking about qualification or steps towards qualification, the term training will always be used. (The issue of training will be discussed extensively in the next chapter). To what degree does training cease to be called so and at what point does it become worthy of a qualification? For the purpose of this thesis, training will be classified as any activity that takes place as part of a staff development programme, initial or in-service and qualification will be the acquisition of a certificate, diploma, degree or postgraduate qualification.

The question then arises, as to the level of qualification. A qualification, for the purpose of clarification, in this chapter will mean, from as little as the obtaining of stage III of

ACSTT or RAC, otherwise known as the Cert. Ed., to the highest qualification in the land, the degree of Ph.D.

It is true to say that there is not a great deal of literature available on this subject since adult education was slow to respond to the organisation and setting up of such qualifications. Jarvis (1995:171) stated "Many who enter adult education on full-time basis, let alone those who are part-time teachers, have no qualification in the education of adults at all their teaching qualifications being in the education of children." This is fundamental to consideration about the extent to which adult education can professionalise. Research by Handley (1981), Martin (1981), Graham et al (1982), Sullivan (1984) and Corder (1993) has been carried out to establish the degree to which part-time adult educators are qualified. The writer anticipates, that as a result of the undertaken research in this thesis, he will be in a position to compare already undertaken research and make a contribution to the debate with some new statistics. One may assume that the time it takes to achieve a worth while qualification may deter part-time adult educators.

It was noted in the previous section that part-time adult educators stay in adult education on average few years, and perhaps they consider it pointless, studying hard for a substantial part of those years to achieve a qualification which may not be of use to them after their short stay in the sector. If inducements were offered to them, some kind of permanence in particular, they may consider it worthwhile and then they may invest some time or money in gaining a qualification.

Jarvis (1995), however, suggested that the stage III, Certificate in Education, might in itself be an incentive for part-time staff not to depart from the service after a short time. This course carries a mandatory grant and it can be attended either on a part-time or full-time basis. Newcomers to the service must be made aware of this opportunity so they can improve and further obtain a qualification which is recognised nation-wide. Adult education needs qualified part-timers; we must endeavour to deliver a service of quality, with standards high enough to make us the envy of the academic world. Handley (1981) and Martin (1981) discovered the willingness by part-time adult educators to undertake training leading to a qualification. The results of their research will be examined in chapter six of this thesis. In other professions employers are not tolerant. In nursing

"unqualified nurses are expected to begin a course as soon as they can." (Jarvis1995: 173) However, this is not the case in adult education where a qualification is not mandatory. Adult educators can enter the service on the strength of their experience, their hobby, some previous knowledge on a subject or perhaps because they are speakers of a language which is in demand. However, since Incorporation adult education providers have become exposed to government inspections and marketing for clients. These inspections seem to spur providers towards some kind of raising of teaching standards and part-time adult educators have been bombarded by communications and bulletins urging them to attend short time courses, especially if their employers are facing an imminent FEFC inspection. The writer, as a part-time adult educator, has experienced this due to imminent inspections by OFSTED of the institutions where he works. This is unprecedented; never before have employers come out begging their part-time staff to undergo training. This is marvellous news if is not something temporary but a genuine attempt by employers to give their part-adult educators the chance to train and feel part of the whole service. It seems at last that the new standards set by OFSTED and the new requirements by the FEFC, have forced employers to offer staff development programmes, both initial as well as in-service. In another institution where the author works, managers have undertaken the extreme measure of questioning those part-time adult educators who did not attend the two training days.

3.4.1. Why should part-time adult educators seek a qualification?

It is clear then that increasingly, part-time adult educators need professional education and training, partly as currency in a diversifying and shrinking job market and partly in order to equip themselves to face the new demands being made on them. More and more of them want to study for qualifications and gain credit for their professional education and training. Part-time adult educators themselves often feel increasingly marginalised, de-skilled, and unsure of what they have to offer. (Hull and Cohen 1991) This uncertainty of their role and lack of qualification and recognition could be a reason for their isolation from the rest of the staff within the institution and a motive for engaging in training. (Rogers 1979)

3.4.2. What qualifications are available to the part-time adult educator?

Qualifications were made available to adult educators as early as the 1920s with a pioneering diploma at Nottingham University. This however did not prove to be successful, but a diploma initiated by the University of Manchester in the early 1950s is considered to be the yardstick of qualification in adult education. It was not until the late 1960s with the East Midlands RAC and some ten years later with the Haycocks' Reports recommending ACSTT I, II and III, that training, leading to qualifications, was made available to part-time adult educators. (Peers 1972)

Today part-time adult educators have the opportunity to train for a recognised qualification and obtain what is known as the Certificate in Education, Further/Adult, which is the highest teaching qualification in adult education to-day. Originally candidates wishing to enter the Cert. Ed. could do so only by taking the City and Guilds 730 or the North West Regional Advisory Council (NWRAC) modules. Now, the former is the only route to the Cert. Ed. Part-time adult educators can progress further to a Diploma in Education, a Degree in Education, a post graduate qualification, or a PhD dependent upon their ability and motivation.

It is of paramount importance that employers must tell part-time adult educators that they are wanted, not just with words but with deeds, so they are encouraged to progress and improve. Part-time adult educators in return must be proud of their position and must seek to improve. This will benefit everybody in adult education.

3.4.3. Where will it lead to; who will benefit?

Who benefits from training and qualifications? Allen (1989:350) in an article entitled Supporting Part-time Adult Education Tutors stated "the improvement in the staff development and training support offered to part-time adult education tutors has generated a new sense of professionalisation in many tutors." Terry Sullivan identified that trained or untrained tutors have a bearing on the dropout rates. He stated "it should be made clear at the outset that we are aware that the dropout rate is only one possible measure of the effectiveness of teaching ... in general, dropout rates from classes taught by trained teachers will be lower than dropout rates from classes taught by untrained

teachers." (Sullivan 1984:164)

3.4.4. The students

Those who teach adults are notable for their commitment to their students, their enthusiasm to share their subject expertise...and development opportunity, if any, offered to them. (Carlton1995) On the same theme (Woolfit1984) stated that those who teach adults are notable for their commitment to their students, their enthusiasm to share their subject expertise with a ragbag of training and development opportunities, if any, offered to them.

No matter how few hours they teach each week the primary commitment is to their students and the furtherance of learning. At their best, part-time adult educators can bring tremendous strengths to the job, because to a certain extent they work for self-fulfilment, they can bring this pleasure to their classes with spontaneity and enthusiasm.

While part-time adult educators are encouraged to seek more qualifications and study for long periods of time, they are faced with the harsh reality that the jobs they have been studying for no longer exist. The writer's spouse managed to progress to the post of deputy centre head only to be informed after eighteen months on the job that due to cut backs "you will be made redundant." They then ask themselves whether it was worth all the extra work when there are no opportunities for them to capitalise on the hard won qualifications. Their institution will feel proud to have qualified part -time adult educators as their employees, and the adult education service needs as many of its part-time adult educators as possible to be qualified.

A trained tutor who has qualified, someone who knows how to carry out his/her job well will undoubtedly instill confidence in their students, thus encouraging them to stay with the course. A number of publications seem to point to one view point. John Daines and Brian Graham (1983:88) agree with this opinion by stating that "training as being a major benefit to teachers of adults and through them of benefit to adult students." They further state, "the major beneficiary must be the adult student." A well qualified, trained and knowledgeable part-time adult educator will be able to promote the most confidence in his/her students.

3.4.5. The institution

By institution we imply any organisation that employs part-time adult educators, i.e. LEA, FE college, WEA or Independent. It is a sign of modern times that some employers are beginning to offer adult education classes to their staff. These may range from modern languages to water colour painting as learners or trends may demand. Manchester airport has been running such courses for the benefit of its staff. Other major employers seem set to follow soon. (TES July-10-1998)

Many institutions will be proud to have qualified part-time adult educators on their registers. Although finances are tight and training courses are practically non-existent some institutions attempt to set up one-day courses; some with guest trainers for two hours, for the benefit of their own part-time adult educators.

3.5. Attitudes towards part-time adult educators

The issue of attitude towards part-time adult educators is something that preoccupies a lot of people involved in adult education and especially the part-time adult educators themselves. In a staff meeting of part-time adult educators on the 9.11.1996 at one of the institutions where the writer facilitates adult learning, it was recorded and subsequently circulated in the minutes, that part-time adult educators felt insecure, isolated and insignificant, within the college.

The Carnegie Report noted the problem of isolation as early as 1928, where it was stated that part-time adult educators should feel that they belong to an environment far wider than just the classroom. The issue of isolation was also taken up by Summers (1991:140) when she stated that "part-time adult educators work at the frontiers of education often isolated, unsure, lacking the support and structure which many full-timers take for granted." Ms. Summers responded to the writer's request and has assisted by answering questions on fundamental issues regarding part-time adult educators. This information will be analysed at a later section of the thesis together with the rest of the qualitative data.

Allen (1989) and Carlton (1995), also identified isolation as a perennial problem in the adult education service. This kind of attitude among part-time adult educators seems to be commonplace in many institutions, and something that this study intends to research and further update more particularly. The Russell Report in 1973 discovered that part-time adult educators felt insecure and insignificant.

Mee and Wiltshire (1978) in their extensive research into adult education also found that part-timers do not enjoy the same benefits as their full-time colleagues and this affects their confidence. Hetherington (1980) also found that part-time adult educators are considered less important than full-timers. Handley (1981) noticed similar situations, she wrote; that this marginality is due to the fact they are not offered the same security as the full-timers and their low status is related to poor training. Mee and Wiltshire (1978) and Allen (1989) stated that the part-timers' low status and other problems are more acute and noticeable in FE colleges. They describe that some part-time adult educators found the behaviour of some full-timers towards them as at best tolerant and at its worst antagonistic. Full-timers behave as if they have a prior right to the facilities, accommodation and equipment. Mee and Wiltshire (1978) also quoted managers who stated that their part-timers are not allowed storage space; they have to carry everything with them. One of the managers described his part-timers as moles and travelling tinkers.

NIACE reported in 1991 that part-time adult educators are vulnerable compared to full-time workers. When one looks at conditions of service, recruitment and employment, procedures for part-timers are often informal and ad-hoc; workers are often not given information about basic entitlements. (NIACE/REPLAN 1991)

Candy in the monograph *Mirrors of Mind a Personal Construct Theory in the Training of Adult Educators* (1981:2 quoted from Campbell 1977:38); he compared all those involved in adult education as a pyramid; he placed part-time adult educators at the "bottom" of this pyramid and stated that "this broad base of the pyramid and by far the biggest component, comprises adult education's lay leaders." In another publication in 1975 Elsdon called it this last category, the vast army of part-time tutors. (Grabowski 1976: 2, as quoted in Candy 1981:2) labelled part-time adult educators as "most untrained for the work; transient, poorly paid, mostly inexperienced, mostly voluntary or

part-time workers, not receiving any in service training, out of contact with similar workers in other agencies; do not regard adult education as a career, will probably quit this year..." Graham et al (1982) also found that adult educators are often isolated and insecure. Carlton (1995) also identified that part-time adult educators are isolated but (unlike their full-time colleagues) little is done to support them.

The writer feels that this kind of attitude towards the part-time adult educators is out of touch, outdated and hopefully does not represent reality for the majority of the people who work in adult education to-day.

Allen (1989) claimed that "many part-time tutors are extremely dedicated, enthusiastic and committed to their teaching. They love their teaching, consider it to be important and always endeavour to create a perfect lesson, even though some of them only work for a mere two hours a week." The blame must be apportioned and rests on the shoulders of full-time staff, who, due to their many duties, take little or no notice of part-time adult educators. Many managers work long hours, under pressure and are short staffed, to meet targets both in student numbers as well as resources and have no time to dedicate to adult educators professional development. Sometimes managers find themselves in charge of more than one institution. Mee and Wiltshire (1978) questioned managers. Managers find themselves in unenviable positions. On the one hand, they are employed by an FE college and must have the college's interests at heart. On the other, they would like to assist part-timers, but they find themselves in a difficult position. Other managers have no knowledge or connection with adult education, they are simply appointed as departmental managers within an FE college and find it difficult to relate to the needs of part-timers.

Adult educators who work specific days may not see these managers at all even for a whole academic year. Summers (1991) stated that many centre heads have more than one appointment. Many services have been slow to recognise the professional implications of this and to make part-timers needs a central feature. Part-timers morale can also be affected. Allen (1989) in her research quoted one part-time adult educator as saying; "I never had an interview with anyone, just a phone call before I was appointed. In terms of actual teaching nobody came to see if I was doing all right. It didn't seem very professional really." (1989: 347)

Adult educators come to teach adults full of enthusiasm and dedication; it is up to the institution that employs them to respond and welcome them as part of the "family." Transient they may be, ill-trained too, but human, motivated and enthusiastic they are and this kind of treatment and attitude has no place in modern adult education.

One reason perhaps why adult educators are seen as the poor cousin is because of the old title that was given to adult education, liberal, leisure based, it is not important and is only a pass-time. This of course is not true, many adult educators have subject qualifications and others are trained. It is hoped that the results of this research will further underline the above point.

What makes people arrive at the kind of attitude they have for adult education, adult learners and part-time adult educators? Attitudes have been the subject of complex and long studies in the field of education. Oppenheim (1992) declared that attitudes are reinforced by beliefs and often attract strong feelings which may lead to particular behavioural intend. An attitude also has intensity; some attitudes are more enduring than others and, similarly, some attitudes go much deeper than others and touch upon a person's fundamental philosophy of life, while others can be superficial.

Attitudes do not exist in isolation within the individual. They generally have links with elements of other attitudes and with deeper value systems within individuals. As a rule attitudes are acquired or modified by absorbing or reacting to the attitudes of others. Attitudes can be highly emotional, both in the sense of being irrational and illogical and in the sense of arousing powerful needs in defence of ego. Kidd (1973:115) defined attitude as "patterns of response which predispose the individual to rather specific behaviour."

If the above definitions are true all those who are involved in adult education in one capacity or another must work hard to reverse those strong, reinforced beliefs and feelings of individuals that have been identified above. It must be shown that these attitudes are a thing of the past and that they have no relevance today. Hard work needs to be carried out to change all the false preconceptions people have about every sector of adult education. This can only happen by demonstrating that part-time adult educators are willing to undertake training and qualifications and that they have a professional

attitude towards adult education. They deserve the post on merit, not because they happened to be at the right place at the right time or because they have a day job in which they have certain knowledge and skills.

3.6. Summary of chapter

This chapter has explained what is meant by adult educators and examined how they are perceived within adult education and whether they should undertake training to gain qualifications and who will benefit from such efforts. Finally, the chapter discussed common attitudes inside and outside the profession towards part-time adult educators.

CHAPTER FOUR

TRAINING: HISTORY AND PROVISION

4.1. Introduction

This chapter, as its title reveals, will deal with the concept of training. First, it defines training and then examines the historical perspective and the development and structure of training programmes. This chapter also examines in detail Acts and Reports that dealt with this pragmatic issue. The model of andragogy and other definitions are also explored; Finally, the chapter looks at attitudes to training.

4.2. Training: a definition

This chapter is concerned with all aspects of training, its historical perspective, development and provision. But before proceeding, it is necessary to explain and define the term training which will be mentioned repeatedly in this chapter.

"The term training is taken to be any deliberate attempt to improve the teaching expertise of the part-time teachers of adults." (Graham et al 1982:1) Malcolm Tight in his book *Key Concepts in Adult Education and Training* (1996), dealt with the definition of the word training exclusively by quoting several authors. According to Peters (1967:15) the concept of training has application when, "(i) there is some specifiable type of performance that has to be mastered, (ii) practice is required for the mastery of it, (iii) little emphasis is placed on the underlying rationale." The definition stresses the idea of "mastering" the task or role and the need for repetitive practice.

Goldstein and Gesner (1988:43) define training "as the systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in the work situation." In this concept the training environment is very similar, if not identical, to the work environment."

Dearden (1984:59) gave training a wider meaning. "Training typically involves instruction and practice aimed at reaching a particular level of competence or operative efficiency. As a result of training we are able to respond adequately and appropriately to some expected and typical situation. Often training addresses itself to improving performance in direct dealing with things."

It is evident from the above definitions that the aim of training is to make the trainees better practitioners, more competent, equipped with skills to respond to the every day requirements of practising. Although the writer agrees with the above definitions he must add that the best place for training must be the natural surroundings of a classroom, preferably within the same institution, a procedure now introduced in to the training of school teachers.

4.3. A historical background on the training for part-time adult educators

Although the 1908 Oxford Report and working class education implied that specially trained adult educators are needed, the issue of training was more formally identified nearly 80 years ago with the publication of the 1919 "Final Report." It was the first official report to support and recommend the training of full and part-time adult educators, by stating, that most of them are professionally not suitably qualified, untrained for the job.

The subject of training was raised again in the 1922 Adult Education Committee of the Board of Education, when it published a report on The Recruitment, Training and Remuneration of Tutors. This Report suggested the following.

- (a) That university extra mural departments should organise courses to make tutors familiar with the special methods needed to teach adults.
- (b) Courses should be arranged in universities to train tutors in the preparation of material, the practice of lecturing and the conduct of classes and discussion.
- (c) Students, who have completed a three-year tutorial class, could be another source of supply of tutors in adult education, excepting University Extension courses.

It was suggested that such students should be given after a special course of training opportunities to take one-year classes, and that where they prove to be successful, they should be enabled to spend a year or more in a university with a view to becoming teachers of tutorial classes. (Adult Education Committee Report 1922)

Again, in 1928 in a report by the Carnegie United Kingdom Trust in association with the British Institute of Adult Education and the Tutors Association, the issue of training adult educators was highlighted. For the third time at such an early stage after the first Education Act, once again the issue of training had been identified. The Report's title

The Tutor in Adult Education, An Inquiry into the Problems of Supply and Training. Although not an official government report it is frequently mentioned in a variety of publications and considered by many to have made a contribution to the field of adult education and training. In this report it was stated "all the evidence which we have received suggests the need for some definite provision for the training of tutors for adult education classes." (NIAE 1928:62) The Report recommended the setting up of courses for full-time tutors and short flexible courses for part-time tutors. In the same Report the importance of a centre was identified, where new inexperienced tutors could seek guidance and advice. Handley (1981) pointed out that experienced tutors can play the part of mentors in assisting new tutors in their training; something that was adopted by many providers later on, and something that today many organisations find to be very effective and economical. From a personal perspective the writer found this method of initial training process a relaxing and constructive technique with familiar people in a friendly environment. Within nine years the issue of training was identified again by three different reports. The alarm bells had been ringing since 1919 as to the importance of training, yet nothing of substance had been undertaken at that early stage.

The 1920s saw the University of Nottingham (then known as University College of Nottingham), perhaps responding to the reports of the last few years, developing a certificate and diploma in adult education. This initiative proved to be premature and was not successful. It was the University of Manchester that created a diploma in adult education that signalled an increasing interest in training programmes in 1955. This diploma for many adult educators became the recognised professional qualification that enabled many to apply for higher posts later on. (Stephens 1990) This training was being undertaken initially only by full-time staff.

The Oxford Extension programme however had developed a scheme of training for apprentice tutors that ran from 1946-1968.

In 1947 the central government, in Pamphlet 8 on Further Education, pointed to the need for those who had only subject qualifications to receive professional training, while school teachers in training should receive concurrent preparation for work with adults and young people. These recommendations were not followed because "there was the common assumption that knowledge of a subject was equivalent to an ability to teach."

(Elsdon 1975:12) It is sad to see yet again that a golden opportunity to train part-time adult educators was once again missed at such an early stage of its development.

By 1949 the University of Manchester appointed the first full-time lecturer in adult education with the specific brief to study general teaching methods appropriate to the education of adults (Peers 1972). An indication perhaps that the differences between adults as learners and children as learners had been identified. This seemed to be the springboard for things to come. Although some training courses began on a part-time basis in 1946 it wasn't until the 1950s that part-time Responsible Body tutors were amongst students taking the Post Graduate Certificate of Education (PGCE) that was run by Manchester and a few other universities. A full-time certificate course began in Manchester in 1955; (this programme continues today, on a much larger scale and it is known as the Certificate in Education) with the Advanced Diploma starting in 1961. Nottingham University soon followed this initiative in 1966 with its own diploma course.

The Manchester work involved a continuing expansion of short and longer part-time courses, which attracted part-time and some full-time tutors and organisers from LEAs and voluntary organisations. From 1951 the Manchester branch of the Association of Tutors in Adult Education ran regular Saturday morning meetings as, to all intents and purposes, an in-service training group, which attracted a variety of adult educators. (Elsdon 1975)

The post war period saw the creation of the nine Regional Advisory Councils. These bodies were financed by their respective LEAs and their sole purpose was to develop the regional planning which, at the time was felt to be essential, if undue duplication of vocational courses was to be prevented in the forth-coming post war expansion. These nine regional bodies played a very important role in the in-service training and morale building among the part-time tutors. Some were responsible for the establishment and supervision of regular training schemes. They considered financial implications and rewards, secured the establishment of basic professional standards governing the employment of part-time tutors and provided the machinery for course development. Their intervention in some regions transformed training and professional development. They were responsible for the development of the modules that formed the basis of an in-service training programme that benefited many part-time adult educators.

One such region was the East-Midlands RAC followed by the Northwest RAC and both pioneered schemes for the training of their part-time adult educators, with the first programme as early as 1969. The writer must express his gratitude to this training scheme, since this initiative formed his baptism to adult education training, in 1989. The DES had invested the RACs with authority to approve part-time courses, which were tailor made to suit local and regional needs.

The issue of training was once again highlighted in 1954 by a sub-committee of (UCAE) which published a thorough report, *Tutors in Training* in which the need for training in adult education was highlighted. (Peers 1972)

In the 1960s, in a survey by NIAE, it was found that 74% of adult educators were in favour of training provision. Jarvis found that many full-time teachers who enter adult education had no qualification in the education of adults; their only qualification was the education of children. The 1972 James Report substantiated this. It was suggested in this Report that two thirds of all full-time teachers in further education were untrained. Of the part-timers some 40% were teachers of children. This, of course, raises the issue whether school pedagogic qualifications are suitable to facilitate adult learning, where as we know the prevailing methodology is andragogy.

Andragogy is seen "as a professional perspective of adult educators, it must be defined as an organised and sustained effort to assist adults to learn in a way that enhances their capability to function as self-directed learners." (Mezirow 1981:136)

Eduard Lindeman, by many considered to be the father of modern adult education, observed that "in an adult class students experience counts for as much as the teachers' knowledge. In some of the best adult classes it is sometimes difficult to discover who is learning most, the teacher or the students," (Knowles 1970:60) a characteristic not evident in a children's class. Compare this with the tradition of pedagogy, where the teacher possesses the only knowledge and he/she is the only authority and where students learn only what the teacher tells them. An ideology based on a model that assigns all responsibilities to the teacher and the learner is reduced to a passive recipient unsuitable in an adult class.

Jarvis (1995) stated that the UK except initial education had been slow to produce a national pre-service teacher-training scheme. His views on this issue will be analysed in the later chapter of qualitative data analysis as he responded to the writer's request for an interview.

4.4. The issue of training for part-time adult educators

As the 60s gathered momentum and adult education began to expand, so plans for training began to develop. Regional schemes in Yorkshire, Birmingham, Manchester and Nottingham were being offered to part-time tutors. Elsdon (1975) reported on the Adult Education Working Party of specialist HM Inspectors, who carried out a survey of all training for full and part-time adult tutors within the Responsible Bodies. This report (1965) by the inspectorate was given prominence by the NIAE 1966 Report into Recruitment and Training. It revealed that there were some 55-65,000 part-time tutors in LEAs and Responsible Bodies and it made several recommendations with the aim of developing training schemes for part-time tutors. It recommended that LEAs should continue to take responsibility for training, with support from national and regional bodies. In particular it emphasised that "authorities should themselves organise or co-operate with others in organising training courses for the large body of teachers of adults employed by them." (NIAE 1966:371)

It must be stressed here that these proposals were not put to much use and on the contrary regional schemes continue to operate and expand. This Report was followed by the international conference on the status, recruitment and professional training of workers in adult education organised in England on behalf of the Council of Cultural Co-operation of the Council of Europe in 1965. The closing years of the 1960s saw the beginning of several regional schemes which were to blossom in the 1970s. As Graham et al (1981:19) said "the late 1960s were an expansionist period in adult education. Full-time staff were optimistic and many people were excited about being involved in the professional development of adult educators." The writer feels that the 1960s must be considered as the decade where the foundations for training were laid, and it became an issue that every organisation began to take notice of.

The 1970s: After the East Midlands seminar for adult education in 1969, a working party of adult educators was established and given the task of examining regional training provision. In the same period, the Regional Advisory Councils were pressed to declare an interest in training, due to the policy of its consultative committee on adult education. Subsequently the consultative committee established a working party to examine training more closely. These two bodies were merged into a single group under the auspices of the RACs. After lengthy discussions and consultations the new group produced a scheme which the RAC accepted in 1971, this was to be the starting point for a training scheme which accelerated considerably. This scheme is what is known to-day as Scheme I, Scheme II, and Scheme III, or Cert. Ed., which became the main training tool for training part-time adult educators for over twenty years.

The 1970s also saw the publication of two very important reports in England and Wales, The Russell Report in 1973 and The Haycocks Reports (three in total). The first Report in 1977 dealt primarily with the training of full-time FE staff and recommended a two-year, part-time, Certificate in Education course, with a qualification to be awarded to those who did not wish to continue in the second year. It must be made clear that although the term full-time is mentioned, those part-timers who had at least ten teaching hours per week could also apply. Some colleges, as a prerequisite to further training, demanded five hours, some six so one may conclude that the majority of part-time adult educators were excluded, since the majority of them only taught for perhaps a couple of hours a week.

The subject of the second Report in March 1978 was the training of the part-time staff in FE and Adult Education and the training of full-time staff in Adult Education. The Report spoke of the need for a system for training part-time adult educators. It proposed that all part-time adult educators must have the chance to take the Stage I training course before they taught LEA adult classes. In this Report it was also stated that in 1974-75 there were 66,500 full-time staff and 57,000 staff teaching part-time and another 108,000 part-time adult educators teaching non-vocational adult education. In a review of the then current provision for training adult educators the Report stated that the City and Guilds London Institute (CGLI) and the College of Preceptors provided considerable amounts of training. The CGLI 730 course gained a special mention since it had attracted in 1975-76, some 700 part-time FE and adult education staff out of a total of 3,000

candidates. This Report also focused on the East Midlands Regional Scheme, which was regarded as a model upon which other regions could plan their own, as did the North-west, which this chapter will discuss later on.

The Report proposed a training scheme in three stages, similar to the East Midlands (which this thesis examines later). The first stage of this training scheme should be an induction and be undertaken before employment commenced, although afterwards this was modified to a more realistic proposal, that induction be offered during the first two terms of teaching. This would include:

- Motives and expectations of teachers and students.
- Setting aims and objectives.
- Introduction to learning theory.
- Planning learning situations.
- Introduction to teaching aids.
- Introduction to lesson.
- Evaluation. (Jarvis 1995:176)

In addition to the above, the new part-time teachers must have a mentor who would work closely with them. This would be their centre head, another full-time colleague, or some other experienced part-time adult educator. This later attracted criticism as not being cost effective, (Holt 1982 as cited in Jarvis1995). On the contrary, it has been found by many LEAs to be an effective way to save money. A senior member of staff acting as a mentor to a team or individual part-time adult educator is a very efficient way of carrying out what the writer calls the familiarisation process for all new part-time adult educators. Bury Education Authority in Lancashire within its Community Education Service, now Life Long Service, is doing this. It has been found to be a lean, effective and efficient way of training new tutors in adult education. Part-time adult educators feel more comfortable in familiar surroundings, at a time that is convenient for them, rather than attending a rigid programme in a different institution with unfamiliar trainers. One must also consider the fact that flexibility reduces the loss of earnings for the part-time adult educators since it has been accepted that most part-timers have a day job.

The second stage of this course involved sixty hours in the classroom including thirty-six hours of supervised teaching. This supervised teaching was found to be valuable but it was both expensive and time consuming. (Jarvis 1995) It is an economic issue that even today training managers do not know how to overcome.

The Stage II content.

- Setting objectives for teaching.
- Psychology of learning in post- adolescent stages of life.
- Teaching methods with post-school students.
- Audio-visual aids.
- Teaching specialist subjects.
- Context of Further and Adult Education. Jarvis 1995: 176)

This Stage II course was equivalent to the CGLI, FE teachers' 730 Course.

In the Third Stage of this training programme the Report recommended that it should end in full certification. It should be provided by institutions in which there was a substantial nucleus of experienced staff who had themselves completed courses in advanced study in education and whose major commitment was the professional education and development of teachers at the post-school age. (Jarvis 1995) It stipulated that the course should take one year full-time and two years part-time. It can be seen from the recommendations of the Advisory Committee that there was no distinction between further and adult education. This is one of the criticisms made against the report by the Advisory Council for Adult and Continuing Education in 1978. It also criticised the report for omitting to consider the work of the universities department of initial training.

The need for training had been acknowledged long before this Report was commissioned and the proposed scheme was already in operation, and was run by the RACs.

The third and final Haycocks' Committee Report in August 1978 was presented in the form of a discussion paper on Training Teachers for Education Management in Further and Adult Education. The DES circulated this paper to interested organisations for discussion and comments. It viewed the provisions made by a variety of bodies. Having

identified the areas that needed attention the Report concluded that there was room for improvement both in the quality and quantity of education management, both in the FE and adult education sectors.

By the late 1980s training was left mainly to the City and Guilds, with its 730 Course, now known as 7306/7. Although the RACs in 1985 agreed to run the CGLI 730 course after an agreement between the two bodies, (RACs and C&G) their own modular courses were still in use. Eventually in the early 1990s the RAC courses fell out of favour and the City and Guilds London Institute 730 course gained the upper hand and remained the only nationally recognised course. The Certificate of Education validated by the Universities, and run by several affiliated organisations, is the highest teaching qualification available to adult education.

1986 saw the creation of the National Council for Vocational Qualification, (NCVQ) its task to establish a coherent national framework for vocational qualifications and to ensure qualifications related to the standards required for competent performance in employment. (FEU May 1988) The NCVQ introduced the elements of a new framework of assessment, which is known today as the National Vocational Qualification, (NVQ). With this new system the emphasis shifted towards competence. It is a system where candidates collect credits as they progress while working in their everyday environment. Although this new scheme has no direct bearing on adult education or its educators nevertheless some of its courses like the (D32 and D33 assessor awards) can be beneficial to adult education. Part-time adult educators can obtain the (D32 and D33) and become qualified assessors which the writer has acquired, and which some providers insist is a prerequisite to employment. This new scheme makes no reference to how part-time adult educators can be trained. Since it is not a training programme, the writer is not totally convinced though that this NVQ system will benefit the quality of teaching in adult education. It seems this new system has left initial or in-service training to others, perhaps the CGLI with its 7306/7 and the universities with the Certificate in Education.

4.5. Who is responsible for the training of part-time adult educators?

The 1944 Education Act (with some modifications) was for long the principal governing

statute for England and Wales. Under this Act the LEAs had a duty to provide adequate facilities for FE (full or part-time) and training to persons over the age of 18. We assume therefore, that all adult education providers were responsible for the provision of such training programmes. The Act went further and in section 42, instructed the LEAs to co-operate with providers such as the Universities and the WEA. The present picture has not substantially altered the situation; all adult education providers can, if they wish, provide training for their own part-time adult educators. There is still no statute that says part-time adult educators must be trained or qualified.

4.6. The development and structure of training programmes for part-time adult educators in England

Adult education in this country has a long and distinguished history; courses for those who teach adults on a full-time basis only developed or began developing in the last half of the 20th Century. In particular, courses for those who teach on a part-time basis have been developed only in the last quarter of this century. Adult education is an activity undertaken by learners voluntarily, by people who feel the need to either obtain a new qualification or for leisure. It is not bound by any statute, like primary or secondary education. Funding towards training the part-time adult educators of this marginal profession was not, and still is not forthcoming; the adult education providers, mainly the LEAs, had other priorities to deal with.

As has been made clear several reports noted the importance of training in adult education but nothing concrete happened until 1969 with the introduction of the RAC training programme Stage I. This training programme together with the Haycocks' Reports in 1978 were developed with the part-time adult educator in mind.

In 1969 the East Midlands Seminar on Adult Education established a working party of adult educators, which was given the task of examining the issue of regional training. (Patchias 1995) Together with the regional RAC these two bodies, after lengthy negotiations, under the single name of RAC, created a training scheme which the Regional Advisory Councils accepted in 1971. This teaching scheme accelerated the development in training for part-time adult educators, considerably. (Patchias 1995) This scheme was put in practice immediately, after the LEAs agreed to provide the

necessary funding for such a programme. The major aim was to give the opportunity to part-time adult educators to develop a range of teaching/learning methods and skills in the assessment of their teaching and learning programmes. (NWRAC publication) This scheme comprised of three stages. Stage I was to be provided and assessed by LEAs but according to RAC recommendations.

Stage I Module A (36-40 hours)

The induction period should touch on all elements of the course aims. Although a complete module, it provided an introduction to further study in further modules.

It was thought to be important in the overview of adult learning as well as providing development of learning skills and assessment techniques which teachers would find useful in later modules. (NWRAC publication) It provided intending teachers with the opportunity to see how non-vocational adult education operates and its place in to-day's society. This would be achieved by means of visits and discussion. It should establish the fundamental principles of adult education, as a joint activity between teacher and learner. (Graham et. al. 1982)

Stage II (120 hours)

This stage was designed for those who have completed Stage I. 120 hours attendance with an additional 30 hours private study was required, with a regional certificate being awarded to successful candidates. The overall aim of Stage II was to enhance teachers' skills and understanding and make them aware of student learning needs. The structure of this Stage II consisted of four modules B, C, D, and E.

Module B. Progressing from module A, its aim was to further enhance teachers' skills and understanding. To improve the level of performance of teachers when employing presentation methods and their ability to evaluate these methods in terms of students' learning, social and economic background, their expectations, motivation, needs, interests and activities. Interpersonal relationships; the relationship between students, class, centre and community. Adult learning processes and unsupervised learning. (Graham et. al. 1982)

Module C: To enable teachers to acquire valuable experience and practice including an understanding of the major interactive processes which operate between individuals and the groups to which they belong and to use these to promote effective learning. To examine teachers' motivations and expectations and identify the criteria of good teaching and the technique of observing of adult classes.

Discussion about these classes, their success and problems and the organising of appropriate syllabuses and schemes of work. Learning the use of teaching aids, organisation and presentation of lessons. The preparation and participation in practical teaching, self-presentation, the importance of class manners, dress, speech and voice. To find out what materials are available to teachers and what further training opportunities exist. (Graham et. al. 1982)

Module D: The aim of this module was to help teachers understand the traditions, educational and social aims, organisation and administration of adult education both locally and nationally, through a review of educational facilities and opportunities. The place of adult education in the general educational system, the place of the part-time teacher in the adult education structure and his/her professional position and the position of adult education in society. (Graham et. al. 1982)

Module E: The theme of this module evolved around teachers' probationary teaching. Under the guidance of an experienced tutor the teacher should undertake a period of teaching practice. The experienced subject tutor will meet and discuss with the teacher the progress made. A report, after eight consecutive meetings, must be prepared at the end of the module.

The writer found from first hand experience the usefulness of this type of training. It enabled new untrained tutors to take part in induction and in-service training; informal, not threatening, in familiar surroundings, with familiar people. It meant tutors giving up their time unpaid, and a great number of them did so. To assist tutors minimise loss of earnings from their day jobs, but at the same time to obtain the maximum from uninterrupted training, residential weekends were on offer, either in hotels or residential colleges. The enthusiasm, motivation, commitment, but also dedication of not only part-

time adult educators, but also trainers was there for all to see.

These courses only provided the foundation of training and qualification; those who wished to progress further and gain recognised teaching qualifications could go for a Certificate in Education. The end of this scheme at regional level signalled the regression of training within the institution and the increase of training costs to the tutor as well as the institution. Only the Certificate in Education carries a mandatory award for training, the 7306/7 Course provided by the CGLI must be paid for by the part-timers themselves or the institution they work for. Within this programme candidates must attend an academic institution, with a pre-planned, fixed programme with the possible loss of earnings from their full-time job, something that may deter part-time adult educators.

Stage III or Certificate in Education

This course was established after it was realised that tutors who completed Stage II were eager to continue their training. Initially it had four modules E, F, G, and H, and of course it expected its participants to commit themselves to a bigger undertaking, of some 350 hours attendance, plus 100 hours of supervised teaching practice. Successful completion of Stage III led to an award validated by a university, the Certificate in Education. It must be stated that candidates could join this stage III (the final stage for the Certificate in Education) by attending a full-time year of studies. This was similar to Stages II and I with the City and Guilds 730 Programme.

This modular training came to an end in the early 1990s when the regional scheme was replaced by the City and Guilds 730 course and the Universities Certificate in Education.

The Certificate in Education

A very much sought after qualification that had a nation wide recognition. Candidates must have at least six weekly teaching hours practice. They choose four modules out of twelve, plus one compulsory module on personal development, of course there is some kind of variation of this between different universities.

Candidates must attend lectures for all selected modules, with at least 80% attendance, and with an assignment of approximately 2000 words to be submitted two weeks after the completion of the module. In addition to the six hours of observed teaching, candidates must provide a scheme of work and evaluation record for twenty-five teaching hours. Furthermore, candidates must present a Record of Personal Achievement, (ROPA) in which they give details of how they regarded the course, how they benefited from it and what they learned that will assist them in their teaching. Furthermore, candidates are observed twice at work and an appropriate report is filed on their performance.

The 730 City and Guilds Course

The purpose of this course is to help both full and part-time tutors to gain an understanding of the principles and methods of learning and teaching. Candidates must learn to apply these in their efforts to improve and develop and become effective practitioners, and to enable them to explore and make better use of their personal qualities.

For entry to the course candidates who are not practising teachers should hold an advanced City and Guilds Certificate, a Higher National Certificate or other appropriate professional qualification. The course consists of two stages and is run over a period of one or two years, depending on the college concerned. It involves approximately 170 hours of study and a minimum of 30 hours teaching practice. (City and Guilds publication)

The 730 Course gives candidates a nationally recognised teaching award for FE, together with a course that gives a particular emphasis to adult education. Therefore, teachers who obtain this qualification can enter Stage II or a Certificate in Education Course. This is a different route than the one offered by the RACs and the LEAs. All these courses were set up for the benefit of the part-time adult educators .

During the annual seminar of adult educators in 1972 at the University of Manchester, and in the subsequent report prepared from this seminar, it was identified that the issue of job security is an obstacle to training. "If training results in little improvement of

status or enhancement of job security, one hardly expects from all part-time tutors, high enthusiasm for professional development." (University of Manchester Adult Educators seminar 1972:4)

In the Report *The Tutor in Adult Education an Inquiry in to The Problems of Supply and Training in 1928* by the Carnegie United Kingdom Trustees it was stated. "The position of part-time tutors is completely unsatisfactory. They have no status and no security and they are for the most part very poorly paid." (Carnegie Report 1928: 42) The Report continued by stating that there is for the part-time tutor, no question of pension rights or full membership of staff status...it is most desirable that the part-time tutors should feel that they really belong to a movement far wider than the class." (Carnegie Report 1928:42 /45) Nearly fifty years later the same comments came from a different report, the Russell Report. It stated that part-time adult educators feel insecure and insignificant; they are left on their own the most they can expect is a word from their principal or some HMI or LEA inspector. (Russell Report 1973) Jennifer Rogers (1989) in her book *Adults Learning* observed that many adult educators work in isolation from one another. They earn very little money; they teach in mostly unsuitable rooms and have virtually no special training.

Funding on non-LEA courses is limited due to the restrictions placed on resources and full-time teachers benefit at the expense of the part-timer. One senior member of staff felt that part-time members of staff tend to be a bit underprivileged, owing to some reluctance to spend limited training on them. As regards the training for part-time tutors, one LEA member said, "they are isolated, they are insecure because they never know from one year to the next whether their job will be there or not." (Elsdon 1975)

Towards the 1980s the HMI concluded that "part-time adult educators were still receiving very little academic or curriculum leadership from their full-time colleagues and a significant minority lacked expertise in teaching adults." (Martin 1996:98)

All these statements from official credible sources must fill part-time adult educators with a sense of alarm and disappointment. It seems clear to the writer that adult education providers as well as the government were aware of the predicament of the part-time adult educators but nobody took the initiative to reverse this situation. Not

only the Carnegie Report as early as 1928, but also the Manchester seminar on adult educators in 1972, the Russell Report in 1973 to mention a few important reports, but also distinguished academics like K.T. Elsdon in 1975 and J.Rogers in 1979 expressed strong feelings about this unacceptable situation. Nothing however was done to reverse the unfavourable situation the part-time adult educators found themselves in. The writer, with sadness, asks himself. Is adult education really worth so little in the eyes of those who have power to make things happen and implement changes?

Today there are no up to date figures to establish whether these conditions still prevail and the writer hopes by the results of his research to find out if this is the case today. When one considers that there are approximately 165,000 part-time adult educators, this issue needs to be addressed as soon as possible.

4.7. What official reports and acts said on training

4.7.1. The 1919 Final Report

It has already been identified in a previous section that the Final Report was the first official Report to raise the issue of training for adult educators. It was stated on paragraph (136:78) of the Report that "adult education is the field of the amateur. Its teachers are not trained for the work," (Ministry of Reconstruction) Most importantly the Report stated. "We think that the number of such teachers could be increased and existing teachers stimulated and assisted, if more systematic efforts were made to offer special opportunities for study and training to teachers engaged in adult education." (Ministry of Reconstruction 1919 paragraph 261:137)

Handley (1981) stated that it is difficult to trace any of the Report's recommendations on training being developed in later years but expressed the belief that the spirit of the Report at least encouraged people to deal with the problem of training. Furthermore, in paragraph 271 the Report stated that teachers of adults must have adequate remuneration and a reasonable degree of financial security. Ministry of Reconstruction (1919). The issue of remuneration for the part-time adult educators never became an issue through any official report, although two unofficial reports, which are referred to in this thesis, made mention of the remuneration of tutors.

4.7.2. The 1944 Education Act

Although an important act in the history of adult education nothing of substance was reported about the issue of training.

4.7.3. The 1954 Ashby Report

This Report was not set up to investigate training. Its terms of reference were The organisation and finance of adult education in England and Wales. Nevertheless it had identified the need for training and one of its paragraphs referred to training. It stated. "We would attach importance to the quality of training which, notwithstanding some of the evidence we have heard, we do not think to be automatically ensured by the status of the teacher."(Ministry of Education 1954 paragraph 118)

The early 1960s saw the publication of two significant reports which although not directly relevant to adult education, primarily dealt with youth training, The Youth Service in England and Wales "The Albemarle Report" in 1960 and the "Bessey Report" Training of Youth Leaders in 1962. They were extremely influential in shaping the development of training for tutors in adult education. It was thought that older youth must be considered adult and must be treated as such, therefore teaching older youths and adults was considered to be very similar. The recommendations of these Reports were influential.

4.7.4. The 1973 Russell Report

Under the chairmanship of Sir Lionel Russell the "Russell Committee" published its long awaited Report in 1973. A Plan for Development. Its terms of reference to, review non-vocational adult education and to recommend ways, in which to deploy available resources in an economic and efficient manner.

The Report first identified the scale of the problem by stating that the present number of part-time tutors in all sectors probably approaches 100,000, and went further by stating that a substantial number of the part-time staff received no training. (DES 1973) A statement which in the eyes of the writer identified that the members of the Committee

were aware of the prevailing situation. The Report also identified that both the quantity and quality of adult education will always depend upon the part-time tutor force, and recommended that their importance should be recognised and reflected in two essential respects. First, in the engagement and terms of service of part-time tutors and second, in their induction and training.

Training. The Report stressed the importance of training for all full-time staff and as many as possible of the part-time staff. It further recognised that training schemes were in their infancy and that these schemes must be validated and their best features must be incorporated in an expanding and varied pattern of training. Although some part-time adult educators taught only a couple of hours a week, the Report found that they regard their work as a serious responsibility and they are conscious of the need for help in discharging it. (Russell Report 1973)

The Report called upon all the LEAs, RACs, universities and other institutions, to co-ordinate, validate and certificate such courses. It called upon the full-time staff to provide induction courses for the part-time staff to assist them in dealing with adult learners. For those part-time tutors who wished to progress to higher qualifications the Report recommended the City and Guilds appropriate course.

Finally, the Report in paragraph 417 stated that training requirements should be kept under review by the Department, the Development Council for Adult Education, Further Education, the RACs, the Local Development Councils and all providing bodies. (Russell Report 1973)

Although published a quarter of a century ago it was the last report commissioned by a government to inquire into non-vocational adult education. This report made specific references to a) adult education in general, and b) to the training of part-time adult educators. For the first time a government report identified the areas of training important to adult education. It recognised that properly trained part-time adult educators can provide the quality service, which very much needed. Initial as well as in-service training have been identified as of paramount importance to adult learners. Such specific bodies as LEAs, RACs, universities and others were called upon to promote, establish, and co-ordinate courses for part-time adult educators, which at the time the

Report was published, were still in their infancy.

These are issues the writer finds important and concern this thesis, and are a matter of utmost urgency. If a quality adult education service is to be provided then training is vital.

The Report stated there were very few full-time tutors; they were perhaps performing organisational, managerial and teaching duties. The ratio between full-time and part-time staff was reported to be 1:300. The vast majority of adult educators, a figure in excess of 100,000, were part timers. If their class had a sufficient number of students it was viable and it may continue; if not then the class was disbanded. Although this long awaited Report was thought to be the landmark of modern adult education and a golden opportunity to set the pattern on training for the future, it failed to do so and this opportunity was once more lost. Prior to this Report, Sir Lionel Russell was in charge of another Committee which published its Report in 1966 "The Report on the Supply and Training of Technical Teachers." This Report recommended that all tutors new to adult education must undertake compulsory in-service training, and must accomplish this training within three years of appointment. All the training should be in-service and LEAs would pay salaries, travelling expenses, etc which would be charged to the national teacher training pool. These proposals were rejected by the then Secretary of State for Education, Anthony Crossland and so Russell also missed the opportunity to include them in his 1973 Report by not bringing them forward again. They would have been perfectly valid proposals for adult education.

While the Russell Report was thought to be the adult education event of the decade, (Foden 1993), unfortunately it wasn't to be. It was perhaps unfortunate that this Report was published during political conditions not ideal for any politician to embark on. The 1973 oil crisis coupled with political tensions and the establishing of the Open University in 1971 drained most of what the government had made available for adult education, and as Foden put it "the Report was put on to the back burner the gas then being quietly turned off." (Foden 1993) Furthermore, the Haycocks Committee had already been appointed.

The Russell Report recommended substantial increases in full-time members of staff in

LEAs, believing that they should be responsible for the training of their part-time colleagues. Although there was a moderate increase in full-time members of staff nothing on the scale the Report had hoped for materialised. It is true to say the Report made some radical proposals, as has been seen, but unfortunately the "training wheel" was already in motion with the RACs very much in control and with the Advisory Committee on the Training of Teachers already set up. Foden's statement (1993) perhaps is indicative of the impact the Report had; it is not too strong to say, for one reason or another the Reports' plans for adult education were more or less ignored. It is also true to say that the James Report (although not concerned with adult education primarily), had diverted attention.

4.7.5. The 1975-1978 Haycocks Reports

The dust had hardly settled since the publication of the Russell Report when the first of the three Reports of the Advisory Committee on the Supply and Training of Teachers ACSTT or as they became known, the Haycocks Reports, appeared.

In respect to the argument of this thesis it is proposed to discuss only Haycocks II, The Training of Adult Education and part-time Further Education Teachers. The ACSTT sub committee decided to set up a working party to consider the future pattern of training adult education and part-time further education teachers. It was not published until 21st March 1978. The prepared Report was based on the findings of the working party. The issues the working party were asked to consider were.

1. The extent to which it might be necessary to group teachers in the two sectors in considering training needs and priorities.
2. The nature of the training required by different categories of such teachers and the elements common to all groups.
3. The organisation and validation of courses.
4. The provision of suitable teacher trainers and supervisors. ACSTT II (1978:1)

Having examined the above issues the group worked within two constraints:

- A). The need to relate its recommendations to the future pattern of training for full-time further education teachers.

B). Awareness that additional financial resources might not be available for a foreseeable period and that a pattern of training was needed which ensured the best use of existing resources. ACSTT II (1978:1)

This Report must be considered the most important development in training of part-time teachers of adults this century. The working group identified the approximate number of part-time staff in further and adult education in LEAs as well as Responsible Bodies which came to be 140,000, a substantial increase from the number identified by the Russell Report five years previously. The Report left it in no doubt that: There is no doubt that part-time staff constitute a very important element on the further and adult education teaching force. It went further by recognising the fact that adequate training would reduce staff turnover, thus making part-time teachers stay longer in the service, thus making training a worthwhile investment (ACSTT 1978). The Report moved on to make mention of some training courses that were available (something that this thesis has already examined) and the organisations that offer them, i.e. CGLI, LEAs RACs and the College of Preceptors under the heading "the need for training." It had also recognised the gulf between the need for and the provision of training for both adult education and part-time further education is very wide. (ACSTT 1978) On a more general basis the Report suggested that all part-time teachers should follow a unified training scheme within a variety of modules to cater for a variety of needs. Any such scheme should lead to the Certificate in Education.

The Stages I, II, and III of this Report which have already been discussed were considered significant and were described as an ingenious and simple training scheme. Foden (1993) described this three stage scheme as not the idea of the Report. This scheme had been introduced first by the East Midlands Regional Advisory Council nearly ten years earlier. In the same publication *The Education of Part-time Teachers in Further and Adult Education* Foden praised Haycocks II and III, regarding them as remarkable, as a sort of doctrinal breakthrough, probably... no government sponsored body ever before directed so much attention in such unfamiliar directions. (Foden 1993) Finally, it recommended that a national forum should be established for consultation between those concerned with the validation of courses with a view to ensuring compatibility of standards and transferability.

Not everybody reviewed the Haycocks Report in the same way. Even though the Advisory Council for Adult and Continuing Education (ACACE) welcome the Report's content in principle, it was concerned that it failed "to recognise fully the diverse nature of adult education and the consequent needs of training." ACACE (1978:1) This was demonstrated in the Council's actions when in 1979 it set up a committee to look into staffing and training, "to consider and report on the structure of staffing and content of training of full-time and part-time staff in adult education."(ACACE 1981:i)

The issue of training did not end with ACSTT and the ACSET sub committee. The RACs began their own quest for a single coherent system of training perhaps in an attempt to update the existing in-service training programme which they were running since the early 1970s. The writer is mainly concerned with this regional body since he undertook all his in service training with the NWRAC. In 1982 NWRAC agreed that the development of a single coherent system of training for staff in further education was desirable on educational, practical and economic grounds. This view was later confirmed by ACSET and for this reason this regional body commissioned a report in 1982, under the chairmanship of David Selby, whose views, and ideas on adult education, and especially on the issue of training, the writer will analyse later. This working party was set up to develop "a coherent scheme of initial training for serving teachers in post compulsory education in North West England" and it was published in March 1987. This report of the working party was an elaborate paper outlining the details of the new scheme.

The working group found it essential that each trainee teacher should have a mentor or named person, this person to be either the centre head or a senior full-time colleague, to see them through the units of the scheme. The main purpose of the scheme was the development of teaching and learning skills. The findings of the Report set the foundations for a unified coherent training system, it proposed that the three stages of the scheme should be administered regionally, but with CGLI, RSA, NATFHE and LEA involvement. For a number of years this scheme was destined to be the backbone of training for part-time adult educators.

4.8. Why train ?

In a diverse, complex and demanding world the need for training has never been more important. Unfortunately not everybody agrees. Derek Legge, in a publication as early as 1962, drew attention to the resistance to training by some people by stating "all the evidence we have received suggests the need for some definite provision for the training of tutors for adult classes; there are some who still challenge the whole idea of training for work in adult education.....some say "we have managed without training so far." In a publication six years later he continued on similar lines by stating "some people view training as unnecessary, undesirable and probably impossible although this seems to be an old idea." (Legge 1968).

Eighteen years later the same concern persists and Legge continues to expose those who do not value the concept of training in adult education. They say no funds should be spent on the training of its part-time staff. Others have reiterated that there is no need for training teachers; those who are born teachers have it in them and do not need training. You cannot make a good teacher, it is said, therefore money spent on training is a waste of valuable resources. Others say adult education is a marginal activity. This marginality, stated Legge bedevils training. (1985) The author supports this and with confidence can say that, as long as those in adult education do nothing to redress this perception the false but haunting accusation of marginality will persist. The majority of experts in adult education disagree with those who consider adult education marginal: As early as 1954 Hely in an unpublished report wrote:

"The increase in the number of people engaged professionally in the field of adult education draws attention to the need for professional training while the need for such training focuses attention on adult education as a field of knowledge." (As cited in Usher 1989:296)

In a seminar of adult educators at the University of Manchester The Training of the Part-time Teacher of Adults in 1972, it was stated that "the case for part-time teacher training would appear to rest on two linked considerations: a) the quality of service and b) the professional development of those providing the service." The seminar, as one of its recommendations, stated that part-time teachers in adult education should be given the

opportunity to gain qualifications, not as a prerequisite to teaching, but as a means of raising the professional level of part-time teachers. Blamire (1989) touched on the importance of quality of part-time teacher of adults by stating that to ensure a high quality of service, it is clearly essential that these staff have well-managed in service education and training. Alan Chadwick also observed that "in order to ensure a high standard of provision for students, trainees, employees and others engaged in varying forms of adult education, training for adult educators is a necessity." (Jarvis and Chadwick 1991) The need for training is also supported by Boshier who argued "today, there is a profound need to train new and existing personnel in a manner congruent with the field ... the plea for properly trained personnel has become a full fledged chorus in most parts of the world." (Boshier 1985:3 as cited in Jarvis and Chadwick 1991:1) The case for training is certainly overwhelming. It is perhaps one of the most important, if not the most important, item that would help to raise standards within adult education and eradicate the stigma of marginality. It is perhaps the last part of the teaching profession where the need for training is not universally accepted.

4.9. The concept of training

The question of why train or what purpose does training fulfil has pre-occupied few writers and reports. In other words the philosophical basis of the process.

ACSTT 1978 II observed that "the annual turnover and length of continuous service of untrained part-time teachers is both larger and far shorter than that of trained part-time teachers." (ACSTT 1978)

Derek Legge, one of the main contributors to debate on the subject of training in the U.K. through several publications to his credit, wrote; "the only value training can have is the improvement it brings to the adult education process, to the ways in which learning takes place." (Legge 1967:52) His views, experience, vision and involvement in adult education and training will be analysed in Chapter Seven of the thesis.

Handley(1981)and Hetherington (1980) have identified several reasons why training is needed.

First, to assist tutors in coping with the many responsibilities which they meet. This is especially true of today, where part-time tutors must prepare additional material that would qualify and meet the standards of the FEFC.

Second to help stabilise the large annual turnover of part-time tutors.

Third, to improve the quality of teaching.

Fourth, to allow tutors to keep abreast of new developments in the field, it must be said that adult education has gone through a great deal of changes in the last eighteen years.

Fifth, to encourage personal development and fulfilment.

Six, to encourage the development of secure, prestigious, well-paid, professionally satisfying jobs in a field which is undervalued, unprestigious, under-funded and under resourced.

Seven, to encourage the development of professionalism amongst tutors; and last to assist in the expansion of a specific body of knowledge through encouraging tutors to undertake further study and research in the field.

Others expressed the view that "the teacher of adults needs professional knowledge and skill for this different field no less than the teacher of children requires training for his task." (Elsdon 1975:6). Kidd (1973), another noted educationalist, expressed the view that because adults' needs and experience were so varied they required a special provision of facilities, resources, curriculum and teaching methods.

One may then ask the question, is a special methodology to teach adults necessary? This is an issue which has long occupied academics' views. Is pedagogy sufficient to teach adults effectively? This leads us to the concept of Andragogy, a methodology brought to prominence in the last quarter of the century by the late professor Malcolm Knowles. It is thought by many that it is the appropriate method through which adults can learn. If this teaching methodology is indeed best suited to adults then it must be an integral part of any training programme for part-time adult educators.

4.10. Andragogy: The method best suited to adult learners?

It is a word that has its roots in the Greek language. It consists of two parts. The first "andra" meaning man and the second again from the Greek language "agogy" coming from the Greek verb "ago" meaning educating. Therefore the word has been translated to

mean teaching adults.

It is important that the principles of the methodology of andragogy should be explored. Andragogy was a word that became fashionable within academic circles in the 1970s and 1980s. It was first coined by the German school teacher Alex Kapp in 1833. It was seventy six years later, before the word andragogy reappeared, when Eduard Lindeman used it in an article in the magazine *Workers Education* in November 1926. Lindeman's influence on adult education and the andragogy debate can be followed in an article by Davenport J. and J.A. (1985:4-5) "I'm conceiving adult education in terms of a new technique for learning... in short my conception of adult education is this. A co-operative venture in a non-authoritarian, informal learning, ...a technique of learning for adults which makes education coterminous with life..." Lindeman's new learning technique, on adult learning is similar to the conceptualisation of andragogy by Professor Malcolm Knowles. In this new concept the role of the teacher is reassessed. The teacher is no longer the only authority in the class. The adult educator's role in this new method must be that of a guide, a pointer, unlike pedagogy where the child looks at the teacher as an oracle. The concept of andragogy can form the basis under which all adult educators, be it full or part-time, must be trained. Adult educators must be made aware of the four assumptions of andragogy and the differences between this method and that of pedagogy. If one is to compare the andragogical process to pedagogical learning, one will find that andragogical processes are student-driven, rather than teacher-driven: involve joint participation rather than primarily by the teacher and collaborative rather than authority oriented.

4.10.1. The definition of andragogy

This new concept attracted some 200 publications since the early 1970s. A number of distinguished academics have given andragogy their own definition.

Brookfield (1990:90) "To some it is an empirical descriptor of adult learning styles. To many educators of adults, it is seen as a badge of identity."

Jack Mezirow (1981:136) Defined andragogy "as an organised and sustained effort to assist adults to learn in a way that enhances their capability to function as self directed

learners."

In England at the University of Nottingham the Nottingham Andragogy Group led by Allman and Mackie (1983 :2) gave this much talked about topic their own definition; "the total embodiment and expression of a philosophy of education for adults."

Professor Knowles, who was the first, and probably the most famous academic who has written extensively on andragogy as a new concept for adult education, has identified four underlying assumptions of andragogy.

4.10.2. Knowles's four assumptions of andragogy

1. The learners self concept: A normal aspect of the process of maturation. Individuals, move from dependency towards self-direction... "adults have a deep psychological need to be generally self-directing, although they may be dependent in some particular situations." (Knowles 1979:43)

In a learning climate that is suited to adults the teacher treats them with respect; they are involved in a mutual inquiry with their teacher but most importantly they are given a free environment to learn or prepare themselves to learn at their own pace. Learning therefore becomes the adult's responsibility.

These have changed, due to the 1992 Act, and the newly formed FEFC not all adult education is leisure based. The majority of courses are in fact now vocational and therefore the pace and syllabus is dictated by the FEFC, who grants funding to the FE sector for providing such courses.

2. Experience: The learner's experience. Maturity brings a wealth of experience that becomes an increasing resource of learning. Lindeman believed that: In an adult class the student's experience counts for as much as the teacher's knowledge. Both are exchangeable at par.

3. Readiness to learn: As the person matures, readiness to learn increases. Adults become ready to learn when they experience a need to learn in order to cope with real life situations.

4. Orientation to learning: As the person matures the orientation towards learning becomes less subject centred and increasingly problem centred. Learners see education as a process of developing increased competence, to achieve their full potential in life. Allman and Mackie (1983:39) declared that. "Every aspect of the andragogic approach is intended to mediate the idea that adults should be in control of their learning and thinking." If one is to compare children's characteristics with those of adult characteristics one will agree that a methodology appropriate to adult learners must be implemented by adult educators, whether they are employed full-time in Higher Education or part-time in an FE institution or LEA, or any other provider. In fact, andragogy has characteristics in common with the progressive movement in school education.

This brief review of the andragogical model and its importance in the facilitation of adult learning has taken place in order to reiterate that the inclusion of this widely accepted methodology, in any form of training, is of paramount importance. Part-time adult educators must be made aware of the existence of this concept. It is then up to them to assess their classroom situation and implement it, or part of it or to see how far it suits their students.

The writer can recollect a few years ago when he decided to implement the andragogical principles in his teaching. Adult learners clearly were not happy with the methodology of self-direction. Some phoned his wife at home to express their worry, by saying "Polys is too tired. He did no work tonight. He asked us to do all the work." This strategy can only be achieved if part-time adult educators have undergone the appropriate training. The need for training has been established as shown above and certainly many people in the field feel that it is justifiable to train.

4.11. Training providers

The Local Education Authorities: With the development of training schemes in the late

1960s and 1970s as the LEAs, since they were the largest provider of adult education courses and by statute obliged to provide adult education, they undertook to implement in-service training for their part-time tutors. The in-service training schemes that were widely implemented by the LEAs were those used by the RACs. Most LEAs provided Stages I and II, with some providing Stage III.

The Regional Advisory Councils: Since their formation in 1946 the nine regions of the RACs had played a rather passive role in the training of part-time tutors. It was in the mid and late 1960s, when the East Midlands RAC initiated the first training scheme that a new impetus was given. The RACs, with funding from their respective LEAs, promoted training schemes Stage I, II and III. In 1985 the RACs and the City and Guilds London Institute agreed to adapt the 730 Programme of the City and Guilds in RAC schemes.

The College of Preceptors: The least known of all providers. An independent body, which was founded in 1846, it serves as an international professional membership body for teachers and other educators and also provides in-service courses and qualifications for experienced practitioners. Legge (1991) Although the majority of candidates are employed full-time, some part-timers have been allowed to take this qualification provided they fulfil certain requirements. These courses can also be taught in colleges of further education by senior members of staff. Qualifications are Associate of the College of Preceptors (ACP), Licentiate Diploma of the College of Preceptors (LCP) and Fellowship Diploma of the College (FCP).

The Royal Society of Arts: Originally founded in 1754, the Society of Arts as it was known, (it added the word Royal to its title in 1907) had began examinations as early as 1856. (Foden 1993) It is an independent institution which offers diplomas and certificates for teachers. These courses are usually run in colleges.

The universities: As has already been seen the universities have been involved in the education of adults for the last eighty years and more. They provide the Certificate in Education (on the same principle as the one initiated by the University of Manchester) throughout the country, via affiliated colleges and training centres. Candidates wishing to further their studies can attend full-time or part-time at the universities for a Diploma a

B.Ed.,M.Ed. a PhD.

The City and Guilds London Institute: The best known of the independent bodies and provides the most widespread selection of courses for the post compulsory sector. The range is very extensive the writer will mention only the 730 Course now known as 7306/7, which is by far the most important and nationally recognised qualification provided in adult education to-day and from which candidates can progress to the Certificate in Education Course. This 7307 is responsible for the largest part-time teacher education programme in existence. It is administered in 200 centres with thousands of applicants every year. In 1986 there were 5810 part-time candidates, including 366 full-time further education teachers.(Foden 1993)

The 7306/7 has been included in the training programme of other providers. The WEA for example, have their own regional training officers who are in charge of the CGLI 7306/7. The writer was fortunate to meet the regional training officer of the WEA at a recent conference in Wilmslow, and her views on the subject of training can be seen in the appropriate chapter of qualitative data analysis.

4.12. Summary of chapter

This chapter has examined the concept of training, the development of programmes, their importance and what official Reports stated on this issue. Knowles' concept of andragogy and its importance were also included in this chapter, as was the basic question, why train and who are the main training providers.

CHAPTER FIVE.

METHODOLOGY OF THE EMPIRICAL STUDY

5.1. Introduction

In preliminary research for this study, it became evident from the literature that part-time adult educators' socio-demographic characteristics and feelings have been researched in the past by using questionnaires. The writer, having in mind this previous research, sets out to investigate issues that not only has he read about but has also experienced at first hand.

The aim is to use the appropriate methodology which will enable this study to go deeper into these issues and present more up to date trends. Furthermore, the study intends to research matters of concern to part-time adult educators that have not been researched before either within adult education in general or in the Greater Manchester area specifically.

This chapter is divided into four sections. The first section states the aims and objectives of the study and discusses the methodology that will be used in the research and the steps that were taken to ensure validity and reliability. The second section of the chapter deals with the design of the main questionnaire with details of the pilot study and finally the methods utilised for analysing quantitative data are explained. In the third section of the chapter the writer explains the procedure that was undertaken for the questionnaire construction as well as the design of the interviews schedule. Finally, in the last section of the chapter the writer talks briefly about some of the problems that were encountered during the pilot study.

5.2. Broad aims of the study

Having identified the historical context and having established that there is a *prima facie* issue in respect of the professional status of part-time adult educators, the author aims to:

- a) Research the socio-demographic characteristics of part-time adult educators in Greater Manchester.
- b) To investigate the effect of these socio-demographic factors on professional attitudes and practice.

5.3. Research design and techniques

Before formulating concrete plans as to what kind of research method would be adopted, the

writer was well aware that choosing the appropriate research design and techniques is of paramount importance. By research design we mean the basic plan or strategy of the research and the logic behind it; in which appropriate research techniques are used for data generation and collection and they are concerned with measurement qualification, instrument building and with making sure our instruments are appropriate, reliable and valid. (Oppenheim 1992)

5.3.1. Quantitative or qualitative data?

There are two basic schools of thought: those who believe in the scientific analytical approach, known as quantitative method, and those who support the use of the qualitative approach, which generates rich descriptive data but for which other analytical tools are needed.

Rudestam and Rae (1992:31) explained that "qualitative implies that the data is in the form of words as opposed to numbers. Whereas quantitative data are generally evaluated using descriptive and inferential statistics. "Similar views were expressed by Cook and Reichardt and by Sharam et al. (1995:143) who stated that "data coded and represented by numerical scores are typically referred to as quantitative or statistical data. Data not transferable to statistics are called qualitative."

The main vehicles used in the quantitative method, where the researcher wishes to reach a large number in a specific sample, are surveys in the form of questionnaires. Whereas the main vehicles in the qualitative method are participant observation and interviews.

In this study the writer has chosen the questionnaire strategy for the quantitative/qualitative method and the semi-structured interview for the qualitative approach. Although some academics come out in favour of one method at the expense of the other, the case for both methods is obvious; the writer is of the opinion that the two can co-exist alongside each other and support each other. This view is supported by a number of distinguished authors. Rudestam and Rae (1992) believe that a combination of quantitative and qualitative methodologies is often a good choice.

Rossmann and Wilson (1985:641) stated that "both methods can be used fruitfully... and that neither necessarily takes precedence over the other... Our experience suggests that numbers and words can be used together in a variety of ways to produce richer and more useful analyses of

complex phenomena that can be achieved by either one alone."

Cook and Reichardt (1979) draw attention to the fact that combining the two methods can have its drawbacks; it can be expensive, it may take too long, researchers may not have sufficient experience in both methods and the adherence to the dialectical form of debate. The writer acknowledges these views but he does not see them as serious obstacles that would threaten the quality, validity and reliability of the research results. By combining both the quantitative and qualitative methods (known as triangulation) alongside each other, one will complement the other; the study will gain from their strengths by exploiting their weaknesses, thus increasing the internal validity and reliability.

5.3.2. Triangulation

"Combining methods in a single study is triangulation." Denzin (1970:291) as quoted by Rossman and Wilson (1985:632) who themselves defined triangulation "as the combination of methodologies in the study of the same phenomenon. Triangulation allows the researcher to improve the accuracy of conclusions by relying on data from more than one method." Bickman and Rog (1997:93) stated that "triangulation reduces the risk of systematic distortions inherent in the use of only one method." Bryman (1995) agrees with these views and further adds that by combining the two methods the researcher's claims for validity of his/her conclusions are enhanced. Therefore, a mixture of methods in research can be considered as most appropriate and one that would promote the strengths of one method to compensate for the weaknesses of the other.

5.3.3. Validity and Reliability

The issues of validity and reliability are of paramount importance in any research. Are the results valid? Are they reliable? These are questions that can only be answered by applying the appropriate tests to ensure that the results are credible, valid and reliable.

Hammersley (1990) as cited in Silverman (1993) stated that by validity we mean the truth. Cooligan (1994) stated that reliability in a study means that the same results would emerge if the research was repeated (external reliability). Both Cooligan (1994) and Oppenheim (1992) agree that validity in an instrument is whether it measures what it intended to measure.

Face or content validity: Face or content validity has been referred to as one and the same thing. Some authors give one or the other name but essentially they are the same thing. By face or content validity we mean the accuracy or representativeness to which an instrument measures the situation being studied, (Kerlinger 1986), whereas Devaus (1986) stated that content validity emphasises the extent to which the indicators measure the different aspects of an inquiry. Face or content validity would be used extensively while constructing the statements for the main questionnaire, while preparing the interviews questionnaires and also while examining the results of the pilot study. The writer, always in consultation with his supervisor, would scrutinise the content of both instruments at different stages of design and before implementation. Furthermore, face validity would be examined once more by a colleague who specialises in statistics and finally by the writer in consultation with part-time adult educators. Are questions accurate and representative of what situation or concept we want to measure? Do participants understand what we want to measure from the questions? Do they understand the questions? In other words are questions clear to participants? Face validity involves checking out once more the content of the test, to determine whether it will measure what it is supposed to.

Construct validity: Oppenheim (1992:162) explained that "construct validity shows how well the test links up with a set of theoretical assumptions about an abstract construct." In this study the author would use factor analysis as part of a statistical analysis.

Reliability: How reliable are the results of the research? Reliability asks the question of the extent to which one's findings will be replicated; that is, if the enquiry is repeated, would the findings be the same? Sharram et. al. (1995) also quote Guba and Lincoln who stated that reliability can be seen as consistency or dependability. (Hammersley 1987:74) stated that reliability refers to the "reproducibility of the measurements." He also quoted (Goode and Hatt, 1952:153) by stating that "reliability (is) the extent to which repetition of the study would result in the same data and conclusions."

Although there are a number of different methods to assess reliability, the author would use the most common method, Cronbach Alpha.

At this stage the researcher would like to clarify his position. He is a part-time adult educator and he is very much involved with this topic. Every attempt has been made to avoid bias,

certain preconceptions however will become apparent.

5.4. Sampling Procedures

Selection of sample and institutions: The original plan was to include eleven institutions from all over England. After discussing the logistics of such a research plan with his supervisor it was decided that such large scale research was unrealistic and it would have been unmanageable. Therefore, it was decided the research would concentrate only within the Greater Manchester area. The methods for gathering data as well as the instruments were developed with the above constraints in mind. Greater Manchester was chosen because, this is where the author lives and where he practises as a part-time adult educator, thereby making access to chosen institutions easier. Any unexpected or unforeseen problems could be dealt with immediately. The sample population was to include a cross section of all different types of adult education providers. LEA, FE, WEA, and an Independent provider within Greater Manchester. Although the Independent provider's location is just outside Greater Manchester all its part-time adult educators live in Greater Manchester but also work for other providers there.

First, the writer chose the two institutions where he works; and the managers there had already given their consent for such research to take place. These are a LEA adult education service in the north of the city and the other a FE based provider in the south of the city. Furthermore, the WEA agreed to assist when the official approach was made. The manager of the independent provider, John Spawton, called the writer and agreed to assist in any way possible immediately after receiving the author's request for assistance.

In addition to these institutions two more LEA based providers offered to assist (both managers were known to the writer and his wife), one based in the south-east of the city the other in the north-west. To establish a better balance between all providers and to enlarge the sample, the assistance of other FE providers was sought. Contact was made with other providers in different parts of Greater Manchester. Although permission was given by two to circulate the questionnaire, the first called the writer and said, after the requested amount of questionnaires was delivered, "the vice principal is not prepared to let the questionnaire run ad lib."

The second FE institution, close to the author's home, originally said that they would assist; but

after meeting with the personnel officer, the writer waited for seven weeks during which time he made several attempts to contact them but was told to ring back, until eventually he was given the news, "we are too busy to help." New institutions were approached through recommendations from colleagues and managers. Three new FE providers were approached. The first refused to co-operate and the other two accepted to assist unreservedly.

Sample: The population that participated in this study were all the part-time adult educators employed in the institutions involved. The centre managers were contacted again and were asked to provide the writer with the number of part-time adult educators employed in their institution. The author delivered the same number of questionnaires to them by hand.

No specific sampling method was used since all of the population from each institution was selected, thus avoiding the possibility of sampling error.

5.4.1. The population

The population that participated in this study represented all the part-time adult educators of all the institutions that accepted to assist.

These are:

Bury Life Long Services (LEA)	210
Ridge Danyers college of FE	125
WEA	70
Oldham LEA	71
Wilmslow Guild Independent	60
Stockport LEA	52
North Area FE College	15
Stockport College of FE and HE	<u>80</u>
Total sample	683

Seven hundred questionnaires were ordered and printed. It was reported during the pilot study, however, that the questionnaire with its eight pages looked too bulky and ominous. It was therefore considered appropriate that it would look better if it was changed to look like a small booklet see Appendix I. The following questionnaires were returned.

Participating institutions and number of respondents.

Bury Life Long Services 86 representing 40.95 %. 25 questionnaires were returned untouched. The writer was told that some adult educators work in more than one centre, therefore they couldn't complete the instrument in both centres. A request to the manager of this institution for a reminder letter to go out to adult educators was turned down.

Ridge Danyers College of Further Education returned 26 representing 22.40%. The reason for so low a response, was given to the writer. "Staff have had enough of letters and questionnaires this year." The college was expecting an FEFC inspection in September and had distributed several questionnaires and letters. The author was returned 87 questionnaires untouched.

WEA The response from the WEA part-time adult educators was very disappointing indeed! This institution's contribution to adult education is invaluable and to think that research about adult educators would not include the WEA was inconceivable, but it was a reality. Only one completed questionnaire was returned to the writer's home by post. Several attempts were made to establish whether any questionnaires were at WEA offices but to no avail. This questionnaire was discarded.

The Wilmslow Guild at first returned 17 questionnaires, with another six arriving by post, lifting the total to 23 and representing a 38.33% return.

Stockport LEA there were three participating centres, two were managed by a friend of the writer, who requested forty questionnaires and the third was volunteered by one of the writers students, who is also an adult educator and who asked for fifteen. At first the two centres returned twenty-three questionnaires. The manager of these two centres by her own volition dispatched a reminder letter which yielded another four questionnaires bringing the total to twenty seven. The other centre returned eight completed questionnaires, making a total of 35 between them, this representing 63.63%.

North Area College of Further Education requested 15 questionnaires and returned five. The writer was informed that some adult educators completed the questionnaire at the Ridge Danyers College where they also work, the two colleges being only a few kilometres away. These questionnaires were later combined with those of the Ridge Danyers College, both being

similar institutions.

Oldham Local Education Authority. One of the Oldham LEA officers volunteered to assist the writer, and 71 questionnaires were given, with 13 returned completed, and representing 18.30%.

Stockport College of Further and Higher Education. Eighty questionnaires were delivered to Stockport College of FE and HE, ten to a departmental head, and 70 to the personnel office who offered to assist. Two completed questionnaires were returned by the departmental head. The writer was told that the number of questionnaires given to the departmental head was accurate and there are no more adult educators employed in the College.

The two questionnaires from Stockport College and the five from the North Area College have been added to the Ridge Danyers College of FE, as it was considered that the returned questionnaires would not represent sufficient numbers for a statistical analysis. The Ridge Danyers College was selected to accommodate these questionnaires since it is a similar type of provider.

All together 192 questionnaires were returned representing 28.11 %. The writer feels this number is disappointing. The reasons why, and the author's thoughts on this matter will be discussed in the final chapter of the thesis.

5.4.2. Participating institutions

It was decided that confidentiality of institutions would have to be maintained. Therefore, during the statistical analysis the institutions' names would remain anonymous and be referred to as follows. Participating LEAs would be named LEA1, LEA 2, and LEA3. The FE institution will be identified as FE, and the independent provider as independent.

LEA 1 operates in the north west of Greater Manchester from six centres and a head office. LEA 2 operates in the south-east of the city, with several centres. LEA 3 operates in the north-east of the city with several centres also. The FE institution operates from two sites in the south and south east of the city. The independent institution operates in the south of Greater Manchester with only one centre. Some of its classes form part of the Centre for Development

in Continuing Education of the University of Manchester.

5.5. Why a survey?

Bryman (1995:10) pointed out that "the survey's capacity for generating quantifiable data on large numbers of people who are known to be representative of a wider population in order to test theories or hypotheses has been viewed by many practitioners as a means of capturing many of the ingredients of a science."

5.6. Designing the research instruments

In this section the author sets out what a researcher must be aware of when constructing a questionnaire, and also the instruments that were chosen to carry out the quantitative research in this study.

5.6.1. Constructing a questionnaire

Constructing a questionnaire must not be taken lightly; certain matters must be taken into consideration. Cohen and Manion (1988:87) expressed the view that "an ideal questionnaire possesses the same properties as a good law." They quoted Davidson (1970), who said. a) It must be unambiguous and b) uniformly workable, its design must minimise errors from both respondents and coders. Oppenheim (1992:2) described it as "essentially a scientific instrument for measurement and collection of particular kinds of data."

Participants' personal beliefs may be difficult to obtain; the researcher relies on the honesty and accuracy of the responses. Oppenheim (1992) suggested that free response questions could be used with care during the pilot study and these may generate additional information. On the other hand there are several advantages in the use of forced choice questions as they are a) quicker to answer, b) easier to code, c) less discriminatory and d) they minimise bias. On the minus side the quality of the respondents' answers could be lost, since they are unable to voice an opinion. It is therefore wise to include some open-ended questions or to invite participants to make additional comments. The instrument included both forced choice, as well as open-ended questions, for example, a question can ask participants whether they have attended training or staff development programmes. Participants may answer either

yes or no or by entering as requested either 1, or 2 or perhaps, on a Likert scale, 1-5, but there may be significant reasons that can influence the answer, which have not been disclosed. i.e. training may be taking place on a day that respondents work, and therefore are unable to attend. On the other hand, training may be taking place on a day that would make people from certain religions or ethnic minorities unable to attend. The writer remembers clearly while attending a staff development programme in one of the institutions where he works, it was established that a number of staff never attended. Further inquiries revealed that these people were unable to attend because of religious beliefs.

A section with open-ended questions may reveal these reasons; participants can also add their own words when answering these questions. One of the open-ended questions in this study invited respondents to comment on any other matter they wanted to raise. Therefore, open-ended questions at the end of the questionnaire in this study can also assist further by generating additional information which would be analysed qualitatively.

Cohen and Manion (1992) on the other hand, advise researchers to avoid complex, irritating, highbrow and leading questions. Respondents must be able to understand questions easily and the researcher must ensure that questions are not offending, irritating or leading respondents. Most authors emphasise the importance of the questionnaire's "visual appearance." A questionnaire must be well organised, carefully worded and attractive to view, with clear and explicit instructions. A covering letter is necessary, in which the purpose of the study is explained, and the invitation to participate is clear.

Confidentiality and anonymity must be guaranteed and that participation is voluntary. Potential participants should be thanked for their effort in undertaking to reply to the questionnaire. The writer's address, position and contact numbers should be clear for all to read, preferably at the top of the letter. All the above were adhered to as closely as possible with the exception of the completed example question. In this case the writer, after consulting a statistician, sought the advice and opinion of two colleagues who were part of the sample. They pointed out that as the instructions were clear and straight forward; no completed example would be included.

5.7. The questionnaire

The questionnaire consisted of three sections. For reference and clarification a sample of the

questionnaire can be seen at Appendix I. A cover letter was addressed to colleagues, explaining the purpose of the thesis and reassuring them that the questionnaire was not in any way to measure their ability, knowledge or competence in any subject. It further emphasised that there were no right or wrong answers and that the survey was only interested in their views on issues that concerned them as part time adult educators. The next paragraph explained the layout of the document and the way in which different parts were constructed. It was also explained that it was hoped the results might benefit adult educators in their work. Finally, participants were requested to return the questionnaire to the college or centre office at the end of their class together with their register, therefore reducing the risk of the questionnaire being taken home and perhaps misplaced. This method had been used by the writer during his research for his M.Ed. and was extremely successful, with more than 90% responses.

As participants were assured of their anonymity, the questionnaires were marked in such a way that individual respondents could not be identified. Only the writer could identify the name of the institution. The only reason questionnaires were marked at all was to enable the study to compare the statistical results between different providers. But this discreet marking would also assist in the event that questionnaires were posted to the writer as it enable him to identify the institution.

At this point the writer must emphasise that one of the LEA managers requested if he could have a printout of the results from his institution so they could also study them, something to which the writer was pleased to accede.

The first section of the questionnaire (marked Part One) dealt with the demographic details of participants. The following variables were included.

1. Years of experience
2. Age
3. Experience in primary, secondary, further and higher education
4. Sex
5. Qualifications
6. Subjects taught
7. Average weekly teaching hours
8. Number of adult education institutions in which you teach

9. Are you paid to prepare lessons at home

Variable 1: Participants were asked to state their years of experience as an educator of adults. The answer had to be entered in one of five groups 1-5.

Less than 5	from 5-9	
From 10-14	from 15-19	more than 20

The groups were chosen deliberately to avoid intrusion into personal details. Participants may feel threatened if questions are too personal. (Cohen and Manion 1994) Their answers would reveal the length of service in adult education.

Variable 2: This variable asked respondents their age. For the same reasons as in variable 1 the exact age was not requested. Five age groups were selected.

21-30	31-40	
41-50	51-60	over 60

The answers to this question would enable the writer to establish the age profile of part-time adult educators.

The answers to variables one and two were marked 1-5. If the first group was ticked then it was entered as one in the analysis, if second group was ticked then it was entered as two and so forth.

Variable 3: The prime objective of this question was to ascertain if part-time adult educators had any previous experience in other sectors of education.

Primary	Secondary	Further	Higher education
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All boxes that apply had to be ticked. Any box ticked was valued as 1 and the boxes not ticked were valued as 0 in the analysis.

Variable 4 : This item asked the participants sex.

Male

Female

The answers would allow the study to find out the percentage of each sex employed in the sample within Greater Manchester. The male box was entered as 1 in the analysis whereas female was entered as 2.

Variable 5: Here the aim of the question was to allow part-time adult educators to enter their qualifications, a tick was to be entered in all appropriate boxes.

B.A. B.Sc. B.Ed.

M.A. M.Sc. M.Ed.

Ph.D. M.Phil. or similar research degree.

Diploma

730 City and Guilds

Certificate in Education

PGCE

NWRAC Modular or similar

None

The answers would help to establish the level of qualifications part-time adult educators have achieved; what level of education or training they have reached. Items marked in this variable were entered as 1, and not marked were entered as 0.

Variable 6: This item requested to know the subjects and level taught, therefore disclosing the diversity of subjects and levels available in adult education today within the sample. The information obtained from this item was not part of any statistical test. The answers were entered onto a table, the purpose behind this was to demonstrate the diversity of curriculum and obtain the exact subjects and their levels.

Variable 7: This item asked participants to state the exact number of hours they teach every week. The analysis would indicate the maximum and minimum hours and also the average teaching hours a week. Average teaching hours per week.

This variable will ~~also be~~ analysed as hours re-coded and the groups ~~will be~~ measured as follows.

- | | |
|-----------------|---------------|
| 1. Less than 5 | 2. From 5-9 |
| 3. From 10-14 | 4. From 15-19 |
| 5. From 20-24 | 6. From 25-30 |
| 7. More than 30 | |

Variable 8: Here adult educators were asked to state exactly how many institutions they worked in.

The statement read: Number of adult institutions in which you teach.

Variable 9: Adult educators were specifically asked whether they were paid to prepare work or not. This would reveal whether they are aware that they are paid to prepare work at home, which forms part of their contractual obligations, and is taken into account when hourly rates are calculated by employers.

Are you paid to prepare work at home?	Yes	No
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Any answer marked yes was entered as 1 and any answer entered as no was marked as 0.

There were no missing values to the questions in this part of the questionnaire.

Section two of the instrument (marked Part Two), explained, first, what is meant by adult educators, since this term was mentioned frequently. Forty-eight statements or variables are to be found in this part of the questionnaire. These are statements central to the study and covered themes which this thesis sets out to explore and measure. Negative statements were reversed and distributed amongst the positively worded items in no set pattern or format. The statements were numbered at random. All items from the different themes were mixed and scattered in no fixed format, therefore preventing any attempt to pre-empt results by participants who were prepared to answer by following any set of patterns, in any manner.

These forty eight variables were measured in a Likert scale from 1-5

1= SD (strongly disagree)

2= D (disagree)

3= U (undecided)

4= A (agree)

5= SA (strongly agree)

A check on data revealed missing values to some questions; these however did not follow any pattern or congregate on any specific questions (statements) or accrue in large numbers. Tabachnick and Fidell (1996) suggested that if we have missing data either the missing values are estimated, cases are deleted or a missing data correlation matrix is analysed. There are drawbacks to estimation procedures, which may distort the results and deletion may influence the data if the sample becomes too small. In this study listwise deletion of cases was used which means a case is dropped from analysis if it has a missing value on one or more of the variables.

Parts One and Two of the questionnaire would be analysed by using quantitative data analysis.

Section three of the questionnaire (marked Part Three) contained five open-ended questions; their purpose was to extract additional information from part-time adult educators, which would

be impossible to do in any other part of the questionnaire. These questions attempt to determine the best and worst moments in part-time adult educators' experience; what attracted them to adult education; their attitudes towards recent changes. The final item in the questionnaire invited adult educators to comment freely on any matter they wished.

5.8. Pre-piloting the questionnaire

The pre-piloted questionnaire was a document divided in three parts (cover page excluded). The first part contained demographic questions i.e. sex, age etc. of adult educators; the second part contained fifty three items randomly distributed, with a number of negatively worded questions, and an unequal amount of positively worded items. These items were specifically aimed to measure part-time adult educators feelings and attitudes on concepts disclosed in chapter 1.2. The answers to the statements in this section were measured from 1-5 on a Likert scale. The third part consisted of eight open-ended questions.

This first draft of the questionnaire was given to twelve part-time adult educators, people who are employed with different adult education providers, with the characteristics closest to the intended subjects of the main study. Two questionnaires were given to two colleagues, who in previous conversations with the author expressed the desire to assist. Five questionnaires were given to the writer's spouse to distribute randomly to part-time adult educators, and the other five were given to one of the administrative staff in a different institution, with the request to distribute at random, to part-time adult educators who were willing and freely prepared to assist. All these were carried out after consent from the managers was obtained.

The administrative assistant had no problem placing the questionnaires, part-time adult educators were only too happy to assist a colleague. This of course gave the writer great encouragement for the main study. The writer's spouse, however, encountered some resistance from one adult educator, but in the end all twelve questionnaires were placed. There were two questionnaires that were not returned. One was lost by the participating adult educator and the other was not returned because the participating colleague was taken ill and did not return to work, by which time this part of the study was complete.

This exercise had a number of reasons behind it: to discover whether the layout of the instrument was effective; whether any items appeared ambiguous; if wording was appropriate;

if the time needed to complete was suitable and any other difficulties that might be faced by respondents. To ensure that this pre-survey evaluation received the proper attention the writer met with two of the participants and it was established that major adjustment was needed. The findings of this pre-pilot study revealed problems in the second section of the questionnaire. The first part was found to be without any problems, and therefore retained for the pilot study. In the second part it was found that some statements seemed to be inappropriate and repetitive while others seemed ambiguous. The relevant corrections were inserted after the writer consulted with his supervisor and a statistician in the university. The participants also noted that it took considerably longer than the time stated by the writer to complete the questionnaire. It was decided to remove some of the statements that were deemed inappropriate and reduce the number of statements from fifty-three to forty-eight. In the third part of the questionnaire the number of open-ended questions was also reduced, from eight to five. This decision helped to reduce the time it would take participants to complete the questionnaire

Due to sample constraints no statistical analysis was carried out at this stage.

5.9. The pilot study

The writer had no discretion, as to who would participate in the pilot study; this was left to the centre managers to select the part-time adult educators who were prepared to assist. In the pilot sample of fifteen there were eleven female and four male respondents. The age range was from 21-30 to 51-60 with experience ranging from less than five to more than 20 years. The pilot study had as its main purpose to re-test the questionnaire and also to check the amendments that were inserted, after the pre pilot test, but most importantly, to identify any other pitfalls that might arise.

Cohen and Manion (1994) confirmed that the pilot study is an integral part of the research, its purpose is to test the instrument, and to carry out the appropriate modifications if necessary and to obtain validation. It should therefore pave the way for a smooth and efficient study. Some of the managers were reluctant to allow a pilot study as well as the main study. This restricted the researcher from carrying out a pilot study with a large sample. The writer was not prepared to argue or dispute the thinking behind reasons given so a sample of fifteen for the pilot study was considered sufficient for the purpose that was needed.

5.9.1. The procedure and time table

The fifteen questionnaires were delivered by the author to the centre managers who said that some of their staff were prepared to assist. It was anticipated that this would take approximately two weeks, by which time the writer again in person collected the completed questionnaires.

5.9.2. The findings

- a) Overall the instrument was found satisfactory by the respondents. Only one took more than the ten minutes it was thought it would take to complete.
- b) The questions were found to be clear and unambiguous.

Having spoken to two of the participants in the pilot study and having read their comments on the instrument and, in consultation with his supervisor, the author decided not to make any changes to the questionnaire.

Due to sample constraints no factor analysis or reliability test was carried out at this stage. Tabachnick and Fidell (1996) quote Comrey and Lee (1992) as stating that as a guide to factor analysis a sample size of 50 was very poor, 100 poor, 200 fair, 300 good, 500 very good and 1000 excellent. For instruments, however, that have some loadings of variables in the $>.80$ s 150 cases should be sufficient. It was hoped that factor analysis would prove the latter in this study.

5.10. Methods for analysing quantitative data

When analysing quantitative data, both inferential and descriptive statistics are used. Descriptive statistics are usually applied before inferential statistics are used. This enables the researcher to submit data to inspection using, mean, mode, median and standard deviations. The issue of using both descriptive as well as inferential statistics will be outlined in detail in the following chapter, when the results of the research will be analysed.

The following statistical tests will be used during parametric and non-parametric inferential statistics.

5.10.1. Factor analysis

There are two main forms of factor analysis: a) Principal Components Analysis (PCA). The aims of this method are to reduce data into smaller number of variables. b) The aim of Principal Axis Factoring (PAF) or otherwise known as Factor Analysis (AF), the same as PCA but also to explore data one assumes simple. It is fundamental to FA that there is a model of underlying factors that would explain the data. Both methods proceed in much the same way (Bryman and Cramer 1997). For the purpose of this study it was decided on PAF. The reasons behind this decision are explained in Chapter Six. It is hoped that factor analysis would reveal the seven dominant concepts, which were discussed earlier.

The main aim of factor analysis is data reduction; it assists researchers by compressing data from a large number of variables to a much smaller number of factors. In this study there are 48 items for factor analysis; by using PAF these would be compressed to a more manageable number of factors, by clustering data within those factors.

How many factors would be retained depended on a) how many factors would have eigen values >1 see Chapter Six and Appendix XII. b) By the scree plot, see Appendix XIII. The factors to be retained lie before the point where the eigenvalues level off (Tabachnick and Fidell 1996) and (Bryman and Cramer 1997)

Tabachnick and Fidell also stated that;

Factors with loadings above .71 are considered excellent

loadings above .63 are considered very good

loadings above .55 are considered good

loadings above .45 are considered fair

loadings below .32 are considered poor

It was therefore decided that factors to be retained in this study would be those with higher $>.40$.

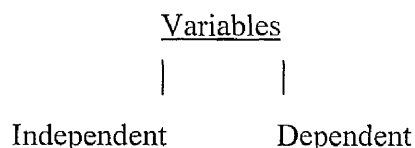
Orthogonal factor rotation would be preferred because the information the factors provide is not redundant and as factors are unrelated or independent from one another. For this we used the varimax method. (Bryman and Cramer 1997)

Another important step that was undertaken before carrying out factor analysis was to examine the Anti Image Matrix Correlation for scores (see Appendix IX,) and items with $+>.6$ or higher would be retained. Furthermore, the Kaiser-Myer Olkin, (KMO) measure of sampling adequacy would be employed, as overall values of $<.50$ indicate that factor analysis is not worth pursuing where values of $>.80$ are considered good. (Bryman and Cramer 1997)

Bartlett Test Sphericity, (BTS), would also be checked as a prerequisite to factor analysis. It indicates whether there are usable relationships between pairs of variables .

(Campbell MCC 1998) The reported value should be $<.05$ to justify factor analysis.

So far it has been set out what steps are necessary before a factor analysis is undertaken. The writer now proposes to discuss and identify the kind of variables the instrument contains and whether they are suitable for factor analysis. It is a critical stage of the research.



Researchers select or manipulate independent variables to observe the effect they have on dependent variables. In general terms a variable represents a property or characteristic of one object to another. A dependent variable in one study could be independent in another, depending on the role it plays in the study. (Peers 1996)

The two simplest measurement levels are 1. categorical or qualitative variables and 2. metrical or quantitative variables. In this data analysis the following measurement levels of variables were identified

Level	Type	Order	Difference	zero/ratio	Example
Nominal	Categorical	X	X	X	Sex
Ordinal	Categorical	✓	X	X	Age group
Interval/	Metrical	✓	✓	X	No inst.wor.
Ratio	Metrical	✓	✓	✓	Ditto

Ordinal level variables like age group or years of experience group have discrete categories. Their values can be coded in many ways, numerically, i.e. less than 5, 10-14 etc. they have a natural ordering of categories. Interval level variables, like the number of institutions staff work in, or the number of hours they teach every week, take values on a measured scale. e.g. If someone works 5 hours a week and someone else works 6, the difference of 1 between values is a well-defined difference. Nominal level variables like sex have discrete categories with no order defined between the different categories.

The variables in this study are as follows.

Years of experience	Independent	Ordinal	Categorical
Age	Independent	Ordinal	Categorical
Experience in ed.	Independent	Nominal	Categorical
Qualifications	Independent	Nominal	Categorical
Sex	Independent	Nominal	Categorical
Av. Teac. hour. p.w.	Independent	Interval	Metrical
No. of ad ed. inst.	Independent	Interval	Metrical
Are paid to prepare	Independent	Nominal	Categorical

The variables 10-57 in part two of the questionnaire are dependent of ordinal measurement and categorical type.

It is therefore proposed to carry out the following tests.

5.10.2. Correlation

Correlation analysis would be carried out between the ordinal independent variables of AGE, EXPERIENCE and HOURS REC. Correlation represents a measure of the degree of closeness (correlation) between two variables. (Peers 1996) The correlation coefficient provides an indication of the strength of the relationship. Even a weak correlation can be significant. Bryman and Cramer (1997) stated that the correlation is one of the most important and basic elaborations in bivariate relationships. Unlike chi-square, a correlation measures both the strength and the direction of the relationship between the two variables. There are two types.

Those that use interval variables to measure linear correlation and those that measure rank correlation by using ordinal variables. Two of the variables to be used in this correlational analysis are of ordinal nature. Therefore as Bryman and Cramer stated, the best methods for examining the relationship of pairs of ordinal variables are Spearman's Rho and Kendalls tau-b. The interpretation of both methods is similar. Kendall's tau-b has advantages in that it has a direct interpretation, and p values are more reliable. (Campbell 1998) It is a dimensionless index of a linear relationship between two randomly selected variables. (Peers 1996) If a correlation is negative it simply means that high values on one variable are low values on another, if a correlation is positive it indicates that the two variables correlate positively. The null hypothesis is; there is no significant correlation between the two variables. If $p=.05$, however, then the null hypothesis is rejected.

5.10.3 Kruskal Wallis

The Kruskal Wallis H Test is similar to Mann Whitney test in that the cases in the different samples are linked together in one series, but unlike Mann Whitney it can be used to compare scores in more than two groups, i.e. it is a test of three or more unrelated samples, e.g. age group. (Bryman and Cramer 1996) A Bonferoni test may be needed after this test to ascertain the likelihood of error, due to the large number of groups.

5.10.4 Mann Whitney

Mann Whitney U test will only be used if significant differences between the groups are identified during Kruskal Wallis tests. This is a non-parametric test. The Mann Whitney U test is basically measuring the difference between two independent random samples to determine whether the two came from the same population, e.g. sex. The null hypothesis tested is that the two random samples are from the same population. It is often described as an alternative to the independent t -test but unlike the t -test it does not specifically test for differences between the means. It is based on rank scores, therefore, the procedure can be used with ordinal, interval or ratio levels of measurement. (Peers 1996)

5.10.5. Chi-square test

With variables with more than two groups it is proposed that one-way ANOVA and Kruskal

Wallis tests be used. Chi-square is usually used to answer the question, is there a relationship between two categorical variables. The same test can be carried out to see if there is a statistical significance between them. Chi-square can also be used to compare the distribution of proportions in two populations. (Peers 1996) Bryman and Cramer (1997) stated that the researcher would want to know whether there is a relationship between the variables or whether this relationship has arisen by chance. We want to know the probability that there is a relationship between the two variables in the population. To establish this probability, the chi-square test is commonly used. The starting point for chi-square test, is the null hypothesis that there is no relationship between the two variables being examined. Chi-square is calculated if the null hypothesis is confirmed and the proposition that there is a relationship must be therefore rejected. The level of this statistical significance is usually set at 0.05. (Peers 1996) If, however, the expected count in any cell under the null hypothesis is less than five or if any expected count is less than one, validity is suspect and we must look at Fisher's test. (Siegel 1956 as cited in Campbell 1998) Chi-square compares a nominal variable by two or more groups. If significant levels of differences are identified then the writer proposes to carry out tests between two groups at a time so that the means of the groups are compared with each other. This would be similar to Mann Whitney tests, where two groups are tested at a time. This way individual groups with significant levels of difference will be identified. F value indicates the degree of difference. If significance is found the null hypothesis is rejected and the alternative choice that the means are significantly different is accepted.

5.10.6 One-way ANOVA

Researchers use one-way ANOVA, when they want to test for differences among the means of two or more independent groups. It can enable a researcher to assess the causal influence of two or more independent variances and possible interactions. It is a robust model against violations of normality and homogeneity of variance assumptions. (Peers 1996)

5.10.7. Independent sample *t*-test

The two sample independent *t*-test or unrelated *t*-test is most frequently used in surveys when the researcher wants to determine whether there is a significant difference between the means of two independent groups. In this test sample means are used to estimate unknown population means. With the two sample test one may be interested in whether any observed differences in

means represent a real difference and therefore the inference is justified, that the two samples represent two distinguished populations with different population means instead of one population.

In the t tests, sample means are used to estimate the unknown population means. We are interested whether any differences are real differences. Therefore the t test is used to see whether there is a difference between two-means. The t test measure equality of means, where the Lave's test measure the equality of variance The **null hypothesis** therefore $= \mu_1 - \mu_2 = 0$ (Peers 1996). During t tests the null hypothesis would be applied to ascertain whether the groups have equal variance, if the groups have the same variance then the null hypothesis of variance is accepted and b) to determine whether the groups have the same mean values. If the groups have the same mean values i.e. no significant differences to their means the null hypothesis of means is also accepted. T tests are chosen for being more powerful, if there is a difference they are likely to detect it. (Campbell MCC 1998.) Significance of means can be obtained from the t test for equality of means in the independent sample test. Where the equality or difference of variance can be ascertained by the Levene's test for equality of variances.

The writer considers it worthwhile to carry out these tests because in his opinion it is important to establish whether associations or differences are exposed by testing pairs of nominal variables. Independent t tests can be carried out between pairs of interval and nominal variables.

In this section the writer has described what type of statistical tests will be carried out in Chapter Six during statistical analysis.

5.11. Data Collection in quantitative research

To minimise loss of data and also to gain valuable time the writer discounted earlier thoughts that postal questionnaires be used. Participants were asked to return their questionnaires together with their register as soon as they had been responded, in the envelope provided, so that part-time adult educators could seal their answers and thus remain confidential from administrative staff as well as managers. It was agreed with managers that a member of staff would keep the completed questionnaires in a safe place and then hand them to the writer at the first opportunity.

5.12. Why interviews?

It has already been stated that interviews are not the main research instrument in this study. The main aim of the interviews would be to obtain qualitative data that would complement and supplement questionnaire data. Not only would it provide triangulation but it would also give the opportunity to part-time adult educators to give a first hand account of issues relating to feelings and attitudes. It would also present a unique opportunity to interview managers, trainers and distinguished academics and ask them questions on the same issues. Interviews would probe deeper into the same issues than the questionnaire.

5.12.1. Aims of interviews

The main aims of the interviews were.

1. To obtain qualitative data that would supplement and complement questionnaire data.
2. To triangulate interview data with that of questionnaire.
3. Provide deeper information about part-time adult educators' feelings, attitudes and experience in their work.
4. Any other information part-time adult educators wish to share with the researcher.

5.12.2. Interviewing

Interviewing has become one of the commonest methods used in small-scale research. Kerlinger (1986) described it as a face to face encounter or an oral questionnaire. Like every research technique, the interview has got its advantages and disadvantages. Oppenheim (1996) stated that some of its strengths gained in popularity because they are the ideal research method in small-scale research, as usually they have a far greater response rate than, for example, postal questionnaires. In interviews the interviewer can follow up an answer to clarify a point. Interviews can also have weaknesses; they can be expensive and time-consuming to conduct and process, unlike the postal questionnaire. There is always the risk of interviewee bias. It can also prove to be difficult and expensive to reach a dispersed sample.

For worthwhile results, or to find the most appropriate interviewees, the interviewer must make sacrifices perhaps in cost and time. In this research although cost and time are of importance,

the writer feels that the benefits outweigh the losses.

An interview has three main purposes. First it can be an explanatory device to help identify variables. Second It can be the main instrument of data collection in research; and Thirdly As in this study, it can supplement other methods, i.e. a questionnaire.

The interview must be subjected to the same strict criteria as all other data collection procedures. It is necessary for the researcher to obtain informed consent from the respondent. It is important to gain the respondents' confidence. The first mail approach in a professionally prepared, personally addressed letter which will encourage the recipient to read and respond. All the above were adhered to by the author.

Confidentiality and anonymity are also a very important factor. Reliability and validity and the researcher's objectivity are of paramount importance too. The territory where the interview takes place is also important and authors like Robson and Foster (1989) suggested that a neutral place be chosen. Having in mind that interviewees may be inconvenienced, it was decided that it would be better if the choice of venue was left to them, regardless of what the cost or inconvenience may be to the researcher. Finally, these professional people may have a busy schedule and any interruption to their schedule may be worth more to them than any monetary loss.

Cohen and Manion (1992) declared that the interview must involve a personal interaction. The respondent is not anonymous, although his/her confidentiality can be guaranteed. Oppenheim (1992) expressed the view that the interviewer must possess interviewing skills, for instance, use of language appropriate to the event. He/she must also have good listening skills and common sense. Nothing can be more important to the success of an interview study than a good interview schedule.

5.12.3. Semi-structured interviews.

The interviews in this study are to be used as a supplementary instrument in data collection, therefore, the interview questions must have the same theme as questions in the questionnaire, otherwise there will be no triangulation. The benefits to the study of semi-structured interviews outweigh the benefits of having structured interviews. Most of the interviewees would be of

great experience and knowledge in adult education and in particular the concept of training. Therefore, semi-structured interviews have been selected for this research. The interviewing would be left as open as possible, thus enabling interviewees to talk freely and at length, especially in the case of the elite interviews. Moyser (1988) wrote that in an elite interview the researcher is likely to be eager to learn from, and draw upon, the very detailed knowledge they possess... They have unique experiences...and the expertise that the researcher may wish to tap, an issue with which the writer is in absolute agreement. It would be as though a well of expertise and knowledge had been opened and the study would be the beneficiary. Semi-structured interviews are more useful because, a) they are very flexible b) they yield rich information c) they are extremely useful in mini surveys and d) they can be used along with other methods. The main characteristics of the semi-structured interviews are a) a formal encounter on an agreed subject, b) the main questions are set by interviewer.

5.12.4. Interview procedures

One of the most essential issues in interviewing is to put the interviewee at ease, (although it must be stated this was unnecessary in most interviews in this study). Interviews always started with a frank conversation and most participants wanted to know more about the study, there was exchange of views on a general topic. Anonymity and confidentiality was asked by and given to the part-time adult educators. Perhaps they wanted to ensure that their opinions remain secret, from their managers. None of the other interviewees requested or were given anonymity or confidentiality.

The interview sampling process was both opportunistic as well as pre-planned. All interviews were one to one, and lasted from 15 minutes to 100 minutes. All interviewees were contacted personally by post with a stamped addressed envelope included. Except in the case of two elite interviewees, where the request was delivered by hand, and, in the case of the part-time adult educators. Most answered in writing, two by phoning the writer and making an appointment. Two interviews were opportunistic while the author was attending a conference, one of the interviews was conducted there and then; the other later upon agreeing a suitable venue and time. Only the nine interviews with the part-time adult educators, representing 5% of respondents, were contacted after they agreed to their manager's request, to ascertain if they wished to assist further. Spare classrooms were allocated on seven occasions; two interviews were held in the refectory, which was empty at the time, and therefore free from sound

interference.

There were five elite interviews. Three interviews were carried out at the academics' place of work, (one at the University of Surrey and two at the University of Manchester). The fourth was carried out at the academics' home and the fifth elite interview, an opportunistic one, and was carried out at the premises of Wilmslow Guild where the annual NWIAEC conference was taking place.

Four interviews with trainers were carried out.

1st A trainer in charge of the 7306/7 City and Guilds.

2nd A trainer in charge of the Certificate of Education.

3^d A trainer with LEA and NWRAC now in charge of 7307 and the Certificate of Education in FE.

4th A trainer with NWRAC and LEA who chaired a committee on behalf of NWRAC on the subject of training part-time adult educators.

Three interviews with managers were carried out at their place of work and one at the writer's home. They were selected to represent different types of adult education providers. An opportunity presented itself to interview the tutor organiser/trainer from the WEA although only one questionnaire was returned from this body, which was considered inadequate to represent a sizeable sample from this organisation. Nevertheless, an interview would provide an insight into the practices of this organisation with a long and distinguished history. One manager had gained promotion and therefore was not available for interview, nevertheless she did return answers to some questions the writer posted to her in writing. Her position, involvement and experience in adult education was considered by the writer to be of importance to the study.

In total there were 22 interviews.

5.12.5. The interview questionnaires

The elite interview questionnaires:

The five academics can be divided into three distinct groups. Therefore, three elite interview questionnaires were constructed. The first was thought to be appropriate for the three academics with adult education and training experience, all three having great experience as university lecturers. This document contained 22 questions related to the ~~seven~~ themes of the main survey questionnaire.

The second type of questionnaire was specifically designed for the academic, who although a university lecturer, is the director of a department which specialises in courses for the public within Manchester University. This questionnaire aimed to find out more about university adult education and the changes, if any, that have taken place in the extra mural department. This document contained eleven questions.

The third elite interview questionnaire was aimed at an academic who is concerned with adult education issues on a global stage. This questionnaire contained five questions only since it was an opportunistic interview. Themes in this instrument were related to matters arising from the conference theme and relevant to this study.

The adult education managers interview questionnaires:

The writer planned to carry out four interviews involving adult education managers.

The questionnaire for the LEA contained fourteen questions: the first twelve questions being the same as those for other managers and included two questions relevant to this manager's institution.

The questionnaire for the FE manager contained thirteen questions, twelve common to the other managers questionnaire, and one question relevant to this manager's institution.

The interview questionnaire for the WEA representative contained fourteen questions, twelve identical questions to the other managers and two relating only to that organisation.

The Independent manager's interview questionnaire had thirteen questions of which one applied only to this type of provider, the others were common questions with the other managers, all relating to the main ~~seven~~ themes of the survey questionnaire.

Trainers interview questionnaires:

The interviews with trainers revolved around the same theme as the main research document but also had questions relevant to their specific duties as trainers.

The LEA/NWRAC trainers' questionnaire contained ~~eleven~~ questions; ~~one~~ of the questions was specifically designed for one of the interviewees who chaired a committee on training for NWRAC.

The Cert.Ed. Trainer questionnaire had nine questions, all relevant to their profession.

The 7306/7 trainers' questionnaire had eight questions, relevant to their own field of practice. It was thought that because some trainers have had experience in more than one type of training programme, during the interview questions would have to be asked which would give the opportunity to the writer to ascertain variations between different programmes and providers.

The part-time adult educators interview questionnaire:

This document contained ~~twelve~~ questions the themes of which related to statements in the main survey instrument.

5.12.6. Piloting the interview questionnaires

Due to the diversity of interviewees' positions within adult education it was decided that ten different types of questionnaires had to be designed. The only interview questionnaires that were piloted were those of the part-time adult educators. This was done with the assistance of two part-time adult educators from two different institutions; one from the LEA, and one from the FE sector, since the main participants to the interviews would be coming from these two adult education providers.

It must be stated at this stage, initial difficulties were encountered with the LEA and FE managers saying that adult educators were reluctant to assist. Piloting these interview questionnaires gave the author the chance to practise his interview techniques. Interviewees were asked whether the questions were clear, but also how they felt personally, not only about

the content, the wording but also about the length of questions and the author's approach to the interview. The feedback received was extremely useful and the pre-piloting of the questionnaire was very fruitful and minor modifications were made.

There are three types of methods for piloting interview questionnaires.

1. Rephrase the question this method aims to establish if the interviewee has understood the question as it was intended.
2. The double interview the interviewee is asked to respond to two separate interviews, first the answer to the actual interview question, then the answer and question are read and the interviewee is asked to explain how he/she derived that answer. This is a useful way to gain access to deeper thoughts and feelings of respondents. An obvious drawback to this method, is that it can be time consuming and respondents can feel threatened by the interviewer's request for clarification and face validity.
3. Thinking aloud. The interviewee is asked to express his/her thoughts either orally or in writing.

A combination of the first and third methods was used.

All ten different sets of interview questionnaires were subjected to four development stages.

1. The writer constructing the questionnaire himself.
2. The writer in consultation with his supervisor, covered all the items in the questionnaire.
3. The writer implemented the changes that were discussed with his supervisor.
4. Finally, the author with his supervisor discussed the final instrument.

As has already been stated only the part-time adult educators interview questionnaire was subjected to a fifth stage, the pilot.

5.13. The interviewees

The author selected the interviewees for their common experience, involvement with adult

education and training in the capacities already mentioned. They can be divided into four main categories.

1.The elite interviews. Five distinguished academics were selected. The writer from the literature identified the four, and the fifth was an opportunistic interview.

Professor Peter Jarvis. Director of Educational Studies at the University of Surrey. A distinguished academic with nearly forty publications to his credit and someone who has written extensively about part-time adult educators and training. He started as a part-time adult educator himself.

Professor Arthur Stock. From the University of Manchester, has also written and researched adult education and training. He was the chief executive of NIACE for a number of years, and at present is the co-ordinating academic for the University of Manchester and the affiliated institutions which implement this University's teacher training programme. He started his career as a part-time adult educator.

Dr. Derek Legge. Has been involved in adult education for more than forty-five years. He has written extensively about adult education and training. Although retired he is still very active and involved in writing and attending conferences. He is another distinguished academic who started life as a part-time adult educator was head of the adult education department at the University of Manchester and has been awarded the MBE as recognition for his services to adult education.

Dr. John Hostler. Director of the Centre for Development in Continuing Education, formerly known as the Extra Mural Department, at the University of Manchester. The main aim of this interview was to establish how the extra mural department of a university functions now with the changes that have taken place in adult education, especially as the name of this department has changed.

Dr. Paul Belanger. Director of Education at UNESCO. He was interviewed when he was the main speaker at the annual North West International Adult Education Conference.

1. The trainers interviews. Four individuals who are in charge of training programmes or have been involved in training for part-time adult educators.

Mr. Jeff Peake. Certificate of Education co-ordinator for Tameside College, a very active training centre that forms part of a consortium with Stockport College. He has been involved in training adult educators for many years, and was one of the writer's tutors and trainers for the Certificate of Education.

Mrs. Colleen Caldwell. 7306/7 Co-ordinator and Certificate of Education tutor for Stockport College and now area manager for the teaching and training initiative.

Mrs Sheila Goodman. Head of Certificate of Education and 7307 Programmes at Blackburn College. Started life as a part-time adult educator volunteer. In the eighties and early nineties was moderator for NWRAC, and one of the writer's trainers.

Mr David Selby. Head of the adult education training programme for Lancashire in the 1960s, trainer and moderator for NWRAC, and in late 1980s was appointed chairman of a committee on training by NWRAC.

Ms Kate Fisher. Tutor organiser for the WEA and involved in the 7306 training programme of the same organisation. Her position can be compared to a manager also involved in training.

3. Adult education managers. There can be no complete picture without the participation of the front line managers in adult education who are involved in all aspects of every day adult education provision funding, training and employment.

Mrs. Margaret Parker. Community Network manager of Further a Education institution. Also involved in a limited capacity in the training programme of the same institution.

Mr. Kevin. Brady. Head of Lifelong Learning Services in an LEA and also involved at one stage with the training programme of the same authority.

Mr. John. Spawton. Manager of one of thirteen independent adult education providers in the country, and secretary of the NWAEIC.

Ms. Judith Summers. Formerly adult education manager at an FE college and now head of planning and development at the same college. Also chair, Executive Committee of NIACE. Not only has she experienced life on the front line as a manager, she has been president of the National Union of Teachers in Further and Higher Education (NATFHE) and a member of the Widening Participation Committee. Unfortunately she was not available for interview but she was kind enough to answer some questions the writer addressed to her by post. She has written several articles on the status of part-time adult educators.

4. Nine part-time adult educators: Representing 5% of respondents, from LEA, FE and Independent providers. No part-time adult educator was included from the WEA because only one questionnaire was returned completed from this organisation. __

5.14. Data collection in qualitative research

Choosing the documentation method is an important part of the planning. Data can be recorded in writing or electronically on audio or video equipment. It is preferable to record data electronically as taking notes and listening at the same time may result in loss of data; the interviewer will be too busy writing and may miss crucial points and thereby reduce the validity of the interview. Therefore a tape recorder and a back up would be used.

5.14.1. Analysing the data.

Using the correct method in analysing the data is as important as the interview itself. Although the writer initially experimented with the NUD • IST version 3.00 software package during the experiments he felt a) he was not in control of the data b) the data did not belong to him, c) he was not close to the data and d) valuable time was lost by retrieving themes and sub-themes from the software package. Therefore the decision was taken to carry out the qualitative data analysis for the semi-structured interviews manually. This method made the writer feel in control of the data and able to access the contents with ease; it also enabled him to work more effectively. The five open-ended questions gave part-time adult educators the opportunity to provide additional information, using their own words and expressing their own feelings and attitudes. These five open-ended questions and the postal questionnaire were also analysed manually.

5.15. Summary of chapter

This chapter has discussed in detail issues relating to the two methodologies used. On the one hand these were issues of triangulation, validity and reliability, sampling procedures, constructing, pre-piloting and piloting the questionnaire, and methods for analysing quantitative data. On the other, it discussed research methods employed, interviews and types of interview, methods and aims, data collection and methods used for analysing qualitative data.

CHAPTER SIX

QUANTITATIVE DATA ANALYSIS

6.1. Introduction

Chapter Six proposes to deal with data collected from parts one and two of the main survey questionnaire in three sections. The first section will look at descriptive statistics of the independent variables of part one of the questionnaire, i.e. mean, median and standard deviations; discuss these results and compare them to the results of previous research and their significance. The second section of the chapter will carry out factor analyses and reliability tests on the identified factors gleaned from part two of the questionnaire. These were identified as dependent variables 10-57. Items in this part of the questionnaire were based on the themes discussed earlier on in chapter one of this study. The third section of the chapter will carry out parametric and non-parametric statistical tests that would involve dependent and independent variables as well as the identified factors from factor analyses. The results of all the parametric and non-parametric statistical tests and their significance to the study will also be discussed.

6.2. Methods of analysis

Inferential parametric and non-parametric statistics will be used in order to test the research hypotheses. Inferential statistics are used to make a judgement about the population of the study. Before such analysis takes place, the raw data will be subjected to a preliminary inspection of descriptive statistics. Tabachnick and Fidell (1996) claimed that the issues of normality and homogeneity of variance are important components of ensuring that the data conforms to the assumptions which lie with inferential statistics.

6.2.1. Descriptive statistics

It is intended that during the descriptive statistics analysis each independent variable will be analysed against the whole sample and also by institution, thus giving the opportunity to examine whether there are any differences or similarities to the answers provided by the respondents of each of the different providers. Each statistical analysis will be discussed and compared to previous research available where possible.

The 192 respondents are distributed among the five participating institutions as follows, see table one and graph one.

Graph One. Summary of participating institutions

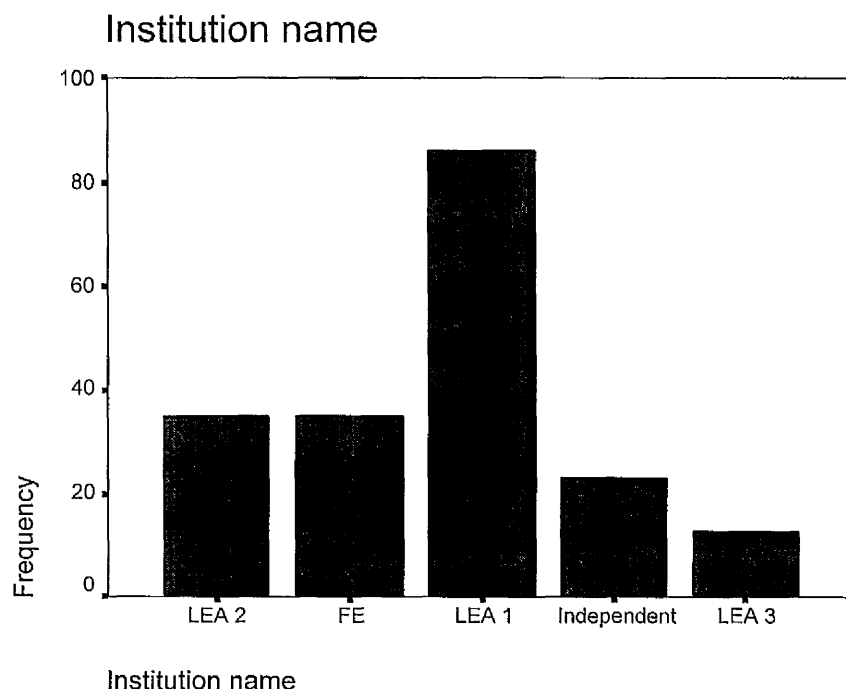


Table One. Number of participants by institution

It can be clearly seen from Table One and Graph One that the highest group of

Institution name		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LEA 2	35	18.2	18.2	18.2
	FE	35	18.2	18.2	36.5
	LEA 1	86	44.8	44.8	81.3
	Independent	23	12.0	12.0	93.2
	LEA 3	13	6.8	6.8	100.0
	Total	192	100.0	100.0	

respondents came from LEA 1 with 86, LEA 2 and FE have an equal number of respondents with 35 the Independent provider with 23 and finally LEA 3 with 13. If the respondents are divided into type of provider it can be seen that the LEA participants represent 69.79% or 134 participants, FE with 35 representing 18.22% of the sample and the Independent with 23 or 12% of total sample. It was the intention of this study from

the outset to have as near an equal number of part-time adult educators as possible from the main providers, but due to lack of support from FE institutions and the WEA part-time adult educators, this was impossible.

Independent variable 1 requested participating part-time adult educators to state their years of experience as an educator of adults. It is an important question as we need to ascertain, how long part-time adult educators stay in the service. The overall emerging picture of the five-point scale is shown in Table Two and Graph Two.

Graph Two. Summary of years of experience

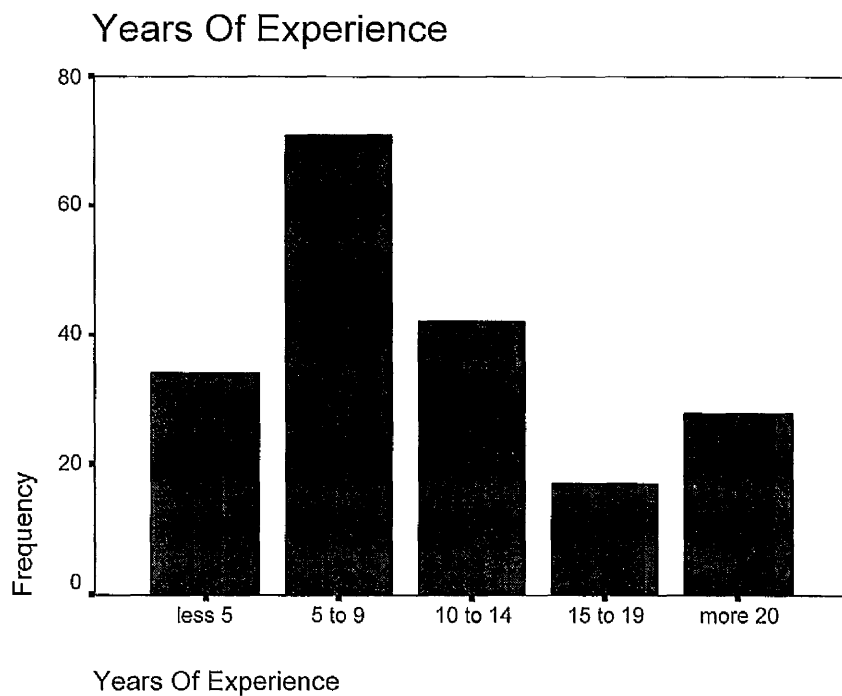


Table Two. Years of experience

Years Of Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less 5	34	17.7	17.7	17.7
	5 to 9	71	37.0	37.0	54.7
	10 to 14	42	21.9	21.9	76.6
	15 to 19	17	8.9	8.9	85.4
	more 20	28	14.6	14.6	100.0
	Total	192	100.0	100.0	

17.7% of the respondents had less than five years of experience as adult educators while on the opposite side of the scale 14.6% stated they have had more than twenty years experience. The most encouraging of the five groups are groups two and three (5 to 9 and 10 to 14). These two groups represent 37% with 5-9 years experience and 21.9% with 10-14 years experience. The cumulative percentage of these two groups reveals that 58.9% of the sample stay in the service between 5-14 years, an encouraging result indeed. This can be interpreted to mean that adult educators are content to stay in adult education. The median value of this ordinal variable = 2, this indicates that the category is 5-9 years.

A finer analysis of table three by institution reveals the following information. Within LEA 1, 17.4% had less than five years experience, 38.4% between 5-9, 24.4% between 10-14, 9.3%, 15-19 and 10.5% over 20 years of experience.

In LEA 2 the respondents had as follows, less than five years of experience, 22.9%, 40% with 10-14 years, 8.6% with 15-19 and only 2.9% with more than 20.

LEA 3 in the first two groups had 23.1% each while 15.4% had between 10-14 years of experience, 7.7% with 15-19 and 30.8% with over twenty.

The Independent provider showed 8.7% with less than five and 10-14 respectively, 26.1% with 5-9 years of experience, very similar to group three where 21.7% had declared they had between 10-14 years of experience and 34.8% with more than twenty years of experience.

The FE provider was represented as follows 34.2% fell within the first and last groups respectively, 42.9% with 5-9 years of experience while between 10-14 there were 14.3% and 8.6% with 15-19.

Table Three. Years of experience by institution

Years Of Experience * Institution name Crosstabulation

Count		Institution name					Total
		LEA 2	FE	LEA 1	Independent	LEA 3	
Years Of Experience	less 5	8	6	15	2	3	34
	5 to 9	14	15	33	6	3	71
	10 to 14	9	5	21	5	2	42
	15 to 19	3	3	8	2	1	17
	more 20	1	6	9	8	4	28
Total		35	35	86	23	13	192

There seem to be variations as well as similarities among the different providers. In the First Group of less than five years experience LEA 2 and 3 with 22.9% and 23.1% respectively are very similar. In the same group LEA 1 and the FE provider show similarities with 17.1% and 17.4% respectively. Only the Independent provider is distinctly different with 8.7% of its responding educators declaring less than five years of experience.

In the 5-9 years category of experience the participating institutions can be divided into two main groups. In the first group LEA 2 with 40%, FE with 42.9% and LEA 1 with 38.4% are very similar, as are the Independent provider and LEA 3 with 26.1% and 23.1%.

Group Four (15-19 years of experience.) of this variable seems to be the most consistent amongst the providers, where adult educators have indicated that between 7.7% to 9.9% of respondents have service of 15-19 years.

The Fifth and final Group (more than 20 years experience.) this variable, shows the greatest fluctuations. These range from 2.9% in LEA 2, where respondents in the Independent provider stated that 34.8% have experience over twenty years. Although

LEA 3 is similar with 30.8%, the responses from FE with 17.1% and LEA 3 with 10.5% are distinctly different.

Perhaps the fact the Independent provider is the only one that has seen the least changes is an indication why its part-time adult educators stay the longest. Here it must be emphasised that the Independent provider is the only one that has a 100% non-vocational provision and therefore its staff have not gone through all the changes or demands made by the Funding Council in the last few years.

It is worth noting the following. 65.7% of the part-time adult educators of the Independent provider have between 10 and over 20 years experience, where as in LEA 2, FE and LEA 3 62.9%, 60%, 46.2% respectively of their adult educators have service between less than five and nine years experience.

Previous research has found an abundance of variation in numbers. Elsdon (1975) found that 5% were new every year, 56% within three years, 12% within four years, and 32% within six years. Graham et al (1982) in their study found that 18% of the part-time adult educators taught only for one year, 13% with two or less, 25% between three to five. Also with 25% those who worked between six and ten years and between 21 and over 30 years only 3%. Jarvis (1982) as cited in Jarvis (1996), discovered that only 25% were new to the service, Legge (1982) found that there was an annual turnover of between 10-20%. Handley (1981) found that from a total sample of 102, eleven had between 11-25 years experience and nineteen between 6-10. Corder (1993) in research undertaken in Buckinghamshire found that the average years of experience was 6.4% with 69% teaching for five years or less, 74% for ten years or less, 47% taught for 100 hours or less per year.

In a report to the Northern Ireland Council for Continuing Education in 1985, as cited in Corder (1993), it was found that the average years teaching experience was 8.9, 24% taught between three and nine hours per week, while 74% taught for no more than three hours a week, in other words with the exception of 2% full-time staff nobody worked for more than nine hours per week. Sullivan (1984) found that mean teaching experience to be 8.75 years. In more detail he found the following.

0-1	5.1%
1-2	3.8%
3-5	20.5%
6-10	32.1%
11-20	26.9%
21-30	6.4%
>31	5.1%

The present study has found the average years of experience to be between 5-9 years.

Crosstabulating this variable with that of sex, see Table 3.1, where it can be seen how many part-time adult educators work, and for how many years, by sex. Table 3.1. indicates that there are disproportionately more men in groups two (5-9) three (10-14) and five (more than 20).

Sex * Years Of Experience Crosstabulation

Count		Years Of Experience					Total
		less 5	5 to 9	10 to 14	15 to 19	more 20	
Sex	male	9	24	17	4	12	66
	female	25	47	25	13	16	126
Total		34	71	42	17	28	192

Table 3.1. Sex by Years of experience

Independent variable 2 requested participants' age. It is important for this study to establish the part-time adult educators' age group. Whereas the bar chart in Graph Three illustrates the numbers of adult educators in the five age groups, table four indicates that only 2.1% of the sample were between 21-30 years old, a small number indeed. In group two of the variable 14.6% were between 31-40. Between 41-50 years there were 42.7%, the largest of the age groups by far, with 30.2% of participants stating they were 51-60 years old. The last of the age groups also reveals a high number of the sample as over 60 with 10.4% in this group.

Graph Three. Summary of respondents age groups

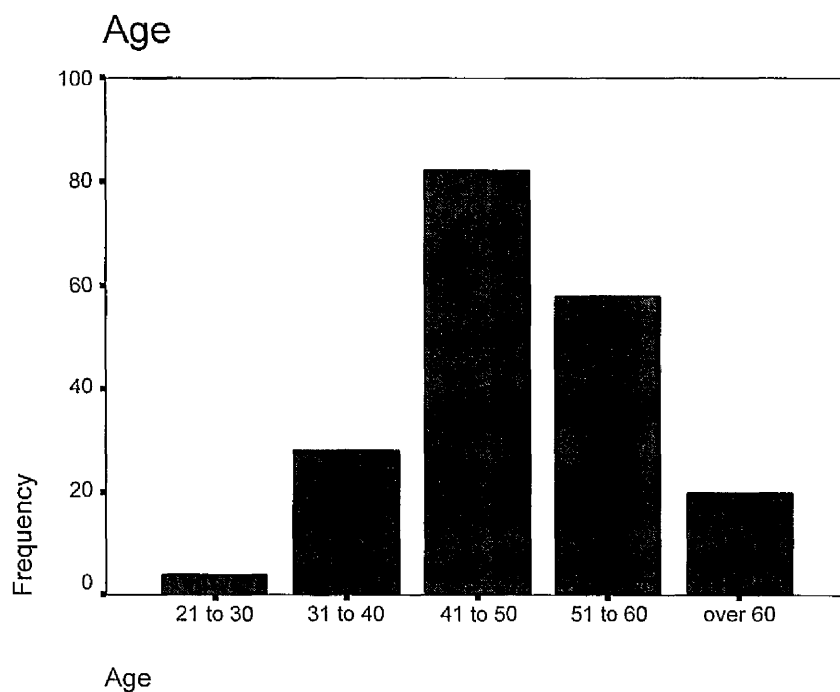


Table Four. Age

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21 to 30	4	2.1	2.1	2.1
31 to 40	28	14.6	14.6	16.7
41 to 50	82	42.7	42.7	59.4
51 to 60	58	30.2	30.2	89.6
over 60	20	10.4	10.4	100.0
Total	192	100.0	100.0	

In previous research Sullivan (1984) found that 10.0% were aged 20-29
 33.8% were aged 30-39
 18.8% were aged 40-49
 25.0% were aged 50-59
 12.5% were aged 60 or over

Graham et al (1982) found that 13% of their sample were between 20-29 years old, 36% were between 30-39, 25% between 40-49, 17% between 50-59 with 8% over 60 years old. Handley (1981), on the other hand, found that 18.5% of her male respondents and 2.7% of her female respondents were under 30 years old.

In detail her sample respondents were aged as follows.

7.0% were aged less than 30	
32.0% were aged	30-39
29.0% were aged	40-49
23.0% were aged	50-59
9.0% were aged	>60

In this research it is clear that 2.1% are between 21-30 and 10.4% are over sixty. The great majority of our sample, 168 respondents or 87.5% are found between the three middle groups. This study shows that 40.6% of the sample are between 51-60 and over 60, where the cumulative figure between 41-60 is 72.9%. This could imply that some part-time adult educators regard adult education as a retirement occupation.

Jarvis assumed that adult educators did not teach other adults until they themselves reached some degree of maturity. He did state, however, that adult learners did not mind younger part-time adult educators so long as they were seen to be competent in their subject.

The writer agrees with Jarvis and from experience he can confirm, that adult learners do not mind if their tutor is younger. On three different occasions over recent years when the writer felt unwell he asked his twenty-year old son to deputise in his absence. On all three occasions adult learners expressed themselves positively.

A detailed examination of the respondents by institution, see Table Five, has revealed the following information.

Table Five. Age by institution

Age * Institution name Crosstabulation

Count		Institution name					Total
		LEA 2	FE	LEA 1	Independent	LEA 3	
Age	21 to 30	1	1	1		1	4
	31 to 40	4	8	13	2	1	28
	41 to 50	20	14	39	3	6	82
	51 to 60	8	7	29	11	3	58
	over 60	2	5	4	7	2	20
Total		35	35	86	23	13	192

In Group One of this variable, (with the exception of the Independent provider with none,) all other institutions have only one participant between 21-30. This represents 7.7% of LEA 3 which, is by far the highest percentage amongst participating providers, the others ranging between 1.2% and 2.9%.

In Group Two there is a greater variation. The FE provider with 22.9% is the highest, next is LEA 1 with 15.1% and LEA 2 with 11.4% is next. The Independent provider and LEA 3 are similar with 7.7% and 8.7% respectively.

In the age group of 41-50 years, with the exception of the Independent provider with 13%, the other institutions give greatly different results. The FE institution with 40%, LEA 1 with 45.3%, LEA 3 with 46.2% and finally LEA 2 with 57.1% of respondents.

In Group Four of this item LEA 2, LEA 3 and FE are very similar, their results ranging from 20% for FE, 22.9% for LEA 2 and LEA 3 with 23.1%.

In the final age group of over 60 years the provider with the highest number is the Independent with 30.4% of its respondents. The rest of the institutions can be separated in to two groups, first LEA 2 with 5.7% and LEA 1 with 4.7%, which is the lowest of institutions. In the next group we find FE with 14.3% and LEA 3 with 15.4% of its respondents.

Finally, if we are to split this variable into two sub scales, i.e. 21-40 and 41 and over, one can notice that a very small percentage of our sample across all providers is between 21-40, the lowest being the Independent with 8.7% and the highest the FE provider with 25.8%. When one looks at the next sub scale of 41 and over, the results speak for themselves. The FE provider is the lowest with 74.3% and the Independent the highest with 91.2% of respondents between 41 and over. One can only conclude that the great majority of part-time adult educators are 'mature' people. With the Median =3 this indicates the third age group (41-50). Sullivan (1984) found the average age in his sample to be 44.6 years old. Handley (1981) found 33.7% were 30-39 years old.

Table 6. Sex by Age

Sex * Age Crosstabulation						
Count		Age				
		21 to 30	31 to 40	41 to 50	51 to 60	over 60
Sex	male		8	25	25	8
	female	4	20	57	33	12
Total		4	28	82	58	20

By crostabulating this variable by sex it can be seen that there are no men between 21-30 years old.

Independent variable 3 of the questionnaire requested respondents to disclose any other type of experience they had within education. Although a single variable in the questionnaire, the analysis considered four different variables: Primary, Secondary, Further and Higher Education. The previous theme indicated that the great majority of adult educators are mature people. We need to know whether they bring with them any other form of experience.

Experience in primary education. Table seven indicates from a sample of N=192, that 80.7% replied they had no experience in this sector of education. Analysing this by institution, see Table Eight, we notice that the numbers of those with primary education experience vary. Percentages within institutions vary too. For LEA 3, 30.8% answered yes; other yes answers were, FE with 22.9%, LEA 2 with 14.3%; LEA 1 and Independent were close with 18.6% and 17.4% respectively. No precise conclusion can

be drawn from such wide variations between the different providers. This study has established that those with primary experience 35.1% were men and 64.9% were women.

Table Seven. Experience in Primary Education

Experience in Primary Education				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	155	80.7	80.7	80.7
Yes	37	19.3	19.3	100.0
Total	192	100.0	100.0	

Table Eight. Experience in Primary Education by Institution

Institution name * Experience in Primary Education Crosstabulation				
Count				
		Experience in Primary Education		Total
		No	Yes	
Institution name	LEA 2	30	5	35
	FE	27	8	35
	LEA 1	70	16	86
	Independent	19	4	23
	LEA 3	9	4	13
Total		155	37	192

In previous research Martin (1981) found that 41% of his sample of 3313 were schoolteachers. Handley (1981), with a smaller sample of 102, found 49% of her sample had attended training courses for primary education, but also that, 98 respondents had teaching experience in one other type of institution. 56 respondents had experience in two types of institutions 22 had teaching experience in three types of institution and finally, seven had teaching experience in four types of institution. Graham et al (1982) discovered that 30% of their sample had school teaching qualifications. Legge (1982) found that 66% had taught in other sectors of education. The results of the present study indicate that there are big differences compared with the results obtained in previous research.

Experience in secondary education. With N=192, 69.3% have no secondary education experience and 30.7% had, see Table Nine. In a more detailed analysis by institution, Table Ten reveals the following. 37.1% of FE adult educators answered yes, as did 34.8% of the Independent, while in LEA 2, 17.1% of respondents answered in the same manner. LEA 3 seems to be the exception with 46.2% of its adult educators replying positively to this question. There is not a great deal of previous research in this specific category. Handley (1981) found that 11.8% of her sample had attended secondary school courses. When comparing the findings of the present study with those of Handley it can be seen that a higher number of part-time adult educators in the present have Secondary Education experience. In this study 39% of those with secondary experience were men and 61% women.

Table Nine. Experience in Secondary Education

Experience in Secondary Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	133	69.3	69.3	69.3
	Yes	59	30.7	30.7	100.0
	Total	192	100.0	100.0	

Table Ten. Experience in Secondary Education by Institution

**Institution name * Experience in Secondary Education
Crosstabulation**

Count		Experience in Secondary Education		Total
		No	Yes	
Institution name	LEA 2	29	6	35
	FE	22	13	35
	LEA 1	60	26	86
	Independent	15	8	23
	LEA 3	7	6	13
Total		133	59	192

Experience in further education. One hundred and thirteen respondents (58.9%) stated that they had no experience in further education and seventy-nine (41.1%) answered yes. See table eleven. A detailed analysis by institution, see Table Twelve, reveals the following information.

Although there is a small variation amongst the five participating institutions, it seems that a sizeable proportion of part-time adult educators have further education experience. Those that have answered yes can be divided into two groups.

First the FE, LEA 1 and LEA 3 providers have similar figures with 45.7%, 44.2% and 46.2% respectively, whereas LEA 2 and Independent have similar answers with 31.4% and 34.8% respectively.

The writer can only refer to Handley's work, since there is no further information on previous research. She found in 1981 that 11.8% of her sample had attended further education courses. She also discovered that 7.8% of her sample had attended further and adult education courses. Of those who had declared experience in further education 39.2% were men and 60.8% women.

Table Eleven. Experience in Further Education

experience in further education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	113	58.9	58.9	58.9
	yes	79	41.1	41.1	100.0
	Total	192	100.0	100.0	

Table Twelve. Experience in Further education by institution

Institution name * experience in further education
Crosstabulation

Count

		experience in further education		Total
		no	yes	
Institution name	LEA 2	24	11	35
	FE	19	16	35
	LEA 1	48	38	86
	Independent	15	8	23
	LEA 3	7	6	13
Total		113	79	192

Experience in higher education. Table Thirteen demonstrates that 83.3% had no higher education experience, with 16.7% indicating the opposite.

Table thirteen. Experience in Higher Education

Experience in Higher Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	160	83.3	83.3	83.3
yes	32	16.7	16.7	100.0
Total	192	100.0	100.0	

When we analyse the figures in Table Fourteen by institution we note that the responses of different providers can be divided into three different groups: LEA 1 and 2 with 14.3% and 15.1% and FE with 17.1%, then LEA 3 with 7.7% and finally the Independent provider with a notable 30.4%. The writer has already explained in this thesis that part of the programme for the Independent provider are courses in the Centre for Development for Continuing Education of the University of Manchester. Some of these courses are either taught by acting or retired university lecturers, which perhaps may explain the high number of part-time adult educators with HE experience. It has

been ascertained that of those with higher education experience 56.3% were men and 43.7% were women

Table Fourteen. Experience in Higher Education by Institution

Institution name * Experience in Higher Education
Crosstabulation

Count

		Experience in Higher Education		Total
		no	yes	
Institution name	LEA 2	30	5	35
	FE	29	6	35
	LEA 1	73	13	86
	Independent	16	7	23
	LEA 3	12	1	13
Total		160	32	192

Independent variable 4 asked participants sex. In previous research there is a great deal of fluctuation. In 1970 Hutchinson as quoted by Jarvis found that 57% were women. Graham et al (1982) reported that 64% were women while on the other hand Handley (1981) found that 73% were women. Jarvis (1982) reported that in a small village there were 79% women, while Martin (1981) found two thirds to be women, Sullivan (1984) found that 27.5% were male.

In this thesis there were sixty-six male (34.4%) respondents and one hundred and twenty six female respondents (65.6%). See Table Fifteen.

Table Fifteen. Sex

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	66	34.4	34.4	34.4
	female	126	65.6	65.6	100.0
Total		192	100.0	100.0	

In Table Sixteen a finer analysis by institution is provided. The five different providers can be divided in the following groups, LEAs 1 and 2 had similar figures with 71.4% female and 28.6% male and 73.3% female and 26.7% male respectively. The Independent provider and FE have similar answers with 52.2% female and 47.8% male and 51.4% female and 48.6% male respondents. The final provider, LEA 1 has the highest number of female adult educators with 73.3% and male 26.7%. Only the Independent provider has a near equal ratio of male/female part-time adult educators.

Table Sixteen. Sex by Institution

Institution name * Sex Crosstabulation				
Count		Sex		Total
		male	female	
Institution name	LEA 2	10	25	35
	FE	17	18	35
	LEA 1	23	63	86
	Independent	11	12	23
	LEA 3	5	8	13
Total		66	126	192

The answers obtained in this study are similar to those obtained in previous research.

Independent variable 5 asked respondents to disclose their qualifications. Since a lot has been written about adult educators' qualifications the writer sets out here to establish not only the level of qualification but also the level of education of part-time adult educators. Although only a single variable on the questionnaire it was presented as nine different aspects.

B.A. B.Sc. B.Ed. A university degree is considered by many a desirable subject qualification. This study sets out to find out how many adult educators are so qualified and what level of qualification they have. Table Seventeen illustrates that 57.8% have not been educated to degree level, with 42.2% who have.

Table Seventeen. BA, BSc, B.Ed.**BA, BSc, B.Ed.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	111	57.8	57.8	57.8
YES	81	42.2	42.2	100.0
Total	192	100.0	100.0	

Table Eighteen. BA, BSc, B.Ed. by institution**Institution name * BA, BSc, B.Ed. Crosstabulation**

Count		BA, BSc, B.Ed.		Total
		NO	YES	
Institution name	LEA 2	24	11	35
	FE	18	17	35
	LEA 1	48	38	86
	Independent	13	10	23
	LEA 3	8	5	13
Total		111	81	192

Looking at Table Eighteen, by institution, one may draw the following conclusions. The five providers can be broadly divided into two groups: on the one hand LEAs 2 and LEA 3 with 31.4% and 38.5% answering yes; on the other the Independent, FE and LEA 1 with 43.5%, 48.6% and 44.2% respectively. These results are considered important. Previous research shows the following. Corder (1993) found that 23% had a degree. Handley (1981) found that 20% had a degree. Martin (1981) found that many degree holders have other full-time jobs. Sullivan (1984) found that 27.3% with a degree and 20% with a B.Ed. and Cert. Ed.

M.A. M.Sc. M.Ed. Any number of adult educators, however small, with qualifications of this calibre, is a credit to the service. Table Nineteen speaks for itself. In the first instance 87.5% answered no with 12.5% saying yes.

Table Nineteen. MA. MSc. MEd.**MA, MSc. MEd.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	168	87.5	87.5	87.5
yes	24	12.5	12.5	100.0
Total	192	100.0	100.0	

Analysing these figures by institution, see Table Twenty, we can see that all three LEAs are similar: LEA 1 with 10.5%, LEA 2 with 8.6% and LEA 3 close with 7.7%. The remaining two institutions are different. Those with a masters degree, account for 20% for FE and 17.4% for the Independent provider.

Previous research indicates the following. Handley (1981) found that 5% had a masters degree. Sullivan (1984) found 1.5% with a higher degree. The figures obtained in this study show a substantial increase in the number of part-time adult educators with a post graduate qualification.

Table twenty. MA. MSc. MEd. by institution**Institution name * MA, MSc. MEd. Crosstabulation**

Count		MA, MSc. MEd.		Total
		no	yes	
Institution name	LEA 2	32	3	35
	FE	28	7	35
	LEA 1	77	9	86
	Independent	19	4	23
	LEA 3	12	1	13
Total		168	24	192

Ph.D. M Phil. or similar. Only 2.6% of adult educators have a Ph.D. While adult education service may have a small number of Ph.D. holders in its ranks this does not reflect badly on the level of education by adult educators. After all, with the exception

of higher education, no other sector of education has an abundance of teaching personnel with a Ph.D.

Table Twenty-one. Ph.D. M.Phil.

PhD					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	187	97.4	97.4	97.4
	yes	5	2.6	2.6	100.0
	Total	192	100.0	100.0	

Looking at Table Twenty-two, one may see that although those with a Ph.D. are in short supply the fact remains that, with the exception of the FE provider, all other institutions have one or two educators who are the proud owners of this highest of qualifications. Yet again, these people teach on a part-time basis. Further statistical analysis would reveal their age and sex and perhaps conclusions can be drawn from these.

Handley in (1981) in her research found that 3% had a PhD.

Table Twenty-two. Ph.D. M.Phil. by institution

Institution name * PhD Crosstabulation				
Count				
		PhD		Total
		no	yes	
Institution name	LEA 2	34	1	35
	FE	35		35
	LEA 1	86		86
	Independent	21	2	23
	LEA 3	11	2	13
Total		187	5	192

Diploma: It seems that a higher number of part-time adult educators hold a diploma than a PhD. Although it is clear that this is not their most favoured qualification, Table Twenty-three indicates that 18.2% have a diploma. A variety of reasons can be explored.

Part-time adult educators do not favour this qualification or they prefer to reach for higher qualifications via a different route, i.e. degree. Although diploma courses are available to-day at universities they don't seem to be very popular.

Table Twenty-three. Diploma

Diploma					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	157	81.8	81.8	81.8
	yes	35	18.2	18.2	100.0
	Total	192	100.0	100.0	

From a different perspective and examining this variable by institution, in Table Twenty-four we note that there is a great deal of variation between the providers. On the one hand, FE with 25.7% is the highest and on the other LEA 2 with 8.6% is the lowest. In the middle we find LEA 1 with 18.6% and, slightly lower, LEA 3 and the Independent both with at 15.4%. Modern trends, it seems, dictate that the diploma has fallen out of favour compared with other qualifications. Information is sparse; only Handley (1981) found that 7% of her sample had a diploma.

Table Twenty-four. Diploma by Institution

Institution name * Diploma Crosstabulation				
Count				
		Diploma		Total
		no	yes	
Institution name	LEA 2	32	3	35
	FE	26	9	35
	LEA 1	70	16	86
	Independent	18	5	23
	LEA 3	11	2	13
Total		157	35	192

The next qualification in this variable is City and Guilds 730. It is an adult education qualification and it is important to this study to establish how many respondents have

chosen this kind of qualification. Table Twenty-five reveals that 27.1% have answered yes and 72.9% answered no.

Table Twenty-five. C. & G. 730

730 CITY AND GUILDS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	140	72.9	72.9	72.9
YES	52	27.1	27.1	100.0
Total	192	100.0	100.0	

Analysing this data by institution, see Table Twenty-six, where one may notice that the five providers can be divided into three groups. First LEAs 1 and 3 have similarly high numbers of adult educators with 730 City and Guilds, with 37.2% and 30.4% respectively. The second group consists of FE with 20% and LEA 2 with 17.1%. Finally, the Independent provider is on its own with 13% of respondents.

Table Twenty-six. C.& G. 730 by Institution

Institution name * 730 CITY AND GUILDS Crosstabulation

Count

		730 CITY AND GUILDS		Total
		0	YES	
Institution name	LEA 2	29	6	35
	FE	28	7	35
	LEA 1	54	32	86
	Independent	20	3	23
	LEA 3	9	4	13
Total		140	52	192

The above information is similar to Martin's findings in East Anglia in 1981. It was found that 22% of respondents' had a variety of teaching qualifications varying from 730 C. and G. or teachers certificate. In the same year Handley found that 24.5% of her sample had attended adult education teacher training courses, while Graham et al.(1982)

discovered 7.5% had City and Guilds or ACSTT Stage II and that 30% had some adult education qualification. Sullivan (1984) found that 25.8% had this type of teaching qualification. Corder (1993) found 50% of respondents with a teaching qualification relating to adult education i.e. City and Guilds, 730 and ACSETT. Sullivan (1984) however found that 12.5% had this teaching qualification.

Certificate in Education, as has already been stated, is the most important and the highest teaching qualification for adult educators today. Of the 192 respondents 34.4% answered yes and 65.6% said no.

Table Twenty-seven. Certificate in Education

Certificate in Education				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	126	65.6	65.6	65.6
yes	66	34.4	34.4	100.0
Total	192	100.0	100.0	

For a finer analysis by institution, (Table Twenty-eight), would indicate that many providers match or exceed the average of 34.4%. In detail we note LEA 3 is the highest with 46.2%. The exception is the Independent provider with 17.4%. It is indeed good news to see that adult educators are beginning to take their part-time job seriously by seeking a teaching qualification. Perhaps there is room for further improvement.

Table Twenty-eight. Certificate in Education by Institution

Institution name * Certificate in Education Crosstabulation				
Count				
		Certificate in Education		Total
		no	yes	
Institution name	LEA 2	21	14	35
	FE	23	12	35
	LEA 1	56	30	86
	Independent	19	4	23
	LEA 3	7	6	13
Total		126	66	192

Other research reveals that 7% had this qualification when Handley carried out her research in 1981 and Sullivan in (1984) found 27.3% with a Cert. Ed. Finally Graham et al. (1982) found that 3% had started Stage III (equivalent to Certificate in Education)

The PGCE is not considered an adult education qualification. It is the required qualification for those who wish to practise in the secondary education sector and one that some adult educators obtain as preliminary to their Certificate in Education studies. Table Twenty-nine indicates that it is not a sought after qualification with 14.1% saying yes and 85.9% answering no.

Table Twenty-nine. PGCE

Post Graduate Certificate in Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	165	85.9	85.9	85.9
yes	27	14.1	14.1	100.0
Total	192	100.0	100.0	

Looking at this qualification in more detail, by institution, (Table Thirty), we observe that the five providers can be divided into two distinct groups. On one hand, the FE and LEA 1 with 17.1% and 19.8% respectively and on the other LEA 2 with 5.7%, the Independent with 4.3% and finally LEA 3 with 7.7% of its responding educators. Handley (1981) and Sullivan (1984) found 6% and 11.2% respectively with a PGCE.

Table Thirty. PGCE by Institution

**Institution name * Post Graduate Certificate in Education
Crosstabulation**

Count		Post Graduate Certificate in Education		Total
		no	yes	
Institution name	LEA 2	33	2	35
	FE	29	6	35
	LEA 1	69	17	86
	Independent	22	1	23
	LEA 3	12	1	13
Total		165	27	192

NWRAC modules or similar. This may not be recognised as a formal qualification but it was considered a valuable training qualification and counted towards the City & Guilds 730 and the Certificate in Education. It would be interesting to see how many of the respondents have started from grass routes level. It has already been stated that these modules no longer exist. Table Thirty-one indicates that a sizeable minority have undergone training via this route.

Table Thirty-one. NWRAC Modules

NWRAC modules					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n0	138	71.9	71.9	71.9
	yes	54	28.1	28.1	100.0
	Total	192	100.0	100.0	

In total 28.1% have answered yes and 71.9% answered no. LEA 2 with 40% of respondents is exceptionally high and very different from other providers. LEA 1 and LEA 3 along with FE are similar with 26.7%, 23.1% and 28.6% respectively. The Independent provider is different with 17.4%. In previous research Martin (1981) found that 'few' of the sample held ACSTT Stage One. Graham et al. (1982) on the other hand found that 15% had stage one from East Midlands RAC. Handley (1981) found 7%, Corder (1993) found that 50% had qualifications related to 730 or ACSETT. Sullivan (1984) stated that 20% had Stage One, 13.8% had Stages 1&2 and 3.8% had Stages 1&2& City and Guilds 730, where 1.3% had Stage 1& City&Guilds 730, whereas only 1.3% had attended an induction course.

Table Thirty two. NWRAC Modules by Institution

Institution name * NWRAC modules Crosstabulation

		Count		
		NWRAC modules		Total
		n0	yes	
Institution name	LEA 2	21	14	35
	FE	25	10	35
	LEA 1	63	23	86
	Independent	19	4	23
	LEA 3	10	3	13
Total		138	54	192

Table Thirty-three NONE**NONE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	179	93.2	93.2	93.2
YES	13	6.8	6.8	100.0
Total	192	100.0	100.0	

The final item in the qualifications section attempts to ascertain how many educators have no qualification at all, (see Table Thirty-three). Under none we have 13 educators representing 6.8% saying yes and a massive one hundred and seventy-nine answering no. This really is important news, only a small fraction of our sample indicating that they have no qualifications at all. It is a massive boost for adult educators and adult education that 93% of its part-timers have some kind of qualification. It demonstrates how untrue all that has been written about adult educators as ill trained, unqualified, unsuitable. By institution, (see Table Thirty-four), a similar picture emerges. All of LEA 3 adult educators have some kind of qualification while in LEA 1, FE, and the Independent provider, we have single figures ranging from 4.7% 5.7% and 8.7% respectively. Only LEA 2 has higher figures with five or 14.3%.

Table Thirty-four. NONE by Institution**Institution name * NONE Crosstabulation**

Count		NONE		Total
		NO	YES	
Institution name	LEA 2	30	5	35
	FE	33	2	35
	LEA 1	82	4	86
	Independent	21	2	23
	LEA 3	13		13
Total		179	13	192

The figures obtained in the above variable are very different when compared with previous research. Martin (1981) found that 37% of the sample in East Anglia had no qualification or had undertaken only an induction course organised by the local

education institute. Handley also in 1981, found that 23.5% had not attended any training course, with 12.7% not responding. Similar figures were obtained by Graham et al. (1982), who established that 23% of respondents had received no training at all. Sullivan (1984) found that 62.5% had no professional teacher training with 57.5% having no adult education training and 1.5% with no qualification.

Corder (1993) established that 86% had some kind of teaching qualification and similar results were obtained by Blamire (1989), while it was established that 85% had some kind of teaching qualification.

By crostabulating the variables of qualifications by sex, the researcher has drawn the following results, (see Table 34.1) **The figures in this table are in percentages.**

Table 34.1. Qualifications by Sex

SEX	BA	MA	PhD	DIPL.	C&G 730	CERT ED.	PGCE	NWR.	NON.
MAL.	43.2	62.5	60.0	42.9	23.1	37.9	29.6	29.6	46.2
FEM.	56.8	37.5	40.0	57.1	76.9	62.1	70.4	70.4	53.8

The groups that make interesting reading are those of teacher training qualifications which indicate a much higher proportion of women holding City & Guilds 730, Certificate in Education, PGCE, and NWRAC. This study has also established that there was one respondent with five qualifications, nine with four, twenty-eight with three, sixty-nine with two, seventy-two with one and thirteen with none. Among those with one qualification the most popular was C&G 730 with 30.5%, NWRAC and Cert. Ed. with 16.6%, BA with 15.2%. There were fifty-nine women with only one qualification and thirteen men. Those with two qualifications included BA and Certificate in Education with 20.2%, BA and PGCE with 18.8%, and C&G and NWRAC with 10.1%.

Independent variable 6. This variable invited respondents to state what subjects and at what level they taught. From the five participating institutions four had a mixture of vocational and non-vocational provision, with 70%-30% in favour of the former. Only the Independent provider had a 100% non-vocational provision and with no intention to reverse this situation. Some information can be drawn from previous research on this

subject. Handley (1981) found the following.

<u>LEVEL</u>	
Non-vocational	67.0%
Vocational	7.0%
"O" level	7.0%
"A" level	3.0%

Adult education institutions had 75.7% non-vocational 6.8% vocational, 1.4% "O" level and "A" level zero. Whereas in FE college they had 16.7% non-vocational 11.1% vocational, 33.3% "O" level and 16.7% "A" level. It is significant to note that all previous research discussed here was carried out before 1993. It has already been discussed in Chapter One that today adult education lately has changed its approach, the emphasis is shifting towards vocational subjects. According to the interviewed adult education managers the balance has been reversed with 70% in favour of the vocational subjects. The curriculum among all five providers is very wide and diverse. Details about all subjects could not be disclosed and we shall concentrate on the most important subjects and subject categories within the adult education curriculum, and what percentage these subjects and subject groups represent of the whole. This will be done by institution as well as by comparing it with the total amongst all providers.

Table Thirty-five. Representation of Curriculum (% to the nearest decimal point)

Subject groups	Total %
Languages	15.0
IT	10.0
Arts and Crafts	23.0
Business courses	5.5
Book-keeping and Accounts	4.0
Psychology	4.5
Reading and Writing	3.5
Maths	5.0
Keep fit courses	4.0
Hobbies	5.0
Other Science courses	4.0
Sociology	2.5
Music	2.0
Others	12.0

By far the most popular subjects are of arts and crafts, which in the past were non-vocational but with the new funding regulations there is a drive towards vocationalism in this field. They represent 23% of total provision. Languages with 15% come second in popularity. These are mainly vocational. Third in popularity and becoming more in demand is IT and computer studies with 10%, which again are in the main vocational. Modern technology courses are rising in popularity all the time. The combined total of the first three groups of courses counts for 48% of total curriculum provision. From the remaining ten subject groups, hobbies, exercise and music are predominantly non-vocational. All other subjects are mainly vocational ranging from beginners courses to "A" level.

Following the same list of subjects, but analysing them by institution, (see Table Thirty-six), we observe that arts and crafts are by far the most popular. In LEA 2 and the Independent provider, arts and crafts classes represent 34% and 33% respectively, whereas in LEAs 1 and LEA 3 with 20%, they represent the second most popular group of subjects. In the FE institution arts and crafts represent only 11% of total provision. It is clear that in the FE provider vocational subjects, like business and management, maths, psychology and book keeping and accounting are more popular, making 38% of total provision, compared with the other institutions where the same subjects only constitute 14% for LEA 1, 19% for LEA 2, 12% for LEA 3 and finally very low with 3%, the Independent provider. It has already been observed that overall, arts and crafts, languages and Information Technology are the most important subjects.

When this picture is analysed by institution it is clear that the FE provider is distinctly different from the other participating institutions. These three subjects comprise 55% in LEA 1, 52% in LEA 2, 48% in LEA 3 and 51% in the Independent but only 24% in the FE sector.

Table Thirty-six. Subjects Taught in Groups by Institution
(FIGURES REPRESENT % to the nearest decimal point)

Subjects	LEA 1	LEA 2	LEA 3	FE	INDEP.
Languages	22.0	4.0	16.0	14.0	18.0
IT	13.0	14.0	12.0	5.0	NIL
Arts/crafts	20.0	34.0	20.0	11.0	33.0
Business	2.0	5.0	NIL	17.0	NIL
Bookkeeping	5.0	3.0	NIL	11.0	3.0
Psychology	7.0	NIL	4.0	11.0	NIL
Read/Write	7.0	4.0	NIL	NIL	3.0
Maths	6.0	7.0	8.0	5.0	NIL
Exercise	1.0	3.0	NIL	11.0	6.0
Hobbies	6.0	9.0	4.0	NIL	6.0
Other scinc.	2.0	4.0	4.0	5.0	6.0
Sociology	3.0	4.0	NIL	4.0	NIL
Music	NIL	2.0	4.0	2.0	6.0
Others	6.0	7.0	28.0	4.0	19.0

In the Independent provider we observe that there are no tutors with IT courses. This could mean that this provider, in its effort to remain non-vocational, has either excluded this subject or perhaps the fact that a sizeable investment is required for these courses and the appropriate finance for investment, is not available. Table Thirty-six also illustrates that the Independent provider has very few science classes, making only 3% of total provision possibly for similar reasons.

Previous research has revealed the following. The figures for Sullivan (1984) were, arts and crafts 40%, skills 13%, sports 18.7% academic and intellectual, including languages 27.5%. Those for Martin (1981) were, crafts 17% of tutors commercial 7% adult basic 5% sports etc 5%, keep fit 7% and yoga 5%. Handley (1981) found arts and crafts the most popular, physical education second, modern languages third and social sciences fourth. Mee (1981) found that crafts had 53.1%, physical studies 24.1%, cognitive studies 16.75% and courses for the disadvantaged 6.1%. Graham et al (1982) in a study

for non-vocational LEA tutors found arts and crafts 30%, skills 22% sports 31%, and academic 18%; this was a much larger sample with 1805 respondents and over four counties.

Table Thirty-seven. Number of Working Hours Per Week

Average teaching hours per week				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	42	21.9	21.9	21.9
3	1	.5	.5	22.4
3	5	2.6	2.6	25.0
4	19	9.9	9.9	34.9
5	3	1.6	1.6	36.5
6	19	9.9	9.9	46.4
7	4	2.1	2.1	48.4
8	16	8.3	8.3	56.8
9	6	3.1	3.1	59.9
10	18	9.4	9.4	69.3
11	1	.5	.5	69.8
12	9	4.7	4.7	74.5
13	3	1.6	1.6	76.0
14	6	3.1	3.1	79.2
15	7	3.6	3.6	82.8
16	8	4.2	4.2	87.0
18	5	2.6	2.6	89.6
19	1	.5	.5	90.1
20	7	3.6	3.6	93.7
21	3	1.6	1.6	95.3
23	1	.5	.5	95.8
25	2	1.0	1.0	96.9
26	1	.5	.5	97.4
29	1	.5	.5	97.9
30	1	.5	.5	98.4
31	1	.5	.5	99.0
35	1	.5	.5	99.5
37	1	.5	.5	100.0
Total	192	100.0	100.0	

Independent variable 7 asked respondents how many hours a week they work. The writer proposes to look at the answers to this variable in two ways. Firstly to analyse the actual hours, (see Table Thirty-seven). By following this set of answers we can see the minimum and maximum number of actual hours worked.

By following the responses to the above table it is clear that part-time adult educators work from a minimum of two hours a week to a maximum of thirty-seven. Examined in detail these figures tell a different story. Nearly 22% of respondents work only two hours a week, almost 57% work eight hours or fewer. Just over 6% work more than twenty hours a week. For a better and a more constructive analysis the writer has re-coded the above answers into eight groups, in five- hour bands, for which (see Table Thirty-eight) and Graph Four.

Table Thirty-eight. Average Teaching Hours Per Week in Groups/Re-coded

average teaching hours per week recoded

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 to 5	70	36.5	36.5	36.5
6 to 10	63	32.8	32.8	69.3
11 to 15	26	13.5	13.5	82.8
16 to 20	21	10.9	10.9	93.8
21 to 25	6	3.1	3.1	96.9
26 to 30	3	1.6	1.6	98.4
31 to 35	2	1.0	1.0	99.5
36 to 40	1	.5	.5	100.0
Total	192	100.0	100.0	

From the above table it is evident that 6.1% of respondents work more than twenty-one hours a week. On the other extreme of our table we can see that 36.5% of respondents work between 1 to 5 hours a week, whereas 32.8% work between 6 to 10. By combining these two groups one may conclude that 69.3% of our sample work for a maximum of ten hours a week. If the first three groups are combined it can be seen that 82.8% of respondents work between one and fifteen hours per week. (The average teaching hours per week have a mean=9.08 and standard deviation =7.05.)

For a more detailed analysis by institution, see Table Thirty-nine which reveals that no part-time adult educators within the FE and Independent Providers work more than twenty hours per week. In the rest of the institutions only a handful work more than twenty hours per week. One may deduce that adult educators are mainly part-time. Previous research on this matter seems to be very thin indeed. Graham et al. (1982) found that 8% of part-time adult educators worked eight hours a week and yet had no

more work security than those who only worked two hours per week. Handley (1981)

observed that the average weekly hours were	0-2.5 hours	37%
	3-6	43%
	7-9	15%
	10-11	5%
	17-20	2%

Martin also in (1981) found that 20% worked less than 5-10 hours per week, with more than three quarters teaching less than five hours.

Job security, or lack of it, seems to be a reason for not wanting to undertake further commitment to professionalise. (Hetherington 1980) Insecurity also seems to be a reason attributed to the high turnover of part-time adult educators, and since adult education has taken the road towards vocationalisation, the untrained part-timers have seen this as an increase in job insecurity. (Jarvis 1995)

Graph Four. Average teaching hours per week in groups/recoded

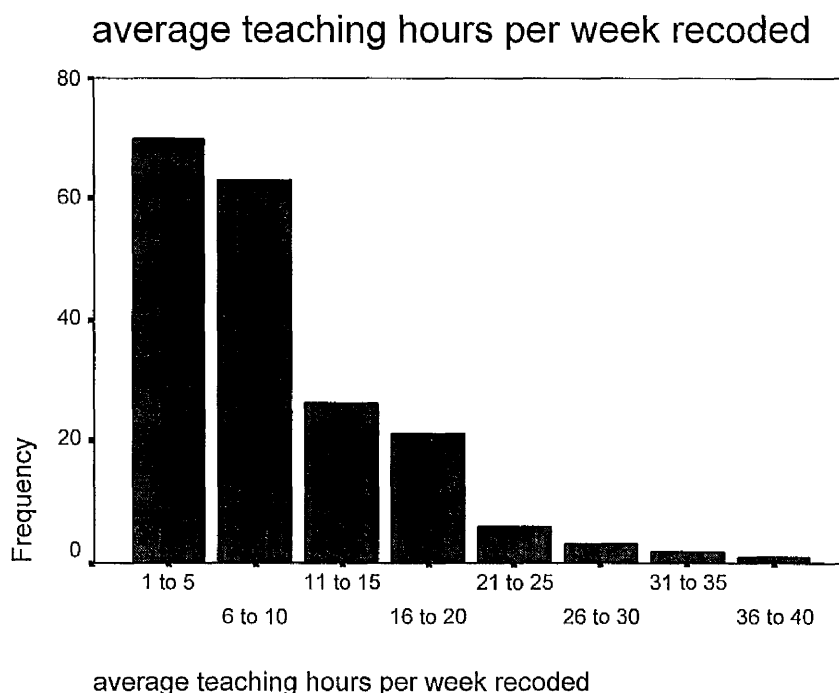


Table Thirty-nine. Teaching hours in groups by institution

Institution name * average teaching hours per week recoded Crosstabulation

Count		average teaching hours per week recoded								Total
		1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 35	36 to 40	
Institution name	LEA 2	10	11	5	3	3	1	1	1	35
	FE	15	12	4	4					35
	LEA 1	28	28	14	10	3	2	1		86
	Independent	12	6	3	2					23
	LEA 3	5	6		2					13
Total		70	63	26	21	6	3	2	1	192

By combining this variable with sex, (see Table 39.1) data is obtained by indicating the average teaching hours by sex. The most distinct difference can be seen between group 6 to 10 hours, where far more women work and 16 to 20 and 21 to 25 where the same trend holds. Perhaps these hours fit in with the responsibility of raising a family.

TABLE 39.1 Average teaching hours per week by Sex

Sex * average teaching hours per week recoded Crosstabulation

Count		average teaching hours per week recoded								Total
		1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 35	36 to 40	
Sex	male	32	15	10	5	1	2		1	66
	female	38	48	16	16	5	1	2		126
Total		70	63	26	21	6	3	2	1	192

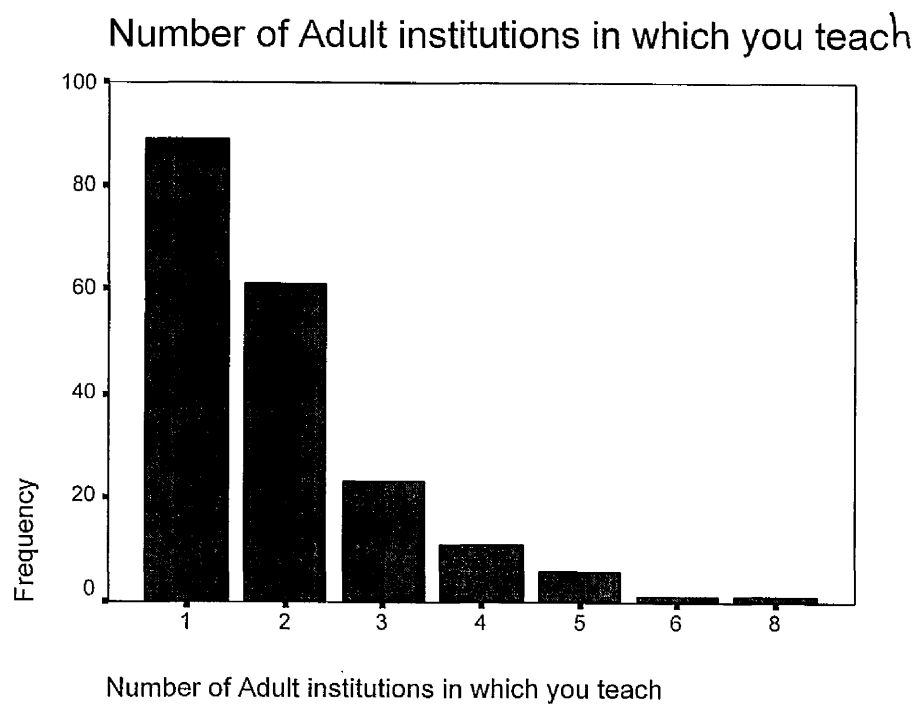
Independent variable 8 seeks to establish the number of adult education institutions in which respondents work. Table forty demonstrates that the greatest majority of participants work between 1 and 2 institutions. (Mean=1.92 and standard deviation=1.17.) Legge (1981) observed that 65% were employed in two or more centres.

Table Forty clearly indicates that just over 46% of our sample work in one institution, nearly 32% work in two institutions, 12% work in three, the remaining 10% work between four and eight institutions. With the exception of LEA 3, where the majority of its participating educators work in two institutions, the rest of the providers have similar figures. It is also significant to note that 21% of the sample work between three and five places. What the table does not tell us, however, is whether part-time adult educators travel back and forth to the same institution and how many times in a day or week.

Table Forty. Number of adult education institutions in which you teach

Number of Adult institutions in which you teach				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	89	46.4	46.4	46.4
2	61	31.8	31.8	78.1
3	23	12.0	12.0	90.1
4	11	5.7	5.7	95.8
5	6	3.1	3.1	99.0
6	1	.5	.5	99.5
8	1	.5	.5	100.0
Total	192	100.0	100.0	

Graph Five. Number of adult education institutions in which you teach



This item in the questionnaire attempted to ascertain in how many different institutions part-time adult educators' work. It is the writer's opinion that time spent travelling from

one institution to another is an important factor. Adult educators are paid for contact time only, therefore, we need to know whether valuable time is lost while travelling from one class to another for which there is no pay.

Table Forty-one. Number of adult education institutions in which you teach by institution

Institution name * Number of Adult institutions in which you teach Crosstabulation

Count		Number of Adult institutions in which you teach							Total
		1	2	3	4	5	6	8	
Institution name	LEA 2	13	10	6	6				35
	FE	21	8	4		2			35
	LEA 1	40	31	10	2	2		1	86
	Independent	12	5	3	2		1		23
	LEA 3	3	7		1	2			13
Total		89	61	23	11	6	1	1	192

For the benefit of the study it would also be useful to analyse this variable by crosstabulating it with sex. This would show whether sex is an influencing factor. (see Table 41.1.)

Table 41.1 Number of adult education institutions in which you teach by Sex

Sex * Number of Adult institutions in which you teach Crosstabulation

			Number of Adult institutions in which you teach							Total
			1	2	3	4	5	6	8	
Sex male	Count		36	19	6	1	2	1	1	66
	% within Number of Adult institutions in which you teach		40.4%	31.1%	26.1%	9.1%	33.3%	100.0%	100.0%	34.4%
female	Count		53	42	17	10	4			126
	% within Number of Adult institutions in which you teach		59.6%	68.9%	73.9%	90.9%	66.7%			65.6%
Total		Count	89	61	23	11	6	1	1	192
		% within Number of Adult institutions in which you teach	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The above Table does not indicate any irregular, disproportionate, patterns according to the two sexes participating. One thing worth noting is that only men work between six and eight institutions.

The final item in part one of the survey questionnaire, independent variable 9, asked respondents whether they are paid to prepare work at home. The writer's intention is to

ascertain whether part-time adult educators are aware of their contractual obligations. Already it has been explained that adult educators receive their contracts only after the employers are certain the class has secured sufficient enrolments; this may be ten to twelve weeks after the commencement of the academic year. 66% of respondents think they are not paid to prepare work at home, with only 34% indicating awareness on this issue. An examination by institution revealed the same picture; the majority of adult educators are not aware that they are paid to prepare work at home. From the 192 respondents two respondents added to their answer. "It is part of every teacher's job to prepare work at home." Is it possible because their contracts arrive so late that they don't even bother to read the content? Is it possible that due to lack of contact with managers or full-time staff they are not aware of this contractual obligation?

6.3. Factor analysis and reliability

In this section of the thesis factor analysis and reliability tests on the items in part two of the questionnaire will be carried out. These were stated as dependent variables 10-57. A factor loading of .40 was used as a basis for item inclusion (see Appendix XI). If an item had loaded in more than one factor, the highest loading determined its inclusion. All negatively worded statements were re-coded and the internal consistency of the factors was estimated using Cronbach's alpha reliability coefficient.

6.3.1. Factor analysis

Although the criteria that were taken into account for carrying out factor analysis have been explained in the methodology chapter; it is considered appropriate at this stage to explain the reasons behind this decision. Before deciding on Principal Axis Factoring (PAF) the author experimented extensively with both Principal Components Analysis (PCA) and PAF methods. The same number of factors was extracted by both methods with very similar results. PCA is a unique mathematical solution, and there are no theoretical grounds for applying a rotation to improve interpretation. PFA is a fine factor analysis approach where rotation is an accepted technique to find simpler underlying factors to which a meaning can be assigned. (Campbell 1998) Therefore, PAF was used to estimate the probable number of factors and the factorability of the correlation matrices. All variables scored .60 and above, on the Anti Image Correlation Matrices

(see Appendix X). Kaiser-Mayer-Olkin Measure of Sampling Adequacy was .788 regarded as middling to high, which is considerably higher than the .50 confidence point for a favourable sample, therefore factor analysis can be applied. The Bartlett Test of Sphericity had a p-value of .000. This must be less than .05 to justify factor analysis.

Correlation was also carried out to ascertain viability of factor analysis. Since PAF or factor analysis is based on Pearson's correlation coefficients, the correlation coefficients were examined. It was found that a large number of variables had loadings of .40 and .50 with one item at .630 and another at .736. Tabachnick and Fidell (1996) suggested that as a rule of thumb some items must be at .30 and none over .90, something that this preliminary examination has confirmed.

The overall reliability of the data was found to be $\alpha = .8520$ regarded as excellent. With $N=173$, and nineteen missing cases. The highest item at .837 was item 62 and the lowest was item 23 with .402. Factor analysis was therefore performed using SPSS 8.0 using PAF with orthogonal varimax rotation.

Factor analysis revealed 11 factors (see Appendix XI). With eigenvalues >1 accounting for 62% of total variance. The table below illustrates only those factors with eigenvalue >1 and with the strongest variance. Bryman and Cramer (1997) stated that the first component or axis extracted accounts for the largest amount of variance. The next factor consists of the next largest amount of variance, which is not related, to or explained by the first. More simply, these two factors are unrelated or orthogonal to one another. The next factor will extract the next largest amount of variance and so on. There can be as many factors as variables.

The table below illustrates those factors with the largest variance and with eigenvalue larger than one. The complete list of factors with 100% variance can be seen in Appendix XII. In PAF only variance which is common to, or shared by, the tests is analysed.

Communalities table with variance with eigenvalues above 1.0

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.539	17.789	17.789	4.694	9.780	9.780
2	6.359	13.248	31.037	3.907	8.139	17.919
3	2.383	4.964	36.001	3.250	6.771	24.690
4	2.101	4.378	40.378	2.614	5.445	30.135
5	2.020	4.208	44.586	2.503	5.215	35.350
6	1.608	3.350	47.936	1.493	3.110	38.460
7	1.514	3.154	51.090	1.481	3.086	41.546
8	1.413	2.945	54.035	1.229	2.560	44.107
9	1.304	2.716	56.751	1.153	2.402	46.509
10	1.191	2.481	59.231	1.121	2.336	48.845
11	1.177	2.452	61.683	.988	2.059	50.903

The writer proposes to analyse and discuss only those factors with two or more items with high loadings and with high variance. Factors with low variance or with one loading will be regarded as suspect and will be discarded from factor analysis. Tabachnick and Fidell (1996) quote Chatfield and Collins (1986) who recommended that factors with two or one high loadings must be looked at suspiciously. They also emphasised that factor loadings are notoriously difficult to interpret. Interpretation often requires a great deal of thought, patience, and imagination. It is as much an art as a science. Factor analysis however would indicate which variables are related in contributing to an underlying factor.

6.3.2. The factors

The retained factors had a total variance of 51%. The analysis was deemed satisfactory since it confirmed the main themes around which the main survey questionnaire was constructed. There were seven themes around which the questionnaire was constructed. Factor analysis combined motivation and attitude into one; hence, only six factors remained. Item loadings discussed here are correlations between the factor and the item or variable. A value of 0.4 was taken as a minimum value for the loadings, below which an item was not considered important for the interpretation of the factor. For each factor there will be a table with scores per variable indicated. During analysis of the answers to all factors, the writer proposes to demonstrate with an additional table, respondents'

answers to each variable. In each table the answers will represent percentages to each one of the Likert scale in the questionnaire. I.e. S.A.= Strongly Disagree, D= Disagree, U= Undecided, A= Agree and S.A= Strongly Agree, these tables will also indicate how many respondents replied in each variable.

Factor 1 with eigenvalue of 8.5 and 18% of total variance. In this factor there were ten items, with loadings above .4, the highest being item 44 with the score of .778 and the lowest, item 48 the score of .466 and N=188.

Table 42. Factor 1. Neglect and relationships with managers, institutions and full-time colleagues

ITEM NO	DESCRIPTION OF ITEM	ITEM LOADING
44	I am not supported by my managers	.778
27	I feel neglected by my managers	.724
21	Managers pay sufficient attention to my needs as an adult educator	.696
32	Managers value the work of adult educators	.668
50	Institutions do not value the work of adult educators	.605
42	Managers regard adult educators as equals	.605
65	Full-time teaching staff help adult educators feel part of the college community	.472
36	Adult educators do not enjoy high status within the institution	.469
56	Full-time teaching staff fully support adult educators in their work	.467
48	Full-time teaching staff regard adult educators as equals	.466

Items 44, 27, 50, and 36 were negative statements, which were re-coded.

The variables in factor one have as a theme the relationships between adult educators, managers, full-time staff and the institutions at large. The variable meanings can be divided into the following groups.

Variables 44 and 27 had very high correlations with this factor. A very high percentage of respondents indicated they are not supported and they are indeed neglected by their managers. Table 42.1 clearly indicates this, 43.8% agree with the statement and 12% strongly agree. Significant is the 26.0% who were undecided.

Table 42.1. Respondents answers for variables 44, 27, in %

Variable no	N	S.D.	D.	U.	A.	S.A.
44	191	4.7	13.0	26.0	43.8	12.0
27	192	4.7	17.7	22.9	44.3	10.4

Variables 21, 32, 42 and 50 had high correlations with this factor. A high percentage of respondents indicated that their managers regarded them as equals, value their work, and also pay enough attention to their needs. A high percentage however of respondents indicated that institutions do not value their work. Table 42.2 illustrates their answers.

Table 42.2. Respondents answers for variables 21, 32, 50, 42, in %

Variable no	N	S.D.	D.	U.	A.	S.A.
21	192	5.7	26.6	18.8	43.2	5.7
32	192	4.2	16.1	32.3	43.8	3.6
50	190	2.6	22.9	36.5	31.3	5.7
42	191	10.4	29.2	32.4	24.0	3.1

Variables 48, 56, and 65 had moderate correlations with the factor. The figure that really indicates some kind of uncertainty on the part of the respondents is the undecided column, which indicates that for all variables more than 40% are undecided about these issues. It is also interesting to view the strongly agree and agree columns which indicate that nearly 40% of respondents feel they are not

regarded as equals by their full-time colleagues, full-time staff do not support them or make them feel part of the college community.

Table 42.3. Respondents answers for variables 48, 56, 65, in %

Variable no	N	S.D.	D.	U.	A.	S.A.
48	190	12.0	28.6	41.1	17.2	0.0
56	190	9.9	27.6	41.1	18.2	2.1
65	190	10.4	26.6	43.2	18.2	0.5

Literature regarding the themes in this factor is substantial. Newman (1979) stated that adult education is the poorest and often the most neglected sector of our education system. Hetherington (1980) agreed that part-time adult educators are considered less important than full-time members of staff. Legge (1982), who until 1975 was the head of the adult education department at the University of Manchester, stated that adult education is considered marginal. Mee and Wiltshire (1978) found that part-time adult educators work mainly at night in fairly isolated role. Graham et al (1982) found that part-time adult educators are isolated and insecure because they don't know from one year to another if they will have a job. Allen (1989) said that although little is done to provide progress and/or oral support, which is often available to the full-timers, the quality of service depends on the part-timers. Summers (1991) stated that part-time adult educators work at the frontiers of the service often in an isolated way. All commented on the same issue of neglect and isolation. Mee and Wiltshire (1978) also stated that in FE colleges problems are often compounded by the attitude of other staff towards adult education. At best there may be a high degree of tolerance, at worst antagonistic staff who are jealous of the sharing of facilities.

The final item for analysis in this factor is item 36. There was a moderate correlation with this factor. Table 42.4 illustrates part-time adult educators' responses

Table 42.4. Respondents answers for variable 36 in %

Variable	N	S.D.	D.	U.	A.	S.A.
36	191	21.9	41.1	24.5	10.4	1.6

The above table indicates that nearly 22% strongly disagree and just over 41% disagree, with only 12% the combined total, who agree and strongly agree. It is evident that the majority of the respondents disagree with the statement.

Factor 2 The eigenvalue of this factor is 6.4 with 13.0% of total variance. There were nine items in this factor with loadings above .4 all positively worded. The highest loader was item 48 with .827 and the lowest was item 39 with .419.

Table 43. Factor 2. Attitude, Motivation, Dedication and Commitment to adult education and adult learners

ITEM NO	DESCRIPTION OF ITEM	ITEM LOADING
43	I get job satisfaction working with adults	.827
46	I enjoy my involvement with adult learners	.775
22	Teaching adults is a pleasure	.682
37	I enjoy teaching adults	.651
63	Adult educators spend time preparing for their lessons	.499
33	Adult educators are highly motivated in their work	.469
28	I am committed to the cause of adult education	.444
40	Adult educators adjust their teaching technique to suit adult learners	.420
39	Students value the work of adult educators	.419

A very high percentage of respondents indicated that part-time adult educators enjoy their involvement with adult learners, as well as adult education as a whole. They derive satisfaction from working with adults and they consider teaching adults a pleasure. These were indicated in Variables 43,46,22, and 37, which had very high correlations with this factor, (see Table 43.1.)

Table 43.1. Respondents answers for variables 43, 46, 22, 37, in %

Variable no	N	S.D.	D.	U.	A.	S.A.
43	192	0.5	1.0	2.1	44.8	51.3
46	192	0.5	0.0	1.6	44.3	53.6
22	192	0.0	0.5	2.6	36.5	60.4
37	192	0.0	0.5	0.5	30.7	68.2

The above answers are clear; part-time adult educators' have responded with decisiveness. They enjoy their involvement with adult education, which gives them great pleasure, enjoyment and job satisfaction. The columns of agree and strongly agree on all four variables are in the high 90s.

Table 43.2. Respondents answers for variable 63 in %

Variable no	N	S.D.	D.	U.	A.	S.A.
63	191	0.5	0.0	1.6	52.6	44.8

This satisfaction is interpreted as being dedicated and spending time to prepare for their classes. There was a moderate correlation with this factor. An extremely high percentage of respondents indicated their answers in Variable 63 by overwhelmingly indicating that they spend time preparing for their lessons another proof of their commitment to the cause of adult education.

A high level of commitment and motivation is what a high number of respondents indicated in their work. This can be concluded from their answers to Variables 33 and 28.

Table 43.3. Respondents answers for variables 33 and 28 in %

Variable no	N	S.D.	D.	U.	A.	S.A.
33	192	0.5	4.7	12.0	55.7	27.1
28	192	0.5	3.1	4.7	45.3	46.4

In Variable 40 a moderate correlation with this factor can be seen. An extremely high percentage of participating adult educators acknowledged that adult educators adjust

their teaching technique to suit adult learners. Those who agree and strongly agree total 94.8% (see Table 43.4 below.)

Table 43.4. Respondents answers for variable 40 in %

Variable no	N	S.D.	D.	U.	A.	S.A.
40	192	0.5	0.5	4.2	50.0	44.8

In Variable 39, the final item in this factor, it was demonstrated that again a very high number of adult educators know that adult learners value their work (see Table 43.5 below.)

Table 43.5. Respondents answers for variable 39 in %

Variable no	N	S.D.	D.	U.	A.	S.A.
39	192	0.5	2.6	6.3	62.0	28.6

Graham et al (1982) suggested that the biggest reward for the part-timers is enjoyment. Woolfit (1984) stated that all adult educators are part-time but for all of them, no matter how many hours they work each week, the primary commitment is to their students; part-timers bring with them tremendous assets to the service. They can bring stimulation to their classes, with their spontaneity. Certainly the answers to all items in this factor have demonstrated without doubt adult educators commitment, attitude, dedication and motivation to adult education.

Factor 3 There were six positively worded items with high loadings in this factor. With an eigenvalue of 2.4 representing 5.0% of total variance. Item 31 has the highest loading with .727 and the lowest is item 41 with .474. All six variables in this factor have a clear theme, policy and planning on a national as well as a regional level.

Table 44. Factor 3. Policy and Planning

ITEM NO	DESCRIPTION OF ITEM	ITEM LOADING
31	Government gives high status to adult education	.727
64	Policy makers have adult education at heart	.614
47	Policy makers provide sufficient funds for adult education	.562
68	College and or LEA policy makers give adult education high priority	.551
26	Policy makers have a sense of vision for adult education	.477
41	Policy makers provide sufficient funds for in service training	.474

Variable 31 and 68 indicate moderate to very high correlations with this factor. A very high percentage of respondents thought that adult education does not feature highly on government, LEA and college agendas. In Variable 31, 24.5% and 44.8% of respondents have strongly disagreed and disagreed with the statement respectively. Only a mere 1.0% indicate that they strongly agree and 5.7% agree, whereas in variable 68 a total of 10.4% seem to strongly agree and agree with the statement. Table 44.1 below shows their answers in detail.

Table 44.1. Respondents answers for variables 31 and 68 in %

Variable.no	N	S.D.	D.	U.	A.	S.A.
31	192	24.5	44.8	24.0	5.7	1.0
68	191	17.7	37.5	33.9	9.4	1.0

Variables 64, 47, and 26 have moderate to high correlations with this factor. The answers to these variables clearly indicate that a high percentage of adult educators in the sample believe that policy makers do not provide, on a national and regional level, sufficient funds for adult education or have the adult education cause at heart, or have a vision for this concept. These can be seen in Table 44.2.

Table 44.2. Respondents answers for variables 64, 47 and 26 in %

Variable no	N	S.D	D.	U.	A.	S.A.
64	192	12.0	37.0	38.0	10.9	2.1
47	192	25.0	42.7	23.4	5.7	2.6
26	188	10.9	24.5	40.6	19.8	2.1

Variable 41 has moderate correlations with this factor. It seems that a high percentage of respondents believe that policy makers do not provide sufficient funds for in-service training, (see Table 44.3.)

Table 44.3. Respondents answers for variable 41 in %

Variable no	N	S.D.	D.	U.	A.	S.A.
41	190	17.2	37.0	29.2	12.5	3.1

Here the writer feels that he must disclose that some of the respondents who failed to answer the questions on this theme stated that they did not know anything about policy in respect of adult education. It is obvious from their answers, part-time adult educators in general are well informed on current issues. Throughout their answers there are high numbers of undecided respondents especially in item 31 where nearly 45% were undecided.

Factor 4 The eigenvalue of this factor was 2.1 with a variance of 4.0%. All three items with high loadings were negatively worded. Item 54 scored the highest with .788 and item 67 the lowest with .470.

Table 45. Factor 4. Travel and Time

ITEM NO	DESCRIPTION OF ITEM	ITEM LOADING
54	Valuable time is lost when travelling from one institution to another	.788
66	Restrictions on class materials and or equipment affect teaching	.497
67	Adult educators spend time for which they are not paid	.470

All three variables have as a theme travel and time. These three variables have moderate to very high correlations with this factor. Variable 54 deals with the subject of time lost travelling from one institution or centre to another. A very high percentage of respondents indicated that part-time adult educators' lose time when they travel.

A very high number of participating adult educators in Variable 67 think that, adult educators spend time for which they are not paid. This could imply time travelling, preparing or even shopping for items needed for the job or supporting their students.

In Variable 66 it is seen by an extremely high number of respondents that adult educators feel that restrictions on materials and equipment may have an effect on their performance. Lack of modern materials and/or equipment or badly maintained equipment, can be another reason for time lost. These answers are illustrated in Table 45.1 below.

Table 45.1. Respondents answers for variables 54, 66, and 67 in %

Variable no	N	S.D	D.	U.	A.	S.A.
54	190	25.0	45.0	21.9	5.7	0.5
66	189	31.8	45.3	14.1	6.3	1.0
67	191	53.1	37.5	4.2	3.6	1.0

Already it has been ascertained by Legge (1982) that adult educators work in more than two institutions and other writers have indicated that part-timers work in more than three centres.

Factor 5 There were five positively worded items with high loadings in this factor with an eigenvalue of 2.0 and a variance of 4.0%. The highest item with .659 was item 53 and the lowest loader was item 25 with .464.

Table 46. Factor 5. Training and training provision

ITEM NO	DESCRIPTION OF ITEM	ITEM LOADING
53	All adult educators should receive in service training	.659
59	A system of preliminary training for adult educators should be provided	.612
34	Training can help adult educators in their work	.591
38	All adult educators must have appropriate training on entry	.564
25	Training prepared me for teaching	.464

The issue of training in one capacity or another is the clear theme of this factor. Variables 53, 59 and 38 have high correlations with this factor. Adult educators have overwhelmingly indicated that they are in favour of training in one capacity or another. A very high percentage of respondents indicated that training either preliminary, in service or on entry, is vital for all part-time adult educators. A high percentage of participating adult educators have said that training prepared and helped them in their work; this is indicated by their responses to Variable 25. The answers to Variable 34 have shown that adult educators are convinced training can be of help to them. No respondents strongly disagreed or disagreed with this statement and only 7.8% of respondents were undecided, with the rest (92.2%) in favour of training. Table 46.1 below lists the answers to all five variables. It is also interesting to see that in Variable 25, 26% of respondents indicated that training did not prepare them for teaching, perhaps an indication that there was no training available to them at the time or that they entered adult education with training in another area of the teaching profession or that they found training provided to be inadequate.

Table 46.1. Respondents answers for variables 53, 59, 34, 38 and 25 in %

Variable no	N	S.D.	D.	U.	A.	S.A.
53	191	1.0	4.7	9.9	57.8	26.0
59	190	1.0	2.6	14.1	64.6	16.7
34	192	0.0	0.0	7.8	62.0	30.2
38	192	2.6	13.5	14.1	46.4	23.4
25	192	5.7	20.3	8.3	44.3	21.4

The responses to this factor are of paramount importance since the subject of training is central to this study. As early as 1967 the National Institute of Adult Education found that 74% of adult educators were in favour of training. Peers (1970) found similar results. Kedney (1971) on the other hand, stated that if the aim of training is to ensure quality of staff then in-service and induction courses are needed. Jarvis and Chadwick (1991) stated that for a long time training was viewed with disfavour, despite the evidence of its value. They also asserted that it should be indisputable that, in order to ensure a high standard of adult education provision, for students, trainees, employees and all others involved, training is a necessity. Daines and Graham (1983) stated that training has been perceived as being of major benefit to adult educators and learners.

Factor 6 There were only two positively worded items with high loadings in this factor, with an eigenvalue at 1.6 and variance at 3.0%. Although the interpretation is only based on two items, this factor is important to the thesis and it will be retained unless it has a very low reliability coefficient, a matter that will be discussed in the next section of the thesis.

Table 47. Factor 6. Teaching Methodology

ITEM NO	DESCRIPTION OF ITEM	ITEM LOADING
62	Adult educators acknowledge that adult learners are different to children	.837
51	Teaching adults is different to teaching children	.574

Variable 62 has very high correlations with this factor, where Variable 51 has moderate correlations with this factor. Both variables indicate adult educators' awareness of the differences between adults as learners compared to children. In Variable 62 an overwhelming majority have acknowledged the difference between adults and children as learners. In Variable 51 again a very high percentage of respondents agree that teaching adults is different to teaching children (see Table 47.1.)

Table 47.1. Respondents answers for variables 62 and 51 in %

Variable no	N	S.D.	D.	U.	A.	S.A.
62	191	0.0	2.0	4.7	60.4	33.3
51	191	0.0	2.6	2.1	41.7	53.1

It is indeed good news that adult educators have acknowledged that there is a difference between teaching children and adults.

Factor 7 There were two items with high loadings for this factor, one negatively worded and one positively, with an eigenvalue of 1.5 and variance of 3.0%, retention of this factor would also depend on the level of reliability.

Table 48. Factor 7.

ITEM NO	DESCRIPTION OF ITEM	ITEM LOADING
55	Adult educators do not share the same privileges as their full-time colleagues	.642
29	Full-time teaching staff are always on hand to support adult educators	.435

Both variables have moderate correlations with this factor. Respondents have indicated their awareness that they do not share the same privileges as their full-time colleagues. A very high percentage of respondents have acknowledged they do not share the same privileges as their full-time colleagues, in Variable 55. The same is also repeated in Variable 29 adult educators disagree with the statement. Only 13.5% strongly agree and

agree with the statement, 64.6% strongly disagree and disagree. The respondents answers to these two variables can be seen in Table 48.1.

Table 48.1. Respondents answers for variables 29 and 55 in %

Variable no.	N	S.D.	D.	U.	A.	S.A.
55	192	32.8	42.2	19.3	3.6	0.5
29	192	27.1	37.5	20.8	10.9	2.6

Factor 8 Both items with high loadings for this factor were negatively worded. The eigenvalue is 1.4 and the variance is 3.0%.

Table 49. Factor 8.

ITEM NO	DESCRIPTION OF ITEM	ITEM LOADING
23	Shortage of funds can have an effect on training	.481
57	Cutbacks have affected training provision	.402

Both items in this factor have moderate correlations with this factor. Items 23 and 57 in factor eight indicate that a very high number of the sample acknowledge that shortage of funds in the service can have an effect on training, while cutbacks have affected training provision (see Table 49.1 below.)

Table 49.1. Respondents answers for variables 23 and 57 in %

Variable no	N	S.D.	D.	U.	A.	S.A.
23	191	41.1	42.7	9.9	3.6	2.1
57	190	19.3	46.4	26.0	5.7	1.6

Although the theme of this factor is considered important its retention would depend on its reliability level.

Variable 60 (although) has scored $> .40$ it is not attached to any other variable and therefore will not be retained. Adult educators gave mixed responses to this variable with those that agreed that there were professional development opportunities for part-time adult educators 45% agreed and those who disagreed with 30%, (see Table 49.2.)

Variable 58 is the last item with $.40$ that the writer proposes to discuss. It indicates that a high number of respondents believe that adult educators must be prepared to travel, (see also Table 49.2 below.)

Table 49.2. Respondents answers for variables 60 and 58 in %

Variable no	N	S.D.	D.	U.	A.	S.A.
60	190	3.1	27.6	22.9	43.8	1.6
58	191	1.0	9.9	12.0	61.5	15.1

6.3.3. Reliability of the factors

Eleven factors had originally emerged from the factor analysis as has been shown in the previous section. Factors eleven, ten and nine were discarded because they only loaded one item each. Factors eight and seven, although with two items in each, their reliability coefficient was found to be low, (see Table 50,) therefore, they were not retained.

Table 50 Cronbach's Alpha Reliability Coefficient for the obtained Factors :

"NEGLECT"	.8788
"MOTIVATION"	.8196
"POLICY & PLANNING"	.7985
"TRAVEL & TIME"	.6354
"TRAINING"	.7021
"TEACHING METHODOLOGY"	.7034
FACTOR 7	.6235
FACTOR 8	.4600

The six factors that were retained accounted for 35 of the 48 items, (Variables) in Part Two of the questionnaire. In assessing the reliability of the instrument as a whole and, of course, later the internal reliability of the emerged factors, the overall Cronbach alpha coefficient was considered to be high with **.8520**. Tabachnick and Fidell stated that reliability must be .80 or above although reliability levels at .70 and .60 have been used and are considered moderate. With this measure in mind the reliability obtained from the factors can be considered moderate to high.

The internal reliability on factors NEGLECT .8788 and MOTIVATION .8196 was high. This was expected since these two factors have given respondents the opportunity to express their feelings. Factor POLICY & PLANNING, with an internal reliability just below .80 at .7985, was also kept. Three further factors TRAVEL & TIME with .6354, TRAINING with .7021 and TEACHING METHODOLOGY with .7034 although moderate in internal consistency were retained. The issues they were dealing with are of importance to the theme of this study as the writer intended to measure them from the outset. The findings of the retained factors suggest a satisfactory internal reliability. Although factor seven had a moderate reliability of .6235 it has been decided not to retain it due to the fact that the two Variables (55 and 29) have the same theme as factor one. Respondents' answers and their importance to the study will be analysed descriptively. Factor eight was not retained due to the fact its internal reliability levels were low at .4600.

6.4. Parametric and non-parametric statistics

In this section all parametric and non-parametric statistical tests will be carried out. These tests will involve items from both parts One and Two of the main research questionnaire. Researchers' and writers' opinions seem to be divided as to when the use of parametric or non-parametric statistics is more appropriate and what conditions must be fulfilled before using the tests. Bryman and Cramer (1997) stated that the term parameter refers to a measure, which describes the distribution of the population, i.e. mean or variance. Parametric tests are based on the assumption that we know of the existence of certain characteristics of the population from which the sample is drawn. Non-parametric tests, or distribution-free tests, are named because they do not depend on

assumptions about the precise form of the distribution from the sampled populations. The list of statistical tests the writer proposes to carry out are listed in table fifty-one.

Table 51. List of parametric and non-parametric statistical tests used in the study

LEVEL	COMPARISON	TEST	STATISTIC/TYPE
Nominal	2 or more groups	Chi-Square	Non-parametric
Ordinal	2 groups	Mann-Whitney	Non-parametric
Ordinal	More than 2 groups	Kruskal-Wallis	Non-parametric
Ordinal	Two variables	Correlation	Non-parametric
Interval/Ratio	2 groups	Independent	Parametric
Interval/Ration	More than 2 groups	One way	Parametric

The nature of the demographic data from Part One of the survey questionnaire was nominal as well as ordinal. The Likert Scale in Part Two of the questionnaire was considered to be of ordinal nature.

6.4.1. Kruskal Wallis. It has already been stated in Chapter Five that a Kruskal Wallis test is used to determine whether two or more groups have similar score distributions. These tests would be carried out between a variable with more than two groups and the Variable, the number of institutions. The first test examines whether the Variable age (AGE) differs between institutions, the second whether EXPER (years of experience) differs between institutions and the third is to establish if there are any differences in the HOURSREC (hours re-coded) by INSTNUM (the number of institutions). The tables used in these tests would consist of five columns. In the first column, would be the independent variable institution number, (INSTNUM) in the second the dependent variables, years of experience,(EXPER) age,(AGE) and hours re-coded (HOURSREC) the third column would indicate whether there are significant differences. The fourth would give the p value, where the fifth would state if it was necessary to carry out a Bonferroni test: these tables will only be illustrated if $p \leq .05$, and it would also indicate

which of the pairs groups have significant differences. The level of significance in social science is usually accepted to be at 5% i.e. = .05.

The first test will be carried out between the institution number (INSTNUM) and number of years of experience (EXPER) as an adult educator, the aim being to ascertain whether there are any significant differences between the institutions. The researcher proposes that the test results be displayed in tabular form, with number of respondents, median and quartiles. If however, significant levels of differences are established the test calculation will be shown also. If the test reveals significant differences between the groups then a Mann Whitney test will be carried out by taking the groups in pairs and running each pair to ascertain which of the groups have significant differences.

Kruskal-Wallis Test 1. Summary of test for EXPER by INSTNUM

Ind. Variable	Dep. Variable	Significant	P =	Bonferroni
INSTNUM	EXPER	NO	.063	NO

With $p = .063$ indicates no significant differences between the institutions. Kruskal Wallis Table 1.1. below, indicates quartiles and median values of answers by different institutions by years of experience in Kruskal Wallis test one above.

Kruskal Wallis Table 1.1. Median and Quartiles for EXPER by INSTNUM

N	Institution	Median	1st Quartile	2nd Quartile	3d Quartile
35	LEA 2	2.0	2.0	2.0	3.0
35	FE	2.0	2.0	2.0	4.0
86	LEA 1	2.0	2.0	2.0	3.0
23	INDEP.	2.0	2.0	3.0	5.0
13	LEA 3	3.0	1.5	3.0	5.0

Table 1.1. indicates some differences between the Median of LEA 3 and the other institutions, but not significant ones. Differences can also be seen between the quartiles

of different institutions, especially between the 2nd quartiles of the Independent Provider and LEA3 with the other institutions. The 3d quartile provides the most fluctuations between all the institutions, with the lowest being 3 and the highest 5. There were no **missing cases** in the table Kruskal Wallis 1.1 above and no significant differences between years of experience by institutions.

The second Kruskal Wallis test would involve the same procedure between age and institution number. Are there any significant differences between the ages of respondents in different institutions?

Kruskal Wallis Test 2. Summary of test for AGE by INSTNUM

Ind.Variable	Dep. Variable	Significant	P=	Bonferroni
INSTNUM	AGE	NO	.90	NO

A p-value of .90 indicates that there are no significant differences between the institutions. Table 2.1 below with median values and quartiles demonstrates the answers of respondents of different institutions by age.

Kruskal Wallis Test 2. 1. Median and quartiles for AGE by INSTNUM

N	Institution	Median	1 st Quartile	2 nd Quartile	3d Quartile
35	LEA 2	3.0	3.0	3.0	4.0
35	FE	3.0	2.0	3.0	4.0
86	LEA 1	3.0	3.0	3.0	4.0
23	INDEP	4.0	4.0	4.0	5.0
13	LEA 3	3.0	3.0	3.0	4.0

There were no **missing cases** observed in Kruskal Wallis 2.1 No significant differences between age and institutions.

The third Kruskal Wallis test would be between hours re-coded by institution.

Kruskal Wallis Test 3. Summary of test for HOURSREC by INSTNUM

Ind. Variable	Dep. Variable	Significant	P=	Bonferroni
INSTNUM	HOURSREC	NO	.131	NO

With a p-value of 0.131 indicates that there are no significant differences between institutions and hours re-coded. Table 3.1 below would indicate in detail, quartiles and the median to the above test.

Kruskal Wallis Test 3.1 Median and Quartiles for HOURSREC by INSTNUM

N	Institution	Median	1 st Quartile	2 nd Quartile	3d Quartile
35	LEA 2	2.0	1.0	2.0	4.0
35	FE	2.0	1.0	2.0	2.0
86	LEA 1	2.0	1.0	2.0	3.0
23	INDEP.	1.0	1.0	1.0	2.0
13	LEA 3	2.0	1.0	2.0	2.0

Table 3.1 indicates no significant differences in its quartiles and median. The 3d quartile demonstrates some fluctuations but they are not considered significant. There were **no missing values**.

6.4.2. One way ANOVA

One way ANOVA tests were preferred in the next set of tests, simply because they are more robust, suitable and simple to carry out than Kruskal Wallis. To ascertain whether there are differences to the answers between participants in different institutions (INSTNUM) with variables, average teaching hours per week (HOURS) and number of number of adult institutions in which you teach, (PLACTECH) tests will be carried out between these two variables and institution numbers. One way ANOVA tests were also carried out between the six factor scores and the variables, age (AGE), years of experience (EXPER) and institution numbers (INSTNUM). If significant differences between groups are found then multiple *t*-tests will be carried out using the Bonferroni

approach, to indicate between which two groups there is a significant difference. SPSS reports p-values scaled up by the number of comparisons, so that the reported values should be compared against a significance level of $p=0.05$. One-way ANOVA measures differences between means; it is therefore proposed that for each ANOVA test the mean values and S.D. are displayed in tabular format. Where significant differences are found it is proposed to illustrate this further with a means plot graph.

Institution number and average teaching hours per week

In the first test the null hypothesis would be that the institutions have the same means of average teaching hours per week. If significant differences can be identified the null hypothesis is rejected. The findings illustrate that there are no significant differences between the means of the institutions, $F= 1.861$ and $p= .119$. No further analysis will be carried out, since the null hypothesis is not rejected. These results are demonstrated in ANOVA table one below.

ANOVA Table One Average hours by institution

Descriptives			
Average teaching hours per week			
	N	Mean	Std. Deviation
LEA 2	35	11.29	9.47
FE	35	8.04	5.42
LEA 1	86	9.44	6.94
Independent	23	6.87	5.56
LEA 3	13	7.50	5.20
Total	192	9.08	7.05

It has already been indicated that an ANOVA test would also be carried out between the variables, institution number and places I teach.

Institution number and number of places I teach

The null hypothesis would be that the institutions have the same means and there are no significant differences between the mean values of number of places taught. ANOVA table two illustrates that there are no differences between mean values of the groups.

With $F = 1.306$ and $p = .269$ the null hypothesis is not rejected, and no further statistical analysis for these two variables is necessary. ANOVA table two indicates the mean scores and S.D. by institution.

ANOVA Table Two Number of places I teach by institution

Descriptives

Number of Adult institutions in which you teach

	N	Mean	Std. Deviation
LEA 2	35	2.14	1.12
FE	35	1.69	1.08
LEA 1	86	1.84	1.14
Independent	23	1.96	1.33
LEA 3	13	2.38	1.39
Total	192	1.92	1.17

One Way ANOVA of the six retained factor scores by institution number

1. Factor one by institution number

The null hypothesis in the first test would be that the institutions have the same mean factor scores, there are no differences between the mean values of institutions by NEGLECT (factor one). The results of the ANOVA test of the factor one by institutions indicate no significant differences, although p is very near to a significant level. $F = 2.332$ and $p = .058$. The null hypothesis is therefore not rejected and no further statistical analysis will be carried out. ANOVA table three below demonstrates the mean values and the S.D. of factor one by institution, which is NEGLECT.

ANOVA Table Three Factor one by institution

Descriptives

REGR factor score 1 for analysis 1

	N	Mean	Std. Deviation
LEA 2	34	.2929597	1.0103402
FE	33	-.2900122	.8724977
LEA 1	78	-8.9E-02	1.0011640
Independent	18	.3883054	.9442961
LEA 3	10	-4.1E-02	1.1817482
Total	173	-5.6E-17	1.0000000

2. Factor two by institution number

The null hypothesis will be that there are no differences between the mean scores of institutions by factor two, MOTIVATION. $F = .290$ and $p = .884$ indicate there are no significant differences between the institutions in factor two. The null hypothesis is therefore, not rejected and no further statistical tests will be carried out. The mean scores and S.D. are displayed in ANOVA table four below.

ANOVA Table Four Factor two by institution

Descriptives

REGR factor score 2 for analysis 1

	N	Mean	Std. Deviation
LEA 2	34	-4.6E-02	1.0173015
FE	33	-.1338413	1.1817420
LEA 1	78	3.22E-02	.8928163
Independent	18	.1366745	1.2109936
LEA 3	10	.1000912	.7937954
Total	173	1.95E-16	1.0000000

3. Factor three by institution

Factor three represents POLICY and PLANNING the null hypothesis would be that there are no differences between the mean scores of this factor by institution. $F = 1.240$ and $p = .296$ therefore there are no significant differences in their mean scores, the null

hypothesis is not rejected. ANOVA table five below illustrates the mean values and S. Ds of institutions. No further statistical analysis is needed.

ANOVA Table Five Factor three by institution

Descriptives

REGR factor score 3 for analysis 1

	N	Mean	Std. Deviation
LEA 2	34	.3100236	1.0739204
FE	33	-1.0E-02	1.0274732
LEA 1	78	-.1252821	.9479796
Independent	18	-.1076543	1.0324596
LEA 3	10	.1514180	.9372579
Total	173	1.16E-17	1.0000000

4. Factor four by institution

TRAVEL and TIME is the theme for factor four. The null hypothesis would be that the mean scores in factor⁴ are the same by institution. If significant differences are identified the null hypothesis will be rejected. The mean scores to factor four have significant differences as compared to the other factor scores by institution. $F=3.615$ and $p=.007$ ANOVA table six below indicates the mean and S.D. scores.

ANOVA Table Six Factor four by institution

Descriptives

REGR factor score 4 for analysis 1

	N	Mean	Std. Deviation
LEA 2	34	.2868166	.7521782
FE	33	-.1848451	1.1401168
LEA 1	78	9.40E-02	.8490358
Independent	18	-.6979201	1.4300628
LEA 3	10	.1575458	.9327913
Total	173	5.13E-18	1.0000000

Multiple t tests using the Bonferroni approach on all pairs in the variable INSTNUM with factor four are necessary to establish which of the groups have the significant differences and a table illustrating means and standard deviations of factor scores and institution number would be needed. ANOVA table seven would pin point, which of the

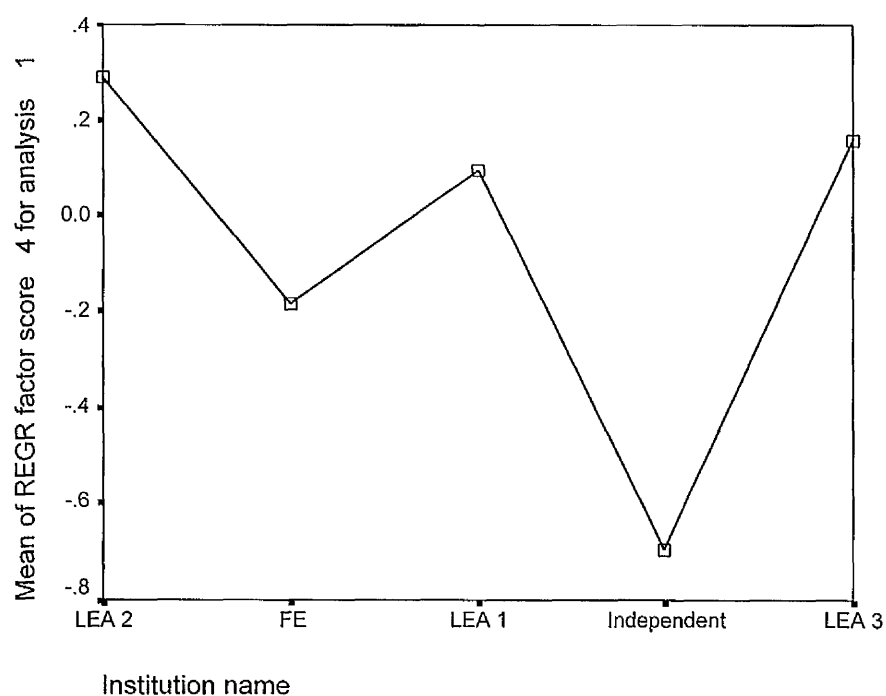
groups within INSTNUM have the significant differences. A means plot graph will illustrate these differences between the groups

ANOVA Table Seven. Results of *t* tests for INSTNUM pairs on scores to factor four

Groups	LEA 2	FE	LEA 1	INDEP.	LEA 3
LEA 2		.484	1.000	.006	1.000
FE			1.000	.731	1.000
LEA 1				.021	1.000
INDEP.					.268

The findings illustrated in ANOVA table seven above indicate that there are differences between groups one (LEA 2) and four (INDEPENDENT) and between group three (LEA1) and four (INDEPENDENT) are significant with p-values of .006 and .021 respectively. ANOVA graph one illustrates the means plots which indicate this significant values of factor four scores between LEA2 and INDEPENDENT and LEA1 and INDEPENDENT. The null hypothesis is rejected.

ANOVA graph one. Summary of mean values for factor four scores by institution number



5. Factor five by institution

The theme for factor five is TRAINING. The null hypothesis would be that factor five mean scores by institution would be the same. $F=.447$ and $p=.775$ which indicate there are no significant levels of differences between the means. ANOVA table eight below demonstrates the mean and S.D. scores. No further statistical analysis is necessary for this test.

ANOVA Table Eight Factor five by institution

Descriptives

REGR factor score 5 for analysis 1

	N	Mean	Std. Deviation
LEA 2	34	1.29E-02	1.1344118
FE	33	.1706144	.9946611
LEA 1	78	-1.8E-02	.9255603
Independent	18	-.1974463	1.1910872
LEA 3	10	-.1078519	.8152742
Total	173	2.93E-16	1.0000000

6. Factor six by institution

Factor six is TEACHING METHODOLOGY the null hypothesis would be that the groups have the same means. $F=.578$ and $p=.679$ indicate there are no significant differences between the means therefore the null hypothesis is not rejected and no further statistical analysis is necessary. This is illustrated in ANOVA table nine below.

ANOVA Table Nine Factor six by institution

Descriptives

REGR factor score 6 for analysis 1

	N	Mean	Std. Deviation
LEA 2	34	2.96E-02	1.3338671
FE	33	.1709182	.7674652
LEA 1	78	-.1177131	.9658798
Independent	18	.1155825	.7037117
LEA 3	10	4.55E-02	1.1474038
Total	173	1.18E-16	1.0000000

One Way ANOVA of the six retained Factor scores by Age group.

One way analysis is used here to search for differences between the age groups in mean factor scores. This approach does not take into account any ordinal relationship between age groups, which is considered later in the section on correlations. The null hypothesis in these tests is that there would be no differences in the mean values of each of the six retained factors between the different age groups. As with the previous one-way ANOVA tests, the mean and S. Ds tables will be displayed for all tests. Where there are differences multiple *t*-tests will be carried out to ascertain which of the groups have the differences. A Means plot graph will also be displayed where there are differences.

1. Factor one by age

The theme of factor one is NEGLECT. The null hypothesis would be that there are no differences to the mean scores between the age groups. If there are differences, however, the null hypothesis will be rejected. It can be seen that there are no significant differences between the age groups in factor score one. $F=.241$ and $p=.915$ therefore the null hypothesis is not rejected. ANOVA table ten, below displays the means and S.D.s between factor one by age.

ANOVA Table Ten Factor one by age

Descriptives

REGR factor score 1 for analysis 1

	N	Mean	Std. Deviation
21 to 30	4	8.27E-02	.5851927
31 to 40	26	.1321752	.9262285
41 to 50	77	-7.5E-02	.9973188
51 to 60	51	3.64E-02	.9699964
over 60	15	9.30E-03	1.3602923
Total	173	-7.7E-17	1.0000000

2. Factor two by age

Factor two has as a theme Motivation. There are no differences between the mean scores of the groups $F=.666$ and $p=.616$. The null hypothesis is not rejected. ANOVA table

eleven indicates the mean and S. Ds of the groups.

ANOVA Table Eleven Factor two by age

Descriptives

REGR factor score 2 for analysis 1

	N	Mean	Std. Deviation
21 to 30	4	-.81E-03	.5795788
31 to 40	26	-.2521491	1.1264400
41 to 50	77	8.85E-03	.9461671
51 to 60	51	4.24E-02	1.0355235
over 60	15	.2494414	1.0327817
Total	173	2.39E-16	1.0000000

3. Factor three by age

Factor three contained statements that dealt with issues of POLICY and PLANNING. The null hypothesis would be that there are no differences to the means of the groups.

$F = .197$ and $p = .940$ is clear that there are no differences between the means of the age groups. No further statistical analysis is necessary. The null hypothesis is not rejected. ANOVA table twelve indicates the mean scores and S. Ds of the groups.

ANOVA Table Twelve Factor three by age

Descriptives

REGR factor score 3 for analysis 1

	N	Mean	Std. Deviation
21 to 30	4	.2679945	.5655243
31 to 40	26	-.74E-02	.7064076
41 to 50	77	1.33E-02	1.0046081
51 to 60	51	-.43E-02	1.1429498
over 60	15	.1333271	1.0604748
Total	173	3.85E-18	1.0000000

4. Factor four by age

The theme of factor four is TRAVEL and TIME. The null hypothesis would be that there are no differences between the groups. $F = 4.293$ and $p = .002$ this indicates differences between the groups. Since significant differences have been identified, the null hypothesis is rejected and we need to establish exactly between which groups these significant differences exist. The same process would have to be repeated and variable age would have to undergo multiple t tests between all the pairs of groups within the variable. ANOVA table thirteen displays the mean values of the groups and the S. Ds.

ANOVA Table Thirteen Factor four by age

Descriptives

REGR factor score 4 for analysis 1

	N	Mean	Std. Deviation
21 to 30	4	1.80E-02	.3519791
31 to 40	26	-.96E-02	.7949939
41 to 50	77	.2476440	.8153742
51 to 60	51	-.78E-02	1.0166552
over 60	15	-.8436027	1.6403465
Total	173	5.13E-17	1.0000000

Again a significance level of .05 is used. ANOVA table fourteen is a summary of the multiple t -tests between the groups.

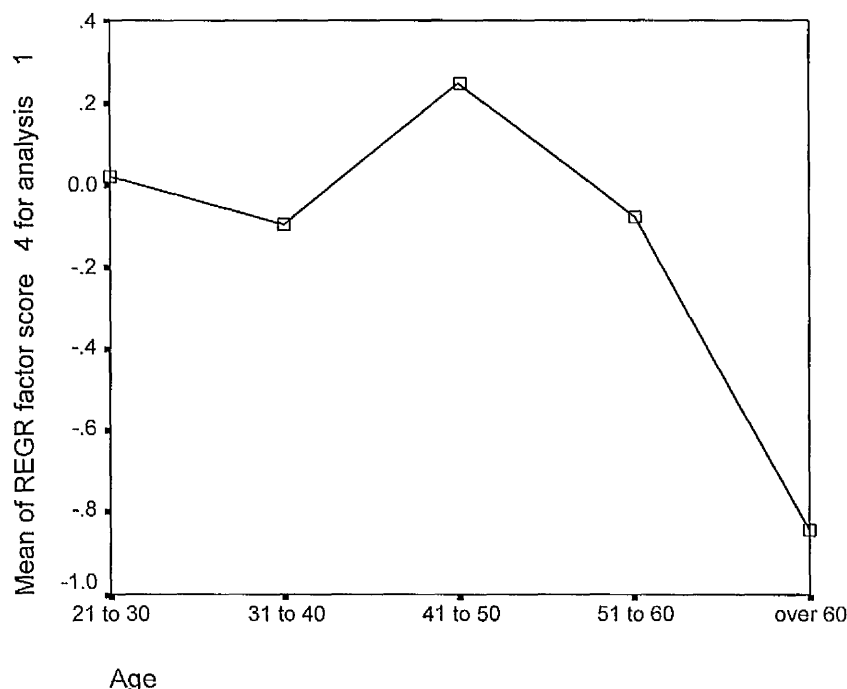
ANOVA Table Fourteen. Summary of t tests for AGE pairs on scores to factor four

Groups	21 to 30	31 to 40	41 to 50	51 to 60	Over 60
21 to 30		1.000	1.000	1.000	1.000
31 to 40			1.000	1.000	.179
41 to 50				.630	.001
51 to 60					.075

Significant differences can be observed from ANOVA table fourteen. Differences of significance are evident between group three (41-50) and group five (over 60) with $p = .001$. One can deduce that the mean scores for factor four (TRAVEL and TIME) are

different for groups 3&5. The null hypothesis is rejected. The above calculations are graphically illustrated in ANOVA graph two which shows differences in the mean between groups 3 (41-50) and group 5 (over 60).

ANOVA Graph Two. Summary of mean values for factor four scores by AGE.



5. Factor five by age

This factor had as theme TRAINING. The null hypothesis would be that there are no differences to the mean scores between the groups. $F= 1.822$ and $p= .127$. There are no differences to the mean scores between the groups. The null hypothesis is not rejected. No further statistical analysis is necessary. ANOVA table fifteen illustrates the mean scores of the groups and their S. Ds.

ANOVA Table Fifteen Factor five by age

Descriptives

REGR factor score 5 for analysis 1

	N	Mean	Std. Deviation
21 to 30	4	-.3841113	.4172653
31 to 40	26	.2402385	1.1477141
41 to 50	77	3.35E-02	1.0616646
51 to 60	51	-.2467307	.8894297
over 60	15	.3531187	.6643024
Total	173	2.41E-16	1.0000000

6. Factor six by age

TEACHING METHODOLOGY is the theme of factor six. The null hypothesis would be that there are no differences between the mean scores of the age groups of factor six. If no differences are identified the null hypothesis is not rejected. $F = 1.016$ and $p = .401$ an indication that there are no differences between the scores of the means. The groups have the same mean scores. The null hypothesis is not rejected. No further statistical analysis is necessary. ANOVA table sixteen below demonstrates the mean scores and S. Ds of the groups.

ANOVA Table Sixteen Factor six by age

Descriptives

REGR factor score 6 for analysis 1

	N	Mean	Std. Deviation
21 to 30	4	.7824562	.4199742
31 to 40	26	2.92E-02	1.3112974
41 to 50	77	-9.2E-03	1.0772052
51 to 60	51	-.1281205	.7783000
over 60	15	.2233591	.6516208
Total	173	7.96E-17	1.0000000

One Way ANOVA for the six retained factor scores by years of experience

One-way ANOVA tests with the six retained factor scores by years of experience will follow the same process as the previous ANOVA tests. If there are no significant differences between the mean scores of the groups in years of experience the null hypothesis will not be rejected and no further statistical tests will be carried out. After each statistical test there will be a table with mean scores and S. Ds. If however there are differences between the mean scores of the groups, multiple *t*-tests using the Bonferroni approach between the groups in pairs will be carried out to establish which groups display differences. In such case the null hypothesis will be rejected and a graph with the means plots will be utilised.

Years of experience in adult education is considered an important issue by the author of this thesis. Are the answers of adult educators with experience going to be any different from those with no experience, and if so, which group's responses are different? These are issues, which will be answered one way or the other by the next set of tests. One-way analysis of variance is used here to look for differences between years of experience (EXPER) groups in mean factor scores. An analysis which takes into account the ordinality of the factors of experience is carried under correlations at the end of the chapter.

1. Factor one by Years of experience

Like all ANOVA tests the null hypothesis would be that there are no differences between the groups. If the groups have the same means the null hypothesis will not be rejected. $F = .932$ and $p = .447$ an indication that there are no differences between the groups. The null hypothesis is therefore not rejected. No further statistical analysis will be carried out. ANOVA Table Seventeen clearly shows the mean scores of the groups and their S. Ds.

ANOVA Table Seventeen Factor one by years of experience

Descriptives

REGR factor score 1 for analysis 1

	N	Mean	Std. Deviation
less 5	31	.2190318	.7348615
5 to 9	67	1.81E-02	.9655940
10 to 14	37	2.07E-02	1.1938465
15 to 19	14	-.3225324	1.2081421
more 20	24	-.1771737	.9381640
Total	173	-4.1E-17	1.0000000

2. Factor two by Years of experience

$F = .1.310$ and $p = .268$ therefore there are no differences between the mean scores of the groups. The null hypothesis is not rejected, the groups have the same means. No further statistical analysis will be needed. ANOVA table eighteen illustrates the mean scores and their S. Ds.

ANOVA Table Eighteen Factor two by years of experience

Descriptives

REGR factor score 2 for analysis 1

	N	Mean	Std. Deviation
less 5	31	.1004187	1.1152381
5 to 9	67	-2.0E-02	.9770740
10 to 14	37	-.2783474	.9863598
15 to 19	14	.2885088	1.0091205
more 20	24	.1863423	.8898433
Total	173	2.05E-16	1.0000000

3. Factor three by Years of experience

The ANOVA test clearly shows that scores between the groups in factor three (POLICY and PLANNING) are significantly different, with $p = .035$ and $F = 2.652$. The null hypothesis is rejected. ANOVA table nineteen illustrates the mean scores and the S.D. s of the groups.

ANOVA Table Nineteen factor three by years of experience

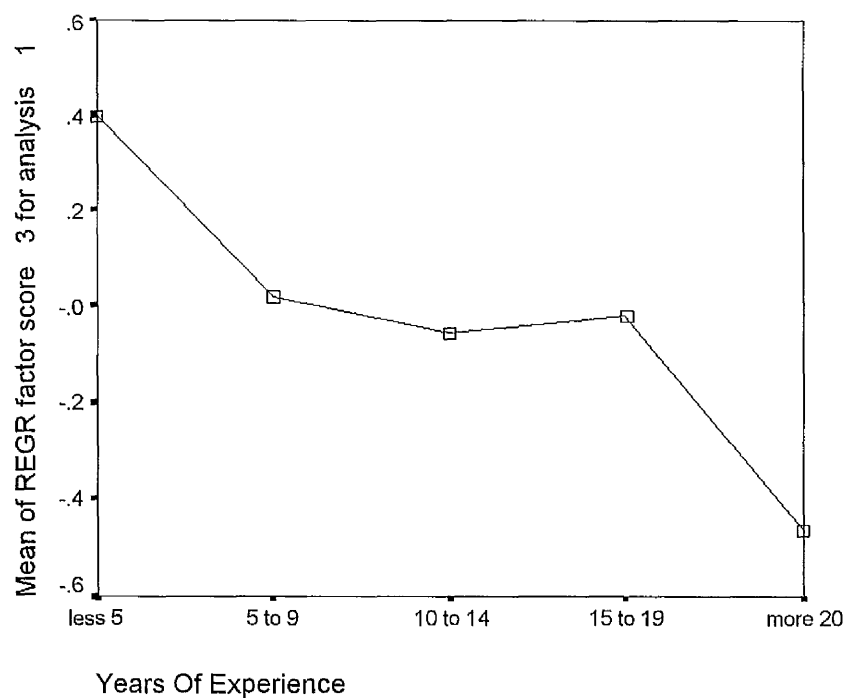
Descriptives

REGR factor score 3 for analysis 1

	N	Mean	Std. Deviation
less 5	31	.3967135	.8895169
5 to 9	67	1.79E-02	.9206331
10 to 14	37	-5.5E-02	1.0758817
15 to 19	14	-2.1E-02	1.3101812
more 20	24	-.4652659	.8876597
Total	173	-2.1E-17	1.0000000

The ANOVA test indicates that scores between the groups in factor three by years of experience have significant differences $F=2.652$ and $p=.035$. The null hypothesis is rejected. Table Nineteen shows the mean and S. Ds of the groups.

ANOVA Graph Three. Summary of mean values for factor three scores by years of experience



T-tests would be carried out between the pairs to ascertain which groups are the significant differences, see ANOVA Table Twenty.

ANOVA Table Twenty. Summary of *t* tests for years of experience pairs on scores to factor three

Groups	Less than 5 years	5 to 9 years	10 to 14 years	15 to 19 years	Over 20 years
Less than 5 years		.774	.603	1.000	.015
5 to 9 years			1.000	1.000	.400
10 to 14 years				1.000	1.000
15 to 19 years					1.000

ANOVA Table Twenty, summary of the *t*-tests for years of experience by pairs on scores to factor three (POLICY and PLANNING) indicate differences between group one (less than five years) and group five (over 20 years experience). It is perhaps an indication that adult educators with little or no experience and those with over 20 years experience have different views on policy and planning.

4. Factor four by Years of experience

The null hypothesis would be that there are no differences between the mean scores between the groups. If differences are found the null hypothesis will be rejected.

$F = .391$ and $p = .815$, these scores indicate that there are no differences between the mean scores between the groups. The null hypothesis is not rejected and no further statistical analysis will be carried out. ANOVA Table Twenty-one demonstrates the mean scores of the groups and the S.D s.

ANOVA Table Twenty-one Factor four by years of experience

Descriptives

REGR factor score 4 for analysis 1

	N	Mean	Std. Deviation
less 5	31	-3.2E-02	1.0042940
5 to 9	67	7.69E-02	.8477823
10 to 14	37	4.55E-02	1.0373968
15 to 19	14	-6.3E-02	1.0233767
more 20	24	-.2069556	1.3246868
Total	173	.0000000	1.0000000

5. Factor five by Years of experience

With $F = .680$ and $p = .607$ it is an indication that there are no differences to the mean scores between the groups. The null hypothesis is not rejected. There will be no further statistical analysis between the scores to factor five by years of experience. ANOVA table twenty -two shows the mean scores and S. D s of the groups.

ANOVA Table Twenty-two Factor five by years of experience

Descriptives

REGR factor score 5 for analysis 1

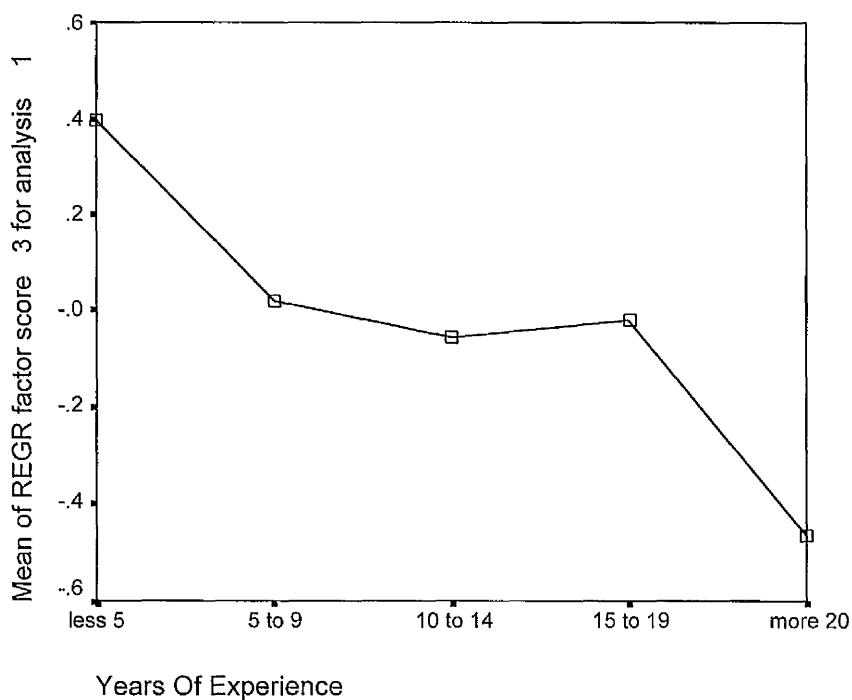
	N	Mean	Std. Deviation
less 5	31	-3.9E-02	1.0339609
5 to 9	67	8.46E-02	.8981195
10 to 14	37	9.99E-02	1.0724331
15 to 19	14	-.2797579	1.2564744
more 20	24	-.1766874	.9785372
Total	173	2.72E-16	1.0000000

6. Factor six by Years of experience

Factor six has the theme TEACHING METHODOLOGY. One-way ANOVA would measure the mean scores between the groups. If there are no differences between the groups the null hypothesis is not rejected. This would mean that the groups have the same means. $F = 2.787$ and $p = .028$. With significance levels at $p = .028$ it is an

indication that there are differences between the groups. The null hypothesis is rejected. ANOVA table twenty-three indicates the means of the groups with S. Ds. ANOVA table twenty-four shows the multiple *t*-tests using the Bonferroni approach that were undertaken in order to establish which groups have significant differences to their means. It can be observed that there are significant differences between group 1 (less than five years) and group 5 (over 20). This difference perhaps suggests that those with less than five years experience have different teaching methodology than those with vast experience of over 20 years or they are not aware of the differences of adults as learners as compared to children as learners.

ANOVA Graph Four. Summary of mean values for factor six scores by years of experience



ANOVA table Twenty-three Factor six by years of experience

Descriptives

REGR factor score 6 for analysis 1

	N	Mean	Std. Deviation
less 5	31	.4719511	1.0684929
5 to 9	67	-2.6E-02	.9576002
10 to 14	37	-.3153036	1.0420054
15 to 19	14	-7.1E-02	.8135447
more 20	24	-9.3E-03	.9049089
Total	173	1.00E-16	1.0000000

ANOVA Table Twenty-four. Summary of *t* tests pairs for years of experience on scores to factor six

Groups	Less than 5 years	5 to 9 years	10 to 14 years	15 to 19 years	Over 20 years
Less than 5 years		.205	.012	.869	.726
5 to 9 years			1.000	1.000	1.000
10 to 14 years				1.000	1.00
15 to 19 years					1.000

6.4.3. The two sample independent *t* tests

The two sample independent *t*-tests have been carried out between nominal and interval variables. Their aim was a) to ascertain if there were differences in the answers to the six factor scores between the sexes (SEX) b) to establish if there were differences between the sexes (SEX) in the following variables: average teaching hours per week (HOURS) and number of adult institutions in which you teach, (PLACTECH) c) To ascertain whether there were differences to the answers between the variables, average teaching hours per week (HOURS) by are you paid to prepare work at home

(PREPARE) and d) if there were any differences between the answers to the variables number of adult institutions in which you teach (PLACTECH) by are you paid to prepare work at home (PREPARE). Means and standard deviations for each test will also be used and will be displayed. These tests will use Levene's Test for equality of variance and a *t*-test for equality of means. The null hypothesis in Levene's Test for equality of variance would be the groups have the same variance, if they do not have the same variance the null hypothesis is rejected. In the *t*-test for equality of means the null hypothesis would be that the groups have the same means: If the means are the same the null hypothesis is not rejected. At the end of each *t*-test it is proposed that a table is displayed showing the mean scores and S.D s of the tests. In the case of the six retained factors by sex the table will be at the end of the tests with the factors by sex, as T-test table one. The level of significance for both Levene's Test for equality of variance and the *t*-test for equality of means is set at $p=.05$

Six factor scores by Sex

The results of these *t*-tests by sex will also be displayed in tabular form at the end when all *t*-tests by sex have been completed. There will be a table showing the mean scores and standard deviations of the tests between the factor scores by sex. After all *t*-tests have been completed there will be a table (T-test Table Four) for *t*-tests illustrating Levene's test and the *t*-tests, with levels of significance for variance and mean, degrees of freedom and F and *t* values.

1. Factor one (Neglect) by Sex

Levene's Test for equality of variance, indicates that the sexes have the same variance i.e. The null hypothesis for the variance is not rejected, with $p=.740$ and $F=.111$ and 1 degree of freedom. The *t*-test for equality of means indicates $p=.397$ and 171 degrees of freedom and $t=-.848$ the null hypothesis is not rejected; the groups have the same means.

2. Factor two (Motivation) by Sex

For Motivation by Sex, Levene's Test for equality of variance $F=1.146$ with 1 degree of freedom and $p=.286$ indicates that the sexes have the same variance. The null hypothesis for the variance is not rejected. The *t*-test for equality of means indicates that there are significant differences between the sexes in (motivation) factor two with $p=.005$

with 171 degrees of difference and $t=-2.878$. The null hypothesis for the means is rejected.

3. Factor three (Policy and Planning) by Sex

$p=.789$ with 1 degree of freedom and $F=.072$ Levene's Test for equality of variance indicates that the sexes have the same variance, the null hypothesis for the variance is not rejected. The null hypothesis for the means is also not rejected as there are no differences in the means between the sexes. $p=.115$ with 171 degrees of freedom and $t=-1.586$.

4. Factor four (Travel and Time) by Sex

The null hypothesis for the equality of variance is not rejected; the sexes have the same variance. Levene's Test for equality of variance shows $p=.350$ with 1 degree of freedom and $F=.879$. The t -test for the equality of means indicates significant differences between the means in the sexes. $p=.045$ with 171 degrees of freedom and $t=-2.023$. The null hypothesis for the means is rejected

5. Factor five (Training) by Sex

The null hypothesis in Levene's Test for equality of variance is not rejected; there are no differences in the variance between the sexes. $p=.386$ with 1 degree of freedom and $F=.755$. The t -test for the equality of means indicates that the equality of means indicates that sexes have the same means with $p=.107$ and 171 degrees of freedom and $t=1.622$, therefore, the null hypothesis is not rejected.

6. Factor six (Teaching Methodology) by Sex

Levene's Test for equality of variance by sex has $p=.850$ with 1 degree of freedom and $F=.036$. There are no differences between the sexes; they have the same variance. The null hypothesis is not rejected. The t -test for equality of means indicates there are differences between the sexes $p=.045$ with 171 degrees of freedom and $t=2.017$. The null hypothesis is therefore rejected.

T-test Table One. Mean scores and S. Ds for six retained factors by Sex**Group Statistics**

	Sex	N	Mean	Std. Deviation
REGR factor score 1 for analysis 1	male	63	-8.5E-02	1.0571986
	female	110	4.89E-02	.9672792
REGR factor score 2 for analysis 1	male	63	-.2831833	1.1048715
	female	110	.1621868	.9003995
REGR factor score 3 for analysis 1	male	63	-.1585873	1.0716255
	female	110	9.08E-02	.9496908
REGR factor score 4 for analysis 1	male	63	-.2014377	1.1187955
	female	110	.1153688	.9105595
REGR factor score 5 for analysis 1	male	63	.1621633	1.0824879
	female	110	-9.3E-02	.9421043
REGR factor score 6 for analysis 1	male	63	.2008536	1.0366018
	female	110	-.1150343	.9644180

Average teaching hours per week by Sex

Levene's Test for equality of variance, t test indicates that the null hypothesis for variance is not rejected: the sexes have the same variance, $F=.770$ and $p=.381$ with 1 degree of freedom. Similar results were extracted from the t test for equality of means. The value of $p=.237$, with 190 degrees of freedom and $t=-1.186$. The null hypothesis for the means is also not rejected; the sexes have the same means. T-test table two illustrates the mean scores and S.D. of the t -test

T-test Table Two. Mean scores and S.D. for average teaching hours by Sex**Group Statistics**

	Sex	N	Mean	Std. Deviation
Average teaching hours per week	male	66	8.25	7.53
	female	126	9.52	6.78

Number of adult institutions I teach by Sex

Levene's Test of equality of variance shows the sexes having no significant difference in their variances. Therefore the null hypothesis is not rejected $F=.405$ and $p=.525$ with 1 degree of freedom, i.e. the groups have the same

variance. The null hypothesis for the means is also not rejected $t=-.845$, with 190 degrees of freedom and $p=.399$: there are no significant differences between the sexes in mean number of adult institutions. T-test table three shows the mean score and S.D.

T-test Table Three. Mean scores and S.D. for number of adult institutions I teach by Sex

Group Statistics

	Sex	N	Mean	Std. Deviation
Number of Adult institutions in which you	male	66	1.82	1.32
	female	126	1.97	1.08

T-test Table Four. All *t*-test Results by Sex

Factor/variable	Levene's Test			T-test		
	F	Df	p-value	<i>t</i>	Df	p-value
Neglect	.111	1	.740	-.848	171	.397
Motivation	1.146	1	.286	-2.878	171	.005
Policy & Planning	.072	1	.789	-1.586	171	.115
Time & Travel	.879	1	.350	-2.023	171	.045
Training	.755	1	.386	1.622	171	.107
Teaching Methodology	.036	1	.850	2.017	171	.045
Hours	.770	1	.381	-1.186	190	.237
Plactech	.405	1	.525	-.845	190	.399

Average teaching hours per week by Are you paid to prepare work at home

Levene's Test indicates that the null hypothesis of variance is not rejected, $p=.846$ and $F=.038$ with 1 degree of freedom. The null hypothesis for the means is also not rejected since $t=-1.443$, 190 degrees of freedom and $p=.151$. Neither the variance nor the means show any significant differences between the prepared to work at home groups. T-test table five indicates the mean score and S.D. between the two variables.

T-test Table Five. Mean scores and S.D. for Average teaching hours by are you paid to prepare at home

Group Statistics

Are you paid to prepare work at home?		N	Mean	Std. Deviation
Average teaching hours per week	no	127	8.56	6.98
	yes	65	10.11	7.14

Number of adult education institutions in which you teach by Are you paid to prepare work at home

The p value in this *t* test indicates in Levene's Test, that the groups do not have the same variance, therefore the null hypothesis is rejected. $F=7.437$ and $p=.007$, with 1 degree of freedom. There are significant differences to the variances of the groups. The *t* test for equality of means also demonstrates that the null hypothesis for means is rejected; the groups don't have the same means, $p=.044$, $t=-2.029$ and with 190 degrees of freedom. T-test table six indicates the mean score and S.D. between the two variables.

T-test Table Six. Mean scores and S. D. of number of adult education institutions I teach by are you paid to prepare work at home

Group Statistics

Are you paid to prepare work at home?		N	Mean	Std. Deviation
Number of Adult institutions in which you	no	127	1.80	1.00
	yes	65	2.15	1.42

T-test Table Seven. T test Results by are you paid to prepare work at home

Levene's Test				T-test		
Variable	F	Df	p-value	<i>t</i>	Df	p-value
Hours	.038	1	.846	-1.443	190	.151
Plactech	7.437	1	.007	-2.029	190	.044

6.4.4. Chi-Square Tests

These tests were used to find out if there is a relationship between two nominal variables. The tests aimed to ascertain if there were any differences between the sexes

(SEX) in qualifications and also if there were differences in the sexes (SEX) by experience in the various sectors of education, (PRIMARY, SECOND, FURTHER and HIGHER) as they have been classified in the main research questionnaire. The null hypothesis will be that there are no differences between the sexes. At the end of these tests there will be a table illustrating the results of the chi-square tests by sex, experience in education and the selected qualifications which were thought to be relevant to adult education.

Experience in education by Sex

1. Experience in primary education by Sex

For experience in primary education by sex, Chi-square =.012^b with 1 degree of freedom, $p=0.914$. The null hypothesis is not rejected, i.e. there is no difference between the sexes in experience in primary education. See Chi-square Table One. There are no problems with validity since the minimum expected count is 12.72.

2. Experience in secondary education by Sex

For experience in secondary education by sex Chi-square =.802^b with 1 degree of freedom and $p=.371$ the null hypothesis is not rejected since the $p=.371$ and $df=1$. There is no difference between the sexes and experience in secondary education. See Chi-square Table One. The minimum expected count is 20.28.

3. Experience in further education by Sex

With Chi-square =1.409^b with 1 degree of freedom and $p=.235$ the null hypothesis is again not rejected. There is no difference between the sexes in experience in further education. See Chi-square Table One. The minimum expected count is 27.16, which indicates no problems with validity.

4. Experience in higher education by Sex

Analysing the findings of this Chi-square test between experience in higher education by sex the null hypothesis is rejected since $p=.004$, Chi-square=8.145^b with 1 degree of freedom. Therefore, there is a difference between the sexes in experience in higher education. See Chi-square Table One. Of the respondents with experience in higher education, 27.3% female said they had experience in this section of education, whereas

of the male respondents only 11.1% There are no problems with validity since the minimum expected count is 11.00.

Chi-Square Table One: Experience in education by sex. Chi square results by sex

Variable	X ²	Df	p-value
Exp. in primary	.012 ^b	1	.914
Exp. in secondary	.802 ^b	1	.371
Exp. in further	1.409 ^b	1	.235
Exp. in higher	8.145 ^b	1	.004

Qualifications by Sex

The researcher has decided not to carry out tests between sex and all the qualifications listed in the questionnaire but to select only those qualifications that are acknowledged as adult education qualifications. These are NWRAC, CERT ED. C.&G 730 AND DIPLOMA. A table will show all the results of the chi-square tests between selected qualifications and sex.

1. Nwrac modules by Sex

With $p=.386$, degree of freedom 1 and Chi-square $=.750^b$ there is no difference between the sexes and NWRAC modules. The null hypothesis is not rejected. See Table Chi-square Table Two. The minimum expected count is 18.56 which means validity is good.

2. Certificate in education by Sex

The null hypothesis is not rejected Chi-square $=.547^b$ with 1 degree of freedom and $p=.459$ there is no difference between the sexes in the Certificate in Education. The null hypothesis is not rejected. See Chi-square Table Two. With the minimum expected count at 22.69 validity is good.

3. C & G 730 by Sex

The Chi-square test between these two variables demonstrates that the null hypothesis is rejected; there is a difference between the sexes in City & Guilds 730. Chi-square $=4.035^b$ with $p=.045$ and with 1 degree of freedom. See Chi-square Table Two. The difference is found to be 31.7% of female respondents saying they have a C&G 730

qualification as against 18.2% of male respondents. With the minimum expected count of 17.88 validity is also good.

4. Diploma by Sex

The null hypothesis is not rejected Chi-square = 1.365^b with p= .243 and 1 degree of freedom. There is no difference between the sexes in diploma. See Chi-square Table Two. The minimum expected count is 12.03 which indicates validity is good.

Chi-square Table Two: Qualifications by Sex. Chi-square results by Sex.

Variable	χ^2	df	p-value
Nwrac modules	.750 ^b	1	.386
Diploma	1.365 ^b	1	.243
Cert. Ed.	.547 ^b	1	.459
C.&G. 730	4.035 ^b	1	.045

6.4.5. Correlational analysis.

The correlational analysis that was carried out was intended to examine the relationships between years of experience, (EXPER) AGE and hours re-coded (HOUREC) (items one, two and seven in Part One of questionnaire) in each institution. This analysis has used the Kendall tau-b coefficient to ascertain whether there are any intercorrelations between these three ordinal variables. The correlational matrix is shown below as Correlation Table One. A correlation can be classified as low at .2, weak between .2-.4 medium between .4-.6 and good to very good above .6. A correlation can be positive or negative. The correlational analysis demonstrates that there is an obvious correlation between years of experience and age in LEA1. with tau-b=.410** in FE tau-b=.599** and LEA3 tau-b=.694**. There were no correlations between variables hours re-coded and years of experience. There were weak correlations both positive and negative between variables hours re-coded and age. A weak positive correlation of tau-b=.217 between hours re-coded and age in LEA3 and a negative correlation of tau-b =-.233 and tau-b =-.276 in LEA2 and the independent providers was registered. The positive correlation indicates that the older they are the more hours they work, whereas the opposite is indicated in the negative correlations between LEA2 and Independent Providers.

Correlation table one. Correlations between Years of experience, Age and hoursrec

Nonparametric Correlations

Kendall's tau_b Correlations

Institution name			Years Of Experience	Age	average teaching hours per week recoded
LEA 2	Years Of Experience	Correlation Coefficient	1.000	.410**	.050
		Sig. (2-tailed)	.	.006	.723
		N	35	35	35
	Age	Correlation Coefficient	.410**	1.000	-.233
		Sig. (2-tailed)	.006	.	.107
		N	35	35	35
	average teaching hours per week recoded	Correlation Coefficient	.050	-.233	1.000
		Sig. (2-tailed)	.723	.107	.
		N	35	35	35
FE	Years Of Experience	Correlation Coefficient	1.000	.599**	.184
		Sig. (2-tailed)	.	.000	.207
		N	35	35	35
	Age	Correlation Coefficient	.599**	1.000	-.026
		Sig. (2-tailed)	.000	.	.861
		N	35	35	35
	average teaching hours per week recoded	Correlation Coefficient	.184	-.026	1.000
		Sig. (2-tailed)	.207	.861	.
		N	35	35	35
LEA 1	Years Of Experience	Correlation Coefficient	1.000	.292**	.015
		Sig. (2-tailed)	.	.002	.865
		N	86	86	86
	Age	Correlation Coefficient	.292**	1.000	-.140
		Sig. (2-tailed)	.002	.	.130
		N	86	86	86
	average teaching hours per week recoded	Correlation Coefficient	.015	-.140	1.000
		Sig. (2-tailed)	.865	.130	.
		N	86	86	86
Independent	Years Of Experience	Correlation Coefficient	1.000	.178	.011
		Sig. (2-tailed)	.	.327	.952
		N	23	23	23
	Age	Correlation Coefficient	.178	1.000	-.276
		Sig. (2-tailed)	.327	.	.141
		N	23	23	23
	average teaching hours per week recoded	Correlation Coefficient	.011	-.276	1.000
		Sig. (2-tailed)	.952	.141	.
		N	23	23	23
LEA 3	Years Of Experience	Correlation Coefficient	1.000	.694**	.120
		Sig. (2-tailed)	.	.004	.629
		N	13	13	13
	Age	Correlation Coefficient	.694**	1.000	.217
		Sig. (2-tailed)	.004	.	.393
		N	13	13	13
	average teaching hours per week recoded	Correlation Coefficient	.120	.217	1.000
		Sig. (2-tailed)	.629	.393	.
		N	13	13	13

6.5. Summary of chapter

This chapter has examined the quantitative data analysis. In the first section descriptive statistics were carried out by using the items in Part One of the main research questionnaire. The information obtained was related to part-time adult educators' socio-demographic characteristics. These were used to update previous research, and also to furnish information on the socio-demographic characteristics of part-time adult educators in Greater Manchester. In the second section, factor analyses and reliability tests were carried out with the items in Part Two of the same instrument. Finally in the third section parametric and non-parametric statistical analyses were used by selecting items from Part One and Part Two of the main research questionnaire. These involved the use of Kruskal Wallis tests, Chi-square, Independent *t*-tests, One Way ANOVA and Correlation.

CHAPTER SEVEN

QUALITATIVE DATA ANALYSIS

7.1. Introduction

Chapter Six considered the findings of the quantitative data analysis, gleaned from the main research instrument, the questionnaire. This chapter will present the findings from the interviews, the five open-ended questions from Part Three of the questionnaire and the answers to the postal questionnaire, which was sent to a manager who served as president of the teachers union, NATFHE as well as with NIACE.

7.2. Qualitative Data "a definition"

It is not intended to describe the advantages and disadvantages of this method; this was done in Chapter Five. The aim of this section is to provide a deeper insight into qualitative method. In this study the main sources of qualitative data came from the interviews, from the answers to the five-open ended questions and the answers to the one interview schedule sent to a manager. The importance of presenting the findings of qualitative data is highlighted by Miles and Huberman (1994) and Kerlinger (1986).

Qualitative data can be defined as a contrast to quantitative data. While one deals with words (qualitative) the other (quantitative) deals with numbers. Qualitative analyses what people said, by describing their thoughts and feelings or by quoting directly. It is, therefore, more subjective and it can elicit rich detail by pursuing an explanation. This is only possible because interviewer and interviewee are present together; therefore the researcher has the opportunity to be more flexible in eliciting information. This flexibility therefore allows, on the one hand, the researcher to collect deeper and more detailed information and on the other the interviewee to express him/her self. Qualitative data is used in this study mainly to supplement the quantitative data.

Quantitative data were collected from a large number of part-time adult educators. Qualitative data was obtained from nine part-time adult educators representing approximately (5%) of the total sample, and a selected number of academics, details of whom have been given in Chapter Five.

7.3. Discussion of the findings

The data were specific and aimed to seek answers to issues connected with neglect, motivation, policy and planning, travel and time, training and teaching methodology; but also on matters arising from within the interviews according to the interviewees' position and knowledge, e.g. the Certificate in Education and the City and Guilds 730 trainers' questionnaire would have training as a central theme, whilst, the elite interviews, managers, part-time adult educators and LEA NWRAC trainers, would have a more general theme, since they are all or have been involved with, a wider spectrum of adult education. To reduce bias, the qualitative data in this study has been transcribed verbatim. In Chapter Five it was explained how and which methodology would be used for analysing the transcribed data.

7.4. The interviews

The interview lengths varied enormously from ten minutes to one hundred minutes. The interviews with the part-time adult educators were the shortest, with some interviewees being nervous and either reluctant or unable to expand on their answers. Only two part-time adult educators responded to the researcher's invitation and made general comments after the interview was completed; these comments also form part of the qualitative analysis. The interviews with the elite academics were the longest, ranging from seventy to one hundred minutes.

7.4.1. Coding of interviewees

To maintain anonymity and confidentiality all nine part-time adult educators who participated in the interviews were given numbers, as follows. Pt1, Pt2, Pt3, and so forth to Pt9. All other interviewees will be referred to by name.

7.5. Analysis of findings.

The first item to be analysed was that of neglect. Within the theme of neglect, which was the first to be transcribed, it became apparent that other issues were identified, such as isolation, status, position, privileges and of course relationships with managers, institutions and full-time colleagues.

7.5.1. Neglect: isolation; part-time adult educators' relationships with managers, full-time staff and institutions, status, privileges and recognition.

It has already been established from the quantitative analysis that part-time adult educators feel neglected and that they do not feel part of the institution. The following responses were received from the three elite interviewees.

"Professor Peter Jarvis. I think that's true. I did a small local survey back in 1981 and talked to the adult educators; in bigger centres certainly you don't feel part of the institution. I didn't feel part of the institution especially big institutions."

"Dr Derek Legge. I think this is often true, they feel outsiders. I am a member of the WEA of the Northwest, one feels that the full-time professionals, the secretary and his/her field staff are the ones that count and the part-timers no not really, if you go in the FE colleges you will get the same feeling. It is very true they don't feel part of the process, they ought to."

Both Professor Jarvis and Dr. Legge indicated that part-timers are treated differently, especially in the case of big institutions and the WEA, where part-timers work away from their base sharing premises.

"Professor Arthur Stock. Sometimes it does happen, it depends on the centre head. Both criticisms, isolation and neglect have been justified but they are not universal. Most part-time adult educators are brilliant people, the choice of skilled tutors with high qualifications and often motivation is very considerable. Centre heads can be the weakness in adult education; they were part-timers who were doing the job for pin money. Now in some schools where adult classes were held the centre head was someone who looked after the school's interests, who was encouraged to be there to make sure adults did not ruin the school, did not rub anything off the board. The centre heads were the weakest levels of the whole structure. Very good managers, very good part-time adult educators, very poor middle management."

The points stated by Professor Stock have also been referred to by Mee and Wiltshire

(1978). They noticed that the dedication of managers varied from centre to centre; some felt they were part of the adult education process, willing to support the tutors, and others openly declared a lack of incentive or interest towards this service. Mee and Wiltshire also found that this problem is more serious in FE colleges and adult education fared better where it was given departmental status.

7.5.1 1. Neglect and Isolation

The matter of isolation as has already been seen from the reviewed literature, is a matter that occupied the thoughts of many academics.

"Professor Jarvis. Yes they tend to be isolated, unless the department tries to draw people together, some managers call meetings for this purpose."

Professor Stock felt whether they feel isolated or not, it largely depends on the centre head, he stated.

"It makes enormous difference to part-time adult educators whether there is a good or bad centre head. When you have a caring concerned active centre head, the quality of the work is enhanced enormously. Part-time adult educators feel they are part of a joint enterprise, something that is important, they are helped in the many problems that part-time tutors face, with their work and they are supported, that can happen with a good centre head. With a bad centre head they will feel isolated."

In a recent report by OFSTED it was noted that the performance of a school is very much related to the competence of the head teacher. It recognised the importance of a good head. This obviously seems to be important in adult education. Part-time adult educators need guidance and assistance. The centre's efficient running relies on the abilities of an effective centre head. This person must lead by example and must be prepared to listen with compassion and must be prepared to assist adult educators in their work. Adult educators need somebody they can turn to. Unfortunately in the recent past this situation has been eroded further. The posts of centre or deputy heads have been abolished by some LEAs, who operate from a number of satellite, otherwise known as free-standing centres. LEAs in an effort to reduce the adult education budget, and as Dr. Legge very nicely put it "to satisfy the powers that be;" have abolished the posts of centre and deputy heads. These posts have now been given to the bursars who are in charge of these centres. These bursars with no

training or additional assistance have been made managers, their only qualification being a good knowledge of Information Technology and administrative procedures. It has become evident that the only beneficiaries of this development are the bursars who have received higher salaries to go with the new posts. Adult educators are suffering, adult learners are suffering, adult education as a whole is suffering. From personal experience the author has seen adult educators leave the service disappointed, adult educators now have nobody to whom to relay their concerns or problems. In most FE colleges managers are constantly under pressure to perform additional duties imposed on them by the newly independent FE sector. Dr. Legge agreed with both professors and stated.

"Yes that can be true. If you think how an FE college runs, they come in, take their class and go and if you think of the old liberal adult education then they came took their class and went, although attempts have been made in the north west to remedy this."

Dr John Hostler discovered during the extra mural years at the University of Manchester that.

"They valued very much the fact that they worked for the University, an elite institution, they saw it as a privilege, in fact they were isolated working by themselves they could meet one other person, beyond that very little contact. As an institution we saw them as very marginal, no contract or security of employment with the University, they were paid very little for doing a perfectly valid job, from our point of view they looked very marginalised, underclass, exploited for our purposes."

It seems that not only are they neglected but also exploited; the higher the status of the institution the less notice or importance was given to adult educators.

Ms Fisher, tutor organiser with the WEA stated.

." As far as the WEA is concerned we consider that part-time adult educators to be the king pins of our programme and who work in great isolation and on who we are so crucially dependent on both the quality of teaching and learning but also the policy and extent of promotion of the WEA."

One may assume from the above comments, because the WEA tutors work in extreme isolation, and because they are the only ones in contact with the public, their managers have become more appreciative of them.

Ms Judith Summers, who served as president of NATFHE, felt that the issue of isolation has not been addressed by institutions even though this issue had been identified as early as 1922 by the Adult Education Committee Report.

"In many respects it has not proved possible for institutions to address the needs of part-time adult educators."

Surely, if a group of people were valued and considered part of the organisation and not isolated, issues concerning them would have been addressed by now as part of good management technique. Dr. Belanger, Director of Education at UNESCO recognised that the problem is not only isolation; he felt.

"The problem of part-time adult educators is not only cheap labour policy. The problem is that we have to accommodate this by giving appropriate working conditions."

The issue of accommodation and conditions will be addressed later in this section.

The people who are in the front line are the part-timers themselves and they were also asked to express their views on isolation.

The part-time adult educators views on isolation

Of the nine interviewees, Pt1 and Pt9 answered. *"Yes I feel isolated."* On the other hand the only one that did not feel isolated was Pt8 who stated. *"I don't feel isolated."*

While Pt2 and Pt3 stated

"Pt2: I just come here I teach and go home. I don't feel part of the team as such."

"Pt3: You come here you teach and that's it. You meet your students."

It would appear that there are different types of isolation, some adult educators seem to imply a kind of autonomy. Mee and Wiltshire (1978) found that this autonomy was often desired by the part-timers, some part-timers avoided contact with full-timers.

Pt4 an adult educator with the Independent Provider said.

"Not here; in some colleges you are isolated, especially the classes in secondary schools, it's all too hectic."

It would appear then that this isolation is very much dependent on the institution and its manager.

"Pt 5:Yes in some institutions I felt I was. Part-time staff were not invited to the end of the year celebrations, only the full-time were. This hurt it was unkind. We are part of the establishment."

Isolation not only affects performance and relationships with the institution but it can also lower the morale of part-timers. It can be seen from the above comments that it is very much a live and important issue to address. On a related issue, whether part-time adult educators felt they count, the following examples were obtained.

Pt2, 3, 4, 5, 6, 7 and 9 expressed the view that they only count with their students. Some of their answers are as follows.

"Pt2: Yes, sometimes adult learners make me feel I count." "Pt3: "You count very much with your students. You count with no one else." "Pt4: To my students I count yes."

Adult educators seem to have developed a close relationship with their students, something that was made clear in the quantitative analysis.

"Pt5: I think students will tell you that. In a college where I teach I find students will come to me rather than go to a full-time member of staff. We part-timers make them feel that we are on the same level, they feel more at home with part-timers."

Their knowledge and experience in teaching and interacting with adults seems to make them more approachable. Adult educators tend to be more down to earth and humanistic. They never give the impression that there is a wall between them and their students and this seems to have been realised by the full-time students in FE colleges.

"Pt6: No I don't feel that I count towards the managers, towards the students yes, centre managers yes, but not above that, no".

"Pt7: We count with our students. Not with our employers, we are the least to be considered."

This close relationship seems to extend only as far as the centre heads. They are aware that managers and employers do not consider them worthy of "count."

"Pt9:...to a certain extent I count not as much now. From my students yes".

Pt9 has noticed a change for the worse. Only Pt8 an Urdu part-time adult educator, she stated. *"Yes I count."* The question was clear and precise "Do you as a part-time adult educator feel that you count?" With the exception of Pt8 the rest of the participants felt they count only with their students, a clear indication of the respect part-time adult educators have from their students, and to a certain extent with their centre heads.

7.5.1.2. Status, privileges and recognition

On the issue that part-time adult educators have no status or privileges Dr Belanger from a humanitarian perspective stated.

"Exactly, for the part-time adult educator this is a very serious case. It happens to adult education because adult education is a marginal reality within those institutions. We will always need a core of full-time teachers to organise to have continuity.... To maintain people on a multiyear bases without any fringe benefits it is truly criminal."

Dr. Belanger feels that the lack of privileges, and recognition goes beyond the theoretical aspect of status and touches on matters of benefits that are only enjoyed by full-timers thus implying a level of differentiation between the two.

On the issue of whether part-time adult educators are underprivileged in relation to their full-time colleagues the responses from the three elite academics were as follows.

"Professor Jarvis. Yes because they have no permanent base they come teach and go, they are looked at differently."

Professor Jarvis associates this with the fact that they have no office, therefore they are not considered as part of the establishment. This raises an interesting aspect of management. The importance of a base is determining status.

"Professor Stock. It is certainly true that administratively and therefore managerially part-time adult educators never have been underprivileged. They have been regarded as very useful. In some colleges where they have had adult classes for a long time know how to do things, in some they do it badly, they just don't bother, if there is an adult class all well and good if there isn't too bad. It's something out of the margin compared to the power house of work in the middle of the college, so they differentiate between their staff."

This type of practice has been noted by many over the years. Grabowski (1976) called adult educators transient, ill trained, here to day, gone to-morrow. Mee and Wiltshire (1978) noted that this kind of attitude is evident in FE establishments where adult education is seen as something extraneous.

"Dr Legge. They are because they get paid by the hour, normally they don't have any rights, coverage for sickness and also if their classes don't recruit they get paid for one class and they are out."

Dr. Legge feels that they are undermined even further by the fact they are not protected in their scale of pay, rights or conditions. Employers have everything to gain from the presence of the adult educators and nothing to lose. If the class can run and they make money, the adult educator is employed, if not, contracts are terminated. They are temporary without contract, protection or statutory rights.

On the issue of status Professor Jarvis agreed their status is low by saying.

"Yes it is true about education in any case it is part of the programme... In status terms you'll never get to the top as a teacher, so the task of the adult educator is local as a teacher, you will never get high status, it is a cosmopolitan world."

Professor Jarvis may be right in his classification of status but then one may ask the question if teachers in general have low status, part-time adult educators are doubly at risk.

"Professor Stock. The status of part-time adult educators varies very much according to their known performance. Students hold their tutors in high regard because of their capabilities, not if they are paid poorly. The contract for most part-timers is a totally unbalanced contract which says, if you're here and the class fails you're sacked, basically, instantly, you have no guaranteed employment, not even for a year, and in any case this contract only lasts for a year. It's a contract with a lot of ifs. There is a very odd contract indeed a contract which is heavily biased in favour of the employer, so in a sense they are not properly regarded."

The fact that little has been done to improve the conditions of service for this group of people is a living proof how little they are valued. Many of them are members of unions and one may ask the question. "Are not these people not represented in respect of pay, contract and conditions during negotiations with employers, or is it that nobody dares raise the matter of the part-time adult educators?" Dr Legge voiced his concern about the lack of parity between full-time and part-time employees. He relates the issue of status to pay, low pay.

Dr Legge "Yes; their status is low. I'm sure the pay is low, it should be equality of pay between part-timers and full-timers on the extent of the work they undertake, it would give a better status. Now we have a negotiation per hour, which doesn't relate to the full-time pay at all, we need some equation here."

Part-time adult educators were asked if they thought they had status, their replies were as follows.

Only Pt8 thought she had a status, her reply. *"Yes I feel I count I have been here a long time, full-time staff are treated differently."* Six of the remaining adult educators answered in a short manner. *"No not really", "No I Don't think so".* Whereas Pt5 also recognised the differences between full-timers and part-timers: by saying *"No, not really. Yes there is a difference between full-time and part-time staff, it is a pity to day, unfortunately with economics very much in mind we find that it is more economical to have part-time than full-time staff."*

Pt9 thought that things had deteriorated for part-time adult educators in the present institution where she works.

"Pt9: Not quite the same status as in the old days. I teach in another college and there we have meetings where part-time adult educators are invited to discuss issues concerning us."

It is interesting to notice that although only one respondent declared that she counts all other interviewees however are aware of the disparity that exists between full-time and part-time staff and the different treatment full-timers receive. Mee and Wiltshire (1978) wrote that in some institutions the part-timers are considered to be "small fry". Pt9 repeats the claim that all is down to the quality of manager.

The issue of the status of part-time adult educators as compared to their full time colleagues was one of the issues raised with the adult education managers.

Mr. John Spawton, manager of the Independent Provider and secretary of NWIAEC, thought that,

" I understand this statement. Here our tutors do not do it, not all, for financial rewards; they do it because they wish to do it. So they do not have the resentment other part-timers have in other establishments."

The researcher would disagree with the above statement. Whether a person does a job for pleasure or not he/she still deserves to be treated in a humane, professional manner. Status does not imply material things only; it implies respect, equality, humanity, understanding, compassion and many things that are associated with the principles of adult learning that were stated by Eduard Lindeman .

Mrs Margaret Parker the manager for the FE provider said.

"I don't think adult education shares the same status as the colleges do, adult education is still second best, always will be."

Mee and Wiltshire (1978) asked; whether it is worth working within a multipurpose institution where adult education is not the main activity as many times the disadvantages outweigh the advantages. The obvious question must be asked. "Are these views common among FE managers?" If so, then why is adult education still within these institutions? This implies acceptability of second best. Perhaps the FE colleges never wanted adult education; it was probably initiated by the 1992 Act.

The manager of LEA1 provider Mr. Kevin Brady stated.

"I think it is true in larger FE colleges. I would like to think that this is not the case in adult education centres maintained by the LEA, because of the heavy reliance on the part-time staff in this service, for instance all our teaching is done by part-time staff therefore I don't think there is a status issue. If the question is about full-time organisers and part-time staff, it is difficult to avoid some status issue in terms of management. I would like to think that they are respected as equals. Part-time tutors are quick to criticise lack of communication, but we can also criticise tutors for not reading their communication bulletins we put in their registers. I understand their

anguish, perhaps running from one centre to another."

It has been noticed by many that the FE colleges are the main, but not the only culprits in the unfair treatment of adult educators. The writer feels the fact remains that different status is granted to full-time staff irrespective of their duties as compared with part-timers.

Another issue arising from the lack of status is whether part-time adult educators enjoy any privileges or formal recognition. Again the issue of comparisons with full-time colleagues featured prominently as far as the adult educators were concerned. Their answers were as follows.

"Pt5: We do not enjoy all the things the full-time members of staff have; it is a shame because I think the part-time adult educators do a very good job. There is definitely in some establishments a division, part-time staff are not invited in staff meetings or planning, you're told what to do, and you're left to carry on with your course. There is a feeling that you're, not quite the same calibre as the full-time staff, and they use you."

From the above it becomes clear that a number of adult educators feel they are not consulted or asked to make contributions or express their views. They are neither asked nor consulted; instead they are told what to do and it is evident that their views are thought to be of no importance.

"Pt6: We get recognition from our students. But management, may say, "we appreciate what you're doing but they don't mean it". We get no recognition from above and no privileges either."

The rest of the adult educators also agreed. "No" "not really," "have no status".

The issue of recognition was also looked at, in the questionnaire with LEA, NWRAC trainers, and they were asked if adult education and, in particular, adult educators receive the recognition they deserve. Mr David Selby once a manager with Lancashire County Council and trainer with NWRAC replied,

"No they don't; they never received recognition. Adult education is particularly dependent on the part-timer; the full-time staff were the organisers. I don't think the general public are aware."

Mrs. Sheila Goodman, once a trainer and moderator with NWRAC, and now in charge of the Certificate in Education and City & Guilds 730 programme at Blackburn college, expressed similar feelings but she identified additional aspects of the lack of recognition. "They are deprived of basic facilities that prevent them from carrying out their teaching duties effectively." This was noticed by the Russell Report in 1973 and by Mee and Wiltshire (1978) who found that full-timers think they have a priority right to the facilities and equipment, although adult educators' indifference and negative attitude can be seen in some cases as self-inflicted.

"No I don't, in terms of the organisation, communications they may never see a full-time member of staff, no access to photocopier, classrooms are locked, they don't receive the recognition and support they deserve. They matter least, not in all cases, some part-time adult educators do not care, they come teach and go home."

The manager from WEA Ms Kate Fisher expressed herself by stating.

"I hope they do from me. In financial terms they don't. The hourly rate is reasonable but they are only paid for actual teaching time. They are not paid for travel time, preparation and in the case of WEA they are not paid for promotion work, so when you add up all that, they are not given the financial recognition in our society. All the dressing in the world doesn't alter the fact that what you can spend decides your status and what you can spend depends on what you earn, so in that sense no I don't think they are."

If part-time adult educators believe they enjoy no privileges, status or recognition, how, in-fact are they treated by their managers and how are they treated as compared to full-time staff and, more importantly, how do they and others in the field of adult education, feel about these issues? On the issue of whether they are treated as equals, the managers expressed themselves differently. Mrs. Parker the FE manager stated.

"I think it is to some extent. They see themselves working in isolation. I would treat all members of staff the same regardless if they are full-time or part-time. Of course it depends how they respond. Some say they do not enjoy the same privileges as their full-time staff but with privileges come responsibilities, some part-time staff fail to return communication bulletins, they don't understand the importance behind it. They are not willing or able to attend training sessions."

"Mr Brady. I am not aware of this. It is not something I come across, I like to feel I am accessible and can be approached by adult educators. I involve them in curriculum development, listen to their views and also involve them in staff development and training. I recognise their value."

"Mr Spawton. In my opinion the key to the whole of adult education is the quality of tutors, tutors must be treated with respect because they are the one s that bring the students in."

It is interesting to read the answers of managers representing different types of providers and how they view this important issue. On the one hand it would appear from the answers of the FE manager that part-time adult educators exclude themselves from further involvement by not responding to some administrative duties and ignoring certain aspects of corporate life. On the other, it seems some adult educators can be treated differently according to how they respond to managers' requests. Looking at the views provided by the LEA manager, it would appear their manager values them. It is also suggested that LEA adult educators are involved more in the running of the service than their colleagues from the FE sector. Although the manager of the Independent Provider talks of respect for quality tutors there is the question of what happens to those who do not satisfy these criteria. Are they discarded or helped to improve? It would appear that there is the danger of creating a service with different tiers of adult educators, "the good ones", the "not so good" and the "unacceptable ones." Another question arises, do we give different recognition, status or benefits to the different "classification" of tutors according to ability? The researcher would disagree strongly with the possible implications of such practice.

Are part-time adult educators looked at as second rate and not as equals; the elite academics were asked. Here are examples of their replies.

"Professor Jarvis. Probably true. To some extent again I think it does depend a little bit upon staff. FE won't function at all as a whole without part-timers. This is an interesting situation about whether people have a desk, a place even though they are part-time; the point here is when does an institution makes space for them. They are kept part-time without certain benefits the full-timers enjoy, simply to keep the costs down."

Derek Legge. "I think that is true, it seems to me to be true, there are no doubt exceptions but most full-time staff regard part-timers as transient, temporary, not doing the job for long periods, sometimes accuse them of just doing it for the money, which is unjust of them."

Existing literature supports the views of both academics. Mee and Wiltshire (1978), Newman (1979) Candy (1981) and others felt that adult educators are transient and do not enjoy the same benefits as their full-time colleagues. It is worthwhile noting though that while their worth has been acknowledged continuously nothing happens to improve this false perception.

The LEA and NWRAC trainers were asked whether in their opinion part-time adult educators matter, they replied. Both trainers agreed that part-time adult educators matter least. One of their answers was as follows.

"Mr. Selby. Adult educators are the people that matter least. "Yes it is probably true. Now with agencies offering posts there is no training on offer and also the rate of pay is lower, adult educators are an expendable resource, they are so easy to hire and fire, with no redress, and no holiday pay, they get nothing. The very status of part-time adult educators makes them expendable, vulnerable and keeps them at the bottom of the pile."

The same comments are repeated by all concerned, managers, academics, trainers, right throughout the spectrum of adult education. The failure to redress these issues is a further indicator of how little adult education is valued.

Do managers, students and the authorities value the work of part-time adult educators? The elite academics answered as follows.

"Professor Jarvis. The service depends on part-time staff. It wouldn't function without them, probably they are the least rewarded for the work they offer. Of course it is valued by their students, they wouldn't go otherwise, they vote with their feet." Managers will obviously value the staff that keep their students ."

"Dr Legge. I think so yes. Some students are devoted to their part-time teachers and indeed you can see sometimes they develop a bit of a following in the non-vocational sphere."

It is good to see that the unique relationship that has developed, between adult educators and their students has been identified and acknowledged by third parties. Professor Jarvis, however indicates that part-time adult educators that keep their classes may be valued more. The researcher would suggest that instead of developing this unhealthy attitude it would perhaps be beneficial if the "better" adult educators are asked to assist the others, who do not keep their students.

Another matter that needed to be looked at is whether managers pay enough attention to the needs of part-time adult educators. The managers' answers are as follows.

"Mr Brady. It is a standard criticism. It stems from a lack of understanding from old adult education managers. We often work ourselves in isolation, sometimes in split sites often with many agendas and it is extremely difficult for managers to adequately support the part-time adult educators who again are also working in isolation. I think it is a fair comment that they are isolated. I think most adult education managers try to provide a degree of support for part-time adult educators, but it is extremely difficult ."

Isolation appears to affect LEA managers too. The importance of the centre manager is again implied. The centre manager can play the part of intermediary, when he/she is there, and keep the manager of the whole service, who is away from base, informed of developments.

"Mrs Parker. May be it is perceived we don't pay enough attention to their needs. I think some part-time adult educators don't always understand the needs of our job in the college and they see themselves in isolation. It is with reluctance that we can't always work through all the needs of the part-time staff, as we used to in the past, because they used to have a lot more attention, than they do now. We have to go through FEFC self assessment records inspections in detail and the administration demands are far higher now than they used to be."

Mrs Parker agrees with Mr. Brady but also finds that changing conditions affect managers also.

"Mr Spawton. Ours is a different centre. Because I'm here almost every time the tutors feel I can discuss their problems if necessary and hopefully resolve their problems fairly and quickly ."

The answer from the Independent manager seems to support the previous managers. In a small well-run centre with a good manager, adult educators benefit from the manager's attention, therefore, this lack of attention would appear to be common practice among larger providers, a point that was taken up by Professor Jarvis earlier on.

Do managers value the work of part-time adult educators? Part-time adult educators had mixed feelings.

"Pt 2, 3, 5, 8: Managers value their work."

"Pt1: I haven't seen a manager yet."

"Pt4: I would hope so."

"Pt6 and Pt 9: Managers do not value the work of adult educators, centre managers value though. "Finally Pt 7 was emphatic by stating "No, managers do not value the work of adult educators."

A group of contradictory answers; perhaps an indication of different part-time adult educators' experiences, different circumstances or a different place of work. The important element here is the fact that in some areas the part-time adult educator is valued.

The final question on this theme asked whether adult education and, in particular, part-time adult educators, are the poor cousins in adult education?

"Professor Jarvis. Yes they are going to be. That is not only true of adult education, but also true of HE and FE, government policy to some extent has been to run down the welfare state and the significant factor is that adult education has been seen as a welfare provision."

"Dr.Legge. Yes I fear so. In most policy makers either national or regional it's true."

"Professor Stock. Yes they have been. To many educators the word leisure in times of hardship should be cut off. They said anybody who wants leisure should pay for it like going to the theatre, or through the turnstiles."

While all academics have recognised the plight of adult education, it is also significant that both Professor Jarvis and Professor Stock have seen adult education as synonymous with leisure and part of the welfare state and the recent government's attempts to trim them. It is sad that adult education is seen like this, where its social and therapeutic values, identified by Mee and Wiltshire in 1978, are ignored.

It has already been seen that students value the work of adult educators; this is further reiterated by the following statements from part-time adult educators. All participating adult educators felt that their students value their work. An example of their answers was,

"Pt2: Yes adult learners value the work of adult educators and support them."

The rest of the participating adult educators expressed similar feelings.

7.5.2. Motivation, attitude, commitment, dedication

The quantitative data firmly established a positive contribution to these issues. The

qualitative data would give the researcher the opportunity to hear all participants' thoughts and feelings on the same issues.

To the question, "As a part-time adult educator do you feel motivated in your work." all nine part-time adult educators declared that they are motivated. An example of their answers is the following,

"Pt1: Yes I feel motivated, I love my subject, yes I do enjoy teaching adults."

It is evident from the above answer that adult educators are motivated. This motivation, however, has a variety of reasons behind it, from love of subject to commitment to their students, enjoyment in teaching adults. On the same theme examples of the elite academics' replies are as follows.

"Professor Jarvis:.. Part-time adult educators are highly motivated and even though they also have other jobs are often doing it for sheer pleasure of it."

"Professor Stock. I don't think their motivation has ever been questioned. In the 60's when organising training courses part-time adult educators attended regularly and in the case of women especially had to convince their men or mother in law to look after the children. This implies a considerable motivation for improving their professional capability. Even in the 70's when funds dried up they still attended courses and paid for their travelling expenses and in the case of residential weekends they even paid for their own lodgings."

Both academics agree that adult educators are motivated but have identified different reasons for their motivation:Peers (1972) Handley (1981), Martin (1981), established that the great majority of adult educators indicated a desire to be trained. Mee and Wiltshire (1978) have identified this pleasure as great motivation.

The question put to the three academics was. "The dedication shown by the majority of part-time adult educators towards their students must give time for thought to all adult education providers?" On the issue of dedication the three academics agreed and replied as follows.

"Professor Jarvis. This is fair comment part-time adult educators do and then again all good part-time adult educators do."

"Professor Stock. They have always shown a commitment to their students."

Dr Legge has identified additional reasons why this dedication is not recognised by the institutions. He stated.

"Yes it ought to; whether the providers think in those terms is something quite different. I think it's partly because the organisation now has changed, in the FE colleges there are financial executors that are the power, not the heads of departments, the people with the money disregard the part-timers."

The implication of Dr. Legge's answer is that since incorporation policy is in the hands of money-wise and not value wise people . there is no room for sentimentality. Mee and Wiltshire (1978) found that some principals have no adult education interests and therefore do not support adult education, preferring instead to enhance other aspects of college work.

Whether part-time adult educators are committed or not the managers have answered as follows.

"Mr Kevin Brady. Nearly always, there are exceptions. But I am happy to say that the vast majority are committed to their work and their students."

"Mr John Spawton. Yes they are committed. Here at the Guild we are lucky because we don't have pressure of the exams at the end, tutors are doing it for the pleasure of learning as they themselves say."

"Ms Kate Fisher. Yes, the money they receive is so pitiful that to do this job for any length of time you must be motivated and committed."

Mrs Margaret Parker felt that commitment must be rewarded she said.

"Some are more committed. I think you will find that in any part-timers and full-timers. Some give 200% some give 50%, I support the ones that give more."

Are there any underlying reasons as to why some are committed and others are not, or is it that some are simply conscientious? To support those who show commitment and not support those who do not, seems to be drastic. It could be worth exploring why this is so. The three elite academics were asked. "Part-time adult educators attend their classes with professionalism, punctuality and dignity even though they have been described as transient, untrained poorly paid, out of contract?" All three academics agreed and stated,

"Professor Stock. Most part-time adult educators make a great commitment to adult education. It has been found in research by students that, as well as having important parts in life, like family, careers and jobs, part-time adult educators have made their part-time teaching a major life project. Part-time teaching becomes a major force in their lives and their being it may not even be the actual profession but it is a very important thing. Like a tree with thick branches, one of these thick branches is their teaching. Many make a contribution and not just a sort of hiring some kind of educational beggar to do a night's work. Although titles have been given to them they are grossly unjustified."

"Dr Legge. I think most of them do, there are some exceptions, most of them are devoted to the job. They don't do it just for the money, because the money is not all that great anyway. I think they feel they owe it to their classes. They turn up relatively early and go late; generally they put themselves out for the sake of the students."

"Professor Jarvis I think it is certainly true of the part-time adult educators, they wouldn't stay otherwise, most of them do, they are committed to the movement."

The three elite academics have recognised adult educators' motivation and commitment to the job. For some this motivation is part of their lives, for others even if pay is not great they still come to teach putting more hours than what they are supposed to.

Mr David Selby felt that part-time adult educators are committed. His answer to the question. "Although never recognised as a profession adult educators are committed in their work." He replied. *"I will agree."*

Mrs Sheila Goodman noticed that this motivation of adult educators makes them contribute over and above their contractual duties, she said.

"They are highly motivated and they give more and above what they are contracted to. Part-time adult educators showed high motivation to be trained in NWRAC modules, by coming forward for endless weekends."

Mee and Wiltshire (1978) found that adult educators spend many hours helping their students for which they are not paid. In the case of WEA they even assist in promoting the Organisation and their time is given without pay.

7.5.3. Training and staff development

The aspect of training and the issues that surround it are of great importance to this study. It has already been documented in the literature as well as in the quantitative analysis that part-time adult educators are in favour of training. Eight out of the nine participating part-time adult educators have agreed that in-service and initial training is important. Pt1, Pt4 Pt6 and Pt8 replied that both types of training are important. Pt2 and Pt3 although neither of them was trained, have contrasting views:

"Pt2: Yes training is important, I would love to get trained. Nobody offered me any training."

"Pt3: I have had no specific adult training I came to adult teaching by accident. No I don't think training is important, perhaps initial would have been useful. You learn as you go along."

Pt5 felt that training combined with knowledge of the subject could be useful. She said.

"Training is very important. "You will always find that one student tries to gain the upper hand, the other students watch. If I have the training and knowledge of subject I am okay."

Pt7 and Pt9 felt that training and especially in-service training is more important. While Pt2 and Pt3 indicated a lack of training facilities in their institution, Pt5 felt undergoing training provided some kind of reassurance.

The academics also recognised and agreed that training is important. One issue that was discussed with the elite academics was the fact that although training is important, funds have not been provided.

"Professor Jarvis. Because they are not there. We've all seen it happen, in the context of government grants to adult education, they have been cut consistently since 1981. We are in a kind of a dilemma. Do you put money into training adult educators if you haven't got money coming in from the government? It means again the fees go up. So we don't have sufficient staff to do the job properly and nor have we the finances and resources to do it properly. It is a hard strapped service and that if we were to be properly financed and properly run in the UK either the government will have to give grants or the fees will have to go up and the government will not give more grants."

Professor Jarvis implies that is a matter of priorities. Little money available, in order to keep the service going and anything more would have to come from another source or students would have to pay more.

"Professor Stock. In one sense you are. But development and funds have been short for everybody. Most colleges have a training budget, which can be taken up, but these are limited, specialist courses are taken up by full-times, not part-timers. These training budgets normally are allocated for full-time staff and in some colleges a fraction is allocated to part-time staff, usually a proportion to the number of hours they work."

The divide between full-time and part-time surfaces once more.

"Dr Legge: This is right because they are all short of funds and resources and therefore the ones that suffer tend to be the part-timers. Although now we have this strange situation where full-timers are turned into part-timers, employed by agencies and this is modifying the situation, but originally this is true."

Dr. Legge is pointing to a new situation where shortage of funds has resulted in a part-timer who is employed through an agency. A new part-timer who is sent by a third party to perform a task like supply teaching to some extent. The lack of availability of funds to train part-time adult educators was also an issue put to Dr Belanger. The statement by the writer was, "money to train those new part-time adult educators has dried up. Courses for training are practically non-existent."

"Dr Belanger. What we are lacking at this moment is to preserve the quality of adult learning. To make sure that those who are trainers or those who are adult educators have also got an opportunity to go on learning and become reflective about their practice. They don't have to have diplomas on adult education. The in-service training for adult educators is very much lacking."

Dr. Belanger seems to associate the lack of quality in adult learning with the lack of in-service training. The two seem to be an international problem for adult education. The question of who pays for this training was also put to Dr Belanger, who replied,

"What we discover today in the financial structure of adult education, there are always three types of schemes, according to sectors, country and gender. In big firms most of the contribution comes from the employer, they also contribute even in the private sector. In some countries the state contributes at least 20%, so we aim to have a mix management."

This idea is worth pursuing in this country, either on a national scale or in regions where employers can finance specific training programmes to suit their needs.

The importance of funding changes and their effects on training and how it is distributed was explained by the trainers of the Certificate in Education and City & Guilds 7306/7. Mr Jeff Peak Certificate in Education Co-ordinator said.

"It is true to say that funding issues have affected the Cert. Ed. programme. Over recent years we have been forced, due to cuts, to reduce the length of the modules from eight to five. The number of observations have been cut from three to two, special sessions to assist students with their assignments have been scrapped. Another issue is the restructuring of LEAs. At present we receive £375 per student from the local authorities, next year this would be increased to £500 but the student's expense allowance has altogether gone. This would definitely have an effect on the new intake. Another factor that affects training is the pressure we are under from the HEFC. The balance of the money comes from this source and every year has been reduced."

A belief is evident from the above comments that standards are being compromised in the name of finance. Reputable trainers representing elite institutions are not spared by the government; they are under tremendous pressure. Perhaps a mixed economy training programme similar to the suggested by Dr. Belanger might ease the pressure. Mrs Colleen Caldwell C&G 7306/7 Co-ordinator and Certificate in Education lecturer stated,

"The 730 is not on the mandatory award list of funding. Unlike the Cert. Ed., which is an in-service award for practising teachers with a minimum of six hours per week teaching, the 7307 is a pre service award, people use the 7306/7 as a route into teaching. Individuals, unless they have arrangements with their employers, must pay themselves for this training."

This is further evidence to indicate the willingness of part-time adult educators to undergo training. What is not known is how many of those in the 7306/7 programme are self-financed.

Both adult education managers and elite academics were asked what was their attitude to the training provided for part-time adult educators.

"Professor Jarvis. I think we have to go back to adult education method in one sense, and see what people need. I know we had the levels 1,2,and 3 they were very necessary. One has to ask the question what is the need of people concerned? Good adult education methods relate back to needs and assessment and I think it takes time to contact needs and assessment. It takes time to be individualistic. People don't have the time, so they satisfy their programmes to some extent by pushing on a standard programme, they prepare every year, it becomes that type of ritual, it is difficult and I understand it and it's just again that we are a hard up strapped service in every sense of the word."

Standards are sacrificed in the name of finance, is indicated by Professor Jarvis. Dr Legge felt that this is related to the type and length of teaching done, he stated,

"It depends what operation they are doing. If you're asking about those in FE or LEA who are doing two nights a week or so, then the old scheme we invented in the north-west was quite a good scheme. This provided for various stages, and this was recognised that we put people through a University Certificate in Education. At the time everybody was enthusiastically involved in trying to help develop a training scheme and through that to help the part-timer teacher. The WEA are doing some training for their staff now although spasmodic it varies from district to district. It is done by their full-time staff, those that organise the tutors. I think it is important to develop schemes of training which are related to the job people are doing."

Both of these academics with many years experience on training issues have identified the usefulness of the old modular system. Perhaps it is not too late to reinstate it. Is this a suggestion of going back to the drawing board?

Professor Stock and Dr. Hostler, have expressed similar views by stating that adult education providers are not obliged to provide training for their part-timers.

"There is no legal requirement in FE as a whole for anybody to be trained. Most full-time staff have been trained or are in training."

"The notion of training is a difficult one because there is no recognised training programme as such for them."

The two trainers with experience in LEA and NWRAC said,

"David Selby: The modules have gone. They were labour intensive, one had one tutor to every five-six part-time adult educators trainees, during the whole of training. It was beneficial to both trainer and trainee. With the City & Guilds now it is down to cost all they are concerned with is that at the end they get a certificate."

Once more standards are perceived as been sacrificed to the benefit of tighter and more flexible financial controls. Mrs Goodman expressed similar feelings to some academics; training can depend on the type of teaching:

"At present their only choice is the C&G 7306/7 and the Cert. Ed. It depends what you teach. If you teach a vocational subject the 7306/7 or Cert. Ed. are appropriate, it meets their needs. If however you teach a non-vocational subject the training courses are less appropriate and more difficult. Certainly the 7307 is more widely recognised than the NWRAC modules were."

Lack of choice and a monopoly situation cannot be beneficial for adult educators. The part-time adult educator's motivation to train and improve was identified earlier but what do the trainers feel is the attitude of part-time adult educators towards training? Existing literature on this matter needs updating.

"Mr Jeff Peak. Generally seem to be positive. Probably because of the nature of the course. It's a part-time modular course and people usually come once a week for a three hour session."

"Mrs Colleen Caldwell. Usually those who teach for the LEAs, WEA, or leisure-based subjects, are very anxious to have some justification for professional practice and use both the Cert. Ed. and 730 programme very well. They are looking for some kind of professional recognition. Overall part-time adult educators attitudes are very positive and constructive."

Mrs Caldwell is suggesting that adult educators are beginning to use training as a means of raising their status. Handley (1981) stated that low status is perhaps associated with lack of training.

"Mr Selby. I feel that the way in which you recruit and select part-time teachers has a great influence on their enthusiasm to training. Module 'A' was not obligatory. If the training was not up to expectations part-time staff would return, the same with adult learners, if the teacher is not up to expectations they would not return. We all know that a large number of part-time staff returned for the rest of the modules, this is proof of the benefit part-timers saw in the modular system of NWRAC."

"I must quote the modules where people gave up their time to train and gain certification, endless weekends, to be observed to meet all the requirements and then look for progression on to Cert. Ed. Most adult educators I would say they wanted to train for the benefit of themselves and their students, their attitude was very positive, not in every sense. It was a precondition of service to do module 'A'"

Both trainers still have fond memories of the old modular system. Still on the theme of training, managers were asked what kind of training programme, if any, they provide in

case any part-time adult educators are not trained. The answers to this question by the managers is a clear indication of a recognition in the value of training. All have some kind of training available or on request.

Mr Spawton said that his organisation has no such programme installed, but he continued.

"We ask tutors if they wish to go to a local college of FE with greater facilities. We do not have training on site. If they ask for funding we can negotiate with tutors, it shouldn't be any problem."

"Mr Brady. Yes we used to use the NWRAC modules that sadly fell apart since 1993. We took the conscious decision to buy into the 730 programme, run by the local college and we still have the budget to do that and still do. However for tutors who have no teaching experience with adults or no training experience at all, we have a survival kit called, tutor tool kit. We designed it so that there is an initial meeting with an experienced tutor, a mentor, usually a part-time tutor and they meet for an hour or so for seven weeks to discuss the tool kit. The tutor meets again with its mentor and then two observations are carried out by the mentor, then there is a final meeting between the two. Then there is final meeting where feedback is discussed. We also have a probationary period usually the first term. Within the first term the tutor should be observed occasionally. We can extend the probationary period to the second term and then an outsider would observe the candidate again and the decision can be taken whether to retain or not."

"Mrs Parker. We have two, but we also recommend they attend LEA run courses including residential weekends, tutors only have to pay their travelling expenses and £18 registration."

Ms Fisher tutor organiser with the WEA went into more details she said.

"We have a number of elements we regard as part of our training. The tutor pack, going on to the interview which is compulsory and which briefly deals with pedagogy and philosophy, then we have a rolling programme of three days which we offer to tutors every year as a matter of course, then we have accredited training, the stage one of the C&G 7307, all of these are offered free. We reimburse expenses for attending the programmes, but we don't pay them. I am sad to say that not all part-time adult educators take advantage of this offer."

It was felt that the need to ascertain what sort of staff development programmes were available to part-time adult educators was essential. Managers replies were as follows.

"Mr Brady. We have an annual budget that allows for individual applications for training and staff development opportunities. We try to align these applications with priorities we set earlier in the year. We will support those applications that fall within those priorities. On occasions we organise collective training programmes."

"Mr Spawton. We don't provide anything on site. If they wish to attend FE colleges for further training it is up to them."

"Mrs Parker. They can attend any college courses, or courses we run, they can request financial support, we have a small budget for that."

This is a clear indication of a solid commitment to staff development programmes. The emerging picture from the three managers' comments is a shallow and non-committal response. The Independent Provider has nothing on site and the LEA has certain conditions attached to possible staff development requests. The FE manager stated that if they wish to attend any of their own college courses there was no problem (this would incur no costs to the college) but if they wished to attend external providers the responsibility is on individual part-time adult educators.

When the elite academics were asked if staff development programmes had been retarded, they replied.

"Dr Legge. They are, not only retarded, they are ceasing to exist, in so many areas. It is a worrying situation because there is the need for some educational training for the part-timers and yet they are not really getting it, it's a peculiar situation. In a report by Alan Chadwick (deputy director of educational studies at Surrey University) he revealed this. I went round voluntary organisations enquiring what they were doing with their staff, some of them said they do not need training at all, they do it because of their attitude of mind, or personality."

Dr Legge agreed with the point; he has long recognised the need for training but has also discovered from first hand experience that negative attitudes to training seem to be a barrier.

"Professor Jarvis. I think this is probably true. The fact is that there are fewer and fewer full-timers and they themselves are committed but there comes a stage when you can do so much. When I say full-timers I mean subject co-ordinators in institutes and staff tutors. It is true to say to some extent that in LEAs and FE colleges the only full-timers are the managers. In my capacity as a chairman of an LEA managing advisory committee I witnessed, these subject co-ordinators working far more than they were paid for."

Professor Jarvis seems to suggest that the fact there fewer full-time staff left, in-service training has suffered. Perhaps, it is suggested, a re-introduction of a small number of full-

time staff would provide some opportunity for training and staff development to be resurrected.

Some people make the distinction between training and education. The writer asked the elite academics if they felt the fact we talk about training part-time adult educators and not educating them implies a lower status.

"Dr Legge. I think it does, it is the old division between education and training. I have tried to make this more education than training, one had to use the word training to satisfy the powers that be and also to get the money for it. Education and training, I put education first. Education must be given higher status. In a wider concept, I go back to the position people had in the 30s when they said, what you need is a good general education, and then you can add training to it, for the particular skills you require. You put education first and then you add skills. I'm sure this still applies."

"Professor Jarvis. No I disagree to a certain extent, but the word training has lost some of its status now."

"Professor Stock. No it's part of the usage. I'm a great believer in educating the educators, at the moment because of the NVQ system, which implies very much the training and very little the educating. I believe educators must be constantly educated, one thing of being a professional educator you must go on learning. Training only is not sufficient they need to be educated too."

Dr Legge and Professor Stock agree that an effective adult educator needs a good education and then training. On the other hand Professor Jarvis and Professor Stock seemed to imply they are not convinced of the value of the new training system. It is worth pointing that this has long been an issue in the training of school teachers also.

What has happened to the funds badly needed for training and raising status? Is it possible that due to the marginality of the service and the adult educators, these funds are diverted elsewhere?

The elite academics expressed themselves in different ways.

"Professor Jarvis. They are not there to start with. I don't think they are diverted, I don't think they are there in the first place."

Professor Jarvis is convinced that funds for training don't even exist.

"Dr. Legge I think that's true yes, in a sense the training of the part-time adult teachers is diminishing quite considerably. We had the NWRAC scheme which unfortunately has faded all together, everything now hangs on the C&G 7307."

Dr. Legge implies that with the abandonment of the NWRAC modules, training for part-time adult educators has been reduced considerably. They have no choice of scheme any longer. Could this lack of choice be detrimental to the service? Professor Stock felt this is so because of different priorities. He said.

"When you have changes in administration you have changes in budgeting, it's one of the things people can cross off, they cannot cross off all the wages for teaching, particularly for teaching school children, they are breaking the law. If school children are not provided with a place, if they cut off all the part-time teaching of adults they might break the law, it's a grey area it depends how you interpret the law."

Professor Stock seems to imply the issue of the adult education service being treated as second best, but also that the lack of clarity in legislation has left routes of escape open for many providers.

Have all these changes in policy and funding procedures had an effect on the numbers of part-time adult educators seeking training? This question was put to the two professional trainers the training colleges.

"Mrs Caldwell.No we haven't had any drop in numbers in the Cert. Ed. or the 730,.....on the Cert. Ed. programme we have 50% full-timers and 50% part-timers where on the 7307 we have 10% full-time and a massive 90% part-timers."

"Mr Peak. No not really we still get people from a wide variety of backgrounds and experiences. One may think we have not succeeded in doing, although we have tried and still try, is to make the course reflect the community better than it does, to attract people from ethnic minorities but I must admit it hasn't worked."

Mrs Caldwell's figures seem to agree with Seems (1991), who had identified in a Certificate in Education Programme that 50% of participants were part-time adult educators. The above answers are a further indication of the commitment of adult educators to train. Their determination and enthusiasm to improve and qualify has not diminished. It is sad to see that efforts to attract people from ethnic minorities have failed.

One can only be optimistic and hope that changes in culture may encourage people from these groups seek training. This of course is the theme of the Kennedy Reports Widening participation. (1997)

The unanswered question remains: would they employ any part-time adult educators without any formal teaching qualification, training or knowledge of their subject, and would experience alone be sufficient? Managers were asked this question since they are the only people who would employ part-time adult educators.

"Ms Fisher. The WEA will employ part-time adult educators without any formal teaching qualification, so our need and support is much greater."

"Mr Spawton. It varies, some have had some training, some are retired tutors, and in all honesty I believe that tutors do not necessarily have to have formal training in order to become familiar with their subject. Enthusiasm as well as knowledge for the subject are the most important."

It would appear that the main criterion for employment with the independent provider is knowledge of their subject. The fact that the Independent Provider presents only non-vocational, leisure-based courses could be a reason why Mr. Spawton does not believe in formal training.

"Mr Brady. We normally start with three criteria. 1) They have subject qualification, 2) teaching qualification, it is essential, we wouldn't employ them otherwise. We have on occasions employed tutors without teaching qualification but we insist that they go through an induction and training programme. We have a system of pay to reflect that, 3) we also insist on some experience of teaching adults, but again on occasions, depending on the subject, we employed them without such experience."

Although there are no figures to ascertain how many from the LEAs attend these courses it would appear that they are the only provider with established rules of engagement.

Finally, on the same question, Mrs Parker stated her organisation's position.

"To some extent it depends on their subject area, on the length of the course and what they are doing. I prefer them to have some training, we are trying to encourage them to do some training and we are running courses for part-time tutors, the response from the part-time staff is very poor, only 6% have replied to our letter for training."

It is clear that training is considered important, but to what extent have changes in funding and changes in training programmes been affected by government policies on training and the funding of such training? These questions were put to all trainers. First the two trainers from the two training colleges.

"Mrs Caldwell. We are asked to deliver more for less. There are fears that the Cert. Ed. will lose all its funding. Already students have lost all their expenses allowance. The LEA will pay for fees only."

"Mr Peak. Yes they have, less hours, reduced number of modules and observations, if we are to compare what we are doing now to what we were doing five or six years ago you will find out that our delivery is far less than what it used to be."

Both trainers imply that due to cuts the quality of training may suffer. Adult educators' hopes to obtain training, have been dealt another blow. How these policies affected the training programmes is described again by J. Peak and C. Caldwell.

"Mrs Caldwell. For me, one of the key effects is the drive towards competence based qualifications, the new teacher standards will be evidenced based, perhaps not competence based. The government is driving accountability, it is outcome related, they are looking for value for money."

"Mr Peak. We have been pulled in two different directions, on one hand we are striving to deliver a quality product, this is a national as well as an institutional desire, but whilst we are doing this we are cutting hours, so the quality of the delivery is far less than what it used to be."

Training programmes, it seems are at the mercy of government and this new drive towards accountability and value for money could have an effect on the quality of training provided.

On the question of how and what effects these policies have had on programmes all trainers were asked to contribute from their experience.

"Mrs Goodman. In the old days the NWRAC modules and residential weekends were free, now is all to do with funding, FEFC etc. The priorities have been given elsewhere. I hope the concept of Life Long Learning would broaden participation."

"Mrs Caldwell. The main effects are uncertainty, contractual conditions, the development of new programmes. We are being asked to provide more for less and this would eventually have an effect on the quality of the programmes we deliver. Funding and budget changes have already had an effect on the length of modules, tutorials and the observation programmes."

"Jeff Peak. Dreadful probably; it seems to me that decision-makers whether nationally or locally or institutionally have little or no regard of what actually is happening. From above, there is little regard or appreciation what we the providers are trying to do, when we make comments, we are regarded as negative and critical, I feel that decision-makers are too far out of touch with reality. I think adult education and training is the Cinderella of the education service and provision. I get the impression with this Life Long Learning, that a lot it's talked about but not a lot of action. If it is taken seriously it will involve a lot of time and resources. A fundamental rethink is needed in the list of priorities. Adult education if it is to be addressed properly needs serious thinking resources and policy. Adult education has never been promoted positively, it has been cut back seriously in recent years and it hasn't recovered from that."

All four trainers have painted a picture with dark colours; due to financial pressures imposed on training providers by the Funding Council it would appear they seek courses which are value for money, this though may have an effect on the quality of training provided. One then asks the question whether this aim would have an effect on the quality of training and consequently on the quality of adult education. Mrs. Goodman acknowledges the importance of the old modular system but at the same she seems to imply that the new government initiative with Fryer Report could reverse this situation. The other trainers also expressed the fear that the quality of training would suffer because of cuts and also because of policy makers' lack of understanding of this issue. One may feel sad to hear professional trainers speaking in such a frank manner from the heart and hope the new government's thinking will result in action. The participating LEA trainers were also asked to describe the changes they have seen taking place and compare the training that took place when the NWRAC modules were in use and now.

"Mrs Goodman. The present system is less flexible compared with the modules over weekends where now since incorporation training is more college based. Although in the modules we spent a lot of time together, we were unsure what people were taking away, in terms of evidence and assessment we were a bit weak. On the other hand the process of residential weekends was particularly a strong one, because we did a lot of work on attitudes and confidence building, working with groups. We now have C&G, which is getting tighter and tighter, in terms of assessment requirements which is good on one hand but neglects to look at the individual needs, personal growth and development."

"Mr Selby. In the early 60's there was no training apart from the C&G course, the quality of teaching this course between different colleges varied enormously. The quality of control from C&G was negligible and a lot of the so-called trainers were not trainers themselves. At the modules we provided a plethora of tools and taught the part-timers how to use them. The modules were recognised as a useful means of training even by school day teacher training centres. We tried to involve the manager as trainer if the managers are the trainers then they are committed to training and they are supportive. In the early 60's managers didn't participate, the

quality of delivery was very poor, the dropout rate especially in languages was very high indeed. It is possible to reverse this in two ways. To insist that they must undertake training when recruited, and by providing an on going support, in the classroom and by taking interest in their work. The recruitment level that existed in those days was abysmal. To-day colleges that provide training are competing with one another instead of talking with one another and co-operating. The NWRAC modules were based on a scheme of co-operation, trying to maintain standards right across. Since that has disappeared it has become very much a narrow focus within the institution. The C&G saw the modules as competitors. The C&G were out to the far more organic approach to training than NWRAC, now it is more mechanistic. We are sad that this has happened."

Both trainers have acknowledged the importance of the old modular system its benefits and also weaknesses. A modular system in in-formal, friendly surroundings run in the main by the managers and other full-time staff for the benefit of part-time adult educators. Friendly advice was always on hand and a special bond developed between trainer and trainee. This system has been abandoned and yet again nothing has replaced it; the only training that is available is the 730 City & Guilds. Surely with hindsight it would be beneficial to retain the present system and enhance it by reinstating the former modular system as part of an in-service training scheme? Perhaps to make this more approachable in terms of length and finance it would be better to reduce the length of both the 730 and Certificate in Education programmes. The first steps in training could be taken as an in-house provision by new full-timers who would take on the role of manager, trainer and mentor. In other words bring together the best of both programmes for the benefit of part-time adult educators. The two can be brought into one scheme working alongside each other instead of against one another. It would require new resources and serious application; it is a cost that must be worth spending for the long-term benefit of the service. By introducing this new system back to grass routes at centre level, the pressure will ease from the training colleges.

The final question on training was put to the trainer co-ordinators of the two training colleges. They were asked, how would you develop a training programme if you had unlimited resources? With their answers they have indicated that their concern lies with their students.

"Mrs Caldwell. The first thing I would do is to double or treble the tutorials that are put in both programmes (Cert. Ed. and C&G 7306/7). Increase the individual support more than anything else. Develop and increase more simulated activities into the programme. I would develop the European aspect, with exchange visits and links with other countries and develop the technological aspect."

"Mr Peak. One of the things that I have considered is to start Saturday workshops, for the benefit of the students."

Both trainers have put benefits for students as a first priority.

7.5.4. Teaching Methodology

Questions concerning this issue were put to the elite academics, the adult education managers and the part-time adult educators. Should part-time adult educators be made aware of the principles of adult learning? Educating adults needs a different technique to educating children?

"Dr Legge. Oh yes definitely. This is partly what I mean of the education of the educators, that unless they know something about the principles of adult learning they are liable to flounder and not really do the job as well as they should do. Yes I find myself with changing mind here. At one time I would have supported this very fully. There is a difference but not the sort of difference creating Kknowle's andragogy and so on. I tend to regard it as a continuous process but changing as you go along. Adults of course have more experience, they are more capable of weighing issues, and they are more critical in that sense. They are different at 20 and they are different at 40 and 60, there is a developing process here. Basically they learn the same way. There are differences related to experience and their prior knowledge. People say you forget when you're an adult, I say to that how much does a 16 year old remember of what happened early on."

"Professor Jarvis. I don't think children learn any differently than adults. I think this is very useful and very important for all educators to understand how students learn but I think the crucial issues may actually be rather about learning method and even more teaching style. The teaching style and technique can be the same for both children and adults. I think it is not a matter of difference between children and adults, so much as how you treat them and how they respond to you and how you relate to them. I don't believe in the pedagogy andragogy concepts in fact I attacked it as early as 1984. I don't think is such a big difference, I think the difference lies in the fact that children have lower status than adults. Educating children is much more systematised because it is by statutory law, you have an organisation that is not true of adults so the system is different."

"Professor Stock. Yes there are certain principles which adult educators need to know. There are differences between children and adults, adults bring experience to learning."

The elite academics seemed to discount the concept of andragogy. They seemed to suggest that all learners learn the same way. Another difference suggested between children and adults is the statutory one, adults come to classes by their own volition where children go to school because they have to.

The elite academics were also asked, learner centre approach must be high on trainers' agenda. Examples of their answers are as follows.

"Dr Legge. Yes as I said students matter and therefore you focus on the learner and what will help them could be a very individual matter. You don't generalise you teach them individually. I was a great believer in individual tutorials which due to rising costs have nearly disappeared, they are all so time consuming."

"Professor Jarvis. A learner centre approach must be in the agenda of both adult and school teacher trainers."

The importance of the learner seems to be the common theme for both academics.

Part-time adult educators were asked if there was a difference between teaching adults and teaching children. Eight adult educators agreed there are differences between children and adults as learners. An example of the answers is illustrated below.

"Pt13: Definitely there is a difference. Children come to class because they have to, adults because they want to."

"Pt9: No difference between children as learners and adults as learners."

Only Pt9 agreed with the elite academics.

Are part-time adult educators' teaching styles being monitored, and what steps are their organisations taking to ensure that part-time adult educators are aware of the needs of adults as learners as compared to children's needs as learners? The aim of this question was to ascertain whether the institution monitors their staff's practices, especially of new colleagues. These questions were put to the adult education managers and they replied,

"Mr Spawton. No not really. Although students do come and give the thumbs up or down and as we know in adult education people vote with their feet. My organisation in effect is not taking any steps; we see it as a negative. Tutors respond to students needs."

"Mrs Parker. We do it in two ways; we do it in a self-assessment report that all staff are asked to do but some refuse to do. That doesn't matter as long as the feedback is good from students."

It would appear that the main tool for monitoring teaching standards is student feedback.

"Mr Brady. Yes but not systematically; it is something we would like to look at in depth. We now have a very good system documentation for tutor observation. While we observe all new tutors we also try to observe at random other existing tutors. We are trying to introduce a partnership between tutors and a kind of peer observation. A range of steps have been initiated. Achievement competencies, skills, knowledge and all these are recorded on our register, we also encourage tutors to keep these in their own records. We now have produced a tutor handbook around pressing issues and drawing their attention to current issues and progression, so we don't have the returning student syndrome. We also monitor retention achievement and progression records by organising certain seminars."

It seems that only the LEA provider has taken steps in implementing a detailed and specific programme and a mechanism to monitor teaching styles and performance. The researcher is in two minds. Are students numbers not important to other providers? Is the student feedback sufficient? Surely all providers must set mechanisms to monitor tutors' progress and retention figures. Are the LEA providers subjected to different stringent conditions to others? Or are financial aspects undermining thinking on the part of FE and Independent Providers?

7.5.5. Policy and Planning

The purpose of including this theme in the quantitative analysis was to ascertain whether part-time adult educators follow or understand current policy changes that concern them, and adult education in general. In this analysis the researcher uses the questions on policy and planning to find out what part-time adult educators, managers, trainers and academics think of recent policy and planning decisions within adult education and how these changes have affected their own area of practice. Mee and Wiltshire (1978) and Newman (1979) have asserted that a good adult educator must be aware of adult education history, policy and developments.

On the question of whether policy makers take adult education seriously the part-time adult educators provided a mixed set of answers .

"Pt1: I feel I cannot answer the question fully."

"Pt2, Pt4, Pt7, and Pt8 "no they don't".

"Pt6: Some policy makers have, I am surprised to hear myself say that."

"Pt9: Policy makers begin to do more and more now."

Pt1 failed to answer this question perhaps because of lack of knowledge on this theme.

While four adult educators felt that adult education is not taken seriously, Pt6 and Pt9 seemed more optimistic. The answer from Pt9 could also be taken to mean that this part-timer is following the latest developments that have taken place recently.

"Pt3: They don't seem to understand what's going on, when the City college classes in Manchester were closed down, it left a lot of people without classes and the doctors waiting rooms must 've been full. Adult education is very important to older people socially they come they make friends and they look forward to these classes. It is nice to see older people who come at the beginning very hesitant, they make friends and they are happy, their personality changes you see them blossom. Adult education keeps older people away from doctors and hospitals."

"Pt5: They do not give enough money to adult education. I feel now when a lot of people take early retirement there is a huge opening for adult education in the community, but unfortunately with all these cuts adult education is put at the end of the queue. There is a huge group of people who will benefit by increasing the availability of non-vocational adult education, which unfortunately is being neglected. It is a sad situation, there is a large number of people who would like to get out of their homes and join adult education, but are frightened by the thought to sit down to an examination. Assessment can be achieved differently they can be given a certificate that they have achieved a good standard, not the worry of an exam. It helps not only the community, the college image but also the students. We do not have to have an exam with a lot studying and revision, this puts off older students who have passed these many years ago. They will not bother to come; it is a shame because there is such a large percentage of people. I have been in adult education for 30 years, never experienced such lack of numbers. This is because of the exam at the end."

Both Pt3 and Pt5 have spoken with passion and have demonstrated their knowledge on this sensitive issue. It would appear adult educators and adult learners suffer with cuts and closures. The social and therapeutic value of adult education again resurfaces; something that the researcher has spoken about and something to which Mee and Wiltshire (1978) and Legge (1982) referred. It is also suggested that attending adult classes help older people's self-esteem and confidence. It seems that Pt5 is implying the need for a new adult education service for the elderly, that would help them, the community and the health service. Finally, it is also suggested that the examination requirements of vocational adult

education, to the detriment of the service and is blamed for the low enrolment numbers. The researcher has expressed his views on this matter and agrees, not all adult learners need a qualification. Adult education has moved away from its traditional values. Some leisure adult education is needed; a certificate of competency is not the beginning and end of it all. Let us reinstate some of the old values of community and the humane factors of this great service. If the comment that adult education saves the health service millions it is true then it is money well spent.

On the similar issue of whether policy makers give adult education priority, the managers were unanimous in their answers, but singled out different issues.

"Mr Brady. No it is not my impression. It has not been for at least twenty years, or so, I've been involved. However I am happy to say that there is a change in the last 8-9 months, with the new government particularly happy to see the Fryer Report late last year (1997) and the green paper Learning Age in February this year (1998). For the first time in my career adult education is on the cutting edge of government policy. It is up to the part-time tutors and managers whether they want to play the government game or dirty their hands and attract money, otherwise adult education's had it as far as I am concerned."

It would appear Mr. Brady hopes that the new government may bring new, much needed, hope. What is interesting is that Mr Brady is suggesting some kind of a mixed economy adult education with money flowing in from outside sources. Perhaps an altogether new adult education service?

"Mr Spawton. No because of the recent changes in laws governing funding, government, LEA have given adult education no priority. Indeed only lip service adult education is the only part service that is not mandatory, although FEFC will argue."

"Ms Fisher. Politicians say they are in favour of adult education, but I will judge them for what they do not say. You can see how much you can earn as an accountant and what you can earn in education in general, and then you conclude that this society and the politicians do not regard education highly. They attempt to compress adult education into certain channels, adult basic, education for jobs, what isn't is liberal adult education to develop the citizen, so I would say the attitude of politicians is hypocritical on this issue and many other issues. Then I would say that society gets the politicians it deserves. "

Ms Fisher seems to suggest the level of salary of all in education as compared with other sectors of the economy is indicative of how much education and in particular adult

education, is valued by politicians. One may deduce that adult education is not held in high regard by politicians in the view of respondents.

When the two LEA trainers were asked what they thought was the attitude of politicians towards adult education their replies were as follows.

"Mr Selby. Ambivalent. It is a political issue. The last ten years of the Conservative government saw them coming down very strongly towards vocationalism, if you can't measure it you can't do it. They wanted everything certificated, it was not about quality but about quantity, it was all about how many people got through with certificate. This has had an influence on adult education enormously, people were contorting themselves, so they could get the money. The old concept of non-vocational adult education had gone; it didn't count for very much because you couldn't measure it, if it had no certificate. A two tier system developed, discrimination had developed between those who wanted to attend adult classes for leisure, who had to pay full price, and those who attended because they wanted a certificate and who were subsidised. I just feel at the moment that the whole adult education has moved back to the 60's, fewer full-time staff, more part-time. Adult education has become very marginal and more expensive. It has been pushed further to the back of the queue. Primary education can win votes adult education can't."

A dissatisfied individual who has worked hard for many years and seen adult education undergoing drastic changes and contracting instead of expanding, Mr Selby raises several important issues. In his opinion vocationalism has affected the quality of adult education. It is also suggested that students attending non-vocational adult education have been discriminated against and seem to subsidise the vocational courses and students who attend them.

"Mrs Goodman. The last few months showed us that they are committed to adult education. I'm thinking of the Learning Age paper, the Kennedy and Fryer Reports, that suddenly the training and educating of adults is on the agenda but is all geared towards qualification. The politicians have narrowed adult education to qualification only, where with the non-vocational it was more of a learning experience. Many people started with non-vocational and gradually by enjoying this experience they entered vocational education."

Although Mrs. Goodman has raised similar issues she seems to pin her hopes on the new governments' initiatives. What is interesting, she seems to imply that non-vocational adult education could be used as a stepping stone to attract people into the service and then if they enjoy it, perhaps seek a qualification.

It was felt adult education has been geared by government towards qualification. This question was put to the three elite academics.

"Professor Stock. I think continuing education is regarded much more. With the new government we have a new concept, now it is being adopted by politicians where with the previous administration it was entirely on NVQ'S. In the next millennium there will be a gradual perception that education is not just confined to children, it will revive adult education. But when it comes down to individual politicians they will play an emotional game. When you're getting elected for five-year term you're not playing an intellectual game, you talk about our children, our schools, you don't talk about adults, it is bad news for the voters, you must talk about our children our schools it is an emotional thing. It is absolutely essential for everybody to go on learning for all their lives. It is part of being alive."

Professor Stock feels that adult education will remain in the same position as long as politicians feel they can win votes by promising benefits in primary education, not adult education. He also emphasised the importance of Life Long Learning. Professor Jarvis saw it from a different perspective he said.

"No I don't think it would be good to create a system of education that is as confined and centralised as the Primary, Further, Higher and Adult education. I get the feeling that in fact we might get greater deregulation of HE, and FE it will probably gradually happen. If we had a centralised adult education we would in many ways have as outdated and problematic situation as the school system. What we need is a flexibility that would allow for adult education to respond. As you curtail finance, institutions may have to respond much more flexibly to the demands of what markets are; it is perhaps one of the good things about not having too high a grant, it makes the institution respond to the demands, the bad thing of not having the grant is that people with literacy problems and hoping for a second chance, would not be able to afford to pay market price; so adult education is caught on a bind, if you give too much money it would become lazy and would not respond to the demands, if you don't give it enough money it can't fulfil its service responsibilities and the type of mission many of us that came to adult education have about it. What we have is an unresolvable dilemma, at the end of the day, because however close you get to the balance I don't think at the end of the day this is an easy problem. I think if it ever became a centralised system it would be detrimental to a market with a flexibility that contemporary society demands."

Professor Jarvis seems to suggest that adult education could benefit more by not becoming part of the government education machine. This distinguished academic further suggests that too much help from the state would make adult education complacent; too little would expose it to market forces. Is he implying a mixed economy service accountable and producing an annual report as did Dr. Belanger mentioned earlier on? Perhaps a stream

lined, efficient and accountable service could respond to the needs of the customers (learners).

"Dr Legge. I am hoping so, the eternal optimist. Dr Bellanger director of UNESCO, where in last year's 5th international conference, adult education was put high on the agenda, how much will this influence people it will take an awful lot of time, before people change their opinions. When it comes down to brass tacks real provision of money, then the answer is no."

Dr Legge looks at the international perspective to raise the profile of the service.

The next stage was to ask the managers the effects recent government policies and cuts in funding had on their programmes.

"Mr Brady. Fundamental, the FEFC in 1993, slowly but surely had fundamental effects, we changed a whole range of thinking in adult education, not only of funding but in a wide range of issues, it made us revise constantly what we were doing. It sharpened us in terms of management; we are unbelievably different now to what we were in 1993. We have a whole range of statistical data available to us, progression mechanisms etc. From the qualitative point of view it's good, it made us look at cost effective issues. This change has tipped the balance between vocational and non-vocational, now we have 70% vocational to 30% non-vocational, where until 1992 it was the opposite. The non-schedule 2 budget has shrank, now we have to be more cost effective, the service now has to meet its costs. Massive cuts have come from the LEA. We had fundamental and significant growth from the FEFC provision from 1993-7."

The introduction and controls from the FEFC according to Mr. Brady seem to have had the desired effect. These controls have forced the service to become more cost conscious although not without drawbacks. What is significant is that the new provision of vocational adult education within Schedule 2 has brought in funds from the FEFC. It suggests that LEA adult education had to change its course to attract external funding and indeed survive. One may deduce from the above comments that adult education may benefit from the Schedule 2 courses, therefore the most appropriate solution would be to have a combination of vocational and non-vocational provision.

In an additional question what is the percentage of LEA expenditure on adult education Mr. Brady replied:

"The percentage of LEA spending on adult education is 1.19%".

This is not bad considering that Newman (1979) found in 1975 this to be 1.5% and Peers in 1972 found it to be 2%.

"Ms Fisher. My experience in adult education spans only twenty years, nineteen under the Tories and one under Labour. During that time adult education has suffered badly. I'm in favour of accountability and monitoring strategies, but because it is not properly funded this is all window dressing. Over the very recent past there appears to be more of an acknowledgement in the part of funders and politicians that non-accredited adult education has a value. I'm not sure if there has been much of a change in recent years... I think the general contempt this society has for education which is widespread is something you get over very quickly, the real life is which is the pitiful salaries teachers earn."

Some of the participating managers indicated their willingness to be subject to accountability and this indicates confidence in their own ability to provide a good service.

"Mrs Parker. It remains to be seen how they can affect the adult programme. The cuts in funding, staffing wise, a lot more pressure, we were two managers covering one side now I am on my own to cover two sides since the merger between the two colleges."

The FE sector since incorporation seems to have preoccupied itself with finances, cuts and how to be an efficient business.

Mr Spawton's institution was the only one that has benefited from the recent changes.

"Mr Spawton: If anything, students have been leaving their local colleges and coming to us. Our members have been increasing. We are very fortunate here, in the main we are self supported, we haven't had any cuts, but we had no increase either, we receive a grant from the LEA of £7000, no effects, because our courses have no exam, we don't have to bow to changes in funding."

Is it a coincidence that the Independent Provider with 100% provision of non-vocational adult education, is the only institution that benefited from the recent changes in policy?

The two adult educators and trainers with experience in LEA adult education affairs were asked how, in their opinion, different policies have affected adult education.

"Mr Selby. When there were cuts in education, adult education took a disproportionate cut and within LEA finance adult education is always seen as an expenditure, they just cut the expenditure. The biggest changes we have seen have been in the areas of deprivation, the divide between vocational and non-vocational."

"Mrs Goodman. Incorporation was a big one, because it took the colleges out of LEA control. For us in Lancashire it unpicked all the framework we prepared for training and we were very sorry to lose. Adult education is more formal; the old adult education is gone. Changes that have taken place focused on qualification."

Both trainers have indicated they consider the vocational / non-vocational divide holds the key to all changes.

On the issue of how do you see the future of adult education, Dr Hostler replied.

"At the moment the adult education world is very confident, the arrival of the new Labour government has changed the landscape very significantly, there is the feeling that we are not working against the government but with it. So in that respect it has been a very big and welcome change. But we must take a note of caution, so long as education remains high in Labour party policy. We are dependent and uncomfortably dependent upon political passions or trends, it is difficult to look more than a few years ahead."

If Dr. Hostler's thinking is correct then adult education will always be at the mercy of the politicians' moods. On a similar question Ms Summers replied.

"The position has changed greatly in the 1990's, with the creation of the FEFC and with the recent green paper "Learning Age" which spells out major commitment to development and widening participation, including the expansion of numbers and the reassertion of the role of the LEAs."

The elite academics were asked the question. Is adult education seen as low status because it is seen as a leisure activity? They replied.

"Dr Legge. That has been very true. Under the present government it is unfortunately true that's how they viewed it, and indeed the 1992 Act divides it."

"Professor Jarvis. Yes that's why funding is such. You get grant aid for validated courses. You can afford to pay for your own leisure."

"Professor Stock. The attachment of leisure to it by the Conservatives, tried to drop funding altogether."

All three academics agreed that the change towards vocationalism was a deliberate move by the Conservatives to implement changes to the funding of adult education, in which they were successful.

To a question that in the last twenty years the only safe bet is by how much adult education would be cut the three academics replied.

"Professor Stock. No, not just that, if they wanted to cut it off it would have been finished. It is very hard to calculate."

"Professor Jarvis. I think this is a fair comment. This is not true of adult education is been true of HE and FE."

"Dr Legge. This has been very true, unfortunately under the last government (Conservative) and it's still with the present Labour government. It's sad, I regret this very much because one had hoped in May 1st things would change. They pay, what I call lip service to life long education but in fact they never believe it, what matters is child education. You put first child education, job related education and the rest you can dispose of very easily."

Even though agreement with the question was indicated it seems that cuts came for all sectors of education, with adult education bearing the brunt of those cuts.

Although adult education is being supported by some three million people it never features high on policies or political parties agendas. The three elite academics said.

"Professor Jarvis. Adult education has never been seen as a big issue. Part-time adult educators do not have the time or inclination to rally support or organise a political campaign, that I think is a major problem. We have seen at times when adult educators have the support of the students in the centre that they have been quite active locally. There's never been a national campaign of that type, perhaps a more positive way of looking at it rather than the confrontational protest, would be that adult learners week could become more influential policy guide in the future and the more adult learners week becomes part of our culture the harder it would be for the government to keep cutting."

"Professor Stock. Adult education in England is cultural, in smaller countries like Denmark and Holland adult education is much greater."

Both professors seem to indicate that adult learners, adult educators and others involved in this service, must share the blame for the low profile of adult education. We are all guilty of complacency; other European partners hold this "cultural" concept in higher regard.

"Dr Legge. That's true, yes one or two exceptions. We tried on occasions in the north west adult education conferences to get politicians to make statements, they said no we are not prepared to make a statement on adult education, it is not important, it is not in their priorities."

Dr. Legge once more points to the fact that politicians have nothing to gain from supporting adult education. The writer supports Professor Jarvis's view that as a symbol if Adult Learners Week becomes an important date in the academic calendar it would become part of adult education culture and could attract the attention of politicians. On the other hand, perhaps more involvement or exchanges with European countries would benefit our service.

Participating part-time adult educators were asked if enough money is being made available for adult education.

"Pt3: Look at the cutbacks. It is very important especially for people who missed out at school. It is not fair."

"Pt5: Adult education is at the back of the queue when it comes to money. Funds are steered in the wrong direction. Adult learners come to adult centres, they meet people, it helps them socialise, it settles them down they feel part of the community."

"Pt7: No, not enough money. No routine maintenance, no quality of materials and no up-to-date software."

Pt3 felt that those who have missed out on school should be given special treatment. Pt 5 once again looks at the social and community importance attached to adult education. Pt7 felt the cuts have been felt deeper in the infrastructure of the service by affecting the quality of teaching and also investment.

7.5.6. Travel and Time

Part-time adult educators were asked whether travelling for their work takes up part of their time. All replied that time taken travelling between centres and institutions takes a

substantial part of their working routine. Some didn't mind, whereas others felt they had no choice. *"If you want the work you must travel,"* was one answer. The results of the quantitative analysis indicated that most adult educators teach in more than one institution and often travel considerable distances to go to their centres. It is also common knowledge that adult educators are only paid for contact time. The elite academics and the part-time adult educators were asked to respond to "it has been said that adult educators spend time travelling, from centre to centre."

"Professor Jarvis. Obviously part-time adult educators put a lot of extra time, of course they do travel."

"Professor Stock. Yes they do, some travel considerable distances in all kinds of weather."

"Dr Legge. Often they do yes. It depends some travel very considerable distances, I've known some to travel 20 and 40 miles, it depends on the area."

Once again recognition of the level of commitment part-time adult educators give to the service has been recognised.

7.5.7. Salaries and Pay

Although initially not included in the six original themes, this subject has been repeatedly mentioned by a number of participating interviewees from all spectrums of adult education, so whenever the opportunity arose the writer asked questions on this issue. The point in question stated that there has never been any mention or policy on the salaries of the part-time adult educators.

" Dr Legge. Not really. I suppose I don't know of any documents, but nothing of a policy really. The unions have tried to put out policy statements from time to time but not very effectively."

"Professor Jarvis. There is no national or local salary scale. In a sense what will the market pay. Adult educators do not get a respectable salary for their work."

A question on salaries was also put to Ms Summers, who served as a president of NATFHE she wrote.

"NATFHE sought to achieve parity of pay and conditions for part-timers through a move to 'fractional appointments-that is, appointment at pro rata annual salary with the same terms and conditions as the full-time staff. Despite presented evidence to the employers of the use of part-timers, they systematically resisted this on the ground of flexibility."

A consensus among academics from different spectrums of adult education. It is indicated that salaries of part-time adult educators do not feature high on the list of priorities of unions, employers or politicians.

7.6. The five open ended questions

It has already been stated in this chapter that the five open-ended questions would form part of the qualitative data analysis. It occurred to the writer to amalgamate the views of part-time adult educators in this section but opted for a different approach simply to re-inforce their views. Unavoidably there will be repetition of themes or topics from the previous section. Since the purpose of these questions was to give the participating part-time adult educators the opportunity to describe their feelings, attitudes, thoughts, experience, family situation, conditions of work and hopefully more of other relevant issues, in their own words; thus giving this study the opportunity to obtain rich, detailed and valuable information at first hand. It is therefore, proposed that the answers to each of these questions be analysed separately.

From a total of 192 respondents, the following number of replies were received:

32 did not answer any
115 answered questions 1, 2, 3, and 4,
23 replied to questions 1-3 only and
22 answered all five questions.
192 Total

No particular statistical package was used during the analysis process of this data. The answers to these five questions (see Appendix I) were transcribed by the writer to a word processor. Although the answers were not analysed by institution, respondents were cited

in such a manner that their institution could be identified, thus enabling the researcher to further investigate their answers and perhaps draw comparisons between them. A code would identify all respondents.

The institutions were coded as follows.

L1 = LEA1

L2 = LEA2

L3 = LEA3

F = FE

I = Independent

E.g. L1pt1, would mean LEA1 part-time adult educator 1.

L2pt1 would mean LEA 2 part-time adult educator 1

L3pt1 would mean LEA3 part-time adult educator 1

Fpt 1 would mean FE college part-time adult educator 1

Ipt1 would mean the Independent Provider part-time adult educator 1

As envisaged the responses yielded rich, authentic and important information about a number of issues.

7.6.1. The first open-ended question asked part-time adult educators what attracted them to adult education. Within the answers to this question several themes were identified. Some respondents felt that flexibility of hours due to family commitments was one of the reasons that led them to adult education, others felt that part-time and convenient hours were good reasons, whereas others said that adult learners motivation to learn was an important reason. Examples of their answers are as follows.

"L1pt1: After having a family I was looking for part-time work to fit in with the needs of home and family."

"L2pt16: The flexibility of the hours to fit in with a young family."

"L1pt61: I was unable to work during the day having a young family, evening classes seemed ideal."

"Ipt2: The possibility of fitting in the teaching with young family life."

It is obvious that while mothers look after the children during the day, their partners or relatives assume these duties during the evening, so they can teach. Convenient hours seem to play an important role.

This flexibility was suited for a different reason.

"L3pt1: Part-time job to supplement PhD research."

"Fpt20: Part-time work with flexibility."

"Ipt16: I began teaching adults when my children were very young. It appealed to me because it was part-time and convenient. I enjoyed teaching adults as they were highly motivated and do not present discipline problems."

"Fpt23: In the first place, the hours because of having a young family, later the fact that adults come to classes because they want to learn."

"L1pt20: I did not want to teach children, I was encouraged by the fact that adults were more motivated when wanting to work at their chosen subject. Also holidays to fit in with school holidays."

"Fpt5: Adult education can be more enjoyable than younger students, adult students are more motivated. Adult students are usually more willing to devote more time and resources to their education."

"L1pt3: The fact that adults are more motivated and need less discipline than children and bring with them an enormous variety of skills and interests etc."

Adult learners' motivation to learn and family circumstances made it ideal for some adult educators. It is also suggested that adult educators learn from adult learners.

The motivation and experience of working with adult learners seems to be one reason why part-time adult educators are attracted to adult education.

"Ipt1: After a lifetime of child education (mainly primary) and after retirement I felt adult education a further challenge. I thoroughly enjoy the two hours a week I spend with highly motivated adults."

"L1pt36: As I was once a mature student myself I recognised how keen and well motivated many adult students were and decided I would find adult education a rewarding occupation."

"L1pt39: Having been a student of adult education myself I found it worthwhile and enjoyable I wanted to pass on the skills developed."

Adult learners returning to education in a new capacity to continue the cycle of learning.

"L1pt41: A number of people have been victims of an inadequate educational system. I feel they deserve a second chance. Adult learners are highly motivated. I worked to share in their learning experience. Adult learners are usually highly committed to the study of a particular subject. The whole teaching/learning experience is very satisfying."

All the above adult educators seem to suggest that learners' motivation seems to be an important incentive, an attraction, while L1pt41 referred to giving something back.

"Ipt11: An opportunity to work within different parts of my subject area, with an essentially motivated part of the community."

"Fpt7: Teaching adults is usually easier as students come to classes they have chosen to learn, it's not compulsory."

"L3pt8: Teaching adults is perhaps less demanding than teaching children and it is always rewarding. There is always a relaxed atmosphere, high motivation and easy contact with the teacher; that does not always happen with children."

The above answers are an indication that part-time adult educators have knowledge of adult learners characteristics; Fpt7 and L3pt8 seem to suggest the not compulsory element of adult education makes it easier to teach.

"Fpt10: Working with willing adults in a REWARDING JOB."

"L2pt24: Teaching people who want to learn."

"L1pt19: Teaching students dedicated to learning."

"L1pt65: The opportunity to deal with an age group which is usually very committed to learning."

"L1pt67: Firstly a desire to teach, secondly a desire to work with mature students who have chosen to learn and develop new skills."

Adult learners commitment to learn is the attraction for some adult educators.

Some adult educators felt that the motivation of adult learners together with their keenness to share their experience and knowledge were major reasons for joining adult education.

"L3pt29: The opportunity to use my experience in business and my interest/skills to help adults become confident/gain qualification. Almost without exception, adults are extremely well motivated and responsive which I find highly motivating."

"Ipt13: To be able to share my language and culture with adults who can appreciate it, to meet people, to be challenged, the wish of the students to learn."

Also the desire of the part-time adult educators to share the knowledge of their subject, experience and skills seem to be a very strong reason, examples of their answers were as follows.

"Fpt26: The pleasure in sharing the skills I had acquired with others who are interested."

"Fpt22: A desire to pass on the skills, which I myself have learnt, as a great many of the crafts subjects are not taught in schools nowadays."

"L1 pt2: Being able to share my knowledge with those who want to learn."

"L1pt17: Opportunity to pass recently acquired skills to others who wanted to learn."

"L1 pt27: An opportunity to share knowledge and skills."

"L2pt30: A desire to pass on to others the skills I myself was taught."

"L2pt31: I enjoy sharing my knowledge with other people."

Some adult educators have been motivated to share their knowledge and skills with others because at one time they had been adult learners and found themselves in a similar situation.

"L1pt40: The opportunity to share knowledge of my subject with others. Teaching adults can be very rewarding as they usually have much to offer in terms of life experience and prior knowledge which can make the learning/teaching process meaningful, enjoyable and interesting experiences."

The issue of student and tutor learning from each other is first mentioned by Eduard Lindeman (1928), when he stated that in an ideal class we cannot tell who benefits most, the teacher or the student.

This desire to share knowledge and skills derives from their own knowledge of their subject and a willingness to let others benefit from it, Mee and Wiltshire (1978) identified this as part of the nature of the adult educator.

"L3pt49: A strong interest in my chosen subject and a desire to pass on knowledge relating to this."

"L1pt12: The wish to teach my subject to others, so they too can enjoy, learn and develop skills they did not possess."

"L1 pt16: Desire to teach my subject and its benefit to other adults."

"L1pt54: Opportunity to pass on my knowledge of and enjoyment of my subject to other adults."

"L1pt62: Enjoyment of my subject. Desire for others to share that enjoyment, by learning new skills/enhancing current skills."

"1pt4: I am involved with an exciting subject (geology). It is a pleasure to convey this subject to adult classes, most of whom know very little about the subject."

"L2pt32: To pass knowledge and skill, I had learnt in adult education. Adults attend courses because they want to learn."

While the other respondents referred to "sharing," L2pt32 speaks of sharing knowledge of a hobby, an indication of the diverse reasons why adult educators join the service, but also of how diverse is the curriculum in adult education.

"L1pt48: A chance to further what was a hobby and has given me employment that I really enjoy. I take a lot of pleasure in passing on my knowledge."

Helping adults learn and become qualified is another reason given by part-time adult educators, which brings them pleasure and satisfaction.

"L3pt7: The opportunity to help adults get back to work and complete up to date qualification."

"L1pt45: The enormous satisfaction of seeing people achieve the missed opportunities in earlier years."

"L1pt56: Basically an interest in people and helping them."

"L1pt21: The opportunity to share or pass on my knowledge and the satisfaction I get from it."

"L2PT14: I enjoy helping people and passing on my knowledge and skills."

Another reason is satisfaction and enjoyment.

"L1pt26: I enjoy working with adults more than children as job satisfaction is greater."

"L1pt27: I feel there is much pleasure and sense of achievement to be gained."

Some part-time adult educators entered adult education by pure chance.

"1pt3: I stepped in for a teacher who was taken ill suddenly. I thoroughly enjoyed it and I was asked to continue by the students. I found it very satisfying, I find I could share my skills with students and their enthusiasm gives me great pleasure."

"L2pt2: I was asked if I would do it and thought it could be very fulfilling."

"L2pt3: I enjoyed the experience of teaching and interacting with adults."

"L2pt8: Worked with older age group in a voluntary role. Enjoyed this and wanted to combine my long experience and knowledge."

L2pt28 combined this satisfaction with family commitments.

"More job satisfaction but also more time with family over holidays."

Some respondents felt they needed a change from teaching children or working in industry.

"L1pt1: As a full-time primary school teacher it is also useful to work with adults as it provides an interesting change."

"L1pt30: It is pleasant working with adults."

"L1pt59 and Fpt21: Working with interested adults."

"L1pt50 and Fpt27: Enjoy working with adults."

The remainder of the responses to this question did not focus on any specific subject but were diverse and dealt with a number of issues, these were.

1. The difference in teaching between children and adults.
2. The opportunity to help the community.
3. A job.
4. Extra money.
5. By chance.
6. I was asked.

7.6.2. The second open-ended question asked participants, what was the most positive experience you have had in adult education? The answers to this question are a clear indication of the positive relationship between adult learners and part-time adult educators. They are a living testament to the positive attitude, motivation, commitment, dedication and caring of part-time adult educators towards adult education and, in particular, to their students. Throughout their answers in all five participating institutions, part-time adult educators talked about students' progress and how much it means to them, improvement of students confidence, students' gratitude, students' positive feedback and the satisfaction re-enrolments bring to them.

Examples of the range of their answers are as follows.

"L1pt6: Helping many people, who often had low self-esteem achieve places in HE."

"Fpt2: Seeing my adult students achieving places in HE."

"L1pt29: Seeing the transition of certain students from highly nervous beings almost frightened to passing exams and enjoying what they are doing."

"L1pt37: Helping students who were unsure of their abilities to achieve qualification."

"L1pt58: Seeing people who have a low self esteem and lack of achievement reach accreditation. Also learning from the student, being a two way process."

"L1pt7: Seeing adults returning to work with qualification gained."

"L1pt17: Seeing adults achieve, seeing adults learn new skills."

"L1pt19: Exam successes."

"L1pt22: Helping a student with severe learning difficulties achieve accreditation and boosting her confidence to face life."

"L1pt42: To see people progress and gain qualifications which in turn help them find jobs."

"L1pt44: Seeing the joy of success on students faces following exam results."

"L1pt54: Seeing at first hand how students progress from knowing nothing to becoming proficient."

Part-time adult educators' commitment, care and dedication to the job, make them adopt the role of a guide who nurtures his/her fellow citizens to achieve success, qualification or to gain self esteem, confidence in life and new skills. This implies a deep sense of humanitarianism and community spirit. Part-time adult educators are not paid for this kind of service but gives personal satisfaction.

"Fpt6: Seeing students who have achieved qualification."

"Fpt18: Learning my students were achieving good exam results."

"L3pt10: Seeing students enjoying learning, passing exams which they had thought beyond their reach and wanting to come back to pursue their studies."

When students gain qualification adult educators seem to feel a job well done.

"L2pt13: Students' personal achievement."

"L2pt21: The look on some faces when they achieve what they thought was impossible."

"L2pt22: Students with zero skills achieving accreditation."

"L3pt4: Satisfaction in the students' achievements."

"Ipt17: When two of my students found employment after attending my course."

"Ipt18: Students' success."

While emphasis seems to be on the satisfaction and pleasure working with students gives adult educators, Ipt 21 and Fpt5 seem to indicate the blossoming of a friendship that extends beyond the classroom boundaries.

"Ipt21: Seeing a student who started evening class to pass 'A' and now is a respected sculptor."

"Fpt5: Becoming involved with students development. Seeing rapid progression and understanding."

"L1pt14: Students who have never passed an exam, passing their first exam and then watching them progress."

Good results and students' progress are not just the reasons for contentment. The issue of students' confidence is something that part-time adult educators value a great deal, and which seems to raise their own confidence and morale too.

"Fpt8: Students go on to HE when initially they had little confidence in their ability."

"L1 pt2: Seeing adults with low or little self esteem succeed or increase in confidence because of my help."

"L1 pt27: Nurturing the confidence and skills of all types of students and seeing them grow and go onto higher education."

"L1 pt32: Seeing students develop confidence as well as seeing their academic achievements."

"L1pt33: Seeing adults make measurable progress thus giving them confidence in their everyday functions."

"L1pt8: Felt strongly about the enjoyment and satisfaction of seeing adults grow in confidence and develop in self-knowledge."

These successes are not confined to the academic field alone; students' confidence also enhances their outlook on life in general and so can be called a transferable skill.

"L1 pt38: Seeing students' confidence and ability increase as they proceed throughout the course."

"Ipt7: Seeing a shy withdrawn person inhibited by learning loss, gain confidence sufficiently to progress onto another course within the college."

"Ipt19: To see beginners improve and gain confidence."

The gratitude of adult learners and their feedback form another theme that has made adult educators feel very positive in their work.

"L1 pt12: The pleasure of students saying they enjoyed my class and learnt something."

"L1 pt39: When students receive exam results and say, 'I couldn't have done it without you,' Comments like 'I enjoy coming to class' make it very personal and encouraging."

"L2pt12: When you pat someone on the back and tell them they have produced a wonderful piece of work and they tell you they would not have been able to do this without your help."

"L2 pt30: Being thanked by students at the end of the term for the help I had given them."

"Ipt5 The response from students, their gratitude of learning a new skill, their enjoyment of the subject being taught. My enjoyment of teaching most students."

This gratitude can be in the shape of appreciation from students.

"Fpt14: Students feedback and appreciation, i.e. personal satisfaction and reassurance of my ability to teach and inspire."

"L1pt5: When I get a lot of positive feedback from students, when they improve."

"L1pt12: The pleasure of students saying they enjoyed my class and learnt something."

"L1pt18: Feedback from students always uplifting and rewarding."

This personal feedback and positive interaction can benefit tutors professionally in their job but also emotionally.

"L1pt30: The constructive feedback I receive from my students, contributed to my personal improvement as a tutor."

"L2pt17: Getting positive feedback from my students."

"L2pt26: When students tell me how much they enjoyed the class I teach and how much they have gained."

"L2pt32: The feedback and enjoyment from the students has been so rewarding."

"Ipt8: My students are constantly enthusing about my classes, they are wonderful people. I feel I have made a lot of friends."

Students coming to re-enrol for a course can also be seen as a kind of reward. It provides a confidence boost and is essential for part-time adult educators as a recognition of their ability to offer something over and above what they are normally expected to provide.

"Fpt3: Having adults re-enrol, seeing them struggle, master it and then love it, talk to each other encourage each other."

"L1pt1:students who come back year after year because they want to, not because they have to."

"Ipt3: Students have been coming to my classes for many years, I find this very rewarding and gratifying."

This kind of commitment is not just on a professional basis; part-time adult educators have shown their humane side by giving such answers as:

"Fpt15: Without a doubt when I was offered the post of working with visually impaired adults."

"L1pt22: Helping a student with severe learning difficulties achieve accreditation and boosting her confidence to face life."

"L1pt9: Giving help to adults, supporting their needs, making them feel useful and part of the community again."

"L2pt27: The experience of special needs students coming to class has had a profound effect on the life of this person."

This positive experience is also a two-way process.

"Ipt1: My mind remains active. I enjoy every minute of my involvement. Interaction with intelligent adults to whom I felt I am giving another skill."

"L2pt11: Making the transition from teaching children to teaching adults, acquiring and overcoming initial confidence barrier, relating to and addressing a group of adults and gaining their confidence."

It is obvious from their answers that the role of part-time adult educators has gained wider connotations than teaching alone. It can be that of a friend, mentor, social worker, father figure. One may conclude it seems the monetary rewards are low on their list of priorities as motivators.

7.6.3. The third open-ended question asked respondents to describe briefly, what was the most negative experience you have had in adult education? The answers provided vivid examples of the feelings and thoughts of people working in the front line of adult education.

Main themes may be summarised.

1. Lack of funds and resources.
 2. No promotion prospects or full-time work.
 3. No status/No support management on students.
 4. Student dropping out.
 5. The fear of class closures.
 6. Travel/Time.
 7. Unsuitable classroom accommodation/equipment.
 8. The effect of policy.
 9. Student commitment.
-
1. Lack of resources. Part-time adult educators described the most negative experiences. Examples of their answers on this subject are as follows.

"L1pt1: Lack of funds and resources puts a constant strain on tutors."

"L1pt20: The on-going theme of whether or not there will be enough LEA money to continue with non-voc. classes from one year to the next."

"Fpt5: Lack of resources, both material and in terms of time, hampering students development."

Lack of resources and funds seem to pre-occupy them and perhaps have an effect on their performance or are seen as a threat to their job.

2. No promotion prospects or full-time work. Examples of their answers.

"L1pt32: The inability to get full-time work."

"L1pt52: Being turned down for a twelve-hour contract."

"L1pt3: No promotion increments, security of venue, records of any kind."

Although the Russell Report in (1973) recommended that qualified adult educators should be offered full-time posts, this now seems to be a thing of the past. There are no more full-time posts on offer and even fewer management positions.

3. Lack of support, low status, unequal treatment by full-time staff seems to affect part-time adult educators.

"L1pt3: Not being treated equally with full-time staff, not being able to claim travel costs."

"Fpt2: Being overlooked, underpaid, undervalued."

"Fpt24: Poor support from management, devaluing our work."

"L1pt5: Not enough status for part-time staff, low wages overall and no holiday pay."

The treatment at the hands of managers and full-time colleagues can have an emotional effect on part-time adult educators.

"L1pt7: Complete lack of support, bad pay and poor hours."

"L1pt30: The lack of support from services, which organise adult classes."

"L1pt21: The lack of back up and apathy to teachers when I just started."

"L1pt31: I find the lack of support and respect from managers very aggravating."

"L1pt41: A lack of support and help with an aggressive (potentially violent) student."

"Ipt3: Whilst working in a college I found the lack of management support an uphill battle, also there was a marked division between myself as part-timers and the full-time teachers. Although my students supported me the college showed little interest. I felt that the management considered non-vocational classes a waste of time."

This lack of support seems to come from the managers and institutions.

"Ipt5: Lack of communication from managers of update on college policy."

"Ipt6: Lack of communication between managers and part-time staff e.g. a course was transferred to a different building without any consultation whatsoever. Lack of support and help can have a price sometimes."

If managers do not liaise with their part-time colleagues it can be put down to bad management, lack of organisation and communication but also to bad manners for ignoring the presence of the adult educators.

"Ipt11: The destructive and self-indulgent attitude of the local authority, throughout the 1980s and early 90s, to adult education in general and the college where I worked in particular. Reflecting this inflexible and dogmatic political ideology, one of my managers once advised me, with his hand on my shoulder, that 'music is elitist and middle-class.'"

"Ipt20: Poor treatment at the hands of management at a college." (The writer has withheld the college name).

It is uncalled for to de-moralise adult educators, either by patronising them or by not behaving professionally towards them after they have shown their humane qualities.

4. Students dropout rates were identified as one of the negative experiences and one which seems to affect teachers mentally, emotionally and perhaps financially. Some seem to worry more about their students than about themselves.

"Fpt11: Seeing some students on whom I have lavished the greatest individual care and attention abandon the course halfway through it and others abandon it at the mention of the word 'examination' when they were making good progress."

"L1pt11: Students dropping out of classes."

"L1pt57: When students withdraw from classes that I teach, they never give a reason."

It would appear that adult learners can be selfish and fail to liaise with or notify adult educators of their intention to quit a course.

"L2pt7: Students leaving without completion of course or obtaining a qualification."

"L2pt16: Someone dropping out because they hadn't realise they would have to work at the subject."

"L2pt22: Students dropout because too much effort to attend."

"L3pt2: The fall of rate between Sept. and Feb. When reality dawns that it is not as easy as first thought."

Mee and Wiltshire (1978) have recognised that some adult learners treat evening classes as a social circle and do not pay attention to the rest of the class. They would find an excuse not to work and with the first difficulties leave.

"L1pt33: When students who are doing very well, due to family or personal reasons abandon course."

Like adult educators adult learners can be susceptible to outside forces that would influence their performance; unlike children adult learners can stop attending without any consequences.

"L3pt6: The most negative experience is definitely losing students. Not having enough students to start a course is also disappointing."

While losing students can be said to damage pride it could also have an impact on finances of the institution which in turn affects the teacher.

5. Closure of classes, seems to concern many part-time adult educators. Some of their answers were as follows.

"Fpt6: A class that was too small to be viable closed after more than a term."

"Fpt19: Courses being closed or amalgamated because of students numbers."

Lpt16: The fear around Easter time that numbers will not be high enough to make classes viable"

"L1pt13: Insufficient numbers for a class."

"L1pt48: The constant fear that non-vocational classes will close. People have more time and need to be able to learn something purely for pleasure."

"L1pt63: Emphasis on numbers; bums on seats. Don't get your numbers, no class-no work. You rely on the activity or lack of it to promote classes and the centres' commitment or lack of it."

"L2pt13: Standing in front of a class of eleven as they are told, the class will not run, due to lack of numbers. Trying to teach without paints or paper, because there were none available."

Adult educators' vulnerability is exposed in their answers. If there are not sufficient numbers, the class closes and this implies loss of job or contract. Teachers themselves have to rely on others to organise effective advertising campaigns to promote their class.

6. Travel and the cost of it, is another issue that concerns part-time adult educators and seems to be amongst their worst experiences.

"L2pt3:.....Too much paperwork."

"Fpt12: All the unnecessary and time consuming paperwork which has grown into a paper mountain, both time consuming and taking away my time which could be better spent teaching my students."

"Ipt5: Paperwork too much red- tape in triplicate."

"Fpt20: Paperwork."

Increased paperwork and bureaucracy have been the by-product of the 1992 Education Act. Most find time spent travelling a negative experience.

"Fpt21: Travel from one place to another, waiting to see if class run."

"L1pt19: Having to travel between centres and having to carry with you all the resources."

7. The subject of suitable accommodation equipment and material is another topic high on part-time adult educators' most negative experiences; some of their answers are as follows.

"Fpt14: Worsening conditions of work-introduction of continuous assessment/further accreditation systems for the same (low) pay with no real training."

"Fpt3: Not enough equipment to teach adequately."

"L2pt18: Totally unsuitable accommodation. The increase in administrative paper work which reduces teaching time."

"Ipt19: Poor standards of cleanliness, noise pollution because of room situation, room size, unsuitable room, too cold too hot."

"L1 pt16: Cold rooms-no management on site to refer to."

"L1pt42: Lack of finance for new equipment...."

"L2pt13: Trying to teach without paints or paper because there was none-available."

"L1pt67: Moved from a purpose built area to an inappropriate area with little or no consideration or financial help."

Lack of adequate funding seems to have hit adult education providers hard and they have failed to refurbish old buildings, invest in modern equipment, provide clean, hygienic,

well-heated and ventilated accommodation. Professor Knowles (1970) found that good accommodation could play a part in the quality of learning.

8. Effect of policy.

"L2pt9: Government cutbacks"

"Ipt18: Continuing uncertainty."

"L1pt66: All the uncertainties due to threats of education cuts..... and the fear centres will close.."

"L1pt29: Also constant threats to funding and actual cutbacks, have serious effect on moral of tutors and students alike."

"L1pt26: Constant changes in policy and structure over the last five years particularly management and policy makers."

Adult educators, it would appear, are living in a world of fear, uncertainty, cutbacks and constant changes in policy.

9. Lack of student commitment, has been considered by some part-time adult educators as one of their most negative experiences.

"L2pt29: Students who borrow equipment and do not return it."

"Fpt10: Vindictive students, only interested in tripping the teacher up. And rude full-time members of staff."

"Ipt13: Some adults can be patronising."

Some adult educators appear to suffer from students who are there to embarrass them. While others deprive them of their equipment by not returning it.

"L3pt7: Having a situation where a male student was persistently "pursuing" women in class, in a distressing and possibly threatening manner."

Adult educators seem to perform other duties, outside their designated role, which sometimes can be embarrassing.

"Ipt4: The negative attitude of some students who use adult classes for social reasons."

"Fpt28: Lack of commitment from some students."

"Fpt17: The lady that left after the first half-hour saying. "It is too difficult." We were only saying "my name in Italian."

"L1pt38: Students who show very little or no commitment to the subject."

Already it has been mentioned that there are some learners who use adult classes as a kind of pastime, without attempting to make an effort to learn or contribute to the lesson

A small number of part-time adult educators also reported as having had no negative experiences.

7.6.4. The fourth open-ended question invited respondents to declare their attitude towards recent changes that have occurred in the provision of adult education. As one might expect the answers varied and touched upon many interesting issues. The most common answers rotated around the following issues.

1. The vocational/non-vocational divide, qualifications, examinations.
2. Funding/cuts.
3. Fees.
4. Promoting the service.
5. Adult education in general.

1. Vocational/non-vocational divide

"L1pt12: The community spirit and health that non-vocational subjects provide has not been considered."

"L1pt29: I regret very much that the non-vocational side seems to be increasingly under threat. We should be able to deliver a service both for vocational and non-vocational needs of adults, so that instruction is combined with a pleasant social atmosphere."

"L3pt5: Disgusted and frustrated. I feel adult education is developing more towards exam classes and has to a large extent lost the social feeling associated with craft classes, painting for pleasure etc."

"Ipt3: I feel very strongly opposed to the government's moves to abandon non-voc. classes and replace them with semi-structured courses with test and assessments. Over the last twenty-five years experience I found that my students come for the pleasure of creation and relaxation. They have enough stress at work."

"L1pt27: Student numbers have fallen since non-vocational courses have become vocational. Some adults can cope but most don't want the pressure."

The researcher must admit that he never realised that some of, his colleagues felt so strongly about these issues. It has become clear that adult educators' feelings on these matters have never been taken into account.

"L3pt3: I feel it is a pity that funding for adult education can only be given for courses involving examinations. Many adult learners simply wish to learn the language, customs and background knowledge of a country without having to go through an exam at the end of the course."

"Ipt11: While I support any initiative whatsoever-institutional and independent-which enables adult education activities to take place, I am basically disenchanted by strongly administrative orientation of the adult education providers (which, as I understand they are largely in the hands of government FEFC etc.) Which, among other things, inflicts much silly paperwork on the students (personal learning records and the like) and apparently places so called 'vocational' and accreditable adult education subjects on a significantly higher level than traditionally 'liberal' adult education."

"Ipt10: I think it is a shame that funding appears to be related to examination, qualifications. The adults I teach do not want qualifications, so much as personal improvement."

"Fpt1: The provision of funds based on bums on seats and the achievement of competencies is wrecking adult education."

"Fpt3: I feel we are the poor relations. People out there are crying for education, not necessarily leading to a qualification or exam, but funding is only there for accredited courses."

"Fpt6: The requirement that classes need to have a qualification, to attract funding, is counter-productive and many worthwhile classes are being prevented."

Funding is forthcoming if the class is vocational. Adult educators imply that although funding is provided for vocational classes, adult learners seem to desire non-vocational education. It would appear that the priority of funding vocational courses prevents expansion of the service and also deters many adult learners from enrolling.

2. Funding/cuts

"L1pt1: FE has been joined with Youth and Community (Y. and C.). It seems to me that Y. and C. have a greater percentage of funding leaving the crumbs for adult education."

"L1pt7: Becoming disheartened by lack of financial backing and poor facilities."

"L1pt37: Disheartened."

"L1pt22: There is a need for funding for students to maintain a level. Some will never make progress in terms of accreditation but without contact will lose what they have achieved."

"L1pt12: I believe that recent cuts in adult education will affect the quality of provision. Therefore, I am in favour of adult education centres becoming autonomous and work to the improvement of their services."

"L1pt41: I do not think enough funding is available for quality teaching. I frequently have to purchase books and other equipment and fund this myself. I do this for the good of the students, because I care about the quality of my teaching. However I feel that this is unfair."

Lack of funding seems to impact on the confidence of adult educators. For the benefit of their students they appear to purchase materials and equipment with their own money.

"L1pt6: Emphasis on funding issues has become more important than learning/teaching."

"L1pt33: I consider the cutbacks to funding to be extremely unfair and detrimental."

"L1pt35: Funding cuts haven't affected me personally yet, but rumours of cuts etc. affect enrolments generally."

"L1pt36: I feel that central and local government undervalue the provision of adult education and consequently we suffer from under funding."

"L1pt57: Budget cuts to CES (Community Education Service) has put extra strain on adult education. People always put schools before adult education and quite rightly so, but everyone is entitled to be educated, whatever their age. LEAs need to remember this and act upon it."

"L1pt55: FE appears to be getting low priority and reduced funding."

"L1pt60: Cutbacks in funding forced on LEA by central government have greatly hampered adult education, reducing the number of classes and subjects and sometimes necessitating the abolition of provision in certain areas of the borough. Despite this however, it is my perception that numbers of management have increased and bureaucracy along with it."

All the statements on funding are proof that adult educators are aware of the state of adult education and the developments that are taking place

"L1pt58: Feel that cuts have severely affected local provision..... and high costs of students fees are driving people away."

"L1pt59: We always seem to be under threat of closure."

"L2pt3: The provision of adult education is inadequate. Fees have been raised year by year. Funding is inadequate and that adult education is so low on the list of priorities locally."

L2pt5, L2pt25 and L2pt30 have said.

"The fact that nobody is prepared to fund adult education."

"More funding is needed."

"More funds should be made available for non-academic subjects."

"Fpt15: Lack of funding has meant that adult education has been cut back to the minimum in certain areas of the country. People now retire earlier; they have a lot to give in their spare new found leisure time. It would appear short sighted not to encourage them to learn new skills."

"L3pt1: It is good that adults are encouraged back into education, however, lack of funds means courses may not appear very professional."

"Ipt5: We are very under-funded, numbers have fallen drastically and staff are leaving, education is suffering."

3. Another issue which has changed recently is fees. Some adult educators expressed the fear that perhaps a two tier adult education service is developing in which some groups are favoured at the expense of others.

"L1pt2: Fees for tuition...Worrying, those who have money become better educated. Some students require the experience of learning-not always an examination."

"L1pt20: Remission fees for certain groups of prospective students are still greatly unacceptable and limit resources to either the well off or to students wholly on benefits. There is no provision (or very little help) for widows (not working) for young mums (stay at home). The fees are very high and unencouraging."

The two Kennedy Reports have as a theme widening participation. With this in mind the researcher feels that some adult educators have a strong case. Special allowances should be made to attract groups of people who need this service. L1pt2 implies the service is fast becoming accessible only to the well-off. Fees must be waived for these groups of people or special concessions be given.

"L1pt26: Deaf people being asked to pay full adult education fees for what to them is a life skill lost through deafness. Training for adult education should be paid time. Preparation and travelling time should be paid for."

"L1pt49:...Fees expensive to many students."

"L1pt53: That the cost is high to some students who have the need for adult education."

"L2pt1: Too expensive for senior citizens. Too many centres closing down."

"Fpt19: Making education too expensive, a preserve of the well off. Lack of opportunity for the less able and the poor in society. Fall off in provision of literacy/numeracy classes. All the above make me sceptical about government commitment to adult education."

4. Promotion of adult education locally

"L1pt15: I had to advertise my own courses out of my own pocket."

"L1pt67: Recent changes have been threatening with trimming down-running only financially viable classes, no class-no job, management making insufficient effort to attract new students etc. and all this creeping upon us the last few years. I'm afraid it leaves little hope for the future, very regrettably negative."

"L2pt1: Too low a profile in local press and other advertisements."

"L1pt58: Poor uninspiring publicity for adult education."

"L1pt62: If we want the service to continue then staff should work harder to promote their own classes and retain students numbers."

Management seems to lack imagination or enthusiasm to advertise adult courses. It would be beneficial if adult educators were consulted on this issue and campaigns organised. It must be very frustrating for adult educators to wait for things to happen, when they themselves are willing to contribute.

5. Part-time adult educators views on adult education in general

Adult educators have identified several key issues that make them feel unhappy. Not a single respondent, in this section, praised the government, institutions or LEAs for current policies.

"L1pt7: Not happy with the concept that everything must pay for itself and in many cases make a profit."

"L1pt9: It means adults have been left at the back of a stage door as usual so they will never receive a chance."

"L3pt6: I find some of the changes very worrying. The quality of education and genuine service to students seems to be being sacrificed for an appearance i.e. "looking good" in order to impress the FEFC. I feel an immense amount of time is also wasted e.g. in preparing for inspections, preparing aims, objectives, schemes and then trying to fit one's actual teaching into the reduced time left available."

"1pt2: Not positive because it undermines the automatic provision of adult classes as a social service."

"1pt4: Adult education keeps people healthy in mind and probably saves the NHS money in the long run."

"L1pt52: I feel students will be deprived of a very important social aspect of their lives."

"L1pt43: We have to make the best of a bad situation."

"L1pt44: Is it worth carrying on? Students' levels are so low it is obviously not cost effective per-student, LEA view. However how many out there need the provision but can't afford it?"

"L1pt47: It's always at the sharp end of any cuts in spending."

"L1pt61: Scandalous. There are fewer courses available now, fewer opportunities for adults with no qualifications. The pay is poor and teachers feel disillusioned."

Once more some themes re-emerge; the social aspect and the presumed benefits of adult education, tutors opinions seem to indicate to a marginal service, they talk of disillusionment, being disheartened, fees rising and those who really need adult education not being able to afford it. Most importantly it appears that there is a suggestion that funds badly needed for the service are spent on cosmetics and appearances (large amounts of money is spent on glossy brochures, new interior co-ordinated colour schemes).

L1pt63 L1pt64 and L1pt65 continue on the same lines they said.

"Emphasis on exam classes raising costs for people."

"Smaller budget = less resources fewer teachers."

"Despair at lack of overall planning."

7.6.5. The fifth open-ended question. This was the last of the open-ended questions; it asked respondents to make any additional comments or suggestions on any matter raised in this questionnaire. It was answered by only twenty-two respondents. Only the most salient points that have touched upon several key issues will be reported. The first issue that has been highlighted is.

1. Adult educators status/recognition/isolation

"L1 pt6: Part-timers are the backbone of adult education and have never had the recognition and security that has been enjoyed by full-time staff."

"L1 pt7: Adult educators are the "poor relation" in education with no progression route to "full-time employment as teachers"."

"Ipt7: I have always regarded part-time adult educators as peripatetic teachers, to be the poor relations in the teaching profession. Teaching evenings in high schools presents its own problems, tutors are fairly isolated and it appears the caretaker is the one with power."

It is obvious that these are the issues that concern them a great deal; which are being highlighted by the next respondent.

"L1 pt13: a) part-time staff should have equal status to full-time staff."

Part-time staff are neglected.

Part-time staff should be involved in decision making.

Part-time staff should be involved in development work.

Part-time staff should have some security built into teaching.

a more co-operative environment."

2. Equipment and materials

"L1 pt2: Lack of equipment and materials for courses that have to be provided and paid for by ourselves. We end up spending on lessons more money than we earn."

3. Management

"Ipt6: I work in several institutions, I come into contact with different managers some excellent and some not as good or understanding."

"Ipt10: I work for several institutions some organisers are helpful, some I don't see or hear from."

"Ipt8: I am lucky to work in such a centre, a happy well run centre. There is the minimum of paper work, an understanding head and the most receptive and interested students."

Only part-time adult educators from the Independent provider made any comments on management.

The remainder of the replies were general comments on adult education.

"L3pt1: The provision of adult education is essential. There must always be an opportunity for adults to benefit from adult education. Society must ensure that everyone has access to adult education beyond childhood. It goes some way to maintaining hope and free spirit and personal development for all even as people get older."

"L1 pt1: Adult education can give so many benefits to people who have missed out earlier in their lives and who now have the time and inclination to learn new skills or upgrade old ones."

"Ipt4: For some time I had in my mind to try to interest the psychologist/psychiatrists in research into the value of adult education to the nation. Value in the sense of cash saved. Somehow I've not managed to focus my ideas into a theme. Can you do it? (telephone number was provided)."

"Ipt4: Adult education keeps people healthy in mind and probably saves the NHS money in the long run."

"L3pt1: I do think the approach is too commercial though. Limited resources, impossible profitable ways, competition with other institutions. Being dictated by the business demand."

7.7. Summary of Chapter

This chapter has been used to analyse all the data that was judged to be of qualitative nature. In the first section of the chapter, the data collected from interviews was analysed. In the second section qualitative analysis was carried out on the answers received from part-time adult educators to the five open-ended questions.

CHAPTER EIGHT

DISCUSSION AND RECOMMENDATIONS

8.1. Introduction

The aspects of Chapter Eight are:

1. A critique of the study and research techniques.
2. The findings of the two methodologies.
3. Other regional findings.
4. Recommendations of the research.
5. Concluding statement.

It should be recalled that the broad aims of this research (as stated in Chapter 5.2.) were to investigate the socio-demographic characteristics and factors affecting professional attitudes, feelings and practice among part-time adult educators in Greater Manchester. The socio-demographic characteristics of part-time adult educators have been the subject of previous studies in England within a confined geographical location. The aim of the present work has been to identify adult educators' socio-demographic characteristics in the Greater Manchester area and at the same time to update national statistics on the same topic. It must also be noted that no other study has investigated the specific themes set out in this research, or used the same instruments (as stated in Chapter 1.2) within the same geographical location. Although a number of writers and academics have identified and reported on the occurrence of similar findings, no statistical research has been made by employing all the instruments, methods and statistical tests that were utilised in the present study.

8.2. A critique of the study and research techniques

All statistical instruments have been judged appropriate, sufficient and suitable for this study. However, the researcher feels that the nine part-time adult educator interviews did not represent a sufficient number from all participating adult education providers. Under different circumstances, or in future research, these individual interviews would improve if they were replaced by group interviews, taking part on the premises of each participating institution. This, however, would have involved a far larger sample. The logistics of such an exercise would involve occupying classrooms, co-ordinating a

number of participants and take much time to organise, thus needing more resources and finance. In addition, there could be the possibility of disrupting the smooth running of the institution.

Item 1 in the questionnaire, 'number of years of experience as an adult educator,' could have been more appropriate for the study if it had been entered as an interval variable instead of an ordinal, i.e. asking part-time adult educators to enter the exact number of years of experience and then this could have been re-coded into an ordinal variable, thus obtaining the exact number of years of experience. At present, due to the fact that it has been entered as an ordinal variable, it can only give us the years of experience in groups. Therefore, we can only have the Median and not the Mean, so with Median=2 it means that part-time adult educators experience is between 5-9 years, a wide margin not an exact figure (Mean value).

Although managers have disclosed the percentage of vocational and non-vocational subjects in their Centres, the study would have been better served if, in the first part of the socio-demographic section, a question had been inserted asking adult educators whether they taught vocational or non-vocational subjects. This would have enabled the study to ascertain how many classes are within Schedule 2 and how many outside it.

With the exception of a temporary problem, there were no difficulties in administering the chosen instruments of the empirical study. There were some disappointments which cost time, money and resources; a) the non-existent participation of the WEA tutors, an influential body with a distinct history and influence in the development of 20th Century adult education; and b) the refusal or reluctant participation of all the FE institutions that were approached.

On the positive side, the researcher must pay tribute to all the LEA-based providers that were approached for extending every possible courtesy and co-operation, not forgetting the manager of the Independent Provider, who not only assisted personally by talking to his tutors, but was kind enough to give the author a tour of his premises and accompany the writer in classrooms during sessions. Comparing this most relaxed and enviable atmosphere to that of the FE providers, one wonders why it seems impossible to have the same working conditions and pleasant environment throughout all providers? If a

similar study was to be undertaken in the future the involvement of LEA-only providers would yield a much higher response which would be representative of the wider population or, as has already been suggested, a survey under the auspices of NIACE, would attract the co-operation of all providers.

8.3. The findings of the two methodologies

This section proposes to comment on the findings of the factor analysis, the interviews, the five open-ended questions, the one postal questionnaire sent to a manager and the parametric and non-parametric statistical analysis. Triangulation of methods helped to provide a cross-reference, and validation of the findings. The most salient findings from the above categories will be discussed.

It has already been observed in Chapter Five, (5.12.3) that the themes of factor analysis and the themes of the interview questionnaires were based around the same issues. Therefore, the expected discussion would be on similar themes. The answers to the five open-ended questions, however, have gleaned rich data on a variety of topics in addition to those already identified in both interviews and factor analysis. These make interesting reading and have improved this study by reaching beyond the original themes around which the questionnaires were constructed. There were no preconceptions, preconditions or limits to what would, could or should be discussed in responses.

8.3.1. Descriptive statistics

The aim of the descriptive statistics was to provide information on the socio-demographic characteristics of the sample and also to update existing information from other regional findings.

The first item asked respondents how many years experience they had as adult educators. The ensuing analysis indicated that overall group two (5-9) was the median value of this ordinal variable. Between institutions there were some differences, LEA2 and the Independent providers had a median value =3 meaning group three (10-14).

The second question envisaged to find adult educators age. Again as an ordinal variable it gave a median =3 (group three 41-50). Only the independent provider had significant

differences, with none of its staff under the age of 30 and nearly 30% of its adult educators over 60 years old. It was observed that there were no men under the age of 30 in the whole sample.

Are part-time adult educators experienced in any other sector of education? The surprise result revealed that 80.7% of respondents have no primary education experience, where 30% disclosed experience in secondary education and 41.1% experience in FE and 16.7% experience in HE.

It was found that 34.4% were men and 65.6% were women. Between institutions the FE and independent providers had nearly equal numbers of men and women.

In a complex list of answers respondents disclosed that 6.8% had no qualifications at all. It is a remarkable change from the results of previous research that was carried out in the 1970s and 1980s. This is an indication that either adult educators have chosen the path of training and qualification or adult education has attracted qualified and trained adult educators.

It was found that more men hold postgraduate qualifications and more women hold teaching qualifications and degrees than men. The results also demonstrated that 107 respondents have more than one qualification.

Arts and crafts still remain the most popular subjects, with languages second and information technology third. Managers have disclosed that 70% of today's curriculum is vocational with 30% non-vocational. Only the independent provider has 100% non-vocational subjects.

The average weekly hours were mean=9.08. There were differences between institutions; nobody worked more than 16-20 hours a week in LEA3, FE and Independent Provider.

Part-time adult educators work between one to a maximum eight institutions. No women worked in more than five institutions, mean =1.92

The final item under descriptive statistics asked respondents whether they are paid to prepare work at home, 66% said they thought they were paid and 34% said no.

8.3.2. Factor analysis, interviews and postal questionnaire

The first theme was given the title NEGLECT. Within this theme there were issues concerning neglect, isolation, support from managers relationships with full-time colleagues managers and institutions, issues of recognition, equality, privileges and status.

It was found in the factor analysis that part-time adult educators felt neglected. Nearly 55% agreed they felt neglected and nearly 23% were undecided only 22% felt they were not neglected. This neglect was also found during the qualitative data analysis all interviewees including the adult educators themselves felt they were neglected.

The majority of respondents felt unsupported, 56% agreed and 26% were undecided with only 17% felt supported. In total, 48.9% agreed with the statement that managers pay sufficient attention to their needs; 47.4% of respondents felt managers value their work.

The issue of isolation has extensively occupied the columns of several publications. It has been identified as a perennial problem in adult education and has been identified in this research too.

Support or lack of it from full-time colleagues, managers and institutions was the next theme. In the quantitative and qualitative data analysis the answers obtained from responding adult educators indicated that their managers pay sufficient attention to their needs, support them, regard them as equals but that their institutions do not value their work. Adult educators also indicated that senior management do not support or respond to their needs. The factor analysis also found that 40.6% of responding adult educators indicated they received no help from their full-time colleagues and 37.5% answered they are not supported by their full-time colleagues, where 40.6% responded they are not treated as equals by them. Although a small percentage felt they are supported and treated as equals and receive help from their full-time colleagues, an extremely high percentage of respondents, over 40%, indicated they were undecided. The results

obtained from the qualitative research and also from existing literature indicate that adult educators are the poor cousins, coming second best after their full-time colleagues

The data from the present study also found overwhelming support from most participants in both research methodologies, that part-time adult educators have no status, receive no recognition or privileges. 63% stated they have no status, only 12% disagreed. Lack of status, and no recognition was included by part-time adult educators as one of their most negative experiences.

The second theme that was identified was that of ATTITUDE and MOTIVATION of part-time adult educators. It has already been explained that the original plan had attitude and motivation as two separate themes. The factor analysis, however, combined them as one. Within these two titles are the issues of motivation, commitment, job satisfaction, enthusiasm and dedication of part-time adult educators to the job. The answers of the respondents in both methodologies were overwhelming in declaring that the attitude, motivation, commitment, enthusiasm, dedication and job satisfaction of part-time adult educators has never been in question. In the quantitative data analysis 97.1% agreed they get job satisfaction working with adults. They enjoy their involvement with adult learners this was stated by 97.9% of respondents. 96.9% thought teaching adults was a pleasure and 98.9% stated they enjoy teaching adults. This commitment is shown by spending time preparing for their lessons, this view was shared by 97.2% of respondents. 82.8% declared they are motivated and 90.6% said their students value their work. Existing literature supports the obtained outcomes. Those who teach adults are notable for their commitment to their students, their enthusiasm to share their subject. This was further substantiated by adult educators answers in the open ended questions. Most adult educators declared that students success, progress was the most positive experience, "the main reward that can be derived from teaching". The above statements further re-enforce the findings of this research and support those who advocate, the writer amongst them, that monetary reward is not the only or the most important reason that propels adult educators to teach adults.

POLICY and PLANNING. It has been declared by Mee and Wiltshire (1978) that a good adult educator must be aware of policy, planning and other situations surrounding adult education. With this in mind the study attempts to ascertain the level of knowledge

amongst adult educators on current issues concerning them and the service. The results of the research support the findings of Mee and Wiltshire (1978). Part-time adult educators' answers to the quantitative research indicated that; a) adult education is not given priority by government, institutions and local policy makers, and, b) sufficient funds are not provided for adult education and training. Only 6.8% of the sample felt the government gives high status to adult education, 79.3% disagreed. Policy makers provide adult education with sufficient funds, 8.7% agreed and 77.7% disagreed. These answers are in agreement with the interviewed part-time adult educators, managers, trainers and elite academics. Furthermore recent policy changes were included in adult educators most negative experiences. Newman (1979) called adult education the poor cousin of our education system, where NATFHE (1993) in a survey report quoted Secretary of State Mr. Baker in (1989) who stated that adult education has been seriously underfunded for years.

TRAVEL and TIME. This item dealt with issues that concern time and travel. Respondents in both methodologies generally accepted that part-time adult educators spend time travelling from one institution to another. It has been well documented formerly that part-time adult educators spent time travelling between institutions, 80% agreed and 6.7% disagreed. Another issue that affects adult educators is time lost due to inferior materials and equipment, 87.1% agreed with the statement and 7.3% disagreed. Another of the statements on this issue asked adult educators whether they spend time for which they are not paid, either for classes that do not run or for helping their students. Those who agreed with the statement were 90.6% and with the opposite view 4.6%. Valuable time is lost due to time spent on the road but also due to lack of quality materials and lack of modern equipment. Lack of appropriate equipment, accommodation and facilities have also been considered as items related to time. Adult educators have answered that lack of equipment and materials is an obstacle to their teaching. Resources, accommodation, facilities and equipment also featured prominently in the answers of the open-ended questions, as one of the most negative experiences having to teach in ill-equipped rooms with poor old mal-functioning equipment.

There seems to be a point where one thinks. "Is this working out?"

The subject of TRAINING is of paramount importance not only to this study but also to the cause of adult learning and adult educators alike. Both part-time adult educators and

other participants to this research recognised the importance of training and its use in a variety of ways. It was also recognised by adult educators that there are poor training opportunities and in-house training opportunities were difficult to access. Within this theme there were issues of staff development and the finance of training. Available literature testifies to this and supports the results of this research. Respondents also recognised that funds for such training were in short supply.

Part-time adult educators answers reinforced the results of the qualitative data analysis. 83.8% agreed all adult educators must receive in-service training, 92.2% agreed training helped them in their work and 65.7% said training prepared them for teaching.

TEACHING METHODOLOGY is the final of the identified factors within the two research methodologies. Part-time adult educators indicated an awareness of differences between children as learners and adults as learners. 93.7% acknowledge adult learners are different to children and 94.8% agreed that teaching adults is different to teaching children. This view was not however shared by all the elite academics. Participants in both quantitative and qualitative analyses raised all the themes that have been identified and discussed in the previous section. In addition to the above issues part-time adult educators in the five open-ended questions pointed out other matters that they felt affect their performance either in a positive or negative manner in the service.

8.3.3. The five open-ended questions

It is proposed that only issues that have not been discussed in the previous section will be mentioned here.

The first open-ended question asked adult educators what attracted them to adult education. It was inevitable with 66% female staff that the most common answers will be FLEXIBLE HOURS and convenient hours to suit a young family. Adult education with its flexible time table and especially classes in the evening would suit young mothers. ADULT LEARNERS' MOTIVATION to learn was said to be another reason for encouraging them to teach in adult education. Adults enter adult education by choice not because they have to.

Another was that of LOVE FOR THEIR SUBJECT which has also featured prominently in their answers. They are also attracted to the service because of the enjoyment they receive when they share their knowledge and skills with others and the satisfaction of seeing their students grow and develop.

Another of the issues the part-time adult educators talked about was ENROLMENTS. The mere fact that providers or policy makers pre arrange the level of acceptability or viability of a class gives them cause for concern. People tend to go for the most popular subjects, more specialised ones will not run; will not secure enough enrolments. Many part-time adult educators seem to be concerned when a class has to close down due to lack of numbers and the financial losses are not their main worries; they worry about their students losing out. Lack of enrolments was also blamed on poor management.

SOCIAL OR THERAPEUTIC VALUE. Some respondents expressed the view that adult education plays a social and therapeutic role in the society; it shouldn't be seen only as a business that must make a profit to be viable. The writer would also add that adult and community education could be extended to include the development of the person and the person's inner self. The programme's success must not only be measured by the benefits of the learner, but also on the community as a whole. It must be recognised therefore that adult education forms part of the public domain... and it must be judged on whether it contributes to the general good of both goals and outcomes. Mee and Wiltshire (1978) and Legge (1982) agreed with this outlook on adult education.

The issue of QUALIFICATION VOCATIONAL/NON-VOCATIONAL was also raised by some respondents. The majority of participants felt that the new drive towards vocational adult education and qualification has driven many adult learners away, some adult educators claim they have not seen such low enrolment figures. The writer has experienced this situation at first hand, where older learners phoned him to express their anxiety at the pressure brought about by the exam at the end of the course, with comments like "sorry we will not be attending next year, we don't need a certificate." Not everybody wishes to undertake an examination.

Adult educators included LEARNERS' LACK OF COMMITMENT as one of the most negative experiences.

Some adult educators felt that management are indifferent to the value of marketing adult education. Lack of promotional work and POOR MARKETING is also blamed for low enrolments.

The recent changes in adult education regulations demand a new level of PAPERWORK which seems to irritate adult educators. It has been mentioned by some as their most negative experience. If adult educators expect status and recognition this is one of the things they must accept, accountability through transparent record keeping.

Job INSECURITY was another issue raised by adult educators in the open-ended questions. They spent time preparing for classes, only to be told there is no class, no job.

8.3.4. Parametric and non-parametric statistics

A number of parametric and non-parametric statistical tests were carried out. These aimed to discover associations or differences between independent variables and the six retained factor scores.

Kruskal Wallis tests, revealed no important findings to report.

The first one-way ANOVA test between the six retained factors by institution revealed differences between the scores to factor four by institution. This factor represents time and travel. In the ensuing *t*-tests it was found that there are significant differences in the mean scores between the independent provider and LEA1 and LEA2. It would appear that adult educators in the independent provider do not encounter the same situations as their colleagues in LEA1 and LEA2 in matters surrounding issues of time, travel materials and equipment.

The six retained factors by age, was the next one-way ANOVA test. This test also revealed differences in the mean scores between ages and factor travel and time. T-tests using the Bonferroni approach revealed differences between group five (over 60) and group three (41-50). It would appear from the answers to the above test that the older

adult educators find travelling more difficult and perhaps it restricts their ability to travel to institutions which are further away.

One-way ANOVA tests were carried out between the six retained factor scores by experience. Significant differences to the mean scores between factor three (policy and planning) and factor six (teaching methodology) by years of experience were identified. These significant differences between factor three were found between the groups one (less than 5 years) and group five (over 20 years). The answers between those with no or little experience in adult education and those over 20 years experience are different. It is expected that those with vast experience will know more about policy and planning than those with little or no experience and this has affected the way they answered. The one-way ANOVA also detected differences between group three (10-14 years) and factor six. The ensuing *t*-tests have identified differences between groups one (less than 5 years) and group three (10-14). It would appear those with experience between 10-14 years either know more about teaching methodology than those with little experience or they adopt a different teaching method than those with little experience.

Two sample independent *t*-tests were carried out between;

- a) Six factor scores by sex
- b) Average teaching hours by sex
- c) Number of adult institutions you teach by sex
- d) Average teaching hours by Are you paid to prepare work at home and
- e) Number of adult institutions you teach by Are you paid to prepare work at home

There were no significant differences to the mean scores between average teaching hours by sex. There were no differences between the variable number of institutions you teach by sex. This is surprising it would have been expected that women would prefer to teach in a lesser number of institutions, since it has been established that travelling between institutions involves more time on the road, which could keep them away from their family.

The *t*-tests between the six retained factor scores by sex revealed differences in the mean scores between factor two (motivation) factor four (travel and time) and factor six (teaching methodology).

Factor two by sex. It indicated that the men and women are motivated in a different way.

Factor four by sex. It would appear that there are differences to the answers between men and women in respect of travel and time. This could imply that women do not like travelling, especially if their class is at night or that men and women view differently the need for modern equipment and materials.

Factor six by sex. Men and women view teaching methodology in a different way or men and women, adopt different teaching methodologies.

There were no significant findings to report between average teaching hours by are you paid to prepare work at home.

Number of institutions you teach by are you paid to prepare work at home produce significant differences both in the mean scores and their mean variance scores. It would appear that the more institutions they work, the less time they have at their disposal to prepare this has an effect in their ability to prepare work at home. This is a handicap for those who work in different institutions. It seems that time taken up by teaching and time taken up by travelling has an effect on their ability to prepare. It can be assumed also that facilities are different between institutions and if there are no modern well-serviced equipment, this could also have an effect on adult educators ability to prepare.

Chi-square tests were carried out between experience in other sectors of education by sex and by the selected types of qualification relevant to adult education by sex. Only the test on experience in higher education by sex produced significant differences. It would appear that women and men with experience in higher education did not answer the same way. Perhaps they come from different teaching backgrounds and that made them answered differently. Men and women with a City & Guilds provided different answers. An obvious reason is not easy to pin-point. One may assume that their thoughts are

different due to the way in which have either entered adult education or the in way they were trained.

The final non-parametric tests were correlations between the ordinal variables Experience. Age and hours re-coded. As expected high positive correlations between age and experience were observed. It is a natural process as one gets older they gain more experience.

8.4. Other regional findings

Since the claim has been made that no other research has investigated the same specific themes or utilised the same instruments as the present study, the writer proposes to briefly examine other surveys, their theme, aims and what type of instruments were used. The results of these surveys have been documented in detail in Chapter Six. For the benefit of this study the author proposes to explain their aims, the types of instruments used, their geographical location and the manner in which these studies were carried out.

Although some statistical information has been supplied by numerous writers, their source and type of research undertaken is patchy and in the main, the type of research is not disclosed and there is little by way of validity and reliability testing. The following surveys have been judged to show similarities with the present study. In chronological order they are as follows: Handley (1981), Martin (1981), Graham et al (1982), Sullivan (1984), Hill (1986) and Corder (1993). Although Mee & Wiltshire (1978) have carried out the largest survey by far in modern adult education, by their own admission their survey, financed by the DES, was predominantly of qualitative character and therefore excluded from this section. Handley's survey in (1981), was part of a M.Sc. at the University of Surrey. The purpose of the investigation was to gather information from part-time teachers of adults that might act as a guide to the development of stage II ACSTT courses. The mail questionnaire method was adopted. Her sample was almost equally divided between two different providers - part-time adult educators working in an adult education institute and part-time adult educators from a FE establishment. The sample, however, was drawn from two different locations, one from the county of Surrey and one from Outer London. Descriptive statistics with frequency tables and

distributions were used extensively and although she stated that SPSS was used she only used cross-tabulations to prove her case.

Another survey that is of interest to this study, also in 1981 was that by Martin. This survey also utilised a mail questionnaire and took place in the counties of Bedfordshire, Cambridgeshire, Essex, Norfolk and Suffolk. It produced a return of just over 50% with 3188 valid responses. By Martin's admission, he used descriptive statistics and Chi-square test of association. The aims of the study were to ascertain the current level of training of part-time adult education tutors and the potential demand for the future. A survey that was carried out in 1982 by Graham et al had 1548 responses and it focused on non-vocational tutors in four counties; Nottinghamshire, Derbyshire, Lincolnshire and Northamptonshire. The major focus of the survey was the training of part-time teachers employed in the non-vocational adult education service. The original methodology was intended to be both of quantitative and qualitative nature, in the end, though, the survey took a qualitative orientation. The socio-demographic characteristics of the statistical data were used by the present study to draw comparisons.

Sullivan (1984), although he set out to measure the hypothesis that a trained teacher is better than an untrained teacher and that dropout rates will be higher with untrained teachers than trained ones, has provided adult education with an abundance of information on the socio-demographic characteristics of adult educators by using descriptive statistics and by using multiple regression. The survey took place in the East Midlands and the sample of 136 teachers was from four different centres. This research was part of a larger project financed and commissioned by the DES. Descriptive statistics were used with which this study has drawn comparisons.

Hill (1986) reported on a large scale, survey of 104 LEAs that was undertaken by the Centre for Information on Language Teaching (CILT). The aim of the survey (again a mail questionnaire was used) was to obtain a clearer picture of the training available to part-time tutors and the circumstances under which was being offered. The survey provided a large number of percentages with no particular analysis or instruments being used. Nicholas Corder carried out the most recent survey in 1993, in the county of Buckinghamshire. One of its aims was the development of a profile of part-time tutors in terms of length of service, hours worked, experience of training, staff development

and support received in their work. The sample of 360 part-time teachers of adults came from three different centres and was approached by using a questionnaire, with a total 124 replies. The author of the present study, to draw comparisons, used the findings of the descriptive statistics from that survey.

8.5. Recommendations of the research

The question must be asked: What should be done for both adult education and adult educators? How should the present situation be tackled? What steps can be taken to redress the years of neglect and underfunding and to ensure that adult education remains a viable proposition for the future?

From the previous sections, a list of recommendations can be drawn to show what steps can be taken to improve, a) adult education as a whole and b) the status and conditions of practice of the part-time adult educators.

There is an urgent need to address the needs of part-time adult educators in the following areas:

1. Neglect: adult educators feel neglected. What steps can be taken to redress this issue which has been associated with this service for many years?
2. Isolation: managers and providers alike must address this problem; adult educators must be made to feel they are part of the whole process.
3. Support: adult educators have indicated they feel they are not supported, all concerned must work together to reverse this trend and show adult educators that this is a thing of the past; they must be supported not only by the centre managers, (where available) but by senior ones, colleagues and institutions alike.
4. Relationships with full-time colleagues: an effort must be made by all concerned to improve the relationships between full-timers and part-timers.
5. Status: adult educators must be seen as equals; they provide a service with professionalism, motivation and punctuality.
6. Steps must be taken to redress years of neglect and under-funding in both training and adult education provision.
7. Any funding that is allocated to LEAs or FE institutions ear marked for adult education must be ring fenced, thus ensuring it reaches its intended destination.

8. Relaxation of Schedule 2 rules and regulations; both vocational and non-vocational adult education must receive additional funding.
9. An allowance towards adult educators travelling expenses, according to the hours and number of places they work.
10. An immediate injection of funds for suitable materials and modern equipment.
11. The introduction of an innovative way by which adult educators become motivated to attend training, staff development programmes and also staff meetings.
12. Encouragement must be given to adult educators to become reflective practitioners.
13. Organised workshops should be organised for all adult educators, within their centres or institutions.
14. Comprehensive, nation-wide, research, to include all providers.
15. An annual adult education conference, open for all to attend.
16. Raise the adult education profile, especially with the public.
17. Adult Learners Week can be utilised to raise this profile, with functions, exhibitions, free workshops for the public and other organised events in which local MPs and other local dignitaries attend. All these are designed to attract the attention of the local press.
18. Individual appropriate pay scales for adult educators according to hours of experience and qualifications.
19. Research to ascertain the social and therapeutic value of adult education.
20. Government and LEA or other funding directed at adult education must be ring-fenced, thus ensuring they reach their destination.
21. Profits generated by the service to be re-invested in the service.
22. Necessary steps must be made to involve local employers and the needs of local industry should be taken into consideration; this can be reflected in the curriculum.

8.5.1. For consideration

- a) Regular in-service training or meetings between adult educators.
- b) There is a need to educate the public of the situation and needs of adult education. The support of the public would be instrumental in promoting this issue.
- c) Evidence seen in this research has shown that adult educators are committed and motivated. This motivation and commitment must be used in a constructive and beneficial way for adult education. Adult educators can be encouraged to be

proactive and not passive participants.

- d) Remove all fees for those over the age of 65.
- e) Steps should be taken to encourage the participation of ethnic minorities and underprivileged people within the community.
- f) Increase the academic year from a maximum of thirty weeks to forty, with selective additional Saturday workshops.

8.6. Concluding statement

The findings of this study can provide a useful base upon which both adult educators and the wider adult education concept's needs and position can be further investigated. Another research on a larger scale could be considered as more reliable and the results can be seen to represent more accurately the needs of the service and adult educators. As Newman (1979), correctly explained, adult educators and adult education problems can be seen in tandem. Both have been suffering from the same chronic symptoms that have bedevilled this area of education for many years.

The findings have further demonstrated the following issues. On the one hand, the socio-demographic data has indicated that a substantial number of adult educators are trained and with subject qualifications, and on the other they only stay in adult education between 5-9 years. Whether it is their initial intention for a short stay is not known. This data also established that adult educators teach in more than one institution; the time spent travelling is not paid. The average weekly hours were found to be nine. It can therefore be deduced that adult education cannot be the adult educator's main or only job. Both research instruments indicated that adult educators are committed, dedicated, and enthusiastic and derive job satisfaction from their adult teaching and yet this group of people are not treated in the professional manner they deserve. Hence, the findings have demonstrated that adult educators continue to feel they are neglected, isolated, not receiving the recognition, status, support, privileges and other fringe benefits other employees in FE sector or other full-time staff take for granted.

While discussing the definition of attitude in Chapter Three, it was seen that attitudes are patterns of response which predispose the individual to specific behaviour. (Kidd

1973:115) This behaviour has been also noted to be a product of something that has been formed over periods of time. It seems that these negative attitudes towards adult educators and adult education are perceptions which perhaps were justifiably associated with adult educators and adult education during the early years of development; perhaps during the 1950s and 1960s; where training was non-existent and quality of teaching was poor. This does not compare with the findings of this study where some 94% of respondents have either a teaching or subject qualification, and part-time adult educators and adult education providers are subject to regular FEFC inspections. Although even then, Mee and Wiltshire (1978) found that 71% of respondents to their survey were trained teachers, with 37.5% being graduates and 14.2% with adult education diploma. The 1990s, whilst being years of contraction and financial cuts and changes, have developed an adult educator with qualifications and training. The mere fact that they predominantly work in the evenings does not give anybody the right to consider them as inferior. Old attitudes must remain so, not to be re-born and re-invented and therefore continue today. The results show adult education, in the main, is taught delivered by professional, trained, humanitarian, motivated, conscientious people who travel between centres in all kinds of weather and who are mainly concerned with their students' progress.

Mee and Wiltshire (1978) stated "adult educators are on the whole deeply and personally committed to the service of adult education...we could not but admire the zeal and enthusiasm which adult educators bring to this work..." Humanitarian and egalitarian impulses have always been an essential part of adult education, and adult educators would not be adult educators if they were not driven by such feelings...but also driven by strong concern for teaching, for the extension of teaching and the improvement of teaching. These sets of values are necessary to the health of the movement. (ibid pp105-111-113)

This final section will outline the author's final thoughts on adult education in, the present and the future.

For the last fifty years, or so, all sectors of education have been transformed beyond recognition. The elementary sector now known as primary, the fee paying secondary education has been made compulsory by statute and therefore became free. The FE

sector has been changed beyond recognition with its new corporate status and HE has seen the number of universities increase and a new record of students attending. Record sums of money have been invested in all the sectors of education except adult education. Is this a sign of how little adult education really means to policy makers, or is valued or recognised by politicians both locally and nationally? Is it really so low on their list of priorities? One then asks the question, why is it that adult education is bedevilled by the same problems now as it was fifty or more years ago? Why is it that adult educators still face the same problems today? The Carnegie Report in (1929) identified isolation as a problem as did the Russell Report in (1973), Newman (1979) also identified the same and yet this continues today. Mee and Wiltshire (1978), Rogers (1979), Summers (1991) and many others have recognised that part-time adult educators are poorly paid, working in isolation, are neglected, have no status and receive little or no recognition for their work. This research has established that part-time adult educators still face these problems. It is an indication both at local as well as at national level adult education and adult educators do not receive the attention, care or treatment they deserve.

The last eighteen months have seen the publication of new discussion documents, the two Kennedy Reports, Learning Works Widening Participation in Further Education and How to Widen Participation A Guide to Good Practice. The DfEE published a paper with the title the Learning Age A renaissance for a New Britain. Furthermore, the first report of the National Advisory Group for Continuing Education and Lifelong Learning by Professor Fryer, Learning for the Twenty-first Century was published. Finally the DfEE published the long awaited White Paper on adult education Learning to Succeed in June of this year. It would appear that these documents have had a major impact on LEA adult education. The writer has established from conversations with several managers that it seems they have given adult education a new lease of life. Managers within LEAs are talking with enthusiasm about the future, something that has not happened for at least two decades. New money is being injected into the service. In one LEA, £100,000 has been given to the Lifelong Service from the local authority, although conditional upon the service producing and meeting some new targets, with more money promised later on if these targets are met.

For the first time adult education is in the forefront of government policy. As one manager put it "it would appear that those involved in national and local policy have

realised that adult education has something to offer." In a recent staff induction meeting for the new academic year the manager of the LEA provider where the author works was very enthusiastic with recent developments and stated that "in my experience as a manager during the last twenty years I became an expert in budget shrinking now I must learn all about budget development." It has been documented in an earlier chapter that the government announced in October 1998 that £9 million was being made available for non-Schedule 2 provision. An additional £5 million has been found by the government so that adult learners who are on benefit can be spared the fees. (TES 9-10 1998) Since then it has been announced by the FEFC, Circular 99/16 that a further £10 million is being made available for non-schedule 2 purposes and partnerships only, not individual providers, have been invited to bid. It would appear that the funding council in its attempt to promote harmony and co-operation between different providers has encouraged smooth co-existence and good relationships between providers within the same locality, so instead of competing with each other for funds with this circular encourages them to bid together. Furthermore, additional monies have been made available and providers who fall within certain deprived areas have been allowed to bid. These areas have been designated areas of priority. It is clear that the government in its attempt to widen participation has offered additional benefits to people from deprived areas. All this activity happening in such a short period of time, is reminiscent of the period after the 1973 Russell Report. There is an air of optimism about and people are talking about the future with more confidence.

If it is to survive, adult education must look to the future with optimism and confidence. The road to future prosperity will not be easy; it will require perhaps changes and sacrifices and the exploration of new avenues. It would mean adult education becoming an equal partner in a new education cycle, being linked to primary and secondary education and other post 16 sectors, more closely than it is now. Adult education must not be distracted by the vocational and non-vocational divide. Linkage with the other sectors of education will bring adult education much closer to the front line of education. Adult education can play a major role in the future by linking the Learning Age and Widening Participation by offering new learning opportunities within its non-formal, less threatening surroundings, to people who have not been involved in learning or who have not benefited from earlier learning experiences. The service must become a proactive participant in the education cycle. By working closely with the other sectors of

education at local level, adult education providers can arrange so that under-achievers' details and academic records are passed on and then the adult education service can directly dispatch details of courses available to all people within these groups. Thus making adult education a natural continuum of the education cycle, not an isolated sector of voluntary education activity. Within a service of this type adults can then indulge in their favourite pastimes within the traditions of liberal adult education.

New partnerships must be explored with local industry and local employers. Some providers are already in contact with private enterprise and courses are already running to clients' specifications. Within this "new" service perhaps the demands will be difficult and the challenges will be different. Nobody can say that such transformation will be easy; it must be part of a streamlined and more professional efficient service available to those who wish to progress academically but also to those who wish to participate for leisure. Adult education may never be the same but at least it will survive.

We are approaching the new millennium. Frontiers and national barriers are being removed. The European Union has brought different nations closer; adult education can attain an international perspective and a much wider audience than ever anticipated. Nuissi (1994:31) stated "Adult education in a broader sense will form an important element of democratic society within the European Union... The aims of adult education are closely linked to distinguishing features of Europe, peace, democracy and human rights."

It has been said that the quality of adult education depends very much on the thousands of part-time adult educators who deliver the courses to adults. Quality of delivery must be made a priority. Adult educators (those who do not possess any teaching or training qualification) must be encouraged to train and gain qualifications so that standards of teaching can be compared with those within the compulsory sector of education. The Fryer Report can be used as the springboard for such a move. Blamire (1989:36) stated that "to ensure high quality service, it is clearly essential that these staff have well-managed in-service education and training." Providers are already responding to the Fryer Report by raising teaching standards and the recently published White Paper promises new made to measure qualifications for all adult educators. Adult educators must professionalise, train and gain qualifications, thus exterminating the stigma

associated with adult education, of being ill trained, unprofessional, unqualified, here today gone tomorrow. If we achieve these aims then their status, position within the establishment, privileges and recognition will alter and certainly the authorities locally as well as nationally will respond. It is up to part-time adult educators and providers to grasp this new opportunity with both hands.

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APPENDICES

APPENDIX I

Faculty of Education

The University of Manchester, Oxford Road, Manchester M13 9PL
Telephone 0161 275 3518 Fax 0161 275 3528

Faculty Secretary: Gareth A Evans



THE UNIVERSITY
of MANCHESTER

QUESTIONNAIRE

Research and Graduate School.
University of Manchester.
Oxford Road, Manchester M13 9 PL
P.G. Patchias @ stud. Man. Ac. uk
or
5 Marbury Drive, West Timperley.
WA14 5BE
Tel. 0161 973 2783

Dear colleague

I would be grateful if you would agree to participate in this study by completing the enclosed questionnaire. I expect that it will take about ten minutes of your time.

The enclosed questionnaire is part of my Ph.D. research. It is intended to measure part-time adult educators' feelings towards issues in adult education. It is not in any way meant to measure any individual's ability, knowledge or competence in any matter/ subject or any institution's stand on any issues within adult education.

ANONYMITY OF INDIVIDUALS AND INSTITUTIONS IS GUARANTEED.

This questionnaire has been issued to other Colleges of Further Education and Adult Education Centres in Greater Manchester.

There are three parts to be completed.

Part one is designed to discover basic facts about part-time adult educators, e.g. years of experience.

Part two is about opinions on issues that concern part-time adult educators. It consists of a number of questions on a variety of themes, e.g. syllabus, methodology, approach, e.t.c. Please note that there is no right or wrong answer: We are simply interested in your opinion. You are asked to **tick one of five** boxes for each question.

Part three asks you to share some of your experiences.

PLEASE TRY AND ANSWER ALL QUESTIONS.

It is hoped that the results of this research will benefit all part-time adult educators, and all respondents will be sent details of the research findings.

After completing the enclosed questionnaire please return it at the end of your lesson to the office in the envelope provided together with your register.

In Anticipation of your co-operation many thanks.

PART ONE

Please tick the appropriate alternative in the following questions.

1. Number of years experience as an educator of adults.

- ☐ less than 5 ☐ from 5-9
☐ from 10-14 ☐ from 15-19 ☐ more than 20

2. Age:

- ☐ 21-30 ☐ 31-40
☐ 41-50 ☐ 51-60 ☐ over 60

3. Do you also have experience in (please tick as many as appropriate)

- ☐ Primary ☐ Secondary ☐ Further ☐ Higher education

4. Sex:

- ☐ Male
☐ Female

5. Qualifications : **Please tick all that apply:**

- ☐ B. A. B.Sc. B. Ed.
☐ M. A. M.Sc. M.Ed.
☐ Ph.D. M.Phil. or similar research degree.
☐ Diploma
☐ 730 City and Guilds
☐ Certificate in Education
☐ PGCE
☐ NWRAC Modular or similar
☐ None

6. Subjects taught in adult education and level.

- a
- b
- c
- d
- e

7. Average teaching hours per week: ☐

8. Number of adult education institutions in which you teach. ☐

9. Are you paid to prepare work at home? ☐ Yes ☐ No

PART TWO

The term adult educator always refers to part-time staff.

Please tick the appropriate alternative in the following questions.

The key to your response is as follows.

SD Strongly Disagree

D Disagree

U Undecided

A Agree

SA Strongly Agree

SD D U A SA

10. Managers pay sufficient attention to my needs
as an adult educator. ☐ ☐ ☐ ☐ ☐

11. Teaching adults is a pleasure. ☐ ☐ ☐ ☐ ☐

12. Shortage of funds can have an effect on training. ☐ ☐ ☐ ☐ ☐

13. Adult education institutions prefer part-time
adult educators because they have no statutory
commitments. (i.e. no holiday pay) ☐ ☐ ☐ ☐ ☐

14. Training prepared me for teaching adults. ☐ ☐ ☐ ☐ ☐

15. Policy makers have a sense of vision for adult education. ☐ ☐ ☐ ☐ ☐

16. I feel neglected by my managers as an adult educator. ☐ ☐ ☐ ☐ ☐

17. I am committed to the cause of adult education. ☐ ☐ ☐ ☐ ☐

18. Full-time teaching staff are always on hand to support
adult educators. ☐ ☐ ☐ ☐ ☐

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. A learner-centred approach is the appropriate methodology for adult educators. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Government gives high status to adult education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Managers value the work of adult educators. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Adult educators are highly motivated in their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Training can help adult educators in their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Adult educators are particularly susceptible to changes in policy decisions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Adult educators do not enjoy high status within the institution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. I enjoy teaching adults. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. All adult educators must have appropriate training on entry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Students value the work of adult educators. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Adult educators adjust their teaching technique to suit adult learners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Policy makers provide sufficient funds for in-service training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Managers regard adult educators as equals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. I get job satisfaction working with adults. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. I am not supported by my managers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. I purchase books and or equipment to enhance my classroom practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. I enjoy my involvement with adult learners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Policy makers provide sufficient funds for adult education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Full-time teaching staff regard adult educators as equals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Specialist training for adult educators is not needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

39. Institutions do not value the work of adult educators. ☐ ☐ ☐ ☐ ☐
40. Teaching adults is different to teaching children. ☐ ☐ ☐ ☐ ☐
41. Adult educators spend time travelling from one institution to another. ☐ ☐ ☐ ☐ ☐
42. All adult educators should receive in service training. ☐ ☐ ☐ ☐ ☐
43. Valuable time is lost when travelling from one institution to another. ☐ ☐ ☐ ☐ ☐
44. Adult educators do not share the same privileges as their full-time colleagues. ☐ ☐ ☐ ☐ ☐
45. Full-time teaching staff fully support adult educators in their work. ☐ ☐ ☐ ☐ ☐
46. Cutbacks have affected training provision. ☐ ☐ ☐ ☐ ☐
47. Adult educators must be prepared to travel. ☐ ☐ ☐ ☐ ☐
48. A system of preliminary training for adult educators should be provided. ☐ ☐ ☐ ☐ ☐
49. Professional development opportunities are available to adult educators. ☐ ☐ ☐ ☐ ☐
50. Appropriate space is allocated for teaching. ☐ ☐ ☐ ☐ ☐
51. Adult educators acknowledge that adult learners are different to children. ☐ ☐ ☐ ☐ ☐
52. Adult educators spend time preparing for their lessons. ☐ ☐ ☐ ☐ ☐
53. Policy makers have adult education at heart. ☐ ☐ ☐ ☐ ☐
54. Full-time teaching staff help adult educators feel part of the college community. ☐ ☐ ☐ ☐ ☐
55. Restrictions on class materials and or equipment affect teaching. ☐ ☐ ☐ ☐ ☐
56. Adult educators spend time for which they are not paid. ☐ ☐ ☐ ☐ ☐
57. College and or LEA policy makers give adult education high priority ☐ ☐ ☐ ☐ ☐

PART THREE

58. Please describe briefly. What attracted you to adult education.

59. Please describe briefly. What was the most positive experience you have had in adult education.

60. Please describe briefly. What was the most negative experience you have had in adult education.

61. Please describe briefly. What are your attitudes towards recent changes that have occurred in the provision of adult education.

62. Thank you for your co-operation. If you would like to make any additional comments or suggestions on any matter raised in this questionnaire please do so.

Please return with your register to the office.

Thank you

APPENDIX II

ELITE INTERVIEW QUESTIONNAIRE

Neglect: The status of part-time adult educators. Indicators to their standing

1. It has been said that part-time adult educators do not feel part of the institution where they work, what do you say to this statement?
2. It has been mentioned that part-time adult educators are isolated.
3. Part-time adult educators it has been said are underprivileged in relation to their full-time colleagues.
4. The status of part-time adult educators is low what do you say about this statement?
5. It has been said that, the mere fact we talk about training part-time adult educators and not educating them, it implies lower status automatically.

Motivation: Personal/professional development.

1. Even though part-time adult educators have been described as, transient, untrained, poorly paid, out of contract, they still attend their classes with professionalism, punctuality and dignity, what do you say to this statement?
2. The dedication shown by the majority of part-time adult educators towards their students, must give time for thought to all adult education providers.
3. The motivation of part-time adult educators although recognised, by adult education providers and adult learners it never became an issue.

Training: Initial and in-service.

1. Although the importance of training part-time adult educators has been recognised, by all involved, adult education providers do not seem to back this up with resources and funds.

2. Part-time adult educators seem to be considered as marginal employees but funds badly needed for their training and uplifting of their status and professional development are diverted elsewhere.
3. Staff development programmes for part-time adult educators seem to be retarded what do you say to this statement?
4. What is your attitude to the training provided for part-time adult educators? What in your view is an appropriate training and induction scheme?

Attitude: Towards part-time adult educators.

1. Part-time adult educators are looked at as second grade and not as equals by full-time staff.
2. The work of part-time adult educators is valued by their students, their managers and by the authorities at large what do you say to this statement?
3. Because adult education is seen as a leisure activity it tends to be seen as a low status by national and local policy makers.

Methodology: Observations on preferred learning styles.

1. Part-time adult educators must be made aware of the principles of adult learning.
2. Adult education is a distinctive and unique endeavour, educating adults is a different business from educating children.
3. Learner centred approach must be high on trainers agenda.

Policy and Planning:

1. It has been stated that adult education and in particular adult educators are the poor cousins in the eyes of the policy makers.

2. It has become common practice in the last twenty years or so that at the beginning of each financial year the only safe bet, is by how much will the budgets of adult education will be cut?
3. Although attended by three million voters adult education has never been high in the agenda of policy makers and political parties, what do you say to this statement?
4. Do you think adult education will ever become the 4th education?

APPENDIX III

INTERVIEW QUESTIONNAIRE WITH DR. J.M. HOSTLER (Director of the Centre for the Development of Continuing Education) At the University of Manchester.

1. You are now operating under the name of CDCE is the change of name from Extra Mural significant in any way?
2. How has the department changed from the recommendations of the Final Report?
3. In one of your publications in 1973 you stated that the omission of the name adult in favour of names like recurrent or continuing education was not just semantic, can you please elaborate what you meant with this statement?
4. How do you see the future of University adult education?
5. What effects has recent legislation had on University adult education and in particular the CDCE?
6. How do you see the future of adult education in general in the light of recent legislation?
7. In many publications it has been stated that part-time adult educators are neglected, isolated, transient they do not feel part of the institution and ill-trained what is your response to this statement?
8. Is knowledge to their subject and experience the only criteria by which you employ new part-time adult educators; or do you insist that they must fully trained, have some training or it wouldn't matter at all if they were not trained?
9. In LEA or FE the focus is centred around the vocational, non-vocational divide how does your programme compare with this development?
10. Do you find yourself in competition with other adult education providers?
11. How different is your department when compared with other providers of adult education?

APPENDIX IV

INTERVIEW QUESTIONNAIRE WITH DR. PAUL BELANGER

1. It has been said that part-time adult educators feel isolated within the institution. What is your response to this statement.
2. We spoke about this new forum of adult education, but money to train these new part-time adult educators has dried out, courses for their training are practically none existent. What is your response to this statement.
3. Policy makers do not seem to have adult education very high on their agenda. What is your response to this statement.
4. You spoke of vocationalism that has great future what the future holds for traditional/general adult education.
5. If we are to provide training for part-time adult educators, who do you think pay for this training, themselves, the institution or the state?

APPENDIX V

LEA/NWRAC TRAINERS INTERVIEW QUESTIONNAIRE

1. It has been said part-time adult educators are the people that matter least in adult education; what do you say to this statement?
2. Although never recognised as a profession, part-time adult educators have demonstrated they are highly motivated in their work.
3. Can you describe briefly the changes you have seen taking place in training and training provision for part-time adult educators over the years?
4. What is your attitude towards the training that is at present available to part-time adult educators?
5. Do you think adult education and in particular part-time adult educators, receive the recognition they deserve?
6. What examples can you give of part-time adult educators attitude towards training?
7. How would you describe the attitude of politicians towards training?
8. How, in your opinion, have different policies over the years have affected adult education?
9. How would you describe the changes that have taken in adult education in recent years?
10. How do you think government policies have affected training programmes in adult education?
11. You have been involved with the NWRAC training scheme for many years. How would you compare the training that took place then with the one that is taking place now?

APPENDIX VI

CERT. ED./730 TRAINER'S INTERVIEW QUESTIONNAIRE

1. You are in charge of a training programme that receives mandatory funding for training, how have changes on funding over the years have affected your programme? Can you give examples of how funding issues have affected your programme significantly? What factors have affected your policies?
2. Have you noticed any significant changes in numbers of participating part-time adult educators in your programme?
3. How do you think government policies in general have affected training programmes in adult education?
4. Have changes in funding affected your programme significantly?
5. Can you describe part-time adult educators attitudes towards training?
6. What do you think are the effects of decisions by policy makers on adult education?
7. Which decisions of policy makers in your view have had the biggest effect on adult education, with specific reference to your programme?
8. What percentage of your annual intake are part-time adult educators?
9. How would you develop the training programmes if you had unlimited resources?

APPENDIX VII

5 Marbury Drive
West Timperley
WA 14 5 BE

11th June 1998

Dear Ms Summers

The professional status of the part-time adult educators.

I was hoping to be able to interview you for my thesis, because I consider your experience and knowledge invaluable to this subject, nevertheless I will be extremely grateful if you could spare the time to answer three questions I am enclosing. But if by any chance you could spare a few minutes I will gladly come to Macclesfield college to carry out an interview.

1. When you were president of NATFHE what steps if any were taken to ensure a salary structure for part-time adult educators?
2. Now you involve with NIACE how do you see things developing for the future, in particular which are the areas of particular significance as you see them. What does the future hold for both part-time adult educators as well as adult education in general.
3. In your article Part-time Teachers of Adults, Some Professional Issues, in January 1991, in Adults Learning, it was stated that "part-time teachers of adults work often isolated, lacking the support structure which full-timers take for granted, ...should be expected to contribute more towards staff development programmes than their full-time colleagues and in general ...the needs of part-timers and the service have not been addressed.

Do you think these issues have been addressed or they continue today and to what extent?

Yours Sincerely

Polys G. Patchias

APPENDIX VIII

LEA MANAGER'S INTERVIEW QUESTIONNAIRE:

1. It has been said by some part-time adult educators that adult education managers do not pay enough attention to their needs. What is your response to this statement?
2. It has been suggested by some part-time adult educators that they feel they are not treated as equals by their managers.
3. In your capacity as an adult education manager do you find part-time adult educators committed to their work?
4. Is knowledge to their subject and experience the only criteria by which you employ new part-time adult educators; do you insist they must be fully trained, have some training or it wouldn't matter at all if they were not trained?
5. If a part-time adult educator has had no training at all does your organisation have a training programme in place for such cases, if so which programme is this?
6. Do you monitor the teaching styles of part-time adult educators in respect of their teaching techniques in general?
7. It has been said by part-time adult educators that they do not share the same status as their full-time colleagues. What is your response to this statement?
8. What kind of professional development opportunities are available to your part-time adult educators?
9. What steps is your organisation taking to ensure that part-time adult educators are aware of the needs of adult learners as compared to children's needs as learners?
10. Is it your impression that government, LEA or college policy makers give adult education high priority?
11. What effects have cuts in funding had on your budget?
12. What effects have recent government policy changes had on your programme?
13. What are the advantages and disadvantages of being part of an organisation where adult education is not part of its main activities?
14. You operate from more than one side, what are the advantages and disadvantages?

FE MANAGER'S INTERVIEW QUESTIONNAIRE

1. It has been said by some part-time adult educators that adult education managers do not pay enough attention to their needs. What is your response to this statement?
2. It has been suggested by some part-time adult educators that they feel they are not treated as equals by their managers.
3. In your capacity as an adult education manager do you find part-time adult educators committed to their work?
4. Is knowledge to their subject and experience the only criteria by which you employ new part-time adult educators; do you insist they must be fully trained, have some training or it wouldn't matter at all if they were not trained?
5. If a part-time adult educator has had no training at all does your organisation have a training programme in place for such cases, if so which programme is this?
6. Do you monitor the teaching styles of part-time adult educators in respect of their teaching techniques in general?
7. It has been said by part-time adult educators that they do not share the same status as their full-time colleagues. What is your response to this statement?
8. What kind of professional development opportunities are available to your part-time adult educators?
9. What steps is your organisation taking to ensure that part-time adult educators are aware of the needs of adult learners as compared to children's needs as learners?
10. Is it your impression that government, LEA or college policy makers give adult education high priority?
11. What effects have cuts in funding had on your budget?
12. What effects have recent government policy changes had on your programme?
13. What are the advantages and disadvantages of being part of an organisation where adult education is not part of its main activities?

WEA MANAGER'S INTERVIEW QUESTIONNAIRE

1. It has been said by some part-time adult educators that adult education managers do not pay enough attention to their needs. What is your response to this statement?
2. It has been suggested by some part-time adult educators that they feel they are not treated as equals by their managers.
3. In your capacity as an adult education manager do you find part-time adult educators committed to their work?
4. Is knowledge to their subject and experience the only criteria by which you employ new part-time adult educators; do you insist they must be fully trained, have some training or it wouldn't matter at all if they were not trained?
5. If a part-time adult educator has had no training at all does your organisation have a training programme in place for such cases, if so which programme is this?
6. Do you monitor the teaching styles of part-time adult educators in respect of their teaching techniques in general?
7. It has been said by part-time adult educators that they do not share the same status as their full-time colleagues. What is your response to this statement?
8. What kind of professional development opportunities are available to your part-time adult educators?
9. What steps is your organisation taking to ensure that part-time adult educators are aware of the needs of adult learners as compared to children's needs as learners?
10. Is it your impression that government, LEA or college policy makers give adult education high priority?
11. What effects have cuts in funding had on your budget?
12. What effects have recent government policy changes had on your programme?
13. How do you compensate for the fact you do not have your own premises from which to implement your own programme, what are the effects of this on your part-time adult educators.
14. How do you keep in close contact with your part-time adult educators?

INDEPENDENT MANAGER'S INTERVIEW QUESTIONNAIRE

1. It has been said by some part-time adult educators that adult education managers do not pay enough attention to their needs. What is your response to this statement?
2. It has been suggested by some part-time adult educators that they feel they are not treated as equals by their managers.
3. In your capacity as an adult education manager do you find part-time adult educators committed to their work?
4. Is knowledge to their subject and experience the only criteria by which you employ new part-time adult educators; do you insist they must be fully trained, have some training or it wouldn't matter at all if they were not trained?
5. If a part-time adult educator has had no training at all does your organisation have a training programme in place for such cases, if so which programme is this?
6. Do you monitor the teaching styles of part-time adult educators in respect of their teaching techniques in general?
7. It has been said by part-time adult educators that they do not share the same status as their full-time colleagues. What is your response to this statement?
8. What kind of professional development opportunities are available to your part-time adult educators?
9. What steps is your organisation taking to ensure that part-time adult educators are aware of the needs of adult learners as compared to children's needs as learners?
10. Is it your impression that government, LEA or college policy makers give adult education high priority?
11. What effects have cuts in funding had on your budget?
12. What effects have recent government policy changes had on your programme?
13. As a head of an independent adult education service how do you survive amongst the giants of adult education provision i.e. LEA and FE?

PART-TIME ADULT EDUCATORS' QUESTIONNAIRE

1. As a part-time adult educator do you think you have a status?
2. As a part-time adult educator do you enjoy any privileges?
3. Do you feel isolated?
4. Do you as a part-time adult educator feel that you count?
5. As a part-time adult educator do you feel motivated in your work?
6. Do you think training is important in your work, if so which is more important initial or in-service training?
7. Do you think students value the work of part-time adult educators?
8. Do you think the work of part-time adult educators is valued by their managers?
9. Do you think there is a difference between teaching adults and teaching children?
10. Do you think policy makers take adult education seriously?
11. Do you think enough money is been made available to adult education?
12. Does the time it takes to travel between sites take up a lot of your time.

Anti-image Matrices

Anti-image Correlation	Managers pay sufficient attention to my needs as an adult educator	.861 ^a
	teaching adults is a pleasure	.748 ^a
	reverse, shortage of funds can have an effect on training	.741 ^a
	reverse, adult education institut. prefer part-time adult educators because they have no statut. commits i.e.no hol pay	.649 ^a
	training prepared me for teaching adults	.805 ^a
	policy makers have a sense of vision for adult education	.817 ^a
	reverse, I feel neglected by my managers	.879 ^a
	I am committed to the cause of adult education	.837 ^a
	full-time teaching staff are always on hand to support adult educators	.837 ^a
	a learner centred approach is the appropriate methodology for adult educators	.724 ^a
	government gives high status to adult education	.807 ^a
	managers value the work of adult educators	.834 ^a
	adult educators are highly motivated in their work	.721 ^a
	training can help adult educators in their work	.771 ^a
	reverse, adult edcators are particularly susceptible to changes in policy decisions	.744 ^a
	reverse, adult educators do not enjoy high status within the institution	.896 ^a
	I enjoy teaching adults	.695 ^a

Anti-image Correlation	all adult educators must have appropriate training on entry	.619 ^a
	students value the work of adult educators	.715 ^a
	adult educators adjust their teaching technique to suit adult learners	.729 ^a
	policy makers provide sufficient funds for in service training	.842 ^a
	managers regard adult educators as equals	.902 ^a
	I get job satisfaction working with adults	.804 ^a
	reverse, I am not supported by my managers	.803 ^a
	I purchase books and or equipment to enhance my classroom practice	.848 ^a
	I enjoy my involvement with adult learners	.820 ^a
	policy makers provide sufficient funds for adult education	.742 ^a
	full-time teaching staff regard adult educators as equals	.857 ^a
	reverse, specialist training for adult educators is not needed	.857 ^a
	reverse, institutions do not value the work of adult educators	.622 ^a
	teaching adults is different to teaching children	.860 ^a
	adult educators spend time travelling from one institution to another	.731 ^a
	all adult educators should receive in service training	.770 ^a
	reverse, valuable time is lost when travelling from one insitution to another	.804 ^a

Anti-image Correlation	reverse, adult educators do not share the same privileges as their full-time colleagues	.671 ^a
	full-time teaching staff fully support adult educators in their work	.781 ^a
	reverse, cutbacks have affected training provision	.784 ^a
	adult educators must be prepared to travel	.720 ^a
	a system of preliminary training for adult educators should be provided	.616 ^a
	professional development opportunities are available to adult educators	.785 ^a
	appropriate space for teaching is allocated for teaching	.663 ^a
	adult educators acknowledge that adult learners are different to children	.750 ^a
	adult educators spend time preparing for their lessons	.602 ^a
	policy makers have adult education at heart	.718 ^a
	full-time teaching staff help adult educators feel part of the college community	.863 ^a
	reverse, restrictions on class materials and or equipment affect teaching	.802 ^a
	reverse, adult educators spend time for which they are not paid	.849 ^a
	college and or LEA policy makers give adult education high priority	.858 ^a
		.802 ^a

APPENDIX XI

Rotated Factor Matrix^a

	Factor					
	1	2	3	4	5	6
reverse, I am not supported by my managers	.778					
reverse, I feel neglected by my managers	.724					
Managers pay sufficient attention to my needs as an adult educator	.696					
managers value the work of adult educators	.668					
reverse, institutions do not value the work of adult educators	.605					
managers regard adult educators as equals	.605					
full-time teaching staff help adult educators feel part of the college community	.472					
reverse, adult educators do not enjoy high status within the institution	.469					
full-time teaching staff fully support adult educators in their work	.467					
full-time teaching staff regard adult educators as equals	.466					
appropriate space for teaching is allocated for teaching						
I get job satisfaction working with adults		.827				
I enjoy my involvement with adult learners		.775				
teaching adults is a pleasure		.682				
I enjoy teaching adults		.651				
adult educators spend time preparing for their lessons		.499				
adult educators are highly motivated in their work		.469				
I am committed to the cause of adult education		.444				
adult educators adjust their teaching technique to suit adult learners		.420				
students value the work of adult educators		.419				
government gives high status to adult education			.727			
policy makers have adult education at heart			.614			
policy makers provide sufficient funds for adult education			.562			

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

Rotated Factor Matrix^a

	Factor				
	7	8	9	10	11
college and or LEA policy makers give adult education high priority					
policy makers have a sense of vision for adult education					
policy makers provide sufficient funds for in service training					
reverse, valuable time is lost when travelling from one insitution to another					
reverse, restrictions on class materials and or equipment affect teaching					
reverse, adult educators spend time for which they are not paid					
adult educators spend time travelling from one institution to another					
I purchase books and or equipment to enhance my classroom practice					
all adult educators should receive in service training					
a system of preliminary training for adult educators should be provided					
training can help adult educators in their work					
all adult educators must have appropriate training on entry					
training prepared me for teaching adults					
reverse, specialist training for adult educators is not needed					
adult educators acknowledge that adult learners are different to children					
teaching adults is different to teaching children					
reverse, adult educators do not share the same privileges as their full-time colleagues	.642				
full-time teaching staff are always on hand to support adult educators	.435				
reverse, cutbacks have affected training provision		.481			

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

Rotated Factor Matrix^a

	Factor				
	7	8	9	10	11
reverse, shortage of funds can have an effect on training		.402			
reverse, adult educators are particularly susceptible to changes in policy decisions					
reverse, adult education institut. prefer part-time adult educators because they have no statut. commits i.e.no hol pay professional development opportunities are available to adult educators			.559		
a learner centred approach is the appropriate methodology for adult educators				.586	
adult educators must be prepared to travel					.735

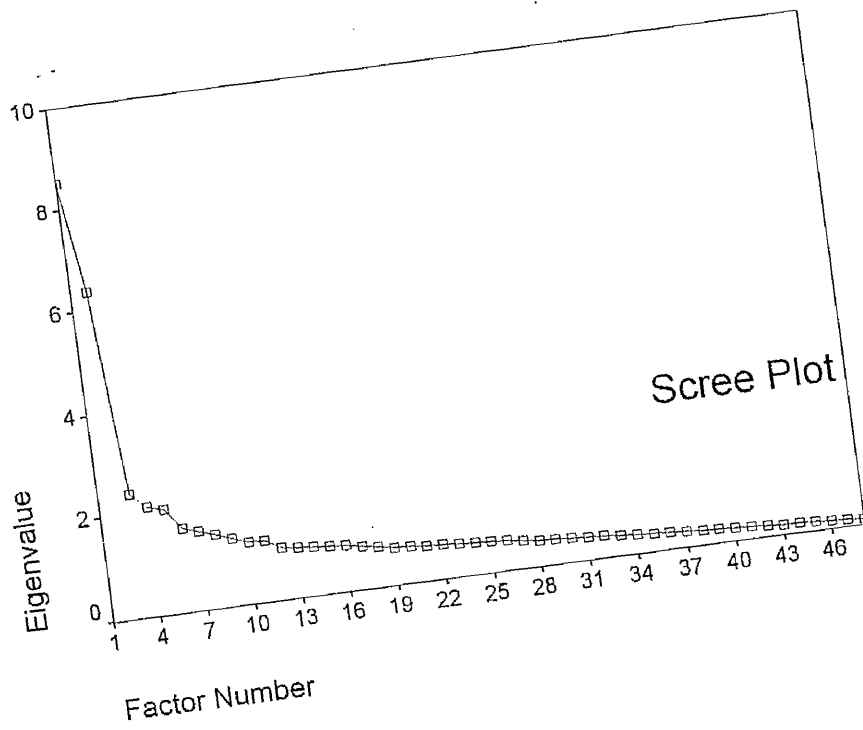
APPENDIX XII

Total Variance Explained

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.539	17.789	17.789	4.694	9.780	9.780
2	6.359	13.248	31.037	3.907	8.139	17.919
3	2.383	4.964	36.001	3.250	6.771	24.690
4	2.101	4.378	40.378	2.614	5.445	30.135
5	2.020	4.208	44.586	2.503	5.215	35.350
6	1.608	3.350	47.936	1.493	3.110	38.460
7	1.514	3.154	51.090	1.481	3.086	41.546
8	1.413	2.945	54.035	1.229	2.560	44.107
9	1.304	2.716	56.751	1.153	2.402	46.509
10	1.191	2.481	59.231	1.121	2.336	48.845
11	1.177	2.452	61.683	.988	2.059	50.903
12	.997	2.077	63.760			
13	.965	2.011	65.771			
14	.944	1.966	67.736			
15	.920	1.916	69.652			
16	.893	1.861	71.513			
17	.836	1.742	73.256			
18	.787	1.640	74.895			
19	.729	1.518	76.413			
20	.709	1.478	77.891			
21	.678	1.413	79.304			
22	.664	1.384	80.688			
23	.640	1.333	82.021			
24	.614	1.279	83.300			
25	.608	1.268	84.568			
26	.579	1.207	85.775			
27	.531	1.106	86.881			
28	.499	1.040	87.921			
29	.483	1.007	88.928			
30	.461	.960	89.887			
31	.441	.919	90.806			
32	.424	.883	91.690			
33	.388	.808	92.497			
34	.375	.781	93.279			
35	.351	.732	94.010			
36	.332	.692	94.702			
37	.307	.639	95.341			
38	.287	.597	95.938			
39	.271	.564	96.502			
40	.248	.517	97.019			
41	.237	.493	97.512			
42	.217	.451	97.963			
43	.195	.407	98.370			
44	.192	.400	98.770			
45	.181	.377	99.147			
46	.150	.312	99.459			
47	.143	.297	99.756			
48	.117	.244	100.000			

Extraction Method: Principal Axis Factoring.

APPENDIX XIII



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