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THE CORE CONCEPTS OF ANDRAGOGY

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ABSTRACT

THE CORE CONCEPTS OF

ANDRAGOGY

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The concept of andragogy has been inherent in the development of the adult education movement. The theory regards each human being as unique and that this uniqueness calls for an individualized approach to learning. It regards self-direction as the process as well as the end-product of learning. However, there is little consensus as to the concepts and methods to use in helping adults become self-directed learners. The purpose of this investigation is to discover the degree of agreement among adult educators regarding the importance of various conceptual approaches in the andragogical process. This study attempted to answer the following questions:

1) To what extent is there an agreement among professors of adult education on the relative importance of conceptual approaches used in the andragogical process?

2) What are the major concepts that are perceived as essential in assisting adult learners to become self-directed learners?

3) To what extent is there agreement among professors of adult education on the concepts which are essential for guiding professional practice?

The Andragogy in Practice Inventory (API) was sent out to members of the Commission of Professors of the Adult Education Association of

the United States. The API was adapted from Jack Mezirow's "Charter for Andragogy," in which he compiled various concepts that educators must utilize to help adults learn.

The findings revealed a high agreement among respondents regarding the inclusiveness of the concepts listed in the API as the central ideas in facilitating self-directed learning. However, regarding the relative importance of each concept, there is a low degree of agreement. This led to the conclusion that in helping adults become self-directed learners, the educator should: encourage learners to assume increasing responsibility for defining their learning needs and objectives and in planning their learning programs and evaluating their own progress; reinforce the self-concept of the learner as a learner; assist learners to use various learning resources; decrease the learner's dependency on the educator; facilitate problem-solving and decision-making; emphasize experiential and participative instructional methods; organize what to learn in relation to learners' personal problems, and encourage the use of criteria in judging.

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C.S.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

It has been more than 50 years since adult education emerged as a profession with the awarding of the first doctoral degree in adult education at Columbia University. However, only within recent decades have adult education reseachers and practitioners begun to pay attention to the theories of adult learning and to the nature of adult education as a profession. Many adult educators agree that adult learning, adult teaching, and program planning activities cannot be described in any simple way. It is a field of complex, multidimensional concepts which tend to be controversial in practice. To be specific, there is little agreement among educators regarding the definition of adult education, the theoretical framework and approaches in the adult teaching-learning process and theories of adult learning.

Definitions of Adult Education

Because adult education serves an adult population which is varied in terms of needs and interests, a great complexity exists within the field. Adult education has been criticized as formless and without direction. It has been shown that the kinds of audiences and agencies involved in the adult education field are many and varied. Most practitioners are content to see adult education as a patternless mosaic

of pluralistic aims.[1] From the beginning of the development of the adult education profession, many definitions of adult education have been propounded from various perspectives. This has led to practical problems in such areas as teaching approaches, program-planning, curriculum design and program evaluation. All of these problems have hindered the development of the field. There has been no clear agreement as to meanings, purposes, functions or forms.[2]

Adult educators have derived their theories from various emphases and assumptions. In the early developmental stages of adult education, Lyman Bryson (1936), whose book is asserted to be the first textbook in the adult education field, states, "Adult education includes all the activities with an educational purpose that are carried on by people in the ordinary business of life."[3]

This definition of adult education is broad and vaguely defined, and it disregards other aspects such as the distinction between learning and adult education. Other educators, influenced by the changing societal needs, interests and life styles, attempted to define adult education in more concrete terms. For example, Bergevin, a philosoper-

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[1]Malcolm S. Knowles, "Philosophical Issues that Confront Adult Education," Adult Education 7 (Summer 1957):238.; C. Hartley Grattan, In Quest of Knowledge, (New York: Association Press, 1955), p. 3.

[2]Kathleen Rockhill, "The Past as Prologue: Toward an Expanded View of Adult Education," Adult Education 26 (Summer 1976):197.

[3]Lyman Bryson, Adult Education, (New York: American Book Co., 1936), p. 4.

educator who was influenced by the democratic movement on social reconstruction, put forth the view that adult education should focus on the broadening of the horizons of a country's citizens in the social, cultural, vocational, and physical areas in order to maintain and develop intelligent, healthy citizenry who understand their rights and responsibilities and who are vocationally competent workers.[1]

Malcolm S. Knowles, a contemporary adult educator, speaking before the Division of Continuous Education of the University of New York at Buffalo in 1974, defined adult education as the "continuous development of individuals toward a full and unique potential through the lifespan and the continuous renewal of the larger social systems of which they are part through constructive interaction with them."[2] That is, adult education stresses the significance of process over products and qualitative changes over quantitative changes. Knowles' discussion favors the role of experience in facilitating the course of development rather than the role of training as the source of development. This ideal serves as a suitable guideline for the adult education field in an ever changing society.

The aforementioned definitions cause confusion in the field of adult education. An educator once commented that if a profession is to emerge, its field of practice must develop clear career patterns, attain acceptance and recognition of the clientele and identify a body of

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[1]Paul Bergevin, A Philosophy of Adult Education, Indiana and Purdue University Bulletin, 1949, p. 19.

[2]Barton Morgan, Glenn E. Holme, and Clearance E. Bundy, Methods in Adult Education, (Danville, Ill.: The Interstate Printers and Publishers, 1976), p. 15.

knowledge to profess; all of these factors depend on the precision of definition.[1] So far, there is no such qualified definition in the field of adult education. Some definitions have been broad and inclusive, some narrow and exclusive; some have been analytical and some descriptive. In general, one may be able to observe that some definitions are oriented toward the differentiation of educational and non-educational activities as well as adult and non-adult education (definition by classification). Some definitions are explained in terms of functional parts of a structure, described and related to form a functional unit (definition by structural analysis). These definitions include structural aspects such as leadership, goals, process, agencies and clientele. Other definitions describe adult education by stating the purpose of the operation and the functioning of the parts to achieve that purpose (definition by operational analysis).[2]

Included among these definitions is an international definition of adult education which was propounded in 1966 at a meeting of twenty-six educators representing eight countries. This definition provides an open viewpoint which covers both individual and societal needs and is a standard, contemporary definition for international understanding. This definition states that

> Adult education is a process whereby a person who no longer attends schools on a regular and full-time basis (unless full-time programs are especially designed for adults) undertakes sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and

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[1]Wayne L. Schroeder, "Adult Education Defined and Described," Handbook of Adult Eduation, Smith et al., eds., (New York: Adult Education Association of the U.S., 1970), p. 27.

[2]Ibid., pp. 27-40.

solving personal or community problems.[1]

Theoretical Framework in Adult Education

Adult educators hold many beliefs that serve as a basis in providing or conducting educational programs for adults. The different definitions of adult education as illustrated previously indicate the diversity in the field of adult education. A survey in which nine well-known adult educators were asked to define their profession in terms of" its differences from, and its relation to, other levels of education and other forms of social action," revealed that there were little repetition among them. Even when similar or identical points were made, the different perspectives of the writers are obvious.[2]

A review of the literature on the philosophies of adult education by Sharon Merriam also indicates that among major writers such as Broudy, Bergevin, Knowles, Lawson, Freire and Lindeman, very different assumptions about the basic nature of adult education are held.[3] According to Merriam's study, there is little agreement on such issues as the role of adult education in promoting social change and the legitimate sources of educational content. Merriam further discusses the different beliefs held by prominent adult educators. For example,

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[1]A. A. Liveright and N. Haygood (eds.), The Exeter Papers, (Boston: Center for the Study of Liberal Education for Adults, 1968), p. 8.

[2]"What is Adult Education? Nine Working Definitions," Adult Education 5 (Spring 1975):131-145.

[3]Sharon Merriam, "Philosophical Perspective on Adult Education: A Critical Review of the Literature," Adult Education 27 (Summer 1977):195.

Freire holds that the aim of adult education is to liberate the oppressed from their naive and superstitious consciousness and in so doing also free the oppressor. Lindeman, perceiving man as a social being, emphasizes individual growth. Adult education in Lindeman's view is aimed at improving man's life in society and should be carried out via the route of "situation," not subjects. Bergevin, on the other hand, is concerned with self-development and the role it plays in advancing the democratic way of life and in helping a person to become a better member of society.

In regard to the overall purpose of adult education, Jerold Apps wrote that some educators believe that the purpose of adult education is best exemplified by community development, others believe in the importance of personal development or in the autonomous individual. Some educators place more emphasis on social improvement rather than on the learners' freedom and self-fulfillment. However, all educators believe, in varying degrees, that one of the goals of adult education is to enhance the quality of human life both in personal and social dimensions.[1]

Apps, in discussing the problems of defining the purposes of adult education, presents the overall purpose of adult education as follows:

1. To help people acquire the tools for physical, psychological, and social survival. This purpose involves work skills, coping skills for day-to-day living, skills for interpersonal relationships, skills for leisure time, skills for preserving the natural environment, skills

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[1]Jerold Apps, Problems in Continuing Educaton, (New York: McGraw-Hill, 1979), p. 91.

for social change, and skills for problem-solving.

2. To help people discover a sense of meaning in their lives. This purpose includes helping people discover and achieve personal creativity and discover their place in the world. In addition, it helps the people appreciate the satisfaction that goes with excellence, and helps them benefit from emotional and intellectual discovery.

3. To help people learn how to learn so that they become autonomous learners who can achieve control of their own learning.

4. To help community (society) provide a more humane social, psychological, and physical environment for their members.[1]

These purposes are broad, yet humane and applicable to any type of education for adults.

Teaching-learning Approaches

The concept of a lifelong learning society is dominant in the educational system. Rapid technological change and the knowledge explosion has created an urgent need for continuing education. The issue which emerges from the development of adult eduation is how to help adults learn so they can cope with the changing society. Although there have not been many studies which have dealt with the teaching-learning approaches in adult education, adult educators are trying to discover the types of materials that mature people can best learn and the procedures by which they can learn most effectively.

In order to explore the issue of the teaching-learning process, the definition of learning must be scrutinized. Some educators believe

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[1]Ibid., pp. 91-100.

that learning is the acquisition of content; others contend that learning involves personal growth; others consider learning as a problem-solving process; while still others emphasize any combination of the above three beliefs. The teaching-learning process generally reflects these beliefs.

Theories of Adult Learning

There is no doubt that adults can learn. Adults participate in learning activities because they want to learn. Their reasons for learning are varied. Their characteristics are individually unique and different from children's. Their motivation to learn is generally higher than that of children's but sometimes it is distorted because of various factors such as family and financial problems. In the adult teaching-learning process, adult educators apply many learning theories in helping or teaching adult learners.

From a psychological perspective, the practice of the teaching-learning process in the adult education system is more or less based on three different beliefs--psychoanalysis, behaviorism, and humanism. The psychoanalysts rely on students' personal insights and the possible development of ego strength. Freud is the major figure in this theory. Freudian psychology contends that the origin of human behavior exists within the individual. On gaining insight into the courses of his or her behavior, the individual is in a position to assume a greater degree of self-control and, consequently, personal responsibility. In the teaching situation, the teacher realizes that assisting students to resolve their academic and personal dilemmas is the chief teaching function.

Behaviorism is a psychological system that has had a great impact on adult education practice. The behaviorist, in general, focuses on the measureable and observable behavior and is interested in the link formed between the stimulus-response and its reinforcement (S-R theory). In the teaching situation, this theory involves the concepts of operant conditioning, rewards, reinforcement, pacing and feedback. Learning is a change in behavior. The educational objective of behaviorism, then, is to specify the behavior to be exhibited by the learners after completing a unit of instruction. Placing emphasis on the importance of the environment to control student learning, behaviorism does not consider motives to be intrinsic to the individual. To modify behavior, all that has to be done is to rearrange the external consequence structure to make it contingent upon desired responses. Teachers "create" their students by motivating learning through reinforcement.

In fact, behaviorism has led to techniques which have been successfully applied to adult learning, especially in the realm of self-paced programmed instruction. Competency-based education is another adult education program that has incorporated behaviorism in the learning process. However, this approach is criticized as focusing on manipulation and on the means of changing external behavior of people rather than focusing on the internal and emotional aspects. Furthermore, behaviorists give little attention to problem-solving in the learning process.

Humanism is another approach toward which adult education increasingly tends to move. This approach focuses on the quality of interpersonal relationships that exist between teachers and learners. (This concept is discussed in depth in Chapter IV). For the humanist,

the title of "teacher" is considered inappropriate. Carl Rogers, the major spokeman of this thought, has coined the term "facilitator" to replace "teacher." That is, teachers must become facilitators of learning and must direct their energies toward the development of genuine interpersonal relationship between themselves and the learners. The facilitators, without passing judgment, should encourage the learner to exhibit strengths and weaknesses in a way that develops potentialities.

The three aforementioned learning theories are employed in adult education practice. Some adult education pioneers like Bryson and Lindeman[1] recognized the uniqueness of adult learners and emphasized that adults need a learning approach which is different from that of children. Lindeman proposed that the approach in adult education be situation--centered and that the method of helping adult learners be a cooperative venture in shared-responsibility within an informal setting, with the teacher as a guide or facilitator who also participates in learning.[2] This belief laid a classical foundation in developing adult learning theory in contemporary society.

Gradually, adult educators have begun to realize that there was an urgent need for certain skills and a theoretical framework in adult education in order to be able to conduct and to provide the teaching-learning approach which is suitable to the adults' characteristics, needs and demands. An appropriate philosophy of adult education is thus

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[1]Lyman Bryson, Adult Education; Eduard Lindeman, Meaning of Adult Education, (New York: New Republic, Inc., 1926).

[2]Eduard Lindeman, The Meaning of Adult Education.

needed.

Self-directed Learning

Adult educators, in recent decades, have been active in developing fresh and imaginative approaches to be applied in adult learning. It is interesting to note that the broad conceptualized approach in the teaching-learning process in adult education is moving more and more toward a humanistic education ideal. One of the key points of this approach is the primacy of a need for adequacy, for self-actualization, for the person to believe that he or she has worth as a human being.[1] The learning approach in adult education is thus leaning toward an increased reliance and trust on the learners as initiators of the learning process as well as evaluators of its results.[2] In other words, self-direction is a crucial aspect in the adult learning approach. The role of adult educators in the teaching-learning approach is no longer seen as that of authority figures. The adult educator becomes less a master and more a helper. As Carl Rogers suggests, the role of educators is to facilitate learning, especially self-directed learning.[3]

In the 1970s, Malcolm S. Knowles, an educator who was influenced by Lindeman's thought, introduced the term "andragogy" into the adult

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[1]David C. Davis, Model for a Humanistic Education, (Columbus, Ohio: Charles E. Merril, 1971), p. 69.

[2]Ibid., p. 76.

[3]Carl Rogers, Freedom to Learn, (Columbus, Ohio: Charles E. Merrill, 1969), p. 304.

education field. This term can be considered a concept as well as an approach in adult learning. It is claimed that the andragogical approach provides effective guidelines for adult education in practice. Knowles defines andragogy as the art and science of helping adults learn.[1] This andragogical theory (which is discussed in detail in Chapter IV) empasizes the uniqueness of adult characteristics, their self-concepts and experiences, and aims at helping adults become self-directed learners. The andragogical theory, in other words, is concerned with the art of how to assist adults to become self-directed learners and to become more effective learners. That is, self-directing or self-directed learning is a major objective in the adult teaching-learning process. For Knowles, self-directed learning is

> a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.[2]

A study that suggests a suitable teaching-learning approach in adult education is that of Allen Tough's.[3] He studied the major learning efforts made by adults and reported that 98 percent of the people interviewed participated in learning projects, and that 70 percent of the learning projects involved self-directed learning. This

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[1]Malcolm S. Knowles, Modern Practice of Adult Education: Andragogy versus Pedagogy, (New York: Association Press, 1975), p. 38.

[2]Idem, Self-Directed Learning: A Guide for Learners and Teachers, (Chicago: Association Press), p. 18.

[3]Allen Tough, The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning, (Toronto: OISE, 1971).

study indicates a preference in the learner-initiated teaching-learning approach in adult education. Adults are interested in continuing their learning. The self-directed learning ideal is a major part of their learning.

Malcolm S. Knowles, in presenting the andragogical theory to the field of adult education, stressed self-direction as an essential objective of adult education. He argued that adults need a special teaching-learning process which is different from the methods employed in the education of children. He proposed his andragogical theory which expounds the uniqueness of adult characteristics and experiences and the potentiality of the adult to be a self-directed learner. Andragogy aims at utilizing and nourishing the adults' capabilities and potentialities as well as their experiences in the learning process and at the same time enhancing these capabilities to the highest possible degree. (see Chapter IV)

Divergent Views on Andragogy

Since the andragogical process or andragogical approach emerged in adult education theory, there have been discrepancies and contradictory views on the concept among educators and practitioners. Some educators perceive andragogy as a redundant concept or do not see it as being significant to adult education. Some perceive andragogy as the whole adult education field but others perceive it as only an adult learning theory. John Elias[1] of Fordham University attacked this

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[1]John L. Elias, "Andragogy Revisited," Adult Education 29 (Summer 1979):252.

concept and claimed that Knowles' assumptions are inadequate to distinguish andragogy from pedagogy. He further claimed that any differences between the two processes are not essential and cannot form the basis for distinction between andragogy and pedagogy.

Cyril O. Houle of the University of Chicago emphasized the differences in characteristics between adults and children. However, he saw no absolute distinctions between andragogy and pedagogy. He claimed that the essentials of the educative process remains the same for all ages and that the basic design of learning is identical whenever or wherever it occurs.[1] Jack London similarly indicated that it is difficult to see what andragogy contributes to adult education and dismissed the concept.[2]

Jack Lebel, Executive Vice President of the Mid-American Congress on Aging in Lincoln, Nebraska, raised the question of whether the andragogical approach can be applied to the elderly. He argued that the characteristics of the elderly are different from young adults and, thus, some assumptions of andragogy do not seem to serve the purpose well enough. He then suggested the term "gerogogy" (the art and science of teaching the elderly) as an educational theory for the elderly.[3]

Others in the field offer different perspectives. McKenzie, looking at andragogy from the perspective of phenomenology, noted that

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[1]Cyrile O. Houle, The Design of Education, (San Francisco: Jossey-Bass, 1974), p. 222.

[2]Jack London, "Adult Education for the 1970's: Promise or Illusion ?" Adult Education 24 (Fall 1973):60-70.

[3]Jack Lebel, "Beyond Andragogy to Gerogogy," Lifelong Learning: The Adult Year (May 1978):16.

the education of adults and the education of children is existentially different.[1] He, therefore, sees andragogy as a worthwhile and useful educational theory. Newton suggested that the andragogical theory may give the adult educator a clear sense of direction in establishing and conducting productive literacy programs since all the learners are adults and need teaching methods that suit their characteristics.[2] Vernon E. Bryant discussed strategies in staff development. He is aware of the acceleration of changes in society and the manner in which these changes require new professional and instructional behaviors which focus on the lifelong learning process. He believes that these new professional and instructional behaviors will grow out of andragogy. He then suggests that the andragogical process be used by those who hold responsibilities for career and professional development.[3] Similarly, Dugan Laird in his book, Approaches to Training and Development, states that trainers and specialists need a solid, personalized learning theory to use as a consistent basis in dealing with learners. He sees andragogical concepts as having have tremendous implications for these educational specialists.[4]

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[1]Leon McKenzie, "The Issue of Andraggoy," Adult Education 27 (Summer 1977):255-259.

[2]E. Newton, "Andragogy: Understanding the Adult as a Learner," Journal of Reading 20 (February 1977):363.

[3]Bryant, "Andragogy," pp. 264-277.

[4]Dugan Laird, Approaches to Training and Development, (Reading, Mass: Addision-Wesley, 1978), pp. 122-126.

Even though there are controversial views on the andragogical theory, the arguments concern mostly the issue of the andragogy-pedagogy dichotomy and its labels. There is no disagreement that self-directed learning, which is the major concept of andragogical approach, is a desired outcome of adult education, even though one may argue that self-directed learning is not the only desired objective.

Andragogy is considered an adult learning theory that emphasizes the promotion of self-directed learning. Since the varied perceptions of adult educators and practitioners depend on their interests and preferences, it is important to point out that not all adult educators or practitioners utilize the andragogical process in their practice. In other words, not all adult educators are andragoges but all andragoges are, necessarily, adult educators. In addition, there might be some adult educators who, from time to time, practice andragogy but do not fully commit themselves as andragoges who always focus on the development of self-directing persons.

Purpose of the Study

From the complexity of the adult education field, andragogical theory has emerged as a learning theory for adults. Self-directed learning which is a major concern of this theory has been discussed widely among professors of adult education. However, there are controversial viewpoints on this theory. Therefore, there is a need to unite the fragmented conceptual approaches in the teaching-learning process so that it can be used as a guideline in adult education practice. This study attempts to define and interpret the concept of

andragogy as a professional ideology. The purpose of the study is to identify those concepts in andragogy which are considered important in practice by professors of adult education. This exploratory study aims at answering the following questions:

1) To what extent is there an agreement among professors of adult education on the relative importance of conceptual approaches used in the andragogical process?

2) What are the major concepts that are perceived as essential in assisting adult learners to become self-directed learners?

3) To what extent is there an agreement among professors of adult education on the concepts which are essential for guiding professional practice?

Through this exploratory study, the degree of agreement among professors of adult education on the concepts of andragogical theory will be determined. Since self-directed learning is the major concern of this theory, the professors were asked to rank the most important concepts used in helping adults become self-directed learners. These concepts are stated in the Andragogy in Practice Inventory. (Details of Instrumentation are in Chapter II).

Significance of the Study

J. R. Kidd, a prominent adult educator, once commented that adult education is a field of enormous complexity which contains more paradox than consensus.[1] This comment is especially true in light of the above

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[1]J. R. Kidd, How Adults Learn, (New York: Association Press, 1975), p. 9.

discussion. Practitioners in the field of adult education should be alert to this situation since every profession needs a clear-cut statement of its professional practice.

It is hardly necessary to say that some knowledge of adult education theory will help its practice. The adult educators and practitioners have experienced difficulties in applying one or more of the many learning theories from other disciplines to their practice because there is not a great deal of writing on learning theories directly relevant to the adult learning process. The adult educators, themselves, have to make an effort to translate some of the basic principles of learning theories which are applicable to the uniqueness of adults. As mentioned before, the field of adult education is so complex in terms of such various aspects as the teaching-learning approaches, program-planning and the different characteristic of adult learners. Thus, there is a real need for a practical theory or conceptual framework that can be used as a guideline for practitioners, policy-planners and facilitators so that they can deal with adult learners effectively and purposefully.

Besides an investigation for the degree of agreement among adult educators on the core concept of andragogy, this study is also an attempt to unify the scattered ideologies concerning adult learning and to develop a simple model that practitioners can use as a base to achieve the most effective outcomes in practice. The final result of this study is a conceptual framework that adult educators can apply to all adult learning situations.

Definition of Terms

Terms which are important in this study are defined here.

Andragogy: This term is defined as "the art and science of leading adult learning or helping adult learners." It expresses the learning theory that recognizes the uniqueness of adult characteristics and that considers adult learning as different from children's learning, especially in terms of self-concept, experience, readiness to learn and the application of knowledge.[1] Andragogy is a major learning theory for adults proposed by Knowles. The major goal of andragogical theory is an enhancement of self-directed learning. Self-directed learning is defined as:

> a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing apprpriate learning strategies, and evaluating learning outcomes.[2]

Adult Education: Many adult educators attempt to define the field of adult education with different emphases. A broad and open viewpoint of the definition of adult education is that

> Adult education is a process whereby a person who no longer attend schools on a regular and full-time basis (unless full-time programs are especially designed for adults) undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems.[3]

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[1]Knowles, Modern practice of Adult Education, pp. 37-55.

[2]Knowles, Self-Directed Learning, p. 18.

[3]Liveright and Haygood (eds.), The Exeter Papers, p. 8.

Organization of the Study

This report is presented in six chapters. The first chapter deals with the introduction and the issue of self-directed learning. The purpose of the study and its significance are also presented in this chapter. Chapter two details the methodology. The development of the study, the instrumentation, the population of the study, and the treatment of the data are included in this chapter as are the definition of terms and the limitations of the study. Chapter three presents the development of various concepts in adult education which are the major influences on the andragogical theory in the United States. This chapter also discusses the emergence of the andragogical concept; with major focuses on the concept of education for democracy and liberal adult education and their relationship to andragogical theory. Chapter four describes the andragogical theory itself, including its applications in the field of adult education and the work of theorists whose philosophies support and influence andragogical theory. The conceptual framework of how to help adults become self-directed learners is also included in this chapter. Chapter five presents the findings of the study and discussions. Chapter six contains conclusions, implications and recommendations for further study.

CHAPTER II

METHODOLOGY

This chapter presents a description of the methodology and strategies used to answer the questions raised in the purpose of the study (in Chapter I). Topics included in this chapter are: the nature of the exploratory study, the development of the study and its instrumentation, the population involved in the study and the treatment of the data collected.

The Nature of the Exploratory Study

To answer the questions posed in the purpose of the study in Chapter I, the researcher used an exploratory study rather than a test of hypotheses to discover directly from the adult education professors what they perceived as important concepts in helping adults to become self-directed learners. The exploratory study, discussed by Katz,[1] is a sub-category of the field study which seeks what is rather than predicts relations to be found. Generally, the exploratory study has one or all of the following purposes: to discover significant variables in a field situation; to discover relations among variables; and to lay the ground work for later, more systematic and rigorous testing of hypotheses. That is, exploratory studies are concerned primarily with generating ideas or hypotheses rather than actually testing them in any way.

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[1]D. Katz, "Field Studies," in Research Methods in the Behavioral Sciences, by L. Festinger and D. Katz, (New York: Holt, Rinehart and Winston, 1953), pp. 75-83

The exploratory study has weaknesses in scientific methods; it lacks a precision in field measurement due to the complexities of the field situation. However, it is strong in realism since it approximates real life better than a laboratory study. There can be no complaint of artificiality in this study. Even though the variables in the actual field study are affected by many uncontrollable factors that result in greater diversities when compared to the laboratory experience, the exploratory study has a social significance. It can produce a comprehensive analysis that might be applicable in a variety of social contexts. Another strength of this study is its heuristic quality. Since the exploratory study is rich in discovery potentiality, it generates a higher heuristic quality than other types of studies.

Development of the Study

Before conducting this study, the writer had discussed the topic of research with her advisor and informally interviewed some professors and doctoral students in adult education in the Department of Higher and Adult Education at Teachers College, Columbia University, and with adult educators whom she met at national adult education conferences.

Since the study is concerned with the core concepts of andragogy on how to help adults to become self-directed learners as perceived by American and Canadian adult educators, most of the materials and literature studied were written by American and Canadian educators. Malcolm S. Knowles' writings were thoroughly investigated since he is the educator who proposed the concept of andragogy to the field of adult education in the United States. His books, The Modern Practice of Adult

Education, Self-Directed Learning: A Guide for Learners and Teachers, The Adult Education Movement in the U.S., The Adult Learner: A Neglected Species,[1] and many articles were the primary resources of this study. The major concepts used in this study are based primarily on Knowles' work.

Many books written by other prominent adult educators in the United States and Canada were also rigorously investigated for discussion in this study since the writer realized that biases and prejudices may occur when limited studies and narrow perspectives exist. Thus, materials written by other philosophers and educators in the field of adult education and related fields were studied carefully. Among these books, to mention a few, are the works of John Elais and Sharon Merriam, Cyril O. Houle, Horace Kallen, J. R. Kidd, and the work of Allen Tough.[2] An ERIC Search was also conducted using the following index terms: adult characteristics, adult education, adult educators, adult learning, self-actualization, self-directed learning, self-directed groups, independent study and lifelong learning.

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[1]Malcolm S. Knowles, The Modern Practice of Adult Education: Andragogy versus Pedagogy, (New York: Association Press, 1975); Self-directed Learning: A Guide for Learners and Teachers, (Chicago: Association Press, 1975); The Adult Education Movement in the U.S., (New York: Robert E. Kreiger Pub., 1977); The Adult Learner: A Neglected Species, (Houston: Gulf Pub., 1973).

[2]John L. Elias and Sharon Merriam, Philosophical Foundations of Adult Education, (New York: Robert E. Kreiger Pub., 1980); Cyril O. Houle, The Inquiring Mind, (Madison, Wis.: The University of Wisconcin Press, 1963); Houle, The Design of Education, (San Francisco: Jossey-Bass, 1974); Horace Kallen, Philosophical Issues in Adult Education, (Springfield, Ill.: Charles C. Thomas, 1962); J. R. Kidd, How Adults Learn, (New York: Association Press, 1959); Allen Tough, The Adults' Learning Projects, (Toronto: OISE, 1971).

It is important to point out that each author has more than one area of interest and expresses various beliefs in his or her discussions. In this writer's study, only the conceptual aspects concerning how to help adults learn effectively and become self-directed learners are emphasized. The writer also focuses her interest on teaching-learning processes that enhance the adults' abilities for self-direction which is the major concern of this study.

This report was designed as an exploratory study with the intention of discovering the core concepts of andragogy. It was also expected to be suggestive and to raise questions for further investigation. This study was conducted through existing materials relevant to the study. A survey was utilized to determine the core concepts of the andragogical approach and to examine issues related to these concepts. Certain areas of adult education which are related to the concept of andragogical theory are first analyzed in chapters I, III and IV. Examples of concepts related to andragogy are the liberal adult education movement and the concept of humanistic education which have had a great impact on the thoughts of andragogical theorists. This study focuses mainly on the writings of adult educators during the period of 1920-80, especially on the work of authors who contributed educational concepts which are related to those of andragogy and self-directed learning--especially in terms of "how" to help adults learn by themselves.

Instrumentation was used in pursuing the objective of the study. The views of the professors of adult education were collected, and the extent to which they agree upon certain conceptual elements in the art of helping adults to become self-directed learners are determined.

Instrumentation: Andragogy in Practice Inventory (API)

The instrument used in the study was developed from Professor Jack D. Mezirow's "Charter for Andragogy"[1] and was called the Andragogy in Practice Inventory (API). Professor Jack Mezirow of Teachers College, Columbia University, a prominent adult educator, has elaborated a set of conceptual approaches to be used as a guideline for educators whose main belief is to help adult learners become self-directed learners.

Jack D. Mezirow: Perspective Transformation for Adult Learning

In 1979, Professor Mezirow presented an interesting paper concerning a critical theory in adult education.[2] Mezirow, influenced by the critical theory of Jurgen Habermas, has identified some of the implications of Habermas' epistemology for a theory and practice of adult education.

In his reinterpretation of Habermas, Mezirow sees perspective transformation being directly implied by Habermas as an essential function of adult learning. Habermas identifies three areas in which human interests generate knowledge. These areas of cognitive interests, as Habermas calls them, are called the technical, practical and emancipatory interests. The first area of interest, the technical, is in controlling and manipulating the environment. It is realized in "work" which refers to the ways one controls the environment, and it

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[1]Jack D. Mezirow, "A Critical Theory of Adult Learning and Education," Adult Education, forthcoming.

[2]Jack D. Mezirow, "Perspective Transformation Towards Critical Theory of Adult Education," Unpublished paper presented at the University of Northern Illinois, September 27, 1979.

involves instrumental action. The second area, the practical interest, is in social interaction. It is in interpersonal understanding or communicative action which requires understanding and clarification of conditions for communication and intersubjectivity. As a systematic enquiry, it aims at understanding rather than establishing causality. The third area of interest, the emancipatory, is in freedom from unconsciously motivated compulsive behavior. It is in self-knowledge or the knowledge of self-reflection. Mezirow sees the emancipatory interest as perspective transformation. These interests give rise to three domains of inquiry—the empirical-analytical sciences, the historical-hermeneutic sciences and the critically oriented social sciences. By suggesting that these three domains of inquiry be seen as domains of learning, Mezirow is able to articulate a critical theory of adult learning and adult education.

In combining Habermas' theory with the perspective transformation theory, Mezirow recognizes the importance of these three learning domains which are involved in a person's daily life. He investigates the appropriate approaches for facilitating learning relevant to these three domains of learning. Each domain of learning involves its own appropriate mode of inquiry, educational strategies and tactics.

According to Mezirow, the first domain of learning can be approached through a task-analysis effort, i.e., the task or role which establishes its requisite skills, behaviors or "competencies." This refers to competency-based education and skill training. The second domain which involves social interaction requires an educational approach which focuses on helping learners interpret the way they, and others with whom they are involved, construct meanings, the ways in

which they typify and label others, and what they do and say when educators interact with them. The educator's task is:

> to help the learners enhance their understanding of and sensitivity to the way others anticipate, perceive, think and feel when they are involved with the learners in common endeavors. Educators can assist adults to put themselves in the role of others, to develop empathy and to develop confidence and competence in such aspects of human relations as resolving conflicts, participating in discussions and dialogues, participating and leading learning groups, listening, expressing oneself, asking questions, differentiating "in order to" motives from "because" motives and theorizing about symbolic interaction.[1]

The emphasis of the third domain, as outlined by Mezirow, is on helping the learners identify real problems involving reified power relationships rooted in institutionalized ideologies which one has internalized in one's psychological history. This is the perspective transformation process which Freire sucessfully demonstrated and applied in teaching illiterates in the developing countries. Mezirow suggests that psychoanalysis and the critique of ideology are appropriate methods for perspective transformation. Through this process, the educators help the adults construe experience in a way in which he or she may more clearly understand the reasons for their problems and understand the options open to them so that they may assume responsibility for decision making. This is a crucial function of education.

Mezirow reminds us that the role of adult educators is to respond to the learners' educational needs in a way which will improve the quality of his or her self-directedness as a learner. Mezirow says that a major goal of adult education is self-directed learning and the fundamental philosophy of adult education is enhancing the learners' ability for self-direction in learning.

In relation to the three learning domains, adults need to become

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[1]Ibid., p. 28.

increasingly self-directed in learning. Each domain requires different approaches. The self-directed learners are aware of the constraints on his or her effort to learn in each domain and this ability should be developed or enhanced so that the learners can effectively function as self-directed learners. Learners should have access to alternative perspectives for understanding situations and for giving meaning and direction to life. He or she should have acquired the sensitivity and competence in social interaction and the skills and competencies required to master the productive tasks associated with controlling and manipulating the environment.

Based on the critical theory mentioned above combined with Knowles' andragogical theory, Mezirow presents in concrete terms the main expanded ideas in helping adult learners. This compilation of ideas is called the "Charter for Andragogy." To help adults become self-directed learners, one must

1. progressively decrease the learner's dependency on the educator;

2. help the learner to understand how to use learning resources--especially the experiences of others, including the educators, and how to engage others in reciprocal learning relationships;

3. assist the learner to define his or her learning needs--both in terms of immediate awareness and of understanding the cultural and psychological assumptions influencing his or her perceptions of needs;

4. assist the learner to assume increasing responsibility for defining their learning objectives, planning their own learning programs and evaluating their progress;

5. organize what is to be learned in relationship to his or her current personal problems, concerns and levels of understanding;

6. foster learner decision-making--select learner-relevant learning experiences which require choosing, expand the learner's range of options, facilitate taking the perspectives of others who have alternative ways of understanding;

7. encourage the use of criteria for judging which are increasingly inclusive and differentiating in awareness, self-reflexive and integrative of experience;

8. foster a self-corrective reflective approach to learning--to typifying and labelling, to perspective taking and choosing, and to habits of learning and learning relationships;

9. facilitate problem-posing and problem-solving, including problems associated with the implementation of individual and collective action; recognition of relationship between personal problems and public issues;

10. reinforce the self-concept of the learner as a learner and a doer by providing for progressive mastery; supportive climate with feedback to encourage provisional efforts to change and to take risks; avoidance of competitive judgment of performance; appropriate use of mutual support groups;

11. emphasize experiential, participative and projective instructional methods; appropriate use of modelling and learning contracts;

12. make the moral distinction between helping the learner understand his or her full range of choices and how to improve the quality of choosing versus encouraging the learner to make a specific choice.[1]

Rationale in Developing the Instrumentation

Professor Mezirow permitted his "Charter for Andragogy" to be adapted for this study. These twelve concepts were reduced to ten concepts for pragmatic reasons--distributing scores among the ten items might be psychologically easier and less confusing than distributing scores among the twelve items. Furthermore, providing less concepts (items) may invite the respondents to suggest their own options.

The API consists of three parts. The first part is the adaptation of the concepts stated in the "Charter for Andragogy." The second part consists of two questions regarding the degree of commonness and the inclusiveness of the ten items stated in the first part. The

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[1]Ibid., pp. 34-35.

third part is additional information which primarily focuses on the educational background of the respondents.

Originally, it was planned that the respondents be asked to rank the order of these ten items in the API. If this method had been employed, it would have been difficult to see the degree of differences among these ten items since the intervals of the ranking are equal; and, thus, it would not provide substantial information in analyzing the data. Consequently, the rank order method was abandoned.

Finally, the API was designed in a way to elicit from the respondents a distribution of 100 points to the ten items according to the degree of importance as perceived by the respondents. If the respondents felt that they were equally important, they assigned 10 points to each item. In this way, the researcher was able to evaluate the degree of importance from the range of scores assigned to all items. The advantage of this method was that the intervals between items were not neccessarily equally assigned. This helped the researcher to see the actual range of the differences between any two items.

The preliminary drafts of the API were used with a class which consisted of 25 graduate students in adult education in order to determine and improve the practicability of the questions. Comments, suggestions, additions, and deletions concerning the substance, format, and conduct of the study were received and used to modify the final draft of the API.

FIGURE I: ANDRAGOGY IN PRACTICE INVENTORY (API)

IDENTIFYING CORE CONCEPTS OF ADULT EDUCATION AS AN EDUCATIONAL PROCESS

I. Please indicate the degree of importance of each of the following ten concepts for adult education as an educational process of facilitating adult learning by distributing 100 points of importance among them, assigning the more important concepts a larger number of points than the less important concepts.

To assist adults to enhance their capability to function as self-directed learners, the educator must:

1. progressively decrease the learner's dependency on the educators; _____

2. help the learner to understand how to use learning resources--especially the experiences of others, including the educator, and how to engage others in reciprocal learning relations; _____

3. assist the learner to define his/her learning needs--both in terms of immediate awareness and of understanding the cultural and psychological assumptions influencing his/her perceptions of needs; _____

4. assist learners to assume increasing responsibility for defining their learning objectives, planning their own learning programs and evaluating their progress; _____

5. organize what is to be learned in relationship to his/her current personal problems, concerns and levels of understanding; _____

6. foster learner decision-making--select learner-relevant learning experiences which require choosing, expand the learner's range of options, facilitate taking the perspectives of others who have alternative ways of understanding; _____

7. encourage the use of criteria for judging which are increasingly inclusive and differentiating in awareness, self-reflexive and integrative of experience; _____

8. facilitate problem-posing and problem-solving, including problems associated with the implementation of individual and collective action; recognition of relationship between personal problems and public issues; _____

9. reinforce the self-concept of the learner as a learner and doer by providing for progressive mastery; supportive climate with feedback to encourage provisional efforts to change and to take risks; avoidance of competitive judgment of performance; appropriate use of mutual support groups; _____

10. emphasize experiential, participative and projective

instructional methods; appropriate use of modelling and learning contracts; _____

TOTAL 100

II. How inclusive do you feel the ten concepts above are of the central ideas of adult education as an educational process of facilitating adult learning?

Not Inclusive				Very Inclusive
1	2	3	4	5

III. Are there concepts other than those listed above but of equal or greater importance which should be included in any statement of core concepts of adult education as an educational process? No Yes

(Specify)

IV. How commonly do you feel the concepts in item I govern practice in adult and continuing education programs?

Very Uncommon				Very Common
1	2	3	4	5

RESPONDENT INFORMATION

V. Experience:

Years (Full-time equivalence)	Number of years as professor of adult education	Number of years as practitioner of adult education
Less than 1	_____	_____
2-4	_____	_____
4-8	_____	_____
9-12	_____	_____
12+	_____	_____

Proportion of your time for which you are paid to serve as professor of adult education. _____ %

VI. Education:

(a) Your highest academic degree and year awarded: _____ Degree _____ Year

(b) Area(s) of graduate specialization: _____

(c) Other graduate level education in adult education? __ No __ Yes

(Specify) _____

VII. Title _____ Institution _____

Age _____ ( ) Male ( ) Female

Population

The population of this study are members of the Commission of Professors of the Adult Education Association of the United States of America. They represent those most directly involved in theory building and serve as the agents of professionalization by virtue of setting standards for graduate instruction in adult education. According to the Constitution and By-Laws, membership in the Commission is limited to persons who devote at least one-quarter of their time to teaching and/or doing research in a university graduate program with a major in adult, continuing, or extension education. The membership of this Commission is composed of adult educators from the United States of America and Canada. Since the total population of the full membership of the Commission is not large, the target population of the study is the entire full membership (full membership excludes affiliate members). The API was sent out to all the full members (214) of the Commission as listed in the directory of December 1978.

Return Rates

By the end of Spring 1979, 214 sets of the API and the cover letters which explained the study's major purposes and gave assurance of confidentiality had been sent out to all the full members of the Commission (214). The materials were given code numbers so that no names appeared to identify the respondents. One hundred twenty-seven or 59 percent usable answers were returned.

During Fall 1980, a follow-up letter with another copy of the API was sent out to the 87 members who failed to return the instrument the first time. The respondent was reminded that he or she had received a

set of the API earlier. The letter also thanked the person for his or her time and cooperation. The completed API was requested to be returned within three weeks after the date of mailing. Nineteen sets of API were sent back. This gives a total return rate of 68 percent.

Treatment of the Data

By the end of Fall 1980, 147 (68 percent) sets of the API had been returned. The data were coded into machine-readable form for input into the Statistical Package for the Social Sciences (SPSS-G) system at the Center for Computing and Information Management Services (CCIMS), Teachers College, Columbia University. The analysis produced absolute and relative frequencies and means for the scores given to each item in the API for the total population. The figures given to other variables such as the range of the commonness and exclusiveness of the ten concepts in the API, the respondents' experiences, age, and sex were also tabulated and averaged. The cross-tabulation tables for all variables were also produced for comparisons among all the variables. For example, major concepts as seen by professors who had worked less than 9 years in the field of adult education and by professors who has worked in the field of adult education for more than nine years were compared.

The data collected showed that the range of scores given to each item in the API was large and the means of the scores of many items were almost of the same value. Difficulties in analyzing the data concerning the relative importance of the ten concepts listed in the API arose since the results did not provide a substantial ground in making a clear-cut conclusion to the study. Thus, some items were grouped together when their means were about the same. The distribution of raw scores assigned

to each item in the API were analyzed carefully. Comments from the respondents were also analyzed.

Limitations of the Study

Findings reported in this study were gathered via a national mail survey which has inherent limitations and some disadvantages in its methodology. For instance, the questions in the survey or inventory cannot address all the critical probing questions to fully understand the issue or to obtain an accurate picture of the situation. As Van Dalen states:

> Some subjects may not supply accurate answers...for they may suffer from faulty perception or memory....Respondents who are not free, willing, or qualified to divulge information, may ignore certain questions or falsify their answers. Many people do not give thoughtful consideration to questionnaires; they fill out forms carelessly or report what they assumed take place. Not uncommonly, respondents tailor replies to conform with biases, to protect their self-interests, to place themselves in a more favorable light, to please the researcher, or to conform with socially accepted patterns.[1]

Besides this inherent limitation, this study has the following limitations: the "Charter for Andragogy," which was adapted to be used in this study (see Chapter II), may not be inclusive or discriminating enough regarding the concept of andragogy; this study excludes practitioners and professionals in a widely diverse range of institutional settings and, thus, the generalizability of the study is limited; regardless of the existence of the consensus, the concepts of andragogy may or may not be utilized to influence professional practice significantly.

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[1]Deobold B. Van Dalen, Understanding Educational Research, An Introduction, (New York: World Pub., 1968), p. 301.

CHAPTER III

EMERGENCE OF ANDRAGOGICAL CONCEPTS IN THE ADULT EDUCATION MOVEMENT

Introduction

From a study of the literature, the writer believes that andragogical concepts are not new concepts. They are deeply rooted in the beginnings of the democratic ideal and in humanism.

Since the beginning of adult education, the development of the andragogical ideal has been related to and has been embedded in the development of democracy and liberal adult education. This is because their fundamental philosophies deal with human values and respect for human capabilities and potentialities. There are also other ideologies which have had an impact on the thoughts of andragogical theorists; however, they are not as relevant as the democratic and liberal education ideals. Thus, the writer's major concern will be limited to the ideologies mentioned.

This chapter will present in detail the concepts of democracy and liberal adult education and their relationships to andragogical theory.

Democratic Society

Democracy generally refers to a form of social life in which all individuals are treated as political equals and this in turn means that every individual has the right and duty to take part in making decisions

which shape the way of life and of society.[1] In the truly democratic society, every individual must be consulted in such a way that he or she becomes a part of the process of authority and of the process of social control. In other words, every adult is entitled, and is expected, to take at least some part in forming the public mind. In this society, the people's opinions count. It is a society in which people's judgments are respected and are taken seriously so that their needs and wants are taken into consideration when determining social policies.

In the democratic ideal, there is faith in human nature, in experience, and in intelligence. All men are seen as mutually interdependent. Individual differences are respected and human values have priority over institutional values. Democracy aims at the building, developing and freeing of individuals by helping them to become less dependent. It is believed that men are capable of living their own lives in a cooperative and interactive way with their fellow men. Thus, participation, with an emphasis on self-steering by the individual and the group, is one of the essential fundamentals of democracy.

Democracy and Education

John Dewey, who favored using democratic methods in the classroom, saw democracy and education as inseparable. He states

> the relation between democracy and education is a reciprocal one, a mutual one, and vitally so. Democracy is itself an educational principle, an educational measure and policy.[2]

Education and democracy cannot be separated since one implies the

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[1]R. W. K. Paterson, Values, Education and the Adult, (London: Routledge & Kegan Paul, 1979), P. 261.

[2]John Dewey, Philosophy of Education: Problems of Men, (Totowa, New Jersey: Littlefield Adams and Co., 1975), p. 34.

other. Their philosophies are the same. Democracy and education are both processes of growth and learning whereas intelligence, judgment and appreciation are the centers of method and ideology. Both democracy and education involve a group of people working, thinking and planning together to pursue their own interests while at the same time recognizing that the collective interests must serve the common welfare. Education means the continuous growth of man's power; the continuous relation of his initiative, originality, and creativity; the creation of judgment and intelligence; and the discipline of the powers of self-control and self-direction. Through the democratic method, individuals can achieve their highest and fullest possibilities. Without democracy, such an education would not be desired nor possible. Likewise, without such education, democracy cannot survive.[1]

Education is essential to democracy. The survival of democracy depends upon an educated citizenry. An intelligent citizenry is required since democracy involves public opinion and since the satisfactory solution to public problems depends upon the opinion of an intelligent citizenry. Thus, it is necessary that the members of a democratic society are educated properly so that they can share their experiences and contribute their intelligence to the continuous development of the society and of themselves. Paterson, a British educator-philosopher, states, "A democracy is not only concerned with the counting of heads: it must also be concerned with what is in the

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[1]Executive Council of the American Federation of Teachers, "Education, Democracy and Defense," American Teacher 25 (March 1941):14.

heads that are counted."[1] He further contends that a full liberal education is necessary for the well-being of democracy. Robert Blakely, an American adult educator whose philosophy had influenced the adult education movement in the United States, also stressed the need for continuing liberal education in a democratic society.[2]

Adult Education: A Solution for the Survival of Democracy

After the American Revolution, the democratic ideal was a major concern of leaders and educators. Thomas Jefferson emerged as the most outstanding figure who saw the importance of self-education and the importance of an educated citizenry for preventing abuses of government. From his perspective as a leader of the nation, he stated, "The fate of any democratic government hangs upon the perilous hope that every citizen can and will do his own thinking."[3] Jefferson strongly felt that the citizen in the democratic society needed to be educated. John Dewey also saw education as an essential function in the development of democracy. He saw a necessity for preparing the members of the society for the duties and responsibilities of a democracy.[4]

It is important to note that the word "citizen" or "people," as used in the above context, usually refers to adults. In the process of the development of the democratic society, there is a need for immediate

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[1] R. W. K. Paterson, Values, Education and the Adult, p. 261.

[2] Robert Blakely, Adult Education in a Free Society, (Toronto: A Guardian Bird Pub., 1958).

[3] Webster E. Cotton, On Behalf of Adult Education: A Historical Examination of the Supporting Literature, (Boston: CSLEA, 1968), p. 30

[4] Dewey, Philosophy of Education, p. 37

solutions to problems as they arise. Solutions cannot wait for a new generation of children who are equipped to handle these problems. Education in the democratic society cannot be confined to the youth stage; it must go on throughout life. The adult population has to participate actively in continuous learning and to put that learning into constructive use. As a result, adult education was identified strongly with the need for an enlightenment of the citizen in the democratic society. In the early period of the democratic movement, many agencies that recognized the needs for educating the nation's citizenry for the betterment of the democratic ideal emerged. Examples of these agencies are the American Lyceums, Lowell Institute, Cooper Union, and the adult evening schools.

Webster E. Cotton summarized the relationship between adult education and a viable free society as the result of the intelligent and the democratic way of life, the crisis in contemporary democracy, the need for effective and responsible citizenship, and the right of each individual to realize his or her human potentials.[1]

The concern of the intelligence and the democratic way of life refers to the recognition of an exorable relationship between the quality of the intellectual life and the requirements of a free society. In the democratic ideal, individuals are expected to be able to acquire effective thinking and to obtain the ability to use their minds to shape the courses of their collective life. Nicholas Murray Butler, former President of Columbia University, pointed out that if we were to maintain the democratic way of life, there needed to be an intellectual

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[1]Cotton, On Behalf of Adult Education, pp. 31-40.

vitality and an open mind on the part of our citizens.[1]

In the history of the development of democracy, there were problems in convincing people to support the democratic ideology. Since there were other political ideologies opposed to the democatic ideology, it was necessary to educate the people to thoroughly understand and practice the democratic philosophy. In addition, there were also abuses of the fundamental rights granted by democracy and of human values. It was, thus, required that adult education programs help adults to think for themselves.

About fifty years ago, the major concern of adult education as a new profession was to have an effective and responsible citizenship. This was due to the recognition that democracy could not survive unless the citizen was enlightened as to the nature of the democratic process, was educated to play a responsible role in its functioning, and was motivated to improve the quality of his or her life. It was proposed that adults should be trained to realize their responsibilities in the democratic way of life.

The issue of individual's rights has been an essential part of democracy. From the democratic ideal, the emphasis is on the quality of both the individual and of society. The worth of each individual is valued. In the free society, the individual is able to realize his or her rights and human potentials and thereby achieve dignity and worth. This issue strongly attracted the adult educators' attention, especially those who were concerned with humanistic education and liberal education ideology. C. Scott Fletcher, the President of the Fund for Adult

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[1]Nicholas Murray Butler, "Freedom, Responsibility and Intelligence," Journal of Adult Education 3 (October 1931):393-396.

Education, pointed out,

> A goal of a free society is to have a nation of self-governing individuals, each a sacrosant end in himself, each at the same time a means for providing equal opportunities for all to become the most and the best they are capable of. A goal is to have all individuals deliberately and consciously making rational, responsible choices in the full light of alternatives and consequences.[1]

Robert Blakely also had a profound faith in the dignity and worth of the human personality. He saw adult education as an important function in nourishing and enriching the quality of human lives. In his book, Adult Education in a Free Society, he stated

> The most urgent problem facing the American people at this time is how to get the entire adult population engaged in educational programs for the improvement of themselves, which is their birthright, and the improvement of their citizenships, which is both their privilege and their duty. On this all else demands.[2]

The issues discussed above obviously indicated that there was a need for the whole population, especially the adult population, to be educated in order to solve the problems confronting democracy.

Among American adult educators, Lindeman,[3] stressed education for the development of democracy while others like Blakely and Kallen[4] favored liberal education. Many others accepted both ideologies as applicable for adult education practice. Even Dewey, who was a progressive, believed that the education appropriate to American society must include both the liberal and the practical, both education for work

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[1]Fund for Adult Education, Continuing Liberal Education: A Report of the FAE 1957-59, (White Plains, New York: FAE, 1960), p. 10.

[2]Blakely, Adult Education, p. 19.

[3]Eduard Lindeman, The Meaning of Adult Education.

[4]Blakely, Adult Education; and Horace Kallen, Philosophical Issues in Adult Education, (Ill.: Charle C. Thomas, 1962).

and education for leisure, and both the humanities and the sciences.[1]

In general, the philosophy of democracy can serve as a foundation for the educational philosophy of adults since it concerns and respects the ability and rights of the human being to develop to his or her fullest potentials. Each individual has an equal opportunity to realize his or her latent potentialities. In the democratic society, an individual is expected to have full responsibilities of citizenship. Also recognized are self-direction and the worth of the human being. Under a climate of freedom, there is a respect for individuals' uniqueness, knowledge, intelligence, and for healthy competition of ideas. Although the majority rules, minority rights are respected.

Democratic ideals permeated the thoughts of adult educators in the first quarter of the century. Eduard Lindeman was the pioneer in the field of adult education who built the classical foundation for the adult education field with his concern for the democratic ideal. He saw education as an instrument for developing social intelligence and for helping people understand the world in which they live. He was deeply concerned with the relationship of education and social change. He believed that in a democratic society, education and participation were necessary for bringing about social change and that adult education could be the most reliable tool for this purpose. Influenced by Dewey, Lindeman saw education as a part of democracy:

> A society that neglected education, for all people of all ages, runs a great risk. Education for adult is an imperative if democracy is to survive.[2]

Since Lindeman's thought has a great impact on the development of

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[1]John Dewey, Democracy and Education, (New York: Macmillan, 1916), pp. 250-262.

[2]Eduard Lindeman, The Democratic Man: Selected Writings of Eduard Lindeman, Robert Glessner, ed., (Boston: Beacon, 1956).

Knowles' andragogical theory,[1] which is the major concern of this study, his thought is discussed in depth below.

Eduard Lindeman: A Pioneer in Adult Education for Democracy

Lindeman's adult education theory reflected Dewey's thoughts. Like Dewey, Lindeman believed that education is life. In adult education, he strongly valued adults' experiences and needs. He saw adult education as a process through which learners become aware of their experiences. He saw adult education as a new technique of learning which could be essential to every educational level:

> It represents a process by which the adult learners to become aware of and to evaluate his experience. To do this he cannot begin by studying subjects in the hope that someday this information will be useful. On the contrary he begins by giving attention to situations in which he finds himself, to problems which includes obstacles to his self-fulfillment. Facts and information from the differentiated spheres of knowledge are used, not for the purpose of accumulation, but because of the need in solving problems.[2]

According to Lindeman, adult education is an attempt to discover a new method and create a new incentive for learning. It has implications which are in qualitative terms, not quantitative ones. In his classical book, The Meaning of Adult Education,[3] he identified key assumptions about adult learners which are still applicable to contemporary adult education. He believed that individual differences among people increase with age and that adults have a deep need to be self-directing and that their motivation to learn is a result of their

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[1]John A. Henschke, "Malcolm S. Knowles: His Contributions to the Theory and Practice of Adult Education," (Ed.D. Dissertation, Boston University, 1973).

[2]Eduard Lindeman, The Democratic Man, p. 160.

[3]Lindeman, The Meaning of Adult Education.

recognition that learning will satisfy their needs and interests. Lindeman also believed that the adults' orientation to learning is life-centered and that their experiences are the richest sources of adult learning. Regarding the teaching-learning approach in adult education, Lindeman proposed the situation approach. As he stated

> the approach to adult education will be via the route of situations, not subjects....In conventional education the student is required to adjust himself to an established curriculum; in adult education the curriculum is built around the student's needs and interests. Every adult person finds himself in specific situations with respect to his work, his recreation, his family-life, his community-life, et cetera-situations which call for adjustments. Adult education begins at this point.[1]

This approach involves the recognition and the analysis of the situation and its constituent problems; the discussion of the problems and the utilization of available information and experience for the purpose of formulating experimental situations; and finally, action that leads towards a solution.[2]

Lindeman perceived the learner's experience as a living textbook. Thus, in the learning process, the analysis of experience is an appropriate methodology in adult education. Since adults have a deep need to be self-directing, the role of the teacher is to engage in the process of mutual inquiry with the learners rather than to transmit knowledge. Lindeman also applied the democratic ideal to the teaching-learning process. He saw learning as a shared and cooperative venture between the teacher and the learner in a non-authoritative, informal atmosphere. The teacher is no longer an authoritative figure. Rather, the teacher is merely a guide or a helper who also participates

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[1]Ibid., pp. 8-9.

[2]Ibid., p. 193.

in the learning process. As Lindeman said:

> The teacher finds a new function. He is no longer the oracle who speaks from the platform of authority, but rather the guide, the pointer-out, who also participates in learning in proportion to the vitality and relevancy of his facts and experiences.[1]

The Philosophy of Liberal Education

Since the concept of liberal education has been imbedded in andragogy, it is important to understand its philosophy and its implications to adult education. This is discussed hereafter.

The concept and meaning of liberal education has been modified and redefined to fit man in a continuously changing world.[2] The emphases in the concept of liberal education since Plato and Aristotle have been changed. For Aristotle and Plato, the goal of education was to produce good and virtuous men through intellectual training beginning with a knowledge of grammar and rethoric which were later extended to the natural sciences, history, literature, logic and philosophy. In the 19th century, the rapid development of sciences and its applications in industry forced traditional liberal education to include modern subjects, especially modern foreign languages and sciences.

Within the philosophy of liberal education, the various models depend on the emphases perceived by liberal educators. The moral model is concerned with the issue of doing the "right" and actualizing the "good"; the political model portrays an education from the standpoint of

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[1]Lindeman, The Democratic Man, p. 106.

[2]I. L. Kendel, "The Meaning of Liberal Education," Teachers College Record 41 (November 1939):92.

the creation of a just society; the psychological model looks at education from a developmental perspective; and the artistic model regards the level of understanding and creativity as inspired by a vision of truthfulness and excellence.[1]

Regardless of the different emphases in the philosophy of liberal education, the distinguishing feature of liberal eduation is its view of man as a central figure in the ground of things regardless of the approaches or methods used. Liberal education is an essential part of a humanistic philosophy of education. Its fundamental belief is that a human being is rational and moral and that his or her spiritual powers should be developed to the fullest extent.[2] The purpose of liberal education is, thus derived from the concept of the human person. It stresses the training of the mind over the demands of preparing people for jobs, and the developing of duality in what people are and in what they do. It involves the acquiring of reasoning and communication skills in order that one can solve problems logically and effectively. The liberal educators believe that it is a rational or intellectual education which leads a person from information to knowledge to wisdom. They contend that information and knowledge are necessary for a person to be educated, but it is with the possession of wisdom that one can truly considered intellectually educated.[3] Knowledge is only the

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[1]Peter Schmiechen,"Liberal Education as an Art," Liberal Education 64 (March 1978):104-108.

[2]Robert Hutchin, The Conflict in Education in a Democratic Society, (New York: Harper & Row, 1953), p. 68.

[3]Elias and Merriam, Philosophical Foundations, p. 23.

systematic grasp of a subject matter, a discipline, or an area of study. It is important that a person acquires wisdom--the ability to apply information and knowledge to the activities of daily life or to be able to contemplate the deepest principles of a subject matter and to recognize its connection and relationship with other areas. Not only does liberal education emphasize wisdom, but it also requires other aspects of human nature such as moral value, a spiritual or religious dimension in life, and an aesthetic sense. Thus, the end product of liberal education is a total human being.

The process of liberal education is oriented towards a conceptual focus and a theoretical thinking and understanding rather than a mere transmission and absorption of factual knowledge or the development of technical skills. The liberal educator believes that liberal learning never becomes obsolete. If a person's mind is educated and is intelligently formed, skills are more easily learned through experience.[1] A common approach used in liberal education is the critical reading and discussion of classical writings. Reading these books with the help of an experienced leader can bring one to intellectual understanding and can enable a person to relate great ideas to present experiences and problems.

Liberal Adult Education

In the field of adult education, the philosophy of liberal education has been integrated to form a part of its philosophy. One can look as far back as Benjamin Franklin's period. He developed the Junto which was basically a small organized discussion group to discuss moral

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[1]Ibid., p. 31.

issues, politics or natural philosophy for the purpose of self-improvement. This was basically the liberal education curriculum ideal. Another example is the Lyceum Movement which was first created by Josiah Holbrook in 1826. It was a network of local study groups formed with the purpose of self-culture, improving community infra-structure and mutual discussion of common public interests. Several other adult education enterprises such as the Lowell Institute in Boston and Cooper Union in New York also promoted liberal education. They sponsored lectures and courses in philosophy, natural history and arts.

In the past, the attitude towards liberal education was quite affirmative although there were some critiques on its limitedness. President Jefferson called for the widespread diffusion of knowledge and upheld the importance of self-education. He saw the need for education to prepare leaders for a new nation and thought that this could be done through liberal education.[1] Van Doren, a distinguished liberal educator in the 1940s, recognized that a large part of adult education was liberal education. He regarded the liberal education of adults as the highest level of education, following elementary, secondary schools and colleges and that it should be a constant study for responsible people.[2]

In the 1950s, liberal adult education expanded into colleges and universities and in other instituitons such as public schools, agricutural extensions and labor organizations. Many reasons were cited for the rise of liberal education for adults, especially in the post World War II period. Some of the reasons were the enormous increase in leisure time, the spread of middle-class values and habits, the absence

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[1]Elias and Merriam, Philosophical Foundations, p. 19.

[2]Mark Van Doren, Liberal Education, (Boston: Beacon, 1943), p. 104.

of major wars and depressions and the increasing professionalization of the field of adult education. The Fund for Adult Education, funded by the Ford Foundation, was a major financial supporter of various adult education programs. It strongly emphasized liberal education for adults. As a result, the Adult Education Association, which was founded in 1951, developed goals that reflected the liberal education ideal and at the same time responded to the practical needs of the field.[1]

An adult education program in the history of adult education which was the best known program for liberal education was the Great Books Program. The Great Books Foundation was established in the 1940s as an independent, non-profit educational organization designed to provide liberal education for people of all ages. The purpose of the program was to cultivate

> the arts of investigation, discovery, criticism, and achieve at first-hand an acquaintance with the original books, the unkillable classics, in which these miracles happen.[2]

The Great Books Program was developed in many universities such as Columbia University, the University of Chicago, St. John's College in Maryland, as well as in other schools, colleges and educational agencies. Its activities involved the reading and the discussion of classical books. The books selected were those written by famous writers from various fields such as literature, philosophy, mathematics, history, political science and psychology. These books were assigned to the learners to read before the discussion. Thus, the learners learned by themselves and enhanced their knowledge through participation in

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[1]Knowles, The Adult Education Movement, pp. 221-223.

[2]Van Doren, Liberal Education, p. 145.

group discussions.

An interesting study on the Great Books Program indicated that the participants in the Great Books Program tended to be well educated, of high social status, predominantly female, and young.[1] Some criticisms of the Great Books program were: that only the well educated or the elite benefited from the program; the program did not allow for social and individual differences among learners; and that it prevented the development of a specialized professional focus.[2]

The intention of the Great Books Program was sound regardless of its limitations as critiqued by some of the non-liberal educators. The philosophy behind this may not be relevant to the rapidly changing society that requires immediate training and knowledge of modern technology; however the person who went through this program would be better able to participate in self-government and to grapple more intelligently with present problems. These are necessary qualities for the person who is to survive in a changing lifelong learning society. Self-education, which is seen as a valuable education and is the major function of the andragogical theory, is also inspired by the liberal education ideal.

It is important to note that the group dynamic approach in the United States which began in 1947 with the creation of the National Training Laboratory in Bethel, Maine was a result of the liberal ideal

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[1]James Davis, Great Books and Small Group, (New York: Free Press, 1961)

[2]Kenneth Hansen, "The Educational Philosophy of the Great Books Program," (Ed.D. Dissertation, The University of Minnesota, 1949).

emphasizing the improvement and understanding of group development and human relations. This was a major force influencing group process methods in adult education. Residential centers such as the Boston Center for Adult Education and the Baker Hunt Foundation also emerged as a result of liberal adult education ideals. The Kellogg Foundation also helped spark this movement with grants for construction of residential conference centers.

Even though liberal adult education concepts were parallel to those of liberal education for youths on campuses, the emphases were different; and it was also more flexible than the traditional programs. There were also different emphases among the institutions which offered liberal adult education. Harry L. Miller categorized liberal adult education into three models.[1]

1. The Discipline: This type of education is dominated by the concept of producing a cultural man. This model focuses on the liberal education curriculum which is the duplication of the undergraduate college program. Liberal Arts consists of bodies of knowledge which the academic tradition has codified into a series of scholarly disciplines, i.e., the sciences, the social sciences, and the humanities. However, standards for admission, time schedule, policy on absences, grading, and examinations were slightly different and more flexible when dealing with adult students. To some extent this model of liberal adult education influenced the increase of non-credit courses, discussion groups and the rise of residential liberal education institutes.

2. The Skills of the Free man: This model emphasizes

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[1] Harry L. Miller, Liberal Adult Education, (Chicago: CSLEA, 1960), pp. 25-36.

intellectual skills rather than the understanding of knowledge and principles. The assumption of this model rests on the belief that in order to keep up with the rapid shift in the field of liberal arts, one has to acquire basic skills of analysis, criticism and judgment appropriate to particular fields, to persistent life situations, or to new problems in the changing world. The criterion in selecting materials from the liberal disciplines was "What is the most appropriate and useful material to develop a certain skill?" Miller contended that this model emphasized the production of the renaissance man.

3. The Liberating Experience: This model aims at producing a problem-solver. In this model, the meaning of "liberal" is "liberating." It is a liberation from socially induced or self-imposed bondages. It was claimed to be the most successful of all adult education enterprises, especially in the form of an agricultural extension program. According to this concept, to be liberated, a person changes values, attitudes, and sensibilities well within the normal range of educational objectives; and these changes occur during a communications revolution.

In the late 1960s, Whipple[1] noted that the approach in liberal adult education was problem-orientated, especially the crucial issues related to man and society. Educators were more concerned with such areas as leisure, urbanism, and professional competence. Liberal adult education gradually shifted its emphasis from what is studied (model 1) to what happens to the individual who studies (model 3). A report from

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[1]James B. Whipple, "Growth of a Definition," in Liberal Adult Education Reconsidered: Reflection on Continuing Education for Contemporary Man. by James B. Whipple et al., (New York: Syracuse University Press, 1969), p. 19.

the Center for the Study of Liberal Education for Adults[1] pointed out that the focus of liberal adult education was not the body of knowledge and skills, but the process of "liberating" for freedom and freedom from all kinds of bondages such as social pressures.

Liberal adult education was largely supported by the Ford Foundation. The Ford Foundation funded the Fund for Adult Education which primarily focused on liberal education. For a more thorough understanding of the structure and concept of liberal adult education, one may well look at the organization of the Fund for Adult Education and at the Center for the Study of Liberal Education for Adults.

The Fund for Adult Education (FAE)

The FAE was established in 1951 by the Ford Foundation as an independent organization with its own board of directors. It was designed to be one of the instruments for attaining the goals of Area IV of the Ford Foundation. Area IV of the Ford Foundation supported activities to strengthen, expand and improve educational activities and methods to enable individuals to realize more fully their intellectual. civic, and spiritual potentialities; activities to promote greater equality of educational opportunity; and to conserve and increase knowledge and to enrich culture.[2] The FAE was responsible for advancing

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[1]CSLEA, A Review of 1957: Activities and Projects, (Chicago: CSLEA, 1958), p. 2.

[2]C. Scott Fletcher, "The Program of The Fund for Adult Education," Adult Education, 2 (December 1951):59.

and improving that part of the educational process which begins when formal schooling is finished" and its special task was that of "...supporting programs of liberal adult education which will contribute to the development of mature, wise and responsible citizens who can participate intelligently in a free society."[1]

In the beginning, the FAE undertook four major activities to meet the Fund's objectives. The objectives were: the carrying out of educational surveys and studies of liberal education programs for adults; the improvement and utilization of the channels of television and radio as fully as is consistent with its aims and with the most effective development of its program both through commercial channels and through educational channels; the providing of community discussion to aid various leaders and groups and to support several discussion programs conducted by existing organizations; and the studying of Test Cities which aimed at analyzing the old and the new methods of stimulating and integrating adult education acitvities at the community level and determining the extent to which the programs supported by the Fund are useful to various population groups within the community.

The FAE's belief was that every human being was entitled to develop his or her talent to the fullest. This philosophy of the FAE was based on the assumption that human beings must be educated for freedom, and that education for freedom is liberal education. In the first year of its establishment, the FAE stated

> Education must meet the needs of the human spirit. It must assist persons to develop a satisfactory personal philosophy and sense of values; to cultivate tastes for literature, music, and the arts, and to grow in ability to analyze problems and arrive at a

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[1] FAE, Continuing Liberal Education: A Report of the FAE 1957-59, p. 11.

thoughtful conclusion.[1]

Liberal education has an essential meaning for each member of a society and for the society as a whole. The FAE believed that freedom and responsibility are integral to each other. If human beings are to be free, they have to be more responsible in order for the society to benefit. Accordingly, the focus of the FAE was on society and the personal responsibility for the society. The FAE also contended that, as a free and responsible person, an individual should be able to exercise all rights and obligations, both in the private and in the public sectors. In other words, an individual should be able to exercise freedom and responsibility toward colleagues and toward the society. The FAE saw adult education as a stimulus to heighten individuals' awareness of their own resources and values and to simultaneously be an aid to social reconstruction.

It is interesting to note that the FAE emphasized primarily the process and product rather than the content and materials of liberal education. The process was free thought and communication; the product was the mature and responsible citizen in a free society.[2]

Within the range of interests in liberal education for adults, the FAE pursued other emphases like using the mass media in education and promoting continuing education for public responsibility, especially for those who were involved in public or organizational leaderships. In terms of the educational methods, the FAE supported the ones that stressed active and critical participation by the individual, such as,

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[1]FAE, Advancing the Idea and Practice of Continuing Liberal Education, (Pasadana, Ca: FAE, 1959), p. 10.

[2]FAE, Annual Report 1951, (Pasadana, Ca.: FAE, 1951), p. 13.

discussion, seminar and conference methods. The FAE provided aid and support primarily to colleges and universities. However, it also provided grants to public schools, libraries and volunteer organizations which demonstrated an interest in improving liberal educaticn for adults.

In addition, the FAE provided fellowships to gifted individuals in the field of liberal adult education, financial support to the mass media such as educational radio and television as well as to research studies and fact-finding missions and their resulting publications.

In brief, the FAE subsidized a number of educational institutions for the improvement of liberal education for adults, ranging from individual universities to the Great Books Foundation, the Center for the Study of Liberal Education for Adults, and the American Library Association. The FAE also assisted in the inauguration of journals on adult education, notably Adult Education and Adult Leadership. The FAE was terminated in 1961 when its grants from the Ford Foundation were discontinued. During the ten year period of its existence (1951-1961), the FAE recieved grants from the Ford Foundation totaling $47,400,000.[1]

The Center for the Study of Liberal Education for Adults (CSLEA)

CSLEA was established with the creation of the Association of University Evening Colleges under the grants from the FAE in 1951. It was a university located center (first at the University of Chicago and later at Boston University) until its dissolution in 1968. Its official purpose was to

> provide aid and leadership to the forces that can develop the evening college and extension movement into a more effective

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[1]FAE, Continuing Liberal Education: A Report of the FAE 1957-59, p. 11.

instrument for the liberal education of adults.[1]

In 1962, after the termination of the grants from the FAE, and when the Center was affiliated with Boston University, the purpose of the Center was rephrased:

> ...to help American higher education develop greater effectiveness and a deeper sense of responsibility for the liberal education of Adults.[2]

The Center's activities, however, encompassed more than the above stated purpose. One activity was to encourage the development of a wide range of university level educative experiences for adults which did more than just parallel regular degree or credit programs and which were planned on the basis of distinctive interests, experiences and abilities of the adults.[3] For example, the Center's report on the activities for the year 1956 indicated that the Center engaged in activities which fell into five categories: 1) strengthening association in the field of university adult education; 2) improving relationships between divisions of adult education and the total university; 3) strenghtening leadership and faculty in university liberal education for adults; 4) clarifying relationships between universities and their communities; and 5) experimenting with new approaches to programming in liberal education.[4] In general, the Center had three areas of

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[1]Peter Siegle, New Direction in Liberal Education for Executives, (Chicago: CSLEA, 1958), front cover.

[2]Kenneth Haygood, The University and Community Education, (Chicago: CSLEA, 1962), front cover.

[3]Peter Siegle, "Liberal Education for Adults," in Association of American College Bulletin 43 (October 1957):485-490.

[4]CSLEA, A Review of 1956: A Report of Center Activities During the Past Year, and a Look Ahead, (Chicago: CSLEA, 1957).

interests: improving university programs of liberal education for adults; developing improved methods of teaching and of discussion leadership; and building a climate of understanding and support for liberal adult education in colleges, universities and in the general public.

The Center engaged in many activities to achieve its goals. These activities were more or less implemented in the form of research programs conducted by a staff, with a clearinghouse for collection and distribution of information, a series of publications, and conferences and consultation. The Center was also engaged in other activities related to the Adult Education Association, such as conferences on the architecture of residential adult education centers and it also supported the work of the Commission of Professors of Adult Education.

Its publications included Notes and Essays, which was a series of pamphlets on problems and issues in liberal adult education; the Report, which published research studies, surveys and program description; and the Clearinghouse Bulletin and Discussion Guide.

In brief, the Center clearly served the purpose of the FAE. Its activities aimed at the improvement of liberal education for adults at the college and university levels, focusing on the improvement of the institutions' faculty and leaders who were involved in liberal adult education and the improvement of methods of teaching.

Synthesis

The concepts of Andragogy (To be discussed in Chapter IV) are congruent with the democratic ideal and with liberal adult education. In fact, the andragogical approach requires freedom and democracy.

Thus, it is obvious that these two ideologies influenced the andragogical approach.

As discussed elsewhere in this report, the andragogical theory is an educational process which shows concern for humanity and which follows the same ideology as democracy and liberal education. According to the concept of democracy, liberal adult education and andragogy, human beings are the central concern of the whole process. Human beings are considered to have priority over institutions. Their intelligence, experiences, potentialities, capabilities and ability for self-direction are highly respected and used as fundamental references in disseminating education to the population. Andragogical concepts have emerged and adhered to the democratic ideal and liberal education for a long time. Malcolm S. Knowles pinpointed and identified a concept particularly suited for practice in the field of adult education and it has since been widely accepted and utilized in the field of adult education.

To support the hypothesis that andragogy emerged out of the concepts of democracy and liberal adult education, one has only to compare the approaches and concepts in each ideology. The ideas of democracy and liberal education are not much different since liberal education has been accepted as an appropriate education for serving the purpose of democracy. The two ideologies aim at fostering in people the ability to think in a rational and logical manner. In other words, people are educated so that they are able to think for themselves.

In general, they attempt to help adults to become less dependent on other people or institutions. They assume that adults are responsible and are capable of improving themselves, of reaching their fullest potentialities and are capable of self-direction and

self-education. The educational approach of each ideology aims at enhancing these capabilities in adults. The adults' experiences are perceived as a central factor in the learning process. In the development of democratic methods, the individual's experience is considered a rich resource of learning and the learners are expected to share their experiences so that they themselves are educated as well as others. As Dewey said, "every individual becomes educated only as he has an opportunity to contribute something from his own experience."[1]

The contention of the andragogical theory is that the value of adult experiences is an important factor in the learning process. The use of experience as a foundation of learning is encouraged among adult learners. Sharing experiences in group discussion has become an increasingly employed practice. Democracy, cooperation and participation in learning are also major concerns of the andragogical approach.

Liberal adult education, which is more pragmatic than the traditional liberal education ideal, is oriented toward conceptual and theoretical understanding rather than toward mere transmission and absorption of knowledge. This is important in the andragogical process as it focuses on improving diagnostic skills so that learners can plan and pursue their own learning and thus acquire the "how to learn" skills.

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[1]Dewey, Philosophy of Education, p. 36.

CHAPTER IV

ANDRAGOGICAL THEORY

Introduction

From the history of adult education, most teachers have known only how to teach adults as if they were children. The teaching-learning approaches used were mostly directed toward the transmission of knowledge and culture. In other words, these teachers have applied learning theories that were seen as being appropriate to children and youths to adult learners. No one can deny that adults and children are different in many aspects such as life experiences, maturation and lifestyles. Treated as if they were children, adult learners became dissatisfied with their learning and eventualy dropped out.

In recent decades adult educators have begun to develop a unique body of theory, knowledge and practice to be used in educating adults. The prominent adult educator, Malcolm S. Knowles presented the term "andragogy" for adult education. The adult learning theory of andragogy is described in full in this chapter.

At the beginning of the chapter, the background and the definition of the term will be discussed. The humanistic philosophy which is seen as a great influential component of the andragogical theory will be discussed in relation to andragogy. The contributions of

two humanistic psychologists who are the major influential figures on education for adults will be presented. The assumptions of andragogical theory, its process, its applications and its humanistic aspects will also be scrutinized. The major outcome of the andragogical theory, self-directed learning, is emphasized and discussed in full. Finally, in relation to the self-directed learning skills, the issues and inquiries concerning the development of the self-directed learning capability both from the learners' standpoints and from the educators' standpoints are pursued.

Background and Definition of Andragogy

After World War II, educators began to emphasize the unique characteristics of adult learners. The European countries were more advanced than the United States in recognizing the differences between the teaching and helping of adults to learn and the teaching and helping of children to learn. The emerging teaching-learning approach for adult learning is called andragogy (in German the word is andragogik).

The word andragogik was first used by a German grammar school teacher, Alexander Kapp, in 1833 to describe the educational theory of Plato. He distinguished "andragogy" from "social pedagogy" (basic remedial education for disavantaged or handicapped adults) refering to andragogy as the normal process of continuing education for adults.[1]

However, the term disappeared for nearly a hundred years.[2] Not

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[1]John D. Ingalls, A Trainers Guide to Andragogy, (Washington, D.C: U.S. Government Printing Office, 1973), p. 10.

[2]Malcolm S. Knowles, "Andragogy: Adult Learning Theory in Perspective," Community College Review 5 (Winter 1978):9-20.

until 1921 was the term used again by the German socialist Eugene Rosenstock[1] who expressed the opinion that adult education required special teachers, special methods, and a special philosophy.[2] Since then, the term has gradually been used more frequently in German speaking countries as well as in other European countries such as Yugoslavia, the Netherlands and Hungary. During the past decade, the adult educators in France, England, Venezuela and Canada have increasingly used andragogy to refer to the concept of a unified theory of adult learning.[3]

The word andragogy is derived from a combination of the Greek noun agoge (the ability of leading) with the stem andr (adult). Thus andragogy is defined as the art and science of leading or helping adults learn. This word has a different meaning from "pedagogy" which means the art and science of teaching children.

Malcolm S. Knowles, Professor Emeritus of Boston University and of North Carolina University, a distinguished adult educator in the United States, was first introduced to the concept of andragogy in 1967 by a Yugoslavian adult educator, Dusan Savicevic. Knowles introduced the term andragogy to the American educators in 1968 in his article "Androgogy, Not Pedagogy."[4] Today, the term, as well as the concept, is widely recognized among American and Canadian adult educators.

Andragogical theory as described by Knowles offers a humanistic

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[1]Ibid., p. 19.

[2]Ibid., p. 19.

[3]Ibid., p. 19.

[4]Malcolm S. Knowles, "Androgogy, Not Pedagogy," Adult Leadership 16 (April 1968):350.

perspective. It is, therefore, neccessary to look at the concept of humanism upon which this theory is heavily based.

Humanistic Views toward Human Beings

Humanism is a school of philosophy which holds sacred the dignity and autonomy of human beings. A human being is seen as a truly free and unique creature with individual freedom and autonomy. An individual's real world is what he or she perceives, and, thus, he or she alone can fully know it. In humanistic thought, individuality and uniqueness is highly recognized and valued. The notion of self-concept is the fundamental idea of humanism since the idea is a seminal determiner of behavior, and it has a great influence on a person's ability to grow and develop. Humanism believes that human beings possess the power for solving their own problems and for developing their potentialities. As a result of these beliefs, human beings are held responsible for bettering themselves and the state of human affairs.[1] Jerold Apps states that the humanistic view usually describes human beings under headings like "individuality," "freedom," or "active nature."[2] Other adult educators like Merriam and Elais pointed out that an individual, according to humanism, has a desire to become a better person and to become a self-actualized person.[3]

In order to understand the humanistic orientation toward human nature, one can compare the humanists to the behaviorists. The

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[1]Elias and Merriam, Philosophical Foundations, p. 116.

[2]Jerold Apps, Problems in Continuing Education, p. 43.

[3]Elais and Merriam, Philosophical Foundations, p. 120-121.

difference between the humanists and the behaviorists is that for the humanists, an individual's behavior is not determined by external forces but is the result of selective perception--a consequence of human choice which an individual can freely exercise. The behaviorist attempts to manipulate individuals and their environments to produce an effect while the humanist attempts to sensitize an individual to his or her uniquely human characteristics and possibilities.[1] In other words, the humanists are more concerned about the ends toward which change should be directed while the behaviorists emphasize the means of changing behavior.

In 1939, Kurt Goldstein, one of the founders of gestalt psychology, had coined the term "self-actualization" in his book, The Organism.[2] Self-actualization means actualizing one's potential, becoming what one has the potentiality to become. It is believed that self-actualization is a desired goal in an individual and it is the individual's responsibility to attain this goal. Later, his research confirmed that the fundamental motivation of mankind is "self-actualization." Man was not motivated primarily by responses to external stimuli nor by conditioned reflexes, but rather by internal potentialities of his or her own being.[3] He showed that homeostasis was

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[1]Abraham Wandersman; Paul J. Poppen and Daniel F. Ricks (eds.) Humanism and Behavior: Dialogue and Growth, (Oxford: Pergamon Press, 1976), p. 24.

[2]Kurt Goldstein, The Organism, (New York: American Book Co., 1939).

[3]Kurt Goldstein, Human Nature: In Light of Psychopathology, (New York: Schocken, 1940)

the goal of emotionally unhealthy people, while healthy people sought to actualize themselves. A study by Charlotte Buhler, one of the founders of the Association for Humanistic Psychology, also showed that essentially healthy people move forward in their development more-or-less continuously. These people aspire toward goals and expected fullfilment.[1] In brief, the theoretical thinking of the humanists regards human beings as mentally healthy living human beings as distinct from the thinking of many in the Freudian tradition who are more concerned with people who are facing unsolved problems.

In summary, humanism respects human beings as free and unique creatures who are responsible and capable of growth and development. The final goal of this process of growth is called "self-actualization." It is a result of internal motivation of a healthy individual. This humanistic belief permeates the educational system.

Humanistic Education

The concept of humanistic education is well expressed by James R. Broschart. He provides the following comprehensive concept of humanistic education:

> humanism appears to depend on its recognition of the status and needs of the individual who chooses to learn. It evokes learning by capitalizing upon inner desires to gain information or to change behavior (Rogers, 1969). It is a view which stipulates that learning is, for the most part, an individually initiated activity; in respect to children and youth it depends upon personal readiness and acceptance, and in the adult it depends upon the added dimension of the acceptance by the individual of a large measure of responsibilty.[2]

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[1]Charlotte Buhler, "Humanistic Psychology as a Personal Experience," Journal of Humanistic Psychology 19 (Winter 1979):13.

[2]James R. Broschart, Lifelong Learning in the Nation's Third Century, (Washington, D.C: U.S. Government Printing Office, 1977), pp. 7-8.

The basic and essential principles of humanistic education have been enunciated by such prominent thinkers as Aristotle, Comenius, Rousseau, and Pestalozzi. In this context, Patterson derived two major principles inherited from these thinkers:

> ...(1) the purpose of education is to develop the potentials-all the potentials-of man as a whole; (2) the essential method for achieving this is the providing of a good human relationship between the teacher and the student.[1]

It is an accepted assumption that education's assistance in the development of a person leads to a better society. Humanism places a high value on education which is considered as the means for developing the individual and promoting the well being of humanity. The goal of education, according to the humanistic point of view, is the development of a person who strives for self-actualization, and who can live with others as a fully-functioning person.[2] Thus, a person must be allowed to grow not only in terms of intellectual development but also in other aspects such as emotions, attitudes, and physical development. Hence, the focus of humanistic education is upon the learner rather than upon the content.

In humanistic education, learning motivation is intrinsic rather than extrinsic. The act of learning is a personal endeavor. A person learns because he or she perceives it to be necessary, important, or meaningful to him or her. The desire to learn, according to humanism, is generated from within a person. The intention is to discover whatever is most meaningful to the learner. Furthermore, an individual

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[1]C. H. Patterson, Humanistic Education, (Englewood Cliffs, New Jersey: Prentice-Hall, 1973), p. 44.

[2]Elais and Merriam, Philosophical Foundations, p. 122.

is seen as the best judge of whether his or her learning meets his or her needs and interests. Thus, self-evaluation is the most meaningful test for the humanists.

Given the assumption of the individual's freedom, responsibility and uniqueness, humanistic education thus emphasizes learner-centeredness. Humanistic education places the responsibility for learning with the learner--he or she is free to learn what he or she wants to learn. An individual is encouraged to examine his or her own values, attitudes and emotions in order that he or she develops into a self-actualizing person. This process of growth occurs in a cooperative, supportive environment. Learning through group discussions, small group projects, committees and teams, which Carl Rogers refers to as "experiential" learning, are favored methods in humanistic education. The teacher is a facilitator or a partner in the learning process. Merriam and Elais describe humanistic adult educators as follows:

> Humanistic adult educators are concerned with the development of the whole person with a special emphasis upon the emotional and effective dimensions of the personality.[1]

Influential Humanistic Psychologists

Since andragogical theory is influenced by humanistic philosophy, it is important to mention two prominent humanistic psychologists who have had great influence on the dissemination of this belief into the adult learning process. These two psychologists are Carl R. Rogers and Abraham H. Maslow.

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[1]Ibid., p. 109.

Carl R. Rogers: Person-Centered Approach

Carl R. Rogers is a prominent psychologist who has given impetus to the third force movement--humanistic psychology. His psychological theory is applicable in the education field, especially in adult education. He has written books and articles dealing directly with education, despite the fact that his primary expertise is in the area of psychology. One of his books that has had a great impact on education for adults is Freedom to Learn[1] in which he provided a conceptual framework for student-centered, or as he preferred "person-centered" education which he adapted from the "client-centered" or "non-directive" therapy. In the book, he also presented a specific program for bringing about self-directed or self-initiated learning in the educational system.

Rogers' basic hypothesis in client-centered therapy is that the individual has a sufficient capacity to deal constructively with all aspects of his or her life. Central to client-centered theory is self-direction which is defined as the ability to judge for oneself the needs to be fulfilled, the plans to be made for fulfilling them and the methods for carrying them out. Thus, the attitude held by the therapist toward an individual is based upon respect for the individual's capacity and his or her right to self-direction.[2] Rogers' theoretical

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[1]Carl R. Rogers, Freedom to Learn.

[2]Carl R. Rogers, Client-Centered Therapy: Its current Practice, Implications and Theory, (Boston: Houghton Mifflin Co., 1951), p. 20.

formulations are based on the humanistic assumption that human beings possess the power for developing himself or herself to the highest goals possible. Rogers values and respects the individual's capability:

> the individual has within him or herself vast resources for self-understanding, for alternating the self-concept, basic attitudes, and his or her self-directed behavior—and that these resources can be tapped if only definable climate of facilitative psychological attitudes can be provided.[1]

Rogers contends that in therapeutic sessions as well as in educational situations, the major focus in the helping relationship is the kind of psychological climate that helps the individual to resolve his or her problems, to develop and to grow. He also provides research evidence by others that supported the view that when those facilitative conditions are present, changes in personality and behavior do indeed occur.[2] Therefore, individuals should be encouraged to follow their own deep desire to learn, to enrich, to grow and to create, which is the most essential part of learning.[3]

Rogers notes that in the process of growth, individuals seem to have directional tendency toward wholeness, toward self-actualization of their potentialities.[4] As individuals move toward self-actualization, they find self-direction, integration, and wholeness. For Rogers, behavior can be characterized as purposive, not conditioned. The control of human behavior is the choice of goals. Rogers contends that man's basic tendency is to achieve, maintain, and enhance the

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[1]Carl R. Rogers, "The Foundations of the Person-Centered Approach," Education 100 (Winter 1978):78.

[2]Ibid., p. 99.

[3]Richard I. Evans, Carl Rogers: the Man and His Ideas, (New York: E. P. Dutton&Co., 1975), p. 12.

[4]Rogers, "The Foundations," p. 100.

experiencing organism. He also points out that man has a motivating curiosity and is striving for tension rather than seeking to reduce tensions. Thus, the homeostatic model which sees the organism as seeking to reduce tensions and to maintain a state of equilibrium is not accepted.[1]

Man has a natural tendency toward a more complex and complete development. In other words, man has an actualizing tendency—to strive to become. To support this notion, Rogers uses the example of the potatoes which were kept in a dim room such as a basement. Some of them have pale, white, unhealthy sprouts growing two or three feet in length and trying to reach toward the distant light of the basement window. If these potatoes were planted in the soil in spring, they would have had healthy green shoots. This analogy can be applied to a human being. Sometimes individuals' actualizing tendencies are thwarted or warped. Still, they are striving—to move toward growth, toward becoming.

Rogers provides three psychological conditions which constitute the growth promoting climate which can be applied to the therapist and client, to parents and child or to student and teacher relationships. The first element that is important in creating a climate for personal growth is genuineness, realness or congruence which refers to the realness of the therapist or the teacher in helping relationships. In other words, there is no professional posturing in the relationships. Another concern is acceptance, or caring or prizing. This element implies that the therapist or the teacher accepts the client or the student as a worthy, valuable individual. The third element is

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[1]Evans, Rogers, pp. 3-4.

empathetic understanding. This means that the therapist or the teacher senses accurately the feelings and personal meanings that are being experienced by the client or the learners.[1]

Rogers' end-point of the personal development process is a "fully-functioning person." A fully-functioning person can be described as a person who is able to be, at each moment, what he or she potentially is. Rogers also states that the goal of the educative process is a fully-functioning person which he described as an individual who

> is able to experience all of his feelings, and is afraid of none of his feelings; he is his own sifter of evidence from all sources, he is completely engaged in the process of being and becoming himself, and thus discovers that he is soundly and realistically social; he lives completely in his moment, but learns that this is the soundest living for all time. He is a fully functioning organism, and because of the awareness of himself which flows freely in and through his experiences, he is a fully functioning person.[2]

Applications to Adult Learning

Rogers suggested that the teaching-learning process should focus upon the facilitation of self-directed learning, not on the teaching.[3] One of his hypotheses in facilitating learning is that we cannot teach another person directly, we can only facilitate his or her learning.[4] The role of the so called "teacher" is to facilitate learning. The facilitator does not need the particular skills of a leader or scholarly knowledge. Rather, the facilitation of the learning process involves supportive, emphathetic, reciprocal interpersonal relationships between

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[1]Rogers, "The Foundation," pp. 98-99.

[2]Idem, Freedom to Learn, p. 288.

[3]Ibid., p. 304.

[4]Rogers, Client-Centered, p. 389.

the facilitator and the learners as collaborators in problem-solving. The learners are trusted to assume responsibility for their learning. Rogers contends that the principles of client-centered therapy has relevant implications to only one type of education—education in a non-authoritarian structure.[1]

Rogers provides guidelines which he perceived as basic to human learning. These guidelines or principles are related to the belief that human beings have a natural potentiality for learning. They will learn best the subjects that are relevant to their own purposes. They will resist learning when the self is threatened, and, thus, the threat to the self must be low. Rogers points out that the most lasting and pervasive learning is self-initiated learning in which the student participates actively and takes the responsibility for learning. Learning to be the learner, that is, to be independent, creative and self-reliant is better facilitated when self-criticism and self-evaluation are applied. Furthermore, the learning will be most socially useful when individuals learn the process of learning and have a continuing openness to experience, and incorporate into themselves the very process of change.[2]

Self-initiated or self-directed learning, according to Rogers, can be facilitated and improved by the encounter group, T-group or Laboratory training, which aim to improve and facilitate self-learning and interpersonal communication. He contends that in the educational setting the encounter group may be used to release the capacity of

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[1]Ibid., p. 387.

[2]Rogers, Freedom to Learn, pp. 157-164.

participants for better educational leadership through improved interpersonal relationships, and to facilitate learning by the whole person. To support this notion, studies by Beach, Leuba, and Webb & Grib have helped to demonstrate that learning by the individual effort can be enhanced through group process.[1]

Abraham H. Maslow: The Concept of Self-Actualization

Abraham Maslow, an outstanding humanistic psychologist, is well-known for his hierachical theory of motivation and his description of the characteristics of a self-actualizing person. Maslow adopted the term "self-actualization" from Goldstein and popularized the concept. Under appropriate conditions, the individual will choose values and goals which will further the development of his or her best potentialities. Self-actualization, according to Maslow:

> stress[es] the making real or actual of what the person already is, though in the potential form. The search for Identity means very much the same thing; as does becoming what one truly is. As does also becoming "fully-functioning" or "fully-human," or individuated, or authentically oneself, etc.[2]

His book Motivation and Personality,[3] which was published for the

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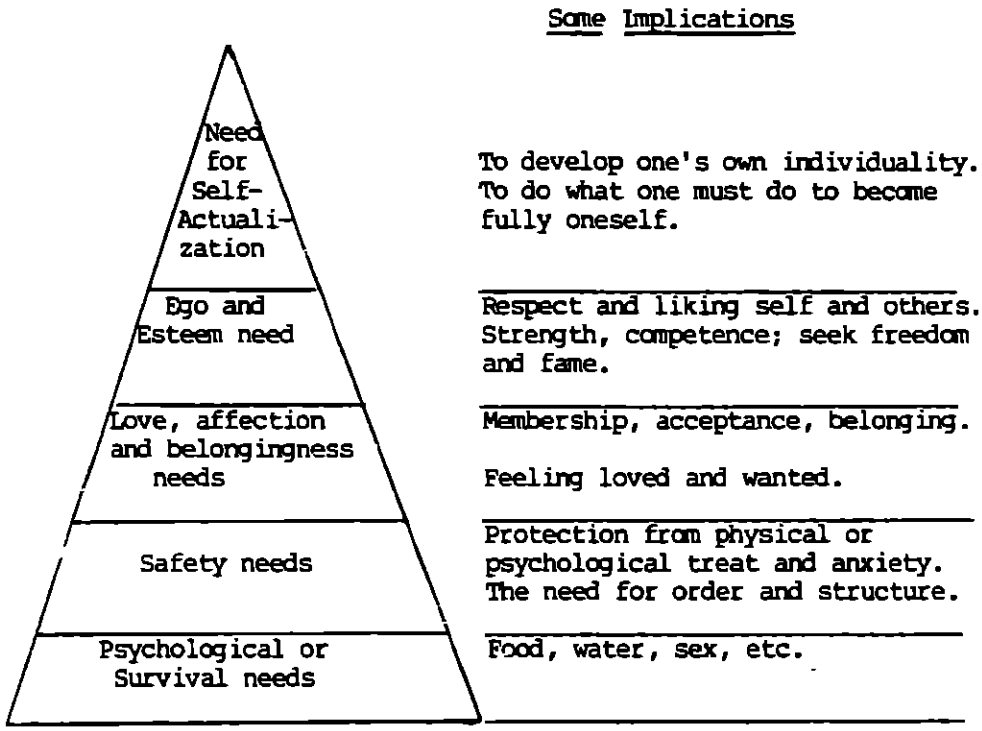
[1]L. R. Beach, "Self-Directed Student Groups and College Learning" and C. Leaba, "Student-led Discussion Group," in W. R. Hatch & A. L. Richards, eds. Approach to Independent Study: New Dimension in Higher Education, (Washington, D.C.: U.S. Government Printing Office, 1965); N. J. Webb & T. F. Grib, Teaching Process as a Learning Experience: The Experimental use of student-led discussion Groups, (West DePere, Wis.: Norbert College, 1967).

[2]Abraham Maslow, Motivation and Personality, (New York: Harper & Row, Pub., 1954), p. 95.

[3]Ibid.

FIGURE 2

MASLOW'S HIERACHY OF HUMAN NEEDS



Source: John D. Ingalls, A Trainers' Guide to Andragogy, (Washington, D.C.: U.S. Government Printing Office, 1973), p. 23.

first time in 1954, presents a hierachy of motives starting with the physiological needs such as the need for food, air, water, etc.[1] (see Figure 2). The highest level of human needs is the need for self-actualization which he emphasized is a healthy man's prime motivation. One cannot satisfy any level of need unless needs at the lower level are

[1]John D. Ingalls, A Trainers Guide to Andragogy, p. 23.

first satisfied. This means that human needs could be visualized as layers and that the higher needs are only potentially presented as motivators and could not be actualized until the needs of the preceeding level below were satisfied.

Maslow, like Rogers and other humanists, has trust in the human tendency to strive toward health, identity, autonomy, growth and self-actualization.

Characteristics of the Self-actualized Person

Maslow admitted that self-actualizing people are not free from imperfections. They can be irritating or cold or uncritical and may not be free from guilt, anxiety or conflict. However, their reasons for being bored or irritated are different from those of conventional and deprived people because their habits or personalities arise out of non-neurotic sources. Regardless of these imperfections, self-actualizing people can be described as realistic, independent or autonomous, problem-centered and creative or inventive. They have a quality of detachment and like solitude and privacy to a degree greater than the average person. They have great acceptance of themselves as well as of others and the natural world. They are more spontaneous than ordinary people in regard to thinking, emotions, and behavior. These people usually have frequent "mystic" or "peak" experiences.[1] The

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[1]Maslow described the peak experience as

> "the feeling of limitless horizons opening up to the visions, the felling of spontaneously more powerful and also more helpless than one ever was before, the feeling of great ecstacy and wonder and awe, the loss of placing in time and space with, finally, the conviction that something extremely important and valuable had happened, so that the subject is to some extent transformed and strengthened even in his daily life by such experience." (Maslow, Motivation and Personality. p. 164)

capability to have a continuous freshness of appreciation and richness of feeling is common in the self-actualized person. For example, any sunset they see may be as beautiful as the first one. Their unhostile sense of humor also makes them different from the average person. They generally, have deep and profound interpersonal relationships with their loved ones as well as great concern for the welfare of the world and mankind as a whole. They can be friendly with anyone of suitable character regardless of class, race, education, etc. In other words, they assume a democratic character structure. Furthermore, the self-actualized person has a great ability to discriminate between means and ends and between good and evil. In addition, they have the ability to resist enculturation and the ability to maintain an inner feeling of detachment from the culture from which they emerged.[1]

Applications to Adult Learning

Maslow's motivation theory has great application in education. Educators, in helping individuals to learn, should bear in mind the maximum human capabilities and tendencies and accordingly assist the learner to achieve the highest goals possible. Maslow believes that all motivation is the result of the meeting of internal needs. Learning is then internally motivated and responsibility for learning is within the learner. Also, the level of need satisfaction plays an important part in determining what the learner will be motivated to learn. Maslow, when asked for suggestions for adult education practice, suggested self-

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[1]Maslow, Motivation and Personality, pp. 203-208.

education as a possible method of adult learning under all circumstances.[1]

Andragogy: A Humanistic Adult Education

Humanistic adult education in the United States has its roots in the democratic society movement and the liberal adult education which value the freedom and the dignity of each individual. As a result of the influence of Carl Rogers who articulated and popularized many of the practical applications of humanistic philosophy in adult education, the idea of a humanistic approach has become accepted and applied widely by adult educators. For example, the T-group training method, which was started in the late 1940s, is a major development of humanistic adult education.

It is needless to say that not all practical adult education programs are humanistic. Americanization education and adult basic education are examples of programs which appeared to be more subject-centered and authoritarian. Such programs are often provided with the pre-assumption and pre-determination of what adults should learn regardless of what the adult learners interests really are. They assume that adults need to acquire certain values and attitudes or need to know certain basic skills or knowledge in order to function effectively in a changing society.

Among adult educators, there are controversies concerning the philosophy of adult education and its practice. Knowles, as mentioned before, proposes a humanistic theory called andragogy in which he attempts to define the uniqueness of adult education through the

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[1]Mildred Hardeman, "A Dialogue with Abraham Maslow," Journal of Humanistic Psychology 19 (winter 1979):23-28.

humanistic framework. He believes that the learning process involves the whole person—emotional, psychological and intellectual makeup—with which adult educators should be seriously concerned rather than involving the plain transmission of knowledge to adults. The humanists believe in self-concept or self-identity and respect the individual's freedom and life experience and the ability to develop. Based on these assumptions of humanism, the andragogical assumptions underline the importance of the self-concept and the belief that one will move toward independence and self-direction. Knowles, like other humanists, emphasizes the adults' responsibility for their own learning. Knowles believes that people will make the right decisions for themselves if given the necessary information and support.[1] Thus, student-centeredness is crucial in andragogical theory for the fostering of a self-directed learner which is the desired goal in the learning process.

As a result of humanistic philosophy, self-directed learning is preferred to teacher-directed learning. Learning is a result of internal desires rather than external forces. Maslow suggests the idea that the motivation to learn is caused by internal incentives. The desire to achieve, the satisfaction of accomplishment or even curiosity are good examples of these intrinsic motivations to learn.

It is interesting to note that Rogers, Maslow and Knowles all have a strong belief in the human capability to achieve his or her highest goal. Although there is a slightly different focus in their discussion due to their personal interests (Rogers preferred a "fully-functioning" person, Maslow uses "self-actualized" person, and

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[1]Knowles, Modern Practice, p. 60.

knowles adopted the term "self-directed" person), the meaning of the terms and their application to learning are similar. They all describe a person who has the ability to actualize and to direct his or her own destiny in life. From an educational standpoint, they focus on developing self-directed learners.

In summary, the andragogical theory is indeed a humanistic educational theory. Students take the responsibility for their own learning and self-development. The individual is encouraged to examine his or her own values, attitudes and emotions and in so doing, he or she propels toward the goal of becoming an actualizing or self-directed individual.

Assumptions of Andragogical Theory

Knowles attempts to make the distinction between andragogy and pedagogy. In proposing his concept of "andragogy" for the field of adult education, he argues that the field of adult education has been tied and ham-strung to the concepts and methods of the traditional education of children. Thus the full potential of the field has not been achieved.[1] However, he admits that some pedagogical assumptions are valid for adults in some situations and some andragogical assumptions are valid for children in some situations.[2]

In discussing the andragogical theory, Knowles does not suggest any fundamental difference between the ways adults and children learn,

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[1]Knowles, "Androgogy, not Pedagogy," p. 350.

[2]Idem, "Andragogy Revisited Part II," Adult Education 30 (Fall 1979):52-53.

but he does point out the differences that stem from the conditions surrounding the adult's and the child's learning experience and the differences that emerge in the learning process as one moves through the different developmental stages of life. He postulates four basic assumptions about adult learners on which he builds an andragogical process.[1] These assumptions include self-identity, life experiences, learning readiness and immediacy of application of knowledge.

Knowles' first assumption centers around the notion of self-concept. He notes that as a person matures, his or her self-concept moves from being a dependent personality towards that of an independent and self-directed human being. The child usually identifies itself with the external forces of its surroundings, such as where it lives and who its parents are. In the developmental process, there are dramatic changes when the individual defines oneself as an adult. One gradually sees oneself as a producer or doer. An adult generally identifies himself or herself as who one <u>is</u> and what one <u>does</u>. Thus, adults tend to resist learning under conditions that are incongruent with their self-concept as autonomous individuals.[2] For adults, learning is most meaningful when it capitalizes upon the self-directed and autonomous nature of adults.

The second assumption described by Knowles is that the adults define themselves in terms of the accumulation of a <u>unique</u> set of life

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[1]Malcolm S. Knowles, <u>Modern Practice</u>, p. 37.

[2]Beulah Rothman, "Perspectives on Learning and Teaching in Continuing Education," <u>Journal of Education for Social Work</u> 9 (Spring 1973):41.

experiences and these experiences are integrated and internalized into a unique personality. Adults have the experience of making their own living, marrying, having children, taking part in community and political activities and shouldering responsibility for the well-being of others, especially their dependents.

Knowles emphasizes the importance of learning from experience. He states:

> For one of the almost universal initial needs of adults is to learn how to take responsibility for their own learning through self-directed inquiry, how to learn collaboratively with the help of colleaques rather than to compete with them, and especially, how to learn by analyzing one's own experience.[1]

The experience of adults is valued highly in adult learning. Knowles recommends using adults' experiences in experiential and participatory learning, like, in human relations training.

This andragogical assumption is a main principle in human relations which is widely practised among adult educators. A skillful andragoge can help adults look at themselves more objectively and to free their minds from preoccupations. According to this assumption, learners have to actively participate in educational activities. The more active the learner is in the learning process, the more he or she is learning.

The third assumption states that an adult's readiness to learn is linked to the developmental tasks at various stages of life. Adults would not learn what is not relevant to their stage in life. For children, readiness to learn involves a sequence of learning activities. In the pedagogical process, there is a sequence of developmental tasks so that when learners are presented with certain topics or are engaged

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[1]Knowles, Modern Practice, p. 45.

in various activities, they are "ready" to learn. For example, learning arithmetic has to precede learning trigonometry and learning certain words has to precede the learning of English composition.[1]

For adults, their developmental tasks are inherent in the sequence of their roles, what they are or what they want to be. Their developmental tasks are increasingly related to the social roles that form their immediate concerns. The tasks may change and therefore, change the readiness to learn. For example, a person's role as a new mother presents a new developmental task during which time she is ready to learn anything pertaining to motherhood. What is relevant to the adults' stage in life will generate needs and interests for a particular kind of knowledge and give the motivation to learn. Generally, these learning needs respond to personal and social needs and the need for personal competence and creativity.

The fourth assumption, which is related to the third, emphasizes the adults desire for an immediate application of knowledge as contrasted to the delayed application of youth education. Child learning involves the process of storing up information for use following graduation from elementary school or high school. Their educational activities mostly involve subject-centeredness.

Adults, on the other hand, engage in learning largely in response to pressures from their current life problems. They tend to enter educational activities with a problem-centered orientation and with a need to apply their learning as soon as possible. Knowles advocates that the real and immediate needs of adult learners are more effectively met through problem-solving group techniques in which traditional

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[1]Ingalls, Trainers' Guide, p. 7.

curriculum content is a by-product.

In summary, these four assumptions center around the uniqueness of adult human beings, their experiences, self-identity and their ways of living. Knowles claimed that this theory is making a difference in the way the programs of adult education are being organized and operated, in the way the teachers of adults are being trained, and in the way adults are being helped to learn.[1]

Applications to the Teaching-Learning Process

The self-directing and independent personality of the adult learner presents some implications for the adult educator. It suggests that the adult educator must provide a physical environment in which the adult feels at ease. Mutuality between so-called "teacher" and "student" must exists in the educational activities. The learning climate must be supportive, cooperative, informal, and make the adult feel accepted and respected. There should be a freedom of expression without the fear of judgment, punishment or ridicule. In the process of planning for learning, self-diagnosis of learning needs and self-evaluation of the learning process are important components of adult education practice.

The teachers are, thus, facilitators who help adults to get evidence for themselves on the progress which they are making towards their educational goals which have been mutually set. The adult learners identify their own learning needs and interests, and decide what they need to learn based on their own perception of the demands of

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[1]Knowles, "Andragogy: Learning Theory," p. 20.

their social situations.

Given the asssumption that adults desire an immediate application of their knowledge, adult educators must pay attention to the existential concerns of the individuals and must be able to help develop learning experiences that will be relevant to these concerns. Person-centeredness is the key concept of the andragogical approach. The subject-matter does not matter much, what is important is to help an individual learn in the problem-solving manner.

Adult educators must be aware that adult learners have a lot of responsibilities as well as experience. As a consequence, they also have many problems. They go to school to find ways to solve their daily problems. Therefore, the teachers should be aware and help the learners identify and diagnose the specific problems with which they want to deal. In other words, the educators should be aware that learning occurs not through academic subjects but through a deepening of day-to-day interests; through a need to respond effectively to certain affiliative and associative impulses in a task-related group.

Andragogical Process in Practice

Knowles has stated:

> The important implication for adult education practice of the fact that learning is an internal process is that those method and techniques which involve the individual most deeply in self-directed inquiry will produce the greatest learning.[1]

This statement received relevant support from many studies. This notion has been accepted and practised in various kinds of educaional settings. In nursing education, a study indicated that self-directed

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[1] Knowles, Modern Practice, p. 51.

learning is a desirable and achievable goal in nursing education even though there is no significant difference between the achievement of the students in a certain course (in this study) taught in the traditional manner and those in a section utilizing self-directed study.[1] The University of Oregon offers a course in applied andragogy and also uses techniques of andragogy in many of the courses and also deliver in-service offerings through the Oregon Center for Gerontology.[2] Andragogical concepts have also been applied in the staff training and development process.[3]

In practice, the andragogical process can be translated into a seven-step process which involves a continuous, circular application (as illustrated below). These seven steps are (1) setting a climate for learning, (2) establishing a structure for mutual planning, (3) assessing the interests, needs and values of the learner, (4) formulating learning activities, (5) designing learning activities, (6) implementing learning activities and (7) evaluating results or reassessing needs, interests, and values.[4] (Figure 3)

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[1]Teddy Longford "Self-Directed Learning," Nursing Outlook 20 (October 1972):648-51.

[2]Sheldon L. Meyer, "Andragogy and the Aging Learner," Educational Gerontology: An International Quaterly 2 (April 1977):115-122.

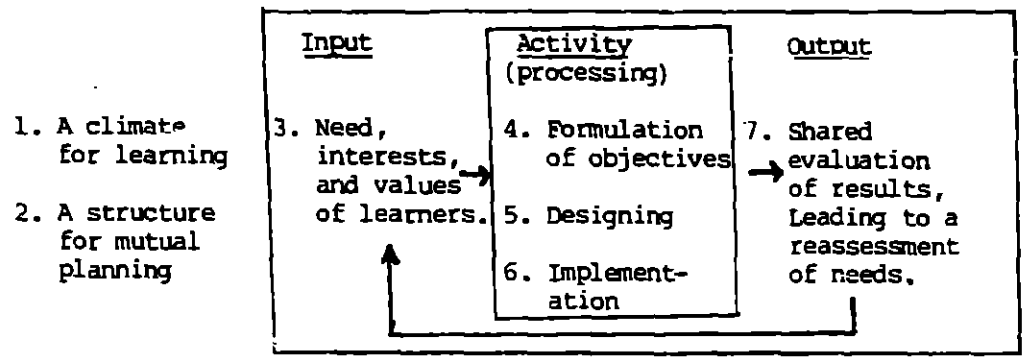
[3]Vernon E. Bryant, "Andragogy: Fresh Concepts for Staff Development," in The Assessment and Development of Professional Theory and Practice, Edited by Preston P. Le Breton, (Seattle: Division of Academic and Professional Programs Continuing Education, University of Washington, 1978), pp. 264-77.

[4]Ingalls, Trainers' Guide, pp. 10-11.

FIGURE 3

ANDRAGOGICAL PROCESS

Organization



Source: John D. Ingalls, A Trainers' Guide to andragogy, (Washington D.C.: U.S. Government Printing Office, 1973), p. 11.

The andragogical learning design involves a number of features which recognize the essential maturity of the learners. Similar to other humanistic approaches, the andragogical learning process is primarily problem-centered. The climate of the learning is generally a collaborative and supportive one. The learners are encouraged to reexamine and introduce their past experiences into the process in the light of new data. The activities in this process are experiential. The learners are active participants in the planning, evaluating, and redesigning of their learning experience with assistance (provided only when needed) from the instructor.

The andragogical process is perceived as more important than the content of learning.[1] Ingalls[2] emphasizes that the primary function of

[1]Knowles, Modern Practice; Ingalls, Trainers' Guide; and Rogers, Freedom to Learn.

[2]Ingalls, Trainers' Guide, p. 11.

the facilitator is that of guiding the andragogical process itself, rather than managing the "content" in the learning. The faciliator need not be an "expert" in the learning content. The facilitator should encourage free choice of alternative goals for learning, with interdependent decisions and actions among students and between the students and the facilitator as a basis for effective learning. However, the facilitator may occasionally provide constructive and meaningful criticisms so that the students may grow.

An interesting study concerning students' feeling about themselves as self-directed learners as compared to the teacher-directed learners, demonstrated that there is a significant difference regarding the feeling of the two groups. The self-directed learners feel good about themselves as learners. They feel they can successfully make decisions which are related to their learning needs, and they see themselves developing autonomy with respect to these decisions. Furthermore, they are much more likely to feel sucessful as learners than the teacher-directed counterparts.[1]

The above discussion regarding the process of learning can be summarized and compared to the traditional teacher-directed learning in the pedagogical process as indicated in Figure 4.

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[1]William Serdahely and Martha Adams,"Students' Feeling About Themselves as Self-Directed Learners," Improving College and University Teaching 27 (Fall 1979):178-181.

FIGURE 4

A COMPARISON OF PROCESS OF TEACHER-DIRECTED LEARNING AND SELF-DIRECTED LEARNING

	Pedagody (Teacher-directed learning)	Andragogy (Student-directed learning)
Climate	Authority-oriented Formal Competitive Judgmental	Mutuality-respectful Collaborative Informal Supportive
Planning	by teacher	Mechanism for mutual planning, Participative decision-making
Diagnosis of needs	by teacher	Mutual Self-diagnosis
Formulation of objectives (Setting goals)	by teacher	Mutual negotiation
Designing a learning plan	Logic of the subject matter Content units Course Syllabus	Learning Projects Sequenced in terms of readiness Problem units Learning contracts
Learning activities	Transmittal techniques Assigned reading	Experiential techniques Inquiry projects Independent study
Evaluation	by teacher	Mutual re-diagnosis of needs Mutual measurement of program Mutual assessment of self-collected evidence

Source: Malcolm S. Knowles, Self-Directed Learning: A Guide for Learners and Teachers, (Chicago: Association Press, 1975), p. 60.

Self-Directed Learning

The major philosophy of andragogical theory is that a person is capable and that he or she has a great capacity to become a self-directed person in the growth process. Accordingly, this capacity should be nurtured to develop to the highest capacity and as rapidly as possible.[1] This belief is supported by the studies of some adult educators. Allen Tough reported that 98 percent of the people interviewed participated in learning projects and 70 percent of these learning projects are planned by the learners.[2] Similarly, Penland's study also showed that among the continuing learners he studied, 76 percent were involved in self-initiated learning projects.[3] Ignacy Waniewics showed that among part-time learners in Ontario, nearly 40 percent of them engaged in self-directed learning.[4] Suffice to say, these studies indicated that adult learners are capable of being self-directed persons, and some educators like Knowles and Mezirow believes that this capability can be enhanced to a higher degree.

As to the educational outcomes, one study indicated that self-initiated and responsible action proved far more effective than guided action.[5] Knowles maintains that there is convincing evidence that

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[1]Knowles, Self-Directed Learning, p. 20.

[2]Allen Tough, The Adult's Learning Projects, pp. 1-3.

[3]Patrick Penland, "Self-Initiated Learning," Adult Education 26 (Spring 1979):170-179.

[4]Ignacy Waneiwics, Demand of Part-time Learning in Ontario, (Ontario: The Ontario Institute of Studies in Education, 1976), p. 31.

[5]Rogers, Client-Centered Therapy, p. 57.

people who take the initiative in learning learn more things, and learn better than do people who are passively being taught. Self-initiated learners have a greater, more purposeful motivation and tend to apply to a greater extent the knowledge they have learned in their daily-lives.[1] In the classroom, a study concerning the three models of self-directed learning[2] proved that the three teaching designs facilitate involvement of the students more effectively than a standard approach to the course. Furthermore, this study reported that the self-directed learning designs significantly affect the development of cognitive fluency.[3] As a result, education is not just a process of transmitting knowledge to the learners but is the process which focuses more on the learning "how to learn" which has a longer effect on the lives of the adults in the changing society, especially to those who are not in any educational

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[1]Knowles, Self-Directed Learning, p. 14.

[2]A study conducted by the Center for the Study of Psychoeducational Process conceptualized three models of facilitating student-directed learning. These three models are teacher-guided, group-planned, and individual-oriented student direction. The teacher-guided direction refers to the teching-learning process that the teacher juxtaposes inquiry activities which contain common patterns or principles to increase the students' interst. The group-planned direction is based on the role of the peer group. It is believed that student work groups can facilitate individual learning by allowing students to formulate their ideas to others as well as to learn from the insights of peers. The individual-oriented student direction involves a stress on the organic nature of learning and the need for self-reliance. (Jerome S. Allender and Melvin S. Silberman, "Three Variations of Student-Directed Learning: A Research Report," Journal of Humanistic Psychology 19 [Winter 1979]:79-83).

[3]Ibid.

institutions.

According to Knowles's assumptions of andragogy, it is clear that the end-product of the educational process is an effective self-directed person. As an adult educator, Jack Mezirow of Teachers College, Columbia University defines the term "andragogy" in a more comprehensive, purposeful way: "Andragogy is an organized and sustained effort to assist adults to learn in a way that enhances their capability to function as a self-directed learner."[1] In other words, becoming a self-directed person is more desirable than learning subject-matter. However, it should not be assumed that the other aspect of education, teacher-directed learning, should be abandoned. There are situations in which the learners are motivated only by external pressures and in this case, teacher-directed learning is relevant.

In fact, self-education or self-learner or self-directed education has been discussed throughout history. Jindra Kulish, in the article "An Historical Overview of the Adult Self-Learner," wrote:

> ...the adult's ability to engage in a lifelong self-learning process may not be developed and used to the full, and his or her learning will not be efficient, unless the educators can equip him or her with the necessary tools and skills and give him or her the support and organizational assistance he or she needs.[2]

Self-education involves a person's maturation. A mature person is one whose mental habits are such that he or she grows in knowledge and is able to make wise use of it.[3] In the maturing process, many components are

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[1]Jack Mezirow, "Perspective Transformation Towards Critical Theory of Adult Education," p. 34.

[2]Jindra Kulish, "An History Overview of the Adult Self-Learner," (Vancouver: N. W. Institute of Independent Study; The University of British Columbia; ERIC Document Reproduction Service, ED 037648, 1970), pp. 1-2.

[3]Harry Overstreet, The Mature Mind, (New York: W. W. Norton, 1949), p. 43.

FIGURE 5

DIMENSIONS OF MATURATION

	FROM	TOWARD
1.	Dependence	Autonomy
2.	Passivity	Activity
3.	Subjectivity	Objectivity
4.	Small ability	Large ability
5.	Few responsibilities	Many responsibilities
6.	Ignorance	Enlightenment
7.	Narrow interests	Broad interests
8.	Selfishness	Altruism
9.	Self-rejection	Self-acceptance
10.	Amorphous self-identity	Integrated self-identity
11.	Focus on particulars	Focus on principles
12.	Superficial concerns	Deep concerns
13.	Imitation	Originality
14.	Need for certainty	Tolerance for ambiguity
15.	Impulsiveness	Rationality[1]

involved, one of which is the self-directing capability. That is, the greater the capacity for becoming a self-directing person, the more tendency there is to be a mature person. This quality of being mature characterizes and differentiates adults from children. Knowles presents the "dimension of maturation" which holds that as a person grows, the progression toward maturity is in accordance to the developmental stages

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[1]Knowles, Modern Practice, p. 25.

demonstrated in Figure 5. By the same token, the andragogical process can be perceived as a maturing process. Thus, the above "dimension of maturation" is also applicable to the development of the self-directing person.

In the learning process, the person who conducts his or her own learning with or without help from other sources is labelled a self-learner or a self-tutor. Other commonly used terms for this learning process are self-instruction, self-planned learning, self-study, autonomous learning, self-initiated learning, inquiry method and independent study. Malcolm S. Knowles suggests the term "self-directed learning" which he defined as:

> a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.[1]

He also comments that "self-directed learning" usually takes place in association with various kinds of helpers which other names (labels) seem to imply learning in isolation.[2]

Skills for Self-Directed Inquiry

Although the definition and the concept of self-directed learning (and learners) has been discussed, the concept is broad and varied. Thus, it will be useful to specify smaller elements in the self-directed inquiry process. These elements involve the skills and competencies needed in order to be able to function as an effective self-directed person.

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[1]Malcolm S. Knowles, Self-Directed Learning, p. 18

[2]Ibid., p. 18.

Allen Tough, in describing the characteristics of the "high learners" describes very well the characteristics of the self-directing person:

> They (the high learners) have clearly directed interests: they choose their own careers and activities and are not pushed by external forces. They strive to achieve certain major goals, are spurred on rather than blocked by obstacles, and are productive and successful. Their relationships with people tend to be compassionate, loving, frank and effective.[1]

Knowles[2] has identified the skills needed for self-directed inquiry. According to Knowles, self-directed learners will have the ability to formulate questions that are answerable. In other words, individuals are able to engage in convergent or inductive-deductive reasoning. They should be able to identify the data required; locate the most relevant sources of data; select and use the most efficient means of collecting data; and organize, analyze and evaluate the data so as to get valid answers to the questions. Furthermore, they should have the ability to generalize, apply, and communicate these answers.

The above inquiry implies that in order to acquire the self-directing skills, an individual needs to understand the concept of self-directed learning. It is also important to think of oneself as being non-dependent. Individuals should be able to plan and diagnose their own learning. If a person needs help from others, he or she should be able to relate to other human resources; to give help to others as well as receive help from them. Furthermore, individuals should be able to translate their own learning needs into learning

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[1]Tough, Adult's Learning Projects, p. 28.

[2]Knowles, The Adult Learner: A Neglected Species, p. 163.

objectives in a form that makes it possible for them to assess their own accomplishments.

Knowles suggests a learning tool that can be used in the self-directed learning orientation. He proposes a "learning contract" (or "a binding agreement between two or more persons or parties"). This learning contract consists of columns which the learner can fill in his or her learning objectives and the learning resources and strategies that will help accomplish the objectives. In the learning contract, the learner also specifies the evidence to be collected to help measure the degree of accomplishment and the indication of the criteria to be used for judging the evidence as well as the means that will be used to validate the evidence. The learning contract is to be used as a tool in helping adult learners direct their own learning process. This learning contract is basically a contract to oneself rather than to other persons.[1] By using the learning contract, the learner experiences what it means to be self-directing, in that he or she has perceived goals, has found his or her own strategies for reaching those goals, and has evaluated his or her own performance.

In summary, self-directed learning involves choices—choices about what one wants to learn, about meeting these needs, and choices about how to evaluate what is actually learned. Self-directed learning skills consist of one's ability to make such choices so that one is able to determine one's own goal or needed skill; to be able to determine the most effective means of attaining the goal or achieving the needed skill; and to evaluate whether the goal has been actually attained or the needed skill achieved.

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[1]Knowles, Self-Directed Learning.

Learning How to Learn

Well known figures in general and adult education like Dewey, Bruner, Rogers, Bergevin, Houle, Knowles, and Tough have stressed the importance of "learning how to learn." This issue is one of the major emphases in the adult teaching-learning process. Helping people learn has been called a true purpose of education. For example, Carl Rogers defined an educated man as

> the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secured, that only the process of seeking knowledge gives a basis for security.[1]

J. R. Kidd, a distinguished adult educator, noted that a common purpose of education is to produce "a continuing, 'inner-directed,' self-operating learner."[2] Paul Bergevin provided the idea that adults learn "best" when they have learned how to learn.[3]

These excerpts from various educators suggest that learning how to learn or the ability to engage in self-learning, or in Knowles' terms--self-directed learning, is a necessary tool for an individual in the changing society. If the society is to be a life long learning society, the members in the society need to acquire the skills of self-directed inquiry. This aspect of adult education is an essential

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[1]Carl Rogers, Freedom to Learn, p. 104.

[2]J. R. Kidd, How Adults Learn, p. 47.

[3]Paul Bergevin and John McKinley, Adult Education for the Church: The Indiana Plan, (St. Louis: Bethany Press, 1971).

component in defining the roles of the adult educators and the adult education process, procedures and programs.

Learning how to learn refers to the adult's having or acquiring, the knowledge and skills essential to learning effectively in whatever (learning) situations he or she encounters.[1] The learning situations encountered by adult learners are extremely varied. For example, they may learn through correspondence courses, group discussions, study tours or classroom learning. These learning situations create special demands and impose special learning requirements. Among various approaches, the individualized learning approach is thought to be an appropriate approach for adult learners. Some educators who see the learning process as a crucial function in any learning situations, prefer the development of self-educated or autonomous or self-directed learners. To be able to be a self-educator, one needs to know how to learn effectively. The role of an educator is, thus, to assist the learners so that they are able to meet the demands and requirements of these learning situations. Program designers and adult education agencies or institutions also need to be involved in this effort.

Prerequisites for Learning How to Learn Successfully

To be able to assist the adult to learn how to learn, the adult educators need to understand the concepts of adult learning and how adults learn. Smith and Haverkamp[2] discuss the requirements for success

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[1]Robert Smith and K. Haverkamp, "Toward a Theory of Learning How to Learn," Adult Education 28 (Fall 1977):3-21.

[2]Ibid., p. 4.

in learning which adults should possess or should be helped to acquire. First of all, in any learning situation, the learner has to know and has to have confidence that he or she can learn or can achieve a higher level of knowledge and skills. A person has to develop an awareness and understanding of himself or herself as a learner and has to have a desire to learn. An individual needs to realize that one's experiences will effect and assist one's learning and that the learning will be most effective when it is carefully planned, conducted and evaluated. Furthermore, the learner needs to realize that help is available in designing his or her learning tasks.

There are many other factors involved in successful learning such as the ability to observe, listen, comprehend and respond. Without these abilities, learning is not possible. In addition, the learner should be able to utilize new tools such as the television, the tape recorder, the radio or the computer to assist in learning situations. The greater the command of these tools the wider the opportunities for success and independence in learning.[1]

In order to learn effectively, adults need to acquire the following skills: 1) skills for learning in the traditional institutional setting; 2) skills for collaborative learning; and

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[1]Ruth Cohen et al., Quest: An Academic Skills Program, (New York: Harcourt Brace, 1974); Cyril O. Houle, Continuing Your Education, (New York: McGraw-Hill, 1964); Edwin Smith II, "What the Adult Basic Education Students Should Learn While Learning to Read," Adult Leadership 21 (Jan 1973):227-228; Virginia B. Warren, How Adults Can Learn More Faster: A Practical Handbook for Adult Students, (Washington, D.C.: National Association for Public School Adult Education, 1966).

3) skills for self-directed inquiry or learning on one's own.[1]

Although adult learners and educators are not very enthuthiastic with the traditional class setting as an appropriate learning situation for adults because of the complexity of their life-styles and because of their limited flexibility; the learners and educators should be aware of this possibility of the traditional class setting. It is probable that this approach is more effective for some learners than other approaches. Some adult may find that their needs are best served by a highly structured, traditional type of environment. Houle suggested that students can maximize their learning in this approach if they possess the abilities to listen adaptively, to take balanced notes, to identify major points, and to think critically.[2] Collaborative learning stresses the importance of the learners' ability to change and to learn from shared experiences as well as to give to and to receive help and feedback from others. Collaborative learning involves skills in working in groups and skills in mobilizing public opinion. The T-group learning approach helps foster these skills since learning how to learn is seen to be one of the major goals of T-group learning.[3] It puts forth a

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[1]Jack Blaney et al., "Program Development and Curriculum Authority," In Program Development in Education, Edited by Jack Blaney, (University of British Columbia Center for Continuing Education, 1974), pp. 2-24.

[2]Houle, Continuing Your Education.

[3]Leland P. Bradford et al. (eds.), T-Group Theory and Laboratory Method, (New York: John Wiley & Sons, 1964).

model that links the concept of learning how to learn in a reciprocal, mutually-enhancing relationship with the sensitivity of the group process and the helping of others to learn.

Another essential component in the process of learning how to learn is the skill to be a self-directed learner (Knowles') or the ability to learn on one's own (Tough's).[1] Allen Tough[2] studied adults' self-planned learning projects and presented similar concepts required in developing self-education skills. He stated that the knowledge and skills most useful to learning on one's own are: 1) knowledge of the basic process of planning, conducting, and evaluating learning activities; 2) ability to choose what one wants to learn about; 3) ability to select the appropriate planning approach to be used; 4) ability to direct one's own planning when that course of action is selected; 5) ability to make sound decisions about the location and the time for learning; 6) ability to gain knowledge or skills from the resources utilized; 7) ability to detect and cope with the personal blocks to learning that everyone encounters; 8) ability to renew motivation when it lags; and 9) ability to evaluate and get feedback about progress.[3]

In summary, learning how to learn is all the learners' responsibility. The educators take the role of helpers. The learners should understand the concept of learning how to learn and have

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[1]An extensive discussion on Knowles' Self-directed Inquiry and the Learning contract is presented elsewhere in this chapter. See sub-heading Skills for Self-Directed Inquiry.

[2]Allen Tough, The Adults' Learning Projects.

[3]Ibid.

confidence that they can learn. They should know what to learn and how to plan their learning projects. When they have problems in planning or in acquiring other skills needed in the learning process, they seek help from other resources. They should possess the ability to observe, listen, comprehend and respond. Knowledge of new learning technologies is also helpful. Furthermore, they should acquire skills for learning in the traditional class and for collaborative learning as well as learning on one's own.

The Roles of Adult Educators

In the helping process, adult educators have to be aware of the requirements described above and have to seriously pursue the task of how to foster, encourage and enhance those knowledge and skills within adult learners. This is a complex and challenging task for the educators since learning how to learn or self-directed learning will help enhance the adults' capacity to learn or to acquire knowledge that they can conduct on their own. Dill, Crowston, and Elton, after studying the self-educational activities of 70 young managers, concluded that self-directed study is "a source of self-confidence in facing a changing world," and they commented that their (the managers) efforts required some knowledge and skills "that cannot easily be taught."[1]

It is important to note that the term "educator" used in this discussion does not refer to the traditional teacher or educator who commands and controls the learning of the student, but rather refer to a facilitator who is a helper, an encourager or a consultant to the

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[1]W. R. Dill, W. B. S. Crowston, and E. J. Elton, "Strategies for Self-education," Harvard Business Review 43 (November 1965):130.

learners in finding the knowledge for themselves. In the proces of helping adults learn how to learn, a positive attitude on the part of adult educators toward this concept is highly desirable. It is important to understand that learning occurs as a result of the learner's activities as well as the results of the interactivities between the educator and the learner, or among the learners themselves. The educator should be warm, loving, supportive, encouraging, enthusiastic and friendly so that the learners will feel free to approach him or her for assistance. (Rogers, Tough, Kidd, Knowles.) The educator should show interest and willingness to help and should genuinely accept and care about the learners and their problems or projects. It is also required that the educator be an open, growing, spontaneous, authentic and unique person. The educator is also a learner who seeks growth and experiences. (Houle, Knowles, Rogers, Kidd, Overstreet.) The educator, in the teaching-learning process, should perceive the interaction between the learner and the educator as a two-way communication, a dialogue in which the educator listens as well as talks and does not control or manipulate the learners. Besides acquiring a warm and supportive personality, an adult educator should possess the understanding and knowledge of adult learning methods, appropriate subject matters, adult characteristics, planning, resources for learning, and the evaluative process as well as the understanding of the learning process. The educator must pay more attention to the "process" (of learning) activities for helping adults to become self-directed or more effective learners than on the development of "content" activities. Gartner and Sunderland[1] agreed that the ultimate

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[1]Alan Gartner and Stephen Sunderland, "Where Might It All Be Going?" New Directions for Institutional Research I (Winter 1974):75-83.

ideal in the learning process is to make the learners producers of their own learning and to emphasize the learning how to learn process rather than content mastery.

Adult learners are the best of all students since they learn voluntarily with their accumulated experience to share with others. They are self-initiated and capable of self-planned learning. Though's findings showed that 70 percent of all learning projects were self-planned by the learners who sought help and subject matters from a variety of acquintances, experts, and from printed materials.[1] Patricia M. Cooligan's findings also indicated that the major planners of adult learning are the learners. Self-planned, self-initiated, and self-achieved learning account for approximately two-thirds of the total learning efforts of adults.[2] This indicates the adults' capabilities to control and conduct their own learning. Thus, there is little doubt that learners possess the ability to make judgments and plans appropriate for their learning and that adult educators should allow them to practice these skills and abilities by letting them participate and make decisions as often as possible. It is needless to say that the most effective learning requires the active participation of the learners.[3] The more active the student is in the process, the more

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[1]Tough, Adults' Learning Projects.

[2]Patricia M. Cooligan, "Self-planned: Implications for the Future of Adult Education," An addendum to the 1974 paper, the University of West Virginia, 1975. Quoted in Lifelong Learning in the Nation's Third Century, by Jame Brochart, (Washington, D.C.: U.S Government Printing Office, 1977), p. 16

[3]Patricia Cross, Accent on Learning: Improving Instructions and Reshaping the Curriculum, (San Francisco: Jossey-Bass, 1976); N. McKenzie et al., Teaching and Learning: An Introduction to New Method and Resources in Higher Education, (Paris: UNESCO and the International Association of University, 1970).

effective will be the learning that takes place.

There are certain skills that educators needs to acquire in order to help adults learn how to learn effectively. These skills deal with communicating, listening, leading groups, and setting the learning atmosphere. An important step that must first be accomplished is the establishment of the learning climate or environment and of positive relations. The expertise in the helping relation lies in the ability to create an environment or situation in which the learners will be encouraged or helped to learn, that is, discover and try new skills. Malcolm Knowles particularly emphasized this expertise.[1] The educator should create the right learning atmosphere—a climate of mutual respect, friendliness, informality and support.[2] Then, the educator can facilitate involvement of the learner so that he or she can move into the process of problem finding and problem-solving. Knowles also provided sequential phases in helping adults learn.[3]

Following only Knowles' guidelines detailed elsewhere in this chapter may not be sufficient to help adults develop self-directed learning if the adult educator ignores other details in the process. The educator should be aware and should possess skills that can encourage and increase creativity and confidence in the learners. The person-centeredness approach is highly recommended in this helping process (Rogers, Knowles, Apps). The educator should have skills in assisting the learners to plan and diagnose the learning problems and to

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[1]Knowles, Self-Directed Learning.

[2]Ibid., p. 33-38.

[3]See sub-heading Andragogical Approach in Practice.

cope with any obstacles that may arise.[1] Some learners may need help in developing a more accurate image of their learning and some may need help in developing their confidence about his or her ability to learn. The educator can also help to increase the students' choices of how and what he or she learns by suggesting several methods and resources—both human and non-human resources.[2] These can be done individually or in group situations.

It is also necessary that the educator be aware of the amount of effective help required as well as of the complete freedom of the learner to choose. That is, the learners should make their own decision from the various possibilities provided. The learner has to be encouraged to try out different learning styles and to find the one most suitable to him or her. The educator should not, however, influence the learner to choose a particular learning style favored by the educator. To assist a learner does not mean that the educator can condition, reinforce or boss the learner, but it does mean that the educator can help the person to discover his or her own problems, attitudes and awareness. It is a fact that the educator has some impact on the learners, but one should be aware that the educator cannot change the learners or make decisions for them. It is only the person who can change himself or herself.

Another element that is worth considering is that in any helping relationship the person who is being helped tends to be dependent on the helper. Recognizing this fact, the educator who is seriously concerned

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[1] Smith and Haverkamp, "Toward a Theory of Learning," p. 7.

[2] Though, Adults' Learning Projects, pp. 152-153.

with the concept of how to learn should be aware of this and withdraw his or her support gradually and encourage the learner to assume an increasing control of his or her own affairs.[1]

Considering another process in helping adults to become self-directed learners, Jack Mezirow, a distinguished adult educator, also emphasizes personal development in adult learners. He believes that adult educators should foster the movement toward a higher level of development on a maturity gradient.[2] Mezirow sees the perspective transformation process as a valid process in helping adult learners. The whole procedure stresses self-examination, departure from past norms, and the recognition of expanding options. This process includes a non-directive approach to encourage the adult learners to achieve awareness on their own, to reassure them of their abilities, to remove anxieties and to offer role models (i.e., to use other successful students as role models). The learners are encouraged to become aware of a new self-image, to have self-confidence and to discover more of their own values, fears, and problems. They are also encouraged to share their personal experiences and to open up to options so that they can make decisions with confidence concerning what is "right" for them[3]

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[1]Michael G. Moore, "Learning Autonomy: the second dimension of independent learning," Convergence: An International Journal of Adult Education, Vol. 5, no. 2, 1972, p. 81.

[2]Jack Mezirow, Education for Perspective Transformation: Women's Re-entry Programs in Community College, (New York: Center for Adult Education, Teachers College, Columbia University, 1978), p. 55.

[3]Ibid., pp. 20-21.

and then pursue that path.

Encouraging self-evaluation in the learners is an important function in any helping process. Ruby Kidd suggested that the measuring of performance against certain objective standards by the learners is an excellent way to obtain knowledge about oneself.[1] Some educators such as Knowles refers to self-evaluation in other terms such as "rediagnosis of learning needs."[2] If the educator's goal is the development of self-directed learning or independent learning, then the educator should help adult students develop competency in evaluating their own learning; the educator should be open and flexible enough in finding the techniques through which such rediagnoses or self-evaluation can be carried out in practice on the part of the learners and the educators.

Robert Fellenz[3] discusses the major areas of the learning process which adult learners should be encouraged to evaluate. First, the student should evaluate the order within the content area in order to establish priorities of the content to be learned or pursued. The learner must develop the ability to choose central and important concepts and decide whether to invest additional effort and time in these areas.

Second, the student should evaluate the applicability and generalizability of the newly learned content to a variety of situations. It is believed that the adult who consciously enters into a

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[1]J. R. Kidd, How Adults Learn, p. 286.

[2]Knowles, Modern Practice; Self-Directed Learning.

[3]Robert A. Fellenz, "Self Evaluation-The Student," Material and Methods in Continuing Education, Edited by Chester Klevins, (Los Angeles: Klevens Pub., 1978), p. 257.

process of examining the applicability of newly acquired knowledge is in a much stronger position to make decision about further learning than one who does not do so.[1] Third, the learner should investigate the impediments to the learning process. It is important that the learner understands the adult learning process and the elements in it, such as interest and the readiness to learn. Also, the learner should be able to recognize any element which can intefere with and slow down the learning process. Fellenz contends that

> The better an invidual understands the element involved in a skill, the better he will be able to perform that skill. The better an adult understands the adult learning process, the better he should be able to perform that process.[2]

This notion is relevant and useful in helping a person move toward becoming a more independent or self-directed learner.

The last area Fellenz suggests is that students should evaluate for themselves the motivational factors. Adults learn because they are interested and because they want to learn. Unfortunately, some adults have problems in clarifying their goals or objectives in learning and the effective steps they should take to reach those goals. Thus, it is necessary that they gather information and evaluate how their time and energy should be directed.

Having conducted a self-evaluation, adults will discover many aspects of their learning--their learning motivation, interests, learning styles, etc. The most important outcome of this self-evaluation process is the skill to make decision and judgments; this skill is an essential function of self-directed learning. The self-evaluation can be conducted through various methods such as

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[1]Ibid., p. 258.

[2]Ibid., p. 258.

individual self-analysis or a reflective type of discussion during the various parts of the learning activity.

Generally speaking, learning how to learn or self-directed learning is considered by experts to be the primary goal of adult education.[1] It is the adult educator's mission to help an individual to acquire the skills required in order that he or she learns how to learn and become a self-directed learner--this is for the benefit of the individual as well as the adult education profession. A study indicated that a positive relationship ($r = .70$) was found between the extent to which a program fostered self-directed learning and the length of study in the program.[2]

To sum up, the basic component of learning how to learn appear to be

> the individual learner's being able to accept responsibility for relying on himself to function as an internal change agent ("I am changing me") rather than relying exclusively on a change agent who is perceived to be external ("They are changing me"), and the individual learner's being able to conceptualize his own learning process. The basic processes are ones of self-reflection and self-direction.[3]

Various aproaches and techniques in helping adults learn how to learn are proposed by many adult educators. The major concerns involved

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[1]Houle, How Adults Learn; Knowles, Modern Practice; Knowles, Seld-Directed Learning; Tough, Adults' Learning Projects.

[2]Russell J. Kratz, "Implications of Self-directed Learning for Functional Illiterate adults," (Ed.D. Dissertation, State University of New York at Albany, 1978).

[3]Donald H. Brundage and Dorothy Mackeracher, Adult Learning Principles and their Application to Program Planning, (Toronto: The Ontario Institute foe Studies in Education, 1980), p. 16.

the concept that adults need to possess abilities to make decisions and to conduct their learning process. Self-evaluation or self-reflection through groups or in isolation will help adults examine their attitudes and problems effectively. The educator should be an encourager or assistant who is available to the learners when needed. Due to individual differences, some adults may lack certain skills in conducting a self-examination, diagnosing the problems they are facing, providing and receiving help from others, making decisions, determining methods and goals they want to pursue, developing their self-confidence, finding resources, planning for their learning projects, and evaluating the learning outcomes. Adults may need assistance from educators who will skilfully provide alternatives in a way that the learners have to choose by themselves and take full responsibility for the actions taken. The approaches in helping are varied, some educators suggested certain methods such as perspective transformation, the use of learning contracts or self-evaluation.

Regardless of the approach used by educators, it is important that they understand the learning how to learn process and are very enthusiastic in helping adults learn. They should possess certain skills such as communication skills, listening and encouraging skills, and skills in setting a conducive learning atmosphere. In addition, some other knowledge and skills such as knowledge of content, adult characteristics, learning methods, resources and evaluation and counseling skills are also helpful in this helping process.

Summary

The andragogical theory as popularlized by Malcolm S. Knowles, is built around certain assumptions concerning the adults' self-concept, experiences, and their distinct readiness to learn. This theory is basically a humanistic theory. The humanistic theory of learning develops around the central concept of the individual as one who is in control of one's own learning. This depends on the recognition of the status and needs of the individual who chooses to learn.

Carl Rogers, a humanistic psychologist, suggested the concept of "facilitating learning" which has had a great impact on adult learning. An individual is regarded as a self-directing person and learning is regarded as an individually initiated activity. Thus, the teaching-learning process in andragogical theory focuses on self-directed learning, the learning that is motivated by internal incentives such as the needs for self-esteem and the satisfaction of accomplishment.

The applications of the andragogical approach to the teaching-learning process assumes that adults can learn, that learning is an internal process and that the conditions of adult learning are special and differ from the conditions of children's learning. The adult educator should bear these assumptions in mind when he or she helps adults to learn.

Regarding the conceptual approaches in helping adults to become self-directed learners, adult educators suggest various strategies to be used. These conceptual approaches involve the utilization of self-directed learning definition, self-evaluation and some other techniques that encourage within the learners the independency, the ability to make

judgments and the ability to diagnose and plan one's own learning process.

CHAPTER V

REPORT OF FINDINGS

Introduction

The purpose of this study is to investigate and identify the degree of agreement among adult education professors regarding the major concepts that are important in assisting adults become self-directed learners. This study also seeks to find the degree of agreement among professors of adult education on the relative importance of these concepts and to identify concepts that are highly rated. Respondents are full members of the Commission of Professors of Adult Education, Adult Education Association of the United States. The instrumentation employed was the "Andragogy in Practice Inventory" (API), which was developed from Professor Jack D. Mezirow's "Charter for Andragogy." Data were collected using a mail survey.

This chapter reports the results of the study. The data collected were analyzed to determine the degree of agreement among the respondents in perceiving the relative value of the major concepts identified in the Inventory. Respondents were asked to allocate 100 points among the ten concepts presented in the Inventory. Whether or not a high degree of agreement exists, the more important concepts are identified using mean scores as the criteria for determining the degree of importance.

To avoid frequent repetitions of the concepts stated in the API,

the ten concepts are presented here, and thereafter, these concepts are referred to only by the item number together with the abbreviation of the concept,for example, item #1 (Decrease learners' dependency), item #2 (Help learner to use learning resources), and so on.

In the API, it is stated that:

To assist adults to enhance their capability to function as self-directed learners, the educator must:

Item #1: progressively decrease the learner's dependency on the educator (Decrease learners' dependency);

Item #2: help the learner to understand how to use learning resources—especially the experiences of others, including the educator, and how to engage others in reciprocal learning relationships (Help learners to use learning resources);

Item #3: assist the learner to define his/her learning needs—both in terms of immediate awareness and of understanding the cultural and psychological assumptions influencing his/her perceptions of needs (Assist learners to define learning needs);

Item #4: assist learners to assume increasing responsibility for defining their learning objectives, planning their own learning program and evaluating their progress (Assist learners to define, plan and evaluate learning);

Item #5: organize what is to be learned in relation to his/her current personal problems, concerns and levels of understanding (Organize what to learn in relation to learners' personal problems);

Item #6: foster learner decision-making—select learner-relevant learning experiences which require choosing, expand the learner's range of options, facilitate taking the perspectives of others who have alternative ways of understanding (Foster learners' decision-making);

Item #7: encourage the use of criteria for judging which are increasingly inclusive and differentiating in awareness, self-reflexive and integrative of experience (Encourage the use of criteria for judging);

Item #8: facilitate problem-posing and problem-solving, including problems associated with the implementation of individual and collective action; recognition of relationship between personal problems and public issues (Facilitate problem-posing and problem-solving);

Item #9: reinforce the self-concept of the learner as a learner and doer by providing for progressive mastery; supportive climate with the feedback to encourage provisional efforts to change and to take

risks; avoidance of competitive judgment of performance; appropriate use of mutual support groups (Reinforce self-concept as a learner);

Item #10; emphasize experiential, participative and projective instructional methods; appropriate use of modelling and learning contracts (Emphasize experiential and participative instructional methods).

In addition, whenever the word "concept" appears in this discussion, it refers to the concepts mentioned above which the educators should use in facilitating adults to become self-directed learners.

Background of the Respondents

Table 1 summarizes the general background of the respondents who participated in this study. The majority of the respondents (56.9 percent) are professors who are actively involved in teaching adult education at a graduate level. The average age of the respondents is 49.8 years. Eighty-four percent of the respondents are male. About 70 percent of the respondents have had experiences as professors in the field of adult education for more than 9 years. However, it is interesting to note that 88.1 percent of the total population have had more than 9 years of experiences as practitioners. This can be explained by the fact that some of the respondents worked in the field of adult education before they became professors of adult education.

Their educational backgrounds are varied. Many of the respondents hold a degree in other areas such as vocational education, administration and psychology. The data indicated that only 60.7 percent of them have doctoral degrees in Higher and Adult Education.

TABLE 1

GENERAL BACKGROUND OF THE RESPONDENTS

Categories	Frequencies	Percentage
Sex		
Male	122	84.1
Female	23	15.9
Poportion of Time Spent as Professors		
0-50 %	48	33.1
50-100 %	97	66.9
Length of Professional Experience		
As Professors		
1 year or less	0	0
2-4 years	11	7.5
5-8 years	32	21.9
9-12 years	43	29.5
12+ years	60	41.2
As Practitioners		
1 year or less	0	0
2-4 years	9	6.6
5-8 years	21	15.3
9-12 years	15	10.9
12+ years	92	67.2
Areas of Specialization		
Higher and Adult Education	85	60.7
Others	55	39.3

Report of Findings

The first question raised in this study is:

To what extent is there an agreement among professors of adult education on the relative importance of conceptual approaches used in the andragogical process?

The previous chapters have indicated that the nature of the adult education field is very complex and almost patternless. Adult educators view the definitions of the field and the concept of andragogy from different perspectives depending on their background and interests, and they stress different aspects of adult education. The literature on the subject reveals that there is little agreement among adult educators in certain areas of interests such as the definitions of the adult education profession and the philosophies in the field.[1] As mentioned in Chapter I, there have also been controversial viewpoints regarding the andragogical approach. This study reveals that there is little agreement among professors of adult education regarding the relative importance of concepts used in the andragogical process.

The respondents answered each item in the API differently. The range of the scores assigned to each item is very large and the distribution of the scores on each item is very scattered. (See Table 2). As a result, the standard deviation and variance of the scores assigned to each concept are large. For the ten items, the standard deviations ranged from 4.653 up to 7.066. (Table 3)

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[1]"What is Adult Education? Nine Working Definitions," Adult Education 5 (Spring 1975):131-145; Sharon Merriam, "Philosophical Perspective on Adult Education, Adult Education 27 (Summer 1977):195-208.

TABLE 2

FREQUENCIES AND PERCENTAGES OF SCORES ASSIGNED TO THE TEN ITEMS LISTED IN THE API

Score	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7		Item 8		Item 9		Item 10	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
0-2	16	10.6	5	3.5	9	6.3	5	3.5	22	15.4	11	7.7	24	16.9	12	8.5	5	3.6	15	10.5
3-5	31	22.0	24	16.8	16	11.2	17	11.9	45	31.5	29	20.3	55	38.7	36	25.3	23	16.4	45	31.5
6-8	8	5.6	10	7.0	8	5.6	3	2.1	13	9.1	14	9.8	16	11.2	10	7.0	9	6.4	13	11.9
9-11	44	31.2	59	41.3	54	37.8	56	39.2	42	29.4	55	38.5	35	24.6	47	33.1	49	34.9	40	28.0
12-14	7	4.9	13	9.1	10	7.0	14	9.8	8	5.6	7	4.9	3	2.1	16	8.4	8	5.7	5	3.5
15-17	9	6.4	15	10.5	27	18.9	20	14.0	7	4.9	22	15.4	4	2.8	12	8.5	21	15.0	17	11.9
18-20	21	14.9	10	7.0	12	8.4	21	14.7	5	3.5	4	2.8	4	2.8	9	6.3	17	12.1	4	2.8
21-23	0	0.0	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
24-26	2	1.4	3	2.1	3	2.1	4	2.8	0	0.0	0	0.0	0	0.0	3	2.1	4	2.8	0	0.0
27+	4	2.8	3	2.1	4	2.8	3	2.1	1	0.7	1	0.7	1	0.7	1	0.7	4	2.8	0	0.0
Total	141	100	143	100	143	100	143	100	143	100	143	100	142	100	142	100	140	100	143	100

TABLE 3

MEAN SCORES AND STANDARD DEVIATIONS OF RESPONSES TO THE TEN ITEMS LISTED IN THE API (N = 146)

Item	Mean	Standard Deviation
#1	10.482	7.066
#2	11.105	6.246
#3	11.755	6.783
#4	12.364	6.011
#5	7.636	5.430
#6	9.266	4.790
#7	6.669	4.756
#8	9.423	5.617
#9	11.750	6.474
#10	7.979	4.653

As a result, the mean score of each item might not be a good measure of the degree of agreement among the respondents. A more logical approach in determining the degree of agreement among the respondents would be to look carefully at the nature of the raw scores assigned to each item to determine the distributions of extreme scores (scores of above and below 10). (Also see Table 5) In all items, except item #7 (Encourage the use of criteria for judging), the percentage of the respondents who assigned the high scores to an item is comparable to the percentage of the respondents who assigned low scores to the same

item. Even though the most frequent score assigned to each item is 10, it is not a good indicator in determining the degree of agreement since the percentage of the respondents who assigned scores of 10 to these items are not necessarily the majority. (The percentages of respondents who assigned score of 10 to the items ranged from 21.2 percent to 34.2 percent). This merely indicates that the respondents who assigned a score of 10 to these items either were not sure about their importance or that they perceive these items as equally important.

Considering the percentage of the respondents who assigned extreme scores (i.e., scores of 5 or less and scores of 15 or over), the wide range of minimum and maximum scores, the large standard deviations and the distribution of the scores assigned to each item, it is reasonable to conclude that there is little agreement among the respondents regarding the relative importance of the concepts used in facilitating self-directed learning.

The Relative Importance of the Concepts

The second question raised in this study is:

What are the major concepts that are perceived as essential in assisting adult learners to become self-directed learners?

Although there is little agreement among the respondents in identifying the relative importance of the concepts, there is evidence that some items are more important than others. For example, the overall mean scores of some items do differ significantly. However, due to the characteristics of the results in which some mean scores are close together, the point of differential of the scores is too small to show a different degree of importance among them. For example, in

Table 3, item #9 (Reinforce self-concept as a learner) has a mean score of 11.750 and item #2 (Help learners to use learning resources) has a mean score of 11.105, it is not relevant that item #9 is more important than item 2. However, when comparing item #3 (Assist learners to define learning needs) which has a mean score of 11.755 with item #5 (Organize what to learn in relation to learners' personal problems) which has a mean score of 7.636, it is reasonable to conclude that item #3 is more important than item #5. Thus, certain items with similar mean scores can be grouped together and presented as a group of concepts (See Table 4).

The Group of Concepts that are More Important

From Table 4, the group of concepts that received higher mean scores consists of item #4 (Assist learners to define, plan and evaluate learning), item #3 (Assist learners to define learning needs), item #9 (Reinforce self-concept as a learner), item #2 (Help learners to use learning resources) and item #1 (Decrease learners' dependency) respectively. The concepts in this group are considered the major concepts in assisting adults to become self-directed learners. Item #4 received the highest mean score (12.364) among all the items, that is, item #4 is the most important concept.

It was discussed earlier that the degree of agreement among the respondents on the relative importance of the concepts is low. However, item #4 received a relatively higher degree of agreement among respondents. Although the standard deviation of its scores is large (6.011), as much as 44 percent of the respondents assigned a score higher than 10 to this item while only 19.2 percent of them assigned a

TABLE 4

RELATIVE IMPORTANCE OF THE TEN ITEMS IN THE API AS PERCEIVED BY THE RESPONDENTS

Group	Rank	Item	Mean	Standard Deviation
	1	#4	12.364	6.011
I	2	#3	11.755	6.783
High	3	#9	11.750	6.474
Relative	4	#2	11.105	6.246
Importance	5	#1	10.482	7.066
II	6	#8	9.422	5.617
Moderate	7	#6	9.266	4.790
III	8	#10	7.979	4.653
Low Relative	9	#5	7.636	5.430
Importance	10	#7	6.669	4.756

score below 10. Even considering only the extreme scores, only 15.4 percent of the respondents distributed a score of 5 and below to this item while 33.6 percent of them distributed a score of 15 or above. Thus, it is reasonable to conclude that the concept that adult educators have chosen as the most important concept in helping adults learn is: to assist learners to assume increasing responsibility for defining their learning objectives, planning their own learning programs and evaluating

TABLE 5

PERCENTAGES OF RESPONDENTS WHO ASSIGNED EXTREME SCORES TO ITEMS #3, #9, #2 AND #1 (N = 146)

Scores	Item #3	Item #9	Item #2	Item #1
5 and lower	17.5	20.0	20.3	32.6
6-8	5.6	6.4	7.0	5.6
9-11	37.8	34.9	41.3	31.2
12-14	7.0	5.7	9.1	4.9
15+	32.2	32.9	22.4	25.7
Mean Score	11.755	11.750	11.105	10.482
Range	34.0	35.0	40.0	40.0
SD	6.873	6.474	6.246	7.066

their progress.

Items #1, #2, #3 and #9 are other items in the group with higher mean scores than the rest of the ten items. However, they have large standard deviations which mean that the variances of the scores are very large. This indicated a low degree of agreement among the respondents when rating these items. With the exception of item #3, the percentages of the respondents assigning extreme scores to these items (scores of 5 and below and scores of 15 and higher) are about the same. (Table 5)

Despite the low degree of agreement, the concepts below are viewed as being more important than the others. These concepts are:

Item #4: assist learners to assume increasing responsibility for defining their learning objectives, planning their own learning program and evaluating their progress;

Item #3: assist the learner to define his/her learning needs--both in terms of immediate awareness and of understanding the cultural and psychological assumptions influencing his/her perceptions of needs;

Item #9: reinforce the self-concept of the learner as a learner and doer by providing for progressive mastery; supportive climate with feedback to encourage provisional efforts to change and to take risks; avoidance of competitive judgment of performance; appropriate use of mutual support groups;

Item #2: help the learner to understand how to use learning resources-especially the experience of others, including the educator, and how to engage others in reciprocal learning relationships;

Item #1: progressively decrease the learner's dependency on the educator.

The Least Favorable Group of Concepts

Among the ten items listed in the API, item #7, which states that "to assist adults enhance their capability to function as self-directed learners, the educator must encourage the use of criteria for judging which are increasingly inclusive and differentiating in awareness, self-reflexive and integrative of experience," is perceived by the respondents to be the least favorable concept. This item has a high degree of agreement among the respondents regarding its relative importance. Over half (55.6 percent) of the respondents assigned a score of 5 or less to this item. Although the scores assigned to this item range from 0 to 30, only 9.2 percent of the respondents asigned a scores of higher than 10. The mean score of this item is 6.669. Hence, it is reasonable to conclude that there is a large degree of agreement among the respondents that item #7 is the least important concept of all the concepts. In other words, the professors of adult education do not see the use of criteria for judging as an essential and practical idea in the process of helping adults to become self-directed learners.

Other concepts that received an overall low consideration from the respondents are item #10 (Emphasize experiential and participative instructional methods) and #5 (Organize what to learn in relation to learners' personal problems) which have mean scores of 7.979 and 7.636 respectively. Their standard deviations are of 4.653 and 5.430 which are considerably low compared to other items in this study. The scores indicate that there is some degree of agreement among the respondents that these two items are not as important as the other concepts in this study. For item #10, 42 percent of the respondents assigned a score of 5 or lower, 26.6 percent assigned the average score of 10, and only 18.2 percent assigned a score higher than 10. Item #5 received a similar distribution of scores. About 47 percent of respondents allocated a score of 5 or less, 24.5 percent distributed a score of 10, and only 16.8 percent assigned a score of higher than 10 to this item. In other words, the concepts that the educator must—: emphasize experiential, participative instructional methods; and organize what is to be learned in relationship to his/her current personal problems, concerns and levels of understanding—were not as important as other concepts in the Inventory.

Analysis of Population Sub-groups

The population in this study was broken down into various categories and sub-categories using criteria such as age-group, number of years of experience as professors, educational background, etc., to find out if there is any differences among each sub-group regarding their perceptions of the importance of the major concepts to be used in helping adult learn. Within each sub-group, the average scores of each

item were calculated and compared to see if there is significant differences among them. Each category and sub-category was analyzed seperately as follow:

Age

The population was divided into three age groups so that each sub-group consists of approximately one-third of the total population. These age-groups are: 1) respondents who are under 45 years of age; 2) respondents who are between 46-55 years of age; and 3) respondents who are 56 years or older. The purpose of this analysis is to see if each age-group will perceive the concepts differently. For example, will the youngest age group (under 45 years) perceive the major concepts differently from the older group (46-55 years)?

Overall, there are no significant differences in the perceptions of different age groups. Although the ranking of the ten concepts by each age group are slightly different, all the age groups perceived that item #1 (Decrease learners' dependency), item #2 (Help learners to use learning resources), item #3 (Assist learners to define learning needs), item #4 (Assist learners to define, plan and evaluate learning) and item #9 (Reinforce self-concept as a learner) are the more important concepts among the ten concepts. That is, the age of the respondents does not significantly affect the way they perceive the relative importance of the ten items.

For almost every item, the mean scores of each item assigned by the three different age groups are about the same (Table 6). The exceptions are item #1 (Decrease learners' dependency) and item #3 (Assist learners to define learning needs). The first group (under 45

TABLE 6

RANK ORDER OF THE TEN ITEMS AS PERCEIVED BY DIFFERENT AGE GROUPS (N = 146)

	Group 1 (0-5 yrs.)		Group 2 (46-55 yrs.)		Group3 (56+ yrs.)	
Rank	Item	Mean	Item	Mean	Item	Mean
1	#1	13.00	#3	13.615	#4	12.610
2	#9	12.92	#9	13.481	#2	11.805
3	#4	12.72	#4	11.827	#9	11.537
4	#2	10.84	#2	10.808	#3	11.512
5	#3	10.020	#1	10.019	#1	9.927
6	#6	9.14	#8	9.865	#6	9.390
7	#8	9.040	#6	9.288	#8	9.325
8	#10	8.38	#5	7.442	#10	9.244
9	#5	7.78	#7	7.288	#5	7.707
10	#7	6.26	#10	6.596	#7	6.375

years) assigned a very high score to item #1 (mean score = 13.0) and ranked it as the most important concept. The second and third groups, on the other hand, assigned mean scores of 10.019 and 9.927 respectively to this item. For this particular item, it can thus be interpreted that the youngest group of respondents perceive the concept of progressively decreasing the learner's dependency on the educator as the most important concept while the older respondents do not think that this item is particularly important. It was ranked fifth by the second and

the third age groups.

On the other hand, the second age group assigned a higher mean score (13.615) to item #3 and ranked it as the most important concept. The first group assigned a mean score of only 10.020 to this item and ranked it fifth in importance. That is, the respondents in the age group between 46-55 years regarded that the most important concept in helping adults to become self-directed learners as that of assisting them to define their learning needs.

Sex

The responses were also analyzed to see if there is any differences in perceptions regarding the relative importance of the ten concepts between male and female respondents.

The results do not indicate any significant differences between these two sub-groups. Even though the order of importance of the items is slightly different between the two groups, the values of the mean scores assigned to the same item are not significantly different. Furthermore, the ranking of the items do not vary greatly. They are quite agreeable in that items #1 (Decrease learners' dependency), item #2 (Help learners to use of learning resources), item #3 (Assist learners to define learning needs), item #4 (Assist learners to define, plan and evaluate learning) and item #9 (Reinforce self-concept as a learner) are of greater importance than the rest of the ten items. Both groups agree that items #3, #4 and #9 are the top three concepts. Furthermore, both groups indicate that these ten items are quite inclusive—78.3 percent of the females and 73.9 percent of the males rate 4 or above on the 1 to 5 scale (5 = very inclusive).

Thus, female adult professors do not perceive the ten concepts differently from their male counterparts.

Educational Backgrounds

Considering educational backgrounds, the respondents were divided into two groups—the respondents who hold doctoral degrees in Higher and Adult Education and the respondents who hold doctoral degrees in other areas such as sociology, administration or psychology. Comparison of these two groups revealed that there is no significant differences in the mean scores that they assigned to each item. Although the ranking of the the concepts is not exactly the same between the two groups, they both perceive that items #1 (Decrease learners' dependency), item #2 (Help learners to use learning resources), item #3 (Assist learners to define learning needs), item #4 (Assist learners to define, plan and evaluate learning) and item #9 (Reinforce self-concept as a learner) are more important. They also perceive items item #10 (Emphasize experiential and participative instructional methods), item #5 (Organize what to learn in relation to learners' personal problems), and item #7 (Encourage the use of criteria for judging) to be the least important. Thus, previous educational backgrounds do not make the respondents regard the importance of the concepts differently.

Number of Years of Experience as Professors

In order to analyze any differences in perception regarding the core concepts in andragogy by the group of respondents who have less experience as professors and those who have more experience, the population was divided into 5 sub-groups based on the number of years they have worked as professors. These 5 sub-groups are respondents who

have experience of: 1) one year or less; 2) 2-4 years; 3) 5-8 years; 4) 9-12 years; and 5) over 12 years of practice. However, the data revealed that all the respondents have been professors for more than a year. Thus, the first sub-group was disregarded in the analysis.

Table 7 is a summary of the perceptions of each sub-group concerning the major concepts in andragogical practice. The mean scores and the ranking of each item are analyzed and compared among these sub-groups. The results indicate a wide variation in the perception of the respondents in each sub-group. Even though groups 3, 4 and 5 are somewhat in agreement in perceiving the concept of reinforcing the self-concept of the learner as a learner and doer (item #9) and the concept of assisting the learners to assume increasing responsibility for defining their learning objectives, planning their own learning program, and evaluating their progress (item #4) to be the most important concepts, the perception of the respondents in group 2 (2-4 years) is very different.

Group 2 assigned a very low mean score (7.545) to item #9 while they rated the concept of helping the learner to understand how to use learning resources (item #2) and the concept of assisting the learner to define his/her learning needs (item #3) high. The ranking of the other items are also somewhat different. Although the majority of the ten items do not have significant differences in terms of the mean scores assigned to them by different sub-groups, there are a few items that received significantly different mean scores from different sub-groups. These are items #2, #3 and #9.

Thus, it can be concluded that the number of years of experience somewhat affects the perception of the respondents concerning the major

TABLE 7

RANKING OF THE TEN ITEMS AMONG RESPONDENTS WHO HAVE DIFFERENT NUMBER OF YEARS OF EXPERIENCE AS PROFESSORS (N = 146)

	Group 2 (2-4 yrs.)		Group 3 (5-8 yrs.)		Group 4 (9-12 yr.)		Group 5 (12+ yrs.)	
Rank	Item	Mean	Item	Mean	Item	Mean	Item	Mean
1	#2	14.82	#9	14.29	#9	12.69	#9	12.20
2	#3	14.55	#4	12.90	#4	11.88	#4	12.56
3	#4	11.64	#3	11.10	#1	11.14	#3	12.25
4	#8	11.55	#1	10.84	#2	11.12	#1	11.24
5	#1	10.09	#2	10.36	#3	10.81	#2	10.80
6	#6	8.91	#6	9.39	#8	9.32	#6	9.14
7	#7	7.82	#8	9.42	#6	9.12	#8	9.10
8	#10	7.82	#5	8.00	#5	8.52	#10	8.37
9	#9	7.55	#10	6.84	#10	8.31	#5	7.09
10	#5	6.18	#7	6.68	#7	6.54	#7	6.54

concepts in andragogical practice. The respondents who have less than four years of experience as professors especially tend to perceive the relative importance of the ten concepts very differently from the respondents who have had more experience. Respondents with more experience (more than 4 years) tend to hold similar perceptions regarding the relative merits of the major concepts used in andragogical practice.

Number of Years of Experience as Practitioners

With respect to this category, the population was divided into the same 5 sub-groups as the previous category above. Comparing the mean scores and the ranking of each item assigned by each sub-group, there is some indication of divergent perceptions among the sub-groups (Table 8). There are great differences between the respondents in group 2 (2-4 years) and those in group 3 (5-8 years of experience). The ranking of each item by the different sub-groups are different. For example, item #8 (Facilitate problem-posing and problem-solving) was ranked 10 by group 2 and was ranked 2 by group 3. The other sub-groups also ranked this item differently. The difference between the value of the mean scores on item #8 as assigned by group 2 and group 3 is also very large. Group 2 gave item #8 a mean score of only 5.222 while group 3 assigned it a mean score of 11.905. On the other hand, group 2 perceived item #3 as being very important (mean score = 14.11) while group 3 perceived this item as only a moderately important idea (mean score = 9.619). That is, the less experienced respondents are not very much in favor of the concept of facilitating problem-posing and problem-solving, while more experienced respondents are highly in favor of this concept.

The perspectives of the respondents who have had less years of experience and the ones who have had more years of experience are also quite different when comparing the perception among sub-group regarding the inclusiveness of the ten items. Only 52.3 percent of the respondents in group 2 rated the degree of inclusiveness 4 or above (on a scale of 1 to 5, 5 = very inclusive), while group 5 (12+ years of experience) sees the ten items as quite inclusive. Eighty-four percent

TABLE 8

RANKING OF THE TEN ITEMS AMONG RESPONDENTS WHO HAVE DIFFERENT NUMBER OF YEARS OF EXPERIENCE AS PRACTITIONERS (N = 137)

	Group 2 (2-4 yrs.)		Group 3 (5-8 yrs.)		Group 4 (9-12 yr.)		Group 5 (12+ yrs.)	
Rank	Item	Mean	Item	Mean	Item	Mean	Item	Mean
1	#4	14.44	#9	14.05	#4	13.71	#9	12.68
2	#3	14.11	#8	11.91	#3	12.79	#4	12.38
3	#9	13.33	#4	11.14	#1	11.07	#3	11.92
4	#1	10.56	#2	10.38	#9	10.79	#2	11.46
5	#6	9.44	#3	9.62	#8	10.29	#1	11.44
6	#10	9.44	#1	9.05	#6	10.14	#8	9.27
7	#5	9.00	#7	8.91	#2	9.86	#6	9.18
8	#2	8.88	#6	8.67	#10	8.79	#10	7.87
9	#7	5.56	#10	8.43	#5	6.52	#5	7.16
10	#8	5.22	#5	8.43	#7	6.36	#7	6.40

of the respondents in group 5 gave it a rating of 4 or above.

In view of the large standard deviations of the items, the different ranking of each item, and the significant difference in the mean scores of certain items, it is clear that the previous conclusion that there is little agreement among respondents still holds. This is especially evident between professors who have less than four years of experience as practitioners and professors who have more years of

experience as practitioners in the field of adult education.

Degree of Agreement on the Practicability of the Concepts

The third question in the purpose of the study stated:

To what extent is there agreement among professors of adult education on the concepts which are essential for guiding professional practice?

The answer to this question is derived from the rating of the respondents on the inclusiveness and the commonness of the concepts listed in the API and taking into consideration the distribution of the scores assigned to each concept.

The data indicated that 91.5 percent of the respondents do not perceive the ten items as extremely common or extremely uncommon in governing adult education practice (Table 9). On a scale of 1 to 5, (5 = very uncommon), they gave this measure a rating of between 2 to 4. Looking at a smaller range, 47.6 percent of the respondents rated between 2.5 and 3.5, which is the middle point of the scale. This result suggested an agreement that these ten concepts are common in adult education practice but not to the extent that they are extremely common.

From Table 9, as much as 74 percent of the respondents considered the ten items to be quite encompassing in helping adults to become self-directed learners. On a scale of 1 to 5 (5 = very inclusive), 74 percent of them rated it 4 or above. This indicated the majority of respondents agreed that the concepts mentioned in the API are quite inclusive as guidelines for adult education practice although there is a low degree of agreement among them when identifying the relative

TABLE 9

FREQUENCIES AND PERCENTAGES OF RESPONSES ON THE DEGREE OF INCLUSIVENESS* AND COMMONNESS** OF THE TEN ITEMS

Scores	Inclusiveness		Commonness	
	F	%	F	%
1.0	1	0.7	6	4.3
1.5	0	0.0	1	0.7
2.0	7	4.9	35	24.8
2.5	0	0.0	7	5.0
3.0	19	13.3	54	38.3
3.5	10	7.0	6	4.3
4.0	74	51.7	27	19.1
4.5	9	6.3	2	1.4
5.0	23	16.1	3	2.1

* For the degree of inclusiveness, 1 = Not Inclusive, 5 = Very Inclusive.

** For the degree of commonness, 1 = Very Uncommon, 5 = Very Common.

importance of the major concepts. This can be interpreted that there is a high degree of agreement among the professors of adult education that the ten items listed in the API are inclusive and that all items, taken as a whole, are important concepts that adult educators or practitioners can utilize in the process of helping adults to learn (except possibly item #7 (Encourage the use of criteria for judging), which is assigned a very low mean score).

As discussed previously, the data showed a scattered distribution of scores for each concept. Respondents rated the ten items based upon different perspectives and emphases. Based on the data, there is a comparable proportion of extreme scores assigned to each concept (Table 2 and Table 5). This has resulted in the conclusion that there is a low degree of agreement among the respondents regarding the relative importance of the ten concepts. This conclusion, taken together with the high degree of agreement among professors regarding the inclusiveness of the ten items, has led to the interpretation that the ten concepts, as a whole, are essential and should be considered as core concepts of andragogy.

Additional Concepts Suggested by the Respondents

Comments and suggestions from the respondents are varied. These were carefully categorized to facilitate reporting of results. Some of the concepts suggested were similar to the ones that appreared in the API but were from different perspectives. There is no indication of agreement on these additional concepts. Some concepts were suggested by more than one respondent while others were suggested by only one person. However, these concepts are worth taking into consideration for further study.

Generally, the respondents provided suggestions which focused either on how the educators should work with students in order to help them learn better or on what educators should acquire and be aware of themselves to improve the helping process. Thus, the suggestions by the respondents were listed seperately into two category as follows:

Concepts Directly Applicable to the Learner

To assist adults to become self-directed learners or to help adults to learn better, the educators should employ the following concepts in the learning process:

1. Help and encourage self-evaluation.

2. To encourage learners to see themselves as self-resources.

3. Help learners to clarify their personal development goals and develop the ability to relate learning to these goals.

4. Encourage an awareness of self-concept, self-enrichment and personal growth.

5. Help learners to expand and understand their learning styles.

6. Generate enthusiasm for self-directed learning within the learners and help them understand the different kinds of self-directed learning such as field work and independent study.

7. Help develop the ability to make appropriate judgment in choosing alternatives in learning.

8. Help develop the concept of transferability of past experience—also encourage self-reflection or life history analysis in order to find conditions, factors and experience which the learners can apply to present and future learning.

Concepts Directly Applicable to Educators

In order to assist the learners to acquire a better learning skills as self-directed learners, the educators themselves should possess or be aware of the following qualities:

1. Educators should be able to understand and select learning theory and to apply these concepts (including the ten concepts in API)

in traditional and non-traditional learning settings.

2. Educators should acquire the value orientation of adult education and possess and understand the philosophical foundation underlining adult education.

3. Educators should be aware that teacher-directed learning and a focus on subject matter may be useful in certain circumstances.

Discussion

The results of the study indicated a low degree of agreement among the respondents regarding the relative importance of the core concepts in andragogical practice. This conclusion has been reached because the respondents assigned very divergent scores to the same item. The range of the maximum and minimum scores of each item is very large. The distribution of the scores are uneven and have multiple peaks and the standard deviations are large. Thus, it is logical and reasonable to conclude that there is a low degree of agreement among professors of adult education regarding the relative importance of the concepts used in andragogy. An explanation of the low degree agreement among the respondents may be derived from the data collected. Information regarding to educational background of the respondents revealed that various disciplines have been incorporated into the practice of adult education.

It is quite interesting to note that there is a high degree of agreement among the respondents that the ten concepts listed in the API are quite encompassing. In other words, the ten concepts indicated in the API are seen as quite sufficient as core concepts of andragogy. It

might be stated that the respondents considered the utilization of the combination of all ten concepts to be more effective than the utilization of only a few of the concepts. Furthermore, one has to admit that the ten concepts are related and overlapped each other. Thus, the utilization of certain conceptual approaches may lead to the practice of some others.

Another interpretation is that these results reflected the characteristics of the field as well as of the adult educators. Since the field of adult education serves a variety of populations, the objectives of the field are broad and not definite. Therefore, it is not easy to decide on a small set of concepts that will best meet the objectives and needs of various populations.

Despite the low degree of agreement on the relative importance of the concepts, the mean score of each item is used to determine the degree of importance of each concept--the greater the value of the mean score, the higher the degree of importance (more favorable). Since the mean scores of some items are about the same value, these items are grouped together into group I (high relative importance), group II (moderate importance) and group III (low relative importance).

The group of items that has the highest degree of importance consists of items #1 (Decrease learners' dependency), item #2 (Help learners to use learning resources), item #3 (Learners define their own learning needs), item #4 (Assist learners to define, plan and evaluate learning) and item #9 (Reinforce self-concept as a learner) with item #4 as the most important item. In other words, the concept of assisting learners to assume increasing responsibility for defining their learning objectives, planning their own learning programs and evaluating their

progress is the most important concept in helping adults to become self-directed learners. The group of concepts that are moderately important are item #6 (Foster learners' decision-making) and item #8 (Facilitate problem-posing and problem-solving). The group of concepts that received the lowest degree of importance are items #5 (Organize what to learn in relation to personal problems), item #7 (Encourage the use of criteria for judging) and item #10 (Emphasize the experiential and participative instructional methods). Item #7 is the least favorable concept to be use in andragogical practice. Also, it is interesting to point out that item #10, which emphasizes experiential, participative instructional methods and the appropriate use of modelling and learning contracts (which is highly regarded by Knowles), received quite a low rating.

The responses were also analyzed in different sub-categories to see if there are any differences in perceptions among sub-groups. The results indicated that there are no significant differences among different age-groups, and between the male and female groups. Also, there is no significant difference between respondents who specialized in Higher and Adult Education and respondents who majored in other areas.

However, when comparing respondents who have more than four years of experience in the field of adult education with respondents who have less than four years of experience, there is some disagreement. The less experienced adult education professors (less than 4 years) perceive the concept in item #9 (Reinforce self-concept of the learner as a learner and doer) as the least important concept while the more experienced ones perceive this item to be the most important concept.

Furthermore, the ranking of the ten items are perceived differently by each group with different years of experience. This analysis indicated differences in perceptions among different experience groups regarding the relative importance of the concepts of andragogy except for a few items such as item #4 (Assist learners to define, plan and evaluate learning) and item #7 (Encourage the use of criteria for judging).

A possible explanation of the low degree of agreement on the relative importance of the concepts is that the professors perceived each concept listed in the API differently depending on their individual interests, expertise and beliefs. For example, based on their comments, some respondents perceived that if educators are to decrease learners' dependency from the educators as stated in item #1 (Decrease learners' dependency), they will need to achieve the rest of the ten concepts first. Others perceived that accomplishing items #3 (Assist learners to define learning needs), item #6 (Foster learners' decision-making), and item #9 (Reinforce self-concept as a learner) will accomplish other concepts. It may be possible that the low degree of agreement regarding the relative importance of the ten concepts is the result of the way those concepts were stated in the API. Some of them are overlapped or are related and some contained too many conceptual elements. The complicated wordings in some items such as item #7 (Encourage the use of criteria for judging) may have caused the low rating given to it by the respondents.

To sum up, Andragogy requires more than an understanding of a learning theory. It demands philosophical understanding and, from its practitioners, a commitment to a view of man consonant with the emphases of andragogy. As an emerging profession, adult education has a great

need for a set of concrete conceptual guidelines which is acceptable to the profession as a whole and which is adaptable to most areas of interests. The result of this study has provided an agreeable core of concepts which can be used as a guideline in adult education practice. However, one has to admit that many concepts concerning andragogy listed in the API are not mutually exclusive and one concept may lead to another. One may also perceive these concepts to be equally important. As mentioned previously, different educators emphasized different aspects, and their beliefs regarding adult education practice can be expected to be different. This does not imply that these controversies are unacceptable or undesirable. Under certain circumstances it may be useful to have a number of avenues open to practitioners and to retain a degree of flexibility.

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Conclusions

The literature on adult education yields a wide variety of perspectives on various issues such as definitions, the relevant theories for adult learning, the proper teaching-learning process; and, particularly, the issue of helping adults learn how to learn. Various learning theories from many schools of thought like behaviorism, psychoanalysis and humanism have been adapted and applied to the adult education field. The liberal adult education philosophy related to humanism plays an important role in the development of adult education practice. Combining this philosophy with the influence of prominent humanists such as Maslow and Rogers, and that of a pioneer adult educator, Eduard Lindeman, the andragogical theory emerged as a new force in the adult education field.

The andragogical theory has been inherent in the adult education field and has developed over a long period of time. Despite the fact that its philosophy is consistent with democracy, it is primarily based on the humanistic educational model which is person-centered. Humanistic education focuses on the idea that human beings have a natural potential for learning, and that learning is an internal act which is carried out by, and is under the complete control of, the individual learner. This model assumes that an individual learner is unique in terms of his or her

past experiences, personal concepts, values, skills and strategies used in the learning process. Learning can be facilitated when the learner participates responsibly in the learning process--choosing his or her own directions, discovering his or her own course of action, and living with the consequences of his or her decisions. The humanist believes that the most pervasive and lasting learning is learning which involves the whole person--his or her feelings, values, strategies, concepts and skills. Thus, the most useful learning is learning how to learn. These beliefs are fundamental to andragogical theory.

The andragogical theory as presented by Malcolm S. Knowles is based on the humanistic philosophies mentioned above. It respects human potential and autonomy and assumes that when a person matures: 1) his or her self-concept moves toward that of being a self-directing person; 2) he or she accumulates experience which will be a rich resource for learning; 3) his or her readiness to learn becomes increasingly oriented to the developmental tasks of his or her social roles; and 4) he or she requires immediacy of application of knowledge, and accordingly, his or her orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.

The ultimate goal of andragogy is to promote self-directed learning or learning how to learn. In the self-directed learning process, a practitioners of andragogy must act as if human beings are essentially good and capable of self-directed learning. The role of the educator is to enhance the self-directing capability in learners by creating an "adult-like" psychological environment of mutual respect, in which adults are recognized as being responsible and self-directing human beings. Mutual agreement on learning objectives and learning activities

between the learner and the educator is highly desirable in the self-directed learning process. The learner is as much a potential resource of subject-matter and the learning process as the educator; and both share rights and responsibilities which are equal and reciprocal in nature, and both possess the understanding that the learner is the one who selects and implements his or her own goals and activities.

From the standpoint of adult educators who focus on assisting adult learners become self-directed learners, various conceptual approaches to be used in the andragogical process have been proposed. Some of the suggestions were the use of learning contracts, the increasing practice of self-evaluation, the utilization of self-directed inquiry and the concept of perspective transformation.

It is important to note that these approaches to the andragogical process are normally scattered and somewhat diversified, depending on the individual's perspectives. The purpose of this study was to investigate and identify the degree of agreement among adult educators regarding the major conceptual approaches that are important in assisting adults become self-directed learners. This study also sought to determine the relative importance of these concepts. Since Jack Mezirow has already collected these various concepts into a comprehensive framework, his work was the prime focus in this study. The respondents in this study consisted of professors of adult education who were asked to distribute 100 points among the ten conceptual approaches indicated in the Andragogy in Practice Inventory (API).

The findings of this study showed that as much as three-fourths of the respondents considered the ten concepts indicated in the inventory to be quite encompassing in helping adults to become self-directed learners.

This high degree of agreement lends support to the argument that, as a whole, the ten concepts compiled by Mezirow can be considered the contemporary core concepts of andragogy and can be used as guidelines in andragogical practice.

Considering the scores assigned to each concept, the findings indicates quite a low degree of agreement among the respondents as to which concepts are more important, particularly when comparison is made between the less experienced professors and the more experienced ones. However, there is some indication that certain concepts are preferred over others. Based on the average scores assigned to each concept in the inventory, five concepts appeared to be more favored than the others. These five concepts are listed below, beginning with the concept that received the highest mean score:

- Assist learners to assume increasing responsibility for defining their learning objectives, planning their own learning programs and evaluating their progress.
- Assist the learner to define his or her learning needs—both in terms of immediate awareness and of understanding the cultural and psychological assumptions influencing his or her perceptions of needs.
- Reinforce the self-concept of the learner as a learner and doer by providing for progressive mastery; supportive climate with feedback to encourage provisional efforts to change and to take risks; avoidance of competitive judgment of performance; appropriate use of mutual support groups.
- Help the learner to understand how to use learning resources—especially the experiences of others, including the educators, and how to engage others in reciprocal learning relationships.
- Progressively decrease the learner's dependency on the educator.

On the other hand, the concept that the respondents agreed to be the least important is:

- Encourage the use of criteria for judging which are increasingly inclusive and differentiating in awareness, self-reflexive and integrative of experience.

Implications

The findings have important implications for the adult education profession. The study indicates a consensus regarding the major concepts used in the andragogical process. The results suggest that despite various perspectives among adult educators there exists a unique body of knowledge in the field of adult education. It suggests a conceptual framework for adult education practitioners. This agreement on a common body of principles is an essential first step, it suggests a trend of adult education practice which emphasizes the promotion of self-directed learning. This is especially critical for adult education professors who have the responsibility of training graduate students for the field. It provides a common ground for theoretical practice so that graduate students will have some uniform guidelines for their future practice in adult education.

Although there can be many factors and many approaches involved in an effective helping process, the major concepts identified in this study should be consolidated into the adult education curriculum and instructional methods and should be given a stronger emphasis by educators. The major concepts identified in this study can be useful and may help to accelerate the process of helping adults become self-directed learners.

The lack of conceptualized approaches among practitioners in adult education has been criticized. The result of this study suggests concrete conceptual approaches for practice. For example, in order to help increase the learner's ability to be self-directing, an educator may want to focus on assisting the learner to assume increasing

responsibility in his or her learning process. Furthermore, individuals with newly found interests in adult education may benefit from this study. Advantages associated with the major concepts identified in this study can also be applied when considering the principles behind any course construction in adult education.

Recommendations for Further Research

The results above have shown that although there is little agreement within the profession regarding the relative importance of the core concepts to be applied in andragogical practices, they are quite agreeable on the concepts as a whole. These results may be unique to the set of concepts considered in this study only. However, there are strong reasons to believe that the little agreement concerning conceptual elements to be used in the self-directed learning process found above could appear in other group of respondents and in other areas of adult education, such as in the philosophies and theories of adult education as well. The degree of disparity in these areas mentioned above should be uncovered by further research.

Since this study is the first attempt to find the essential conceptual approaches in andragogical practice, the little agreement among professors on the relative importance of each concept indicates a need to pursue a similar study using different groups of adult education practitioners in order to refine and/or to confirm the results of this study. This can be done by using the same set of concepts employed in this study or by selecting only the concepts that were given a high degree of importance.

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