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WOMEN'S MOTIVATIONS FOR PARTICIPATING
IN MANAGEMENT CERTIFICATE PROGRAMS,
AND THE BENEFITS DERIVED FROM PARTICIPATION

by

Susan Starosilec

A Thesis Submitted in Partial Fulfilment
of the Requirements for the Degree
of Master of Education

Department of Educational Administration Foundations, and Psychology

Faculty of Education

Winnipeg, Manitoba



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CERTIFICATE PROGRAMS, AND THE BENEFITS DERIVED FROM
PARTICIPATION**

BY

SUSAN STAROSILEC

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University
of Manitoba in partial fulfillment of the requirements of the degree
of
MASTER OF EDUCATION**

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Abstract

Women's Motivations For Participating In Management Certificate Programs, And The Benefits Derived From Participation

Many adult women are searching for a program that will make them stand out from other employees, assist them during job searches and allow them to work during the day and/or raise a family. Management certificate programs offer accreditation while taking classes in the evenings, as opposed to full time degree programs, which may require full time study for 3 or 4 years. Therefore, the purpose of this study was to survey female graduates of management certificate programs in order to add to the knowledge base in adult education related to: adult facilitation, course content, teaching strategies, program evaluation and learner needs. The major question in this thesis was: What are the motivations for participation and the benefits derived by women in management certificate programs? Specifically, the research questions included 1) what motivated women to participate in Management Certificate Programs? 2) are women faced with difficulties that have affected them the most while participating in these Programs? 3) what benefits do women derive after graduating from Management Certificate Programs? 4) did the Program aid female students in job advancement or finding other jobs? To obtain the data a written questionnaire was designed using a combination of quantitative (simple calculations and averages) and qualitative (analytical comments). Initially, 90 female students were selected for the survey. However, current addresses for 14 students were unavailable, and these 14 students were excluded, resulting in 76 potential survey respondents. Thirty-four questionnaires were completed and returned, for a return rate of 45 per cent. The three most notable motivations for the respondents were advancement within the company, desire to reach a personal goal and a desire to acquire new knowledge. Trying to maintain a balance between family and course work, and time management, were notable difficulties faced by the respondents. The following benefits were experienced as a result of graduating from The Management Certificate Program: acquisition of new knowledge, improved management skills, increased self-confidence, and improved self-esteem. Other benefits were: promotion or job change, increased salary, social interaction and recognition in the workplace. Very few respondents found The Management Certificate Program aided them in job advancement within their current company or helped them find a new job outside their company. The findings in this research indicated that professional development workshops should be designed for adult educators, as well as workshops to assist learners in addressing some of the difficulties faced by the women in this group. Also, promotion of the Management

Certificate Program should be undertaken to inform potential students and employers about the overall Program. The findings also indicated that some respondents found it difficult to maintain a balance between family and course work. In relation to time management problems found in this study, it may be helpful to have a CED staff member available to students in the evening. Finally, an evaluation of all developed workshops and programs should take place in order to ensure that the needs of the learner are being met.

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Chapter I

Introduction

The field of adult education is broad and encompasses a wide range of theory and practice. As such, the term 'adult education' is defined in various ways. For example, UNESCO (United Nations Educational, Scientific and Cultural Organization) views the term in its broadest sense, defining 'adult education' as:

The entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development, (UNESCO, 1980, p. 3).

Essentially, the above definition implies that adult education is any form of education in which an adult participates.

Another more specific definition is offered by Houle (1972) who defined adult education as:

The process by which men and women seek to improve themselves or their society by increasing their skill, knowledge or sensitivities; or it is any process by which individuals, groups or institutions try to help men and women improve in these ways, (p.32).

There are several other terms used synonymously with adult education: continuing education, education permanente, recurrent education and lifelong learning.

Adult education is often referred to as continuing education. Selman and Dampier (1991) noted that "in a number of institutional settings. . . . there is the connotation of furthering one's education beyond a significant level which has already been achieved," (p.5). According to Thomas (1988) continuing education taking place within educational institutions such as universities, is viewed as formal education. The educational activity has specific educational objectives and, upon completion, a certificate may be awarded.

Education permanente is another term for adult education, and is used among French speaking Canadians. Thomas (1988) indicated that this term is close in meaning to the term continuing education.

Recurrent education (Thomas, 1988) is a term used among economists to describe the relationship between economic survival and learning. According to Cross (1981), recurrent education involves alternating periods of education, leisure and work, such as sabbaticals or paid educational leave.

Lifelong learning implies learning throughout your entire life (Thomas, 1988), with learning occurring through non-formal, informal or formal educational activities. Candy (1991) viewed self-directed learning as a form of lifelong learning that can be divided into two domains. The first involves self-direction as learner-controlled

instruction in a formal setting. The second domain looks at self-directed learning in an informal setting, also known as autodidaxy. The major distinction between the learner-controlled instruction and the autodidaxy domain is the notion of ownership. In the formal domain there is a wide range of ownership, moving from teacher-directed, with the instructor taking ownership, to learner-controlled, with the learner taking ownership. Within the informal domain ownership belongs to the learner.

The term adult education can be defined by adult educators in many different ways. For the purpose of this study adult education was defined as any formal educational activity offered by an educational institution, in which an adult participates.

Historical Overview of Adult Education

Through a brief examination of the history of adult education in Canada, I will show that the main purpose of adult education has shifted dramatically. Adult education in Canada occurred within the Aboriginal community long before the arrival of the Europeans in 1612–1613, with learning taking place in various forums such as religious ceremonies and teachings. Before 1867 adult education "was largely a period of scattered, informal beginnings, under private and voluntary auspices. It was a time of book clubs, literary and scientific societies, music, handicraft and art

associations" (Selman and Dampier, 1991, p.64). For example, in the late 1830s a mechanics' institute was established in Toronto to provide workers with the theory behind the procedures they used, so they could better understand their roles. This was accomplished through a collection of print based materials offering self-help and motivational techniques.

However, as the population increased and communities grew there was an expanding need for adult education. From 1867–1914 the focus of adult education was on community development, as well as training people for their "proper roles" as citizens. This period was characterized by a growing number of study groups and educational and cultural associations, including: the Young Men's Christian Association (Y.M.C.A.), the Mechanics' Institutes, the National Council of Women and Agricultural extension. In 1877, The University of Manitoba was established to bestow degrees on students graduating from its founding colleges: St.Boniface, St. John's and Manitoba (The 1997–98 General Calendar, The University of Manitoba, 1997).

During the period from 1915–1939 there was an increasing need for adult education in Canada, as well as a conscious movement to expand this field. The Great Depression resulted in an escalating demand for adult education for purposes related to re-training and morale boosting. In response to this, numerous institutions created adult education programming. For example, The University of Manitoba created The Evening Institute in 1935. Non-credit courses were offered in

"Appreciation of Art, Designing, Decorating and Furnishing of the Home, Builders of Canada in the Nineteenth Century, Economics: Money and Banking, just to name a few," (An Extension of the Programme of the INSTITUTE brochure, 1936–1937, p.1).

In 1935 the creation of the Canadian Association for Adult Education (CAAE) marked the formalization of adult education activities in Canada (Selman and Dampier, 1991). Under the direction of E.A. Corbett the agency moved towards the adult education organization that exists today. During the 1930s, professional development courses were being organized in response to a direct need by society, with courses being designed to provide training and increase workers' self-esteem and motivation.

During the 1940s and 1950s adult education expanded by leaps and bounds in Canada. During the wartime years large numbers of civilian and military men and women were acquiring knowledge. This was followed by large scale immigration during the post-war period, resulting in a need for many services for new Canadians provided by the Canadian Government and private sector (Selman and Dampier, 1991).

During the 1960s the term lifelong learning was used, referring to learning that continues throughout an adult's life. During the decades that followed, the demand for professional development courses increased dramatically. In 1971, Professor Tweedie, the Director of the Extension Division at The University of Manitoba, identified the Extension Division as the direct link to the economic and

social needs of the community. This orientation remains at the core of the Continuing Education Division today.

Many publications on adult education were written in the early part of the 1970s, such as The Modern Practice of Adult Education, by Malcolm Knowles, and UNESCO's Learning To Be (1972). During the 1970s the focus was on the concept of the learning society leading the way into the future. Two Provincial reports that focused specifically on the learning society were Ontario's, A Choice of Futures (1972), and Alberta's, The Learning Society (1972).

During the 1980s adult education across Canada saw a huge growth in professional development certificate program offerings. For example, the Continuing Education Division at The University of Manitoba increased certificate program offerings from 9 to 29 by the end of this decade (Forrest & Hartman, 1991). During this time, the Continuing Education Division was confronted with many changes with respect to the demands of society, needs of students, and further expansion into rural Manitoba. The need to have professionals with certification and retraining was very high and increased the demand for entire certificate programs, in addition to the short courses offered in the past.

Currently, adult education is taking place in professional organizations, businesses, extension arms of public school divisions, and government. Adult education may encompass anything from knitting classes and self-help programs to

professional development certificate programs, (management certificate programs and adult training programs).

At the present time, adult education in institutional settings occurs within a framework that emphasizes entrepreneurship. This entrepreneurial approach is having a marked effect on the professional development programs offered at educational institutions. A key concern is that the current focus on cost-recovery and the priority assigned to money making programs may undermine the Division's ability to meet the needs of society, the community and the adult learner.

As the historical overview indicates, the purpose of adult education has shifted dramatically over the years. While adult education was originally established to respond to the needs of society, community and the adult learner, it is now dominated by an entrepreneurial cost-recovery focus (Starosilec, 1997).

Controversies in Continuing Education

The branch of adult education found at the university level is generally called continuing education. Continuing education is located within university divisions, extension units, and, in some rare cases, faculties. There are a great number of controversies currently surrounding continuing education at the university level, with one of the greatest being whether the approach taken should be social activist or entrepreneurial. Other areas of controversy include: access to programs,

professionalization in continuing education, certification of academics and administrators, the location of continuing education in the university structure, and women and continuing education programming. While there are many more controversies in continuing education, I will focus on these six, as they are central to my study.

The first controversy over whether continuing education should have a social activist or entrepreneurial focus is a key source of conflict in many continuing education units. Throughout the 1980s and 1990s the increasing demand for professional development courses brought significantly increased revenues for educational institutions. It was during this time that adult educators began to struggle with the question of whether professional development course offerings should be social activist or entrepreneurial in approach.

According to Phyllis Cunningham (1992) the term social activist can be defined as:

Social action that promotes social equality and justice. Further, I define social action as that action which is informed by democracy. Operationally this means the deepest form of participation, that of shared decision making in critically reflective ways, and where all come to the table as equals to form consensus on action to be taken. It is based on redistribution of power, (p.2).

Social activism is also defined as a change resulting in critical learning, social transformation or reflection (Pyrch & Einsiedel, 1992). In contrast, entrepreneurial is defined as:

A term from business; it fosters competition not collaboration; it really means that we are expected to "make money" for the university. It marginalizes our educational mission and reduces us to a profit centre in a not for profit institution, (Cunningham, p. 9).

There is a great deal of debate about which approach is best for the educational institution and the debate is increasing in light of a slight decrease in enrolment numbers in professional development certificate programs. Due to downsizing and cutbacks in the private and public sector, many employers are no longer paying for employee education. This in turn is having an effect on enrolment numbers in professional development programs. Also, the funding from Central Administration at many universities has been drastically cut back, which is forcing continuing education units to move in the entrepreneurial direction.

The second controversy deals with the issue of student access to continuing education programs. This has become increasingly important due to the shift in focus to cost recovery. If continuing education units only run programs that are financially viable, then student access is likely to be limited. Increasing costs in program areas will limit student participation and restrict participation from students in lower socio-economic situations.

The third controversy surrounds the notion of continuing education and professionalization. Collins (1992) felt that further professionalization of continuing education should be opposed. He asserted that the rigid structure associated with aspects of professionalism, such as, licensing, and establishing credentials, focuses on power and control rather than the competent performance of the adult educator. Cervero (1992) agreed with Collin's opinion that adult educators should move away from thinking about the professionalization process, ie. status and license. However, he did not agree that further professionalization of continuing education should be opposed. He felt that professionalization should be a focus for all adult education professionals. He believed educators should focus not on the process to certify adult educators, but how adult educators utilize their power. He generally believed that adult educators should move towards using the common elements within professionalization for social purposes.

A fourth controversy involves the issue of certification for continuing education professionals. There has been debate for some time about whether adult educators should be certified. According to James (1992) certification is not needed. He points to the diversity within the field, noting that inconsistencies around the definition of adult education, philosophies, as well as practices, do not present a solid foundation for the development of a workable certification process. In contrast, White (1992) is in favour of certification as it provides adult educators with recognition and

provides society with tangible evidence that adult educators have maintained a level of competence. An additional benefit not referred to by this source would be the development of a well defined body of knowledge and skill.

A fifth issue involves the central or peripheral location of continuing education within the university structure. According to Knowles (1991) continuing education units serve as a link to community agencies and, over time, society's demand for continuing education has moved continuing education units closer to the centre of the university structure. However, the university community generally still views continuing education to be peripheral. This may be due to the lack of teaching and research that occurs, the Division's entrepreneurial focus, or the perception that continuing education's purpose is to assist faculties within the university community instead of building a solid faculty in and of itself.

Some adult educators are in favour of moving continuing education units into the central university community. However, this move may present unforeseen obstacles. For example, the highly bureaucratic structure may lessen the flexibility now enjoyed by continuing education units and work against the quick decision making and planning that needs to occur in response to rapid changes in demand.

Finally, the issue of women in continuing education focused on inequality in educational opportunities. According to Miles (1989) there are a number of factors which contribute to these educational inequalities:

low personal incomes; lack of decision-making power over family income; low employer support for their training; poor provisions of child care and public transportation; lack of recognition for the knowledge and skills women acquire in their unpaid family and volunteer work; and timetabling of classes which takes no account of the domestic demands on women and the particular structure of their working day. (p. 10).

Continuing education units should review the overall structure and delivery of programs, and take into account women's perspectives and experiences. A growing controversy arises when continuing education units develop programs for women, run by women, which take into account women's perspectives and experiences. Many male, as well as female adult educators, feel that creating special programs for women only is unacceptable.

A Continuing Education Division at a Canadian University

This study focused on a specific Continuing Education Division within a Canadian University. Continuing education activities at this Division are reflective of many of the controversies reviewed above. The Division has a strong entrepreneurial element which filters down from the Dean to the Directors and ultimately to the students. The presence of pressure to generate revenues presents a significant conflict with the social activist role of the adult educator. Revenues, expenditures, net incomes, fee increments and a tremendous amount of paper work inhibit the expansion of social activism within the Division. The environment fits with

Cunningham's (1992) definition of entrepreneurship as there is definitely a sense of competition within program areas to produce higher profits. This works against collaboration between program areas. Staff feel they should hold on to what works for their programs rather than give away valuable advice. This is also evident at board meetings where there is a lack of openness and sharing of ideas. Establishing a mechanism for shared decision making based on critical reflection may provide a starting place. One main reason behind the entrepreneurial shift is the decrease in funding received from Central Administration at this university, forcing the Continuing Education Division to move in this direction. This push is more noticeable in the management programs area where we see a definite cost recovery push. Whereas, in other certificate program areas programs may be subsidised or funding may be provided.

There is also a great deal of controversy over the issue of access to programs and courses. The International Council for Adult Education promotes social justice through: womens' development, literacy, human rights, and learning for the sake of environmental action. These ideas are based on speaking out for disadvantaged people without voices. However, this focus is not a priority in the Division's management certificate programs area, as these groups do not have the funds to participate in the Division's programs. While there are areas within this Division that

provide for access, the focus of this thesis is confined to the management certificate programs.

As previously mentioned, many adult educators feel that creating a special program for women, run by women, is unacceptable. This Continuing Education Division has established such a program and many academic staff feel that it is unnecessary. The concern is that the program creates a false environment for women, and they may be unable to apply what they have learned in the real world. However, others feel that women must be given the opportunity to explore their ideas and experiences in a unique comfortable setting in order to work towards applying their knowledge with confidence in the real world. The issue of creating a false environment for women may be an issue in all continuing education programs. For example, a woman in a male dominated management program may be in a real world environment, but is she able to explore her ideas and experiences? Should the adult educator be sensitive to her unique perspective? These are questions many adult educators in this Division are asking.

As this brief review suggests the challenges faced by this Division are similar to the controversies faced by continuing education units elsewhere: social activist or entrepreneurial approach, the issue of access to programs, as well as issues of women and continuing education programming.

Professional Development Programs

The Certificate Programs area within this Continuing Education Division has offered a variety of professional development programs throughout the decades, which have reflected the changing needs of society. The recent shift in the purpose of continuing education has dramatically affected the professional development course offerings.

If the Division is forced to move towards an entrepreneurial approach, it should at least make sure that graduating students have derived benefits from the programs. This will require that we shift our attention back to the needs of society and the adult learner, in order to achieve a balance between meeting the needs of the community and the financial needs of the organization. Therefore, there is a need to study the opinions of graduates of professional development programs that the Continuing Education Division offers. It is also of value to see what motivates students to enrol in professional development programs.

Statement of Problem

There is a great deal of information to be learned from graduates of Management Certificate Programs. However, I chose to study female graduates only. After reading, "You Just Don't Understand: Women and Men in Conversation." by Deborah Tannen, I wondered what perception women may have of program content

and overall usefulness of Management Certificate Programs. It appears that this perspective has been overlooked in literature dealing with Certificate Programs. To date I can not find any data that focuses on feedback from women graduates of Management Certificate Programs. This information is necessary in order for the adult educator to address the needs of all adult learners. I have found that a woman's special role as a wife, working professional, or mother, married or single, contributed to her motivation, confidence and/or self-esteem while participating in Management Certificate Programs. Please see Chapter V under the heading Conclusions for more information.

The Study

For five years I have co-ordinated seven management certificate programs in a continuing education setting, involving approximately 1000 adult students. During this time I have noticed, through discussions with male and female students, that female students' roles seem to be different from those of male students. It appears that female students not only have different motivations for continuing through to graduation, but also a different set of social relationships than their male peers.

The major question in this thesis was: What are the motivations for participation and the benefits derived by women in management certificate programs? The key areas I investigated in order to answer this question were:

A – Motivations

1. What motivated women to participate in Management Certificate Programs?
2. Are women faced with any difficulties that have affected them the most while participating in these Programs?

B – Benefits

1. What benefits do women derive after graduating from Management Certificate Programs?
2. Did the Program aid female students in job advancement or finding other jobs?

Rationale for this Study

The 1990s are forcing professional adults to re-train and re-define their career path. Many professional adults and employers are looking for certificate programs that will result in benefits in the workplace. I suspect this quest may be even greater for today's women. Many adult women are searching for a program that will make them stand out from other employees, assist them during job searches and allow them to work during the day and/or raise a family. Management certificate programs offer accreditation while taking classes in the evenings, as opposed to the full time degree programs, which may require full time study for 3 or 4 years. In my

position as a Program Administrator I talked with many potential adult students who wanted to know, "What will this certificate program do for me when I graduate?" or "Will I move up in my current position?" or "Will this program get me a job?".

Research in this area is very significant to both adult educators and female learners. This study may expand adult educators' knowledge regarding issues faced by women while pursuing adult education such as: returning to further their education while raising a family; trying to advance from an entry level position to a professional position; or decisions to work or stay at home and raise a family. This study has provided useful information to add to the field of adult education related to: adult facilitation, course content, teaching strategies, program evaluation and learner needs. It has also provided a means of assessing the outcome and aims of continuing education certificate programs.

Definition of Terms

Adult Education is any form of learning in which an adult seeks to increase his or her knowledge and/or skills. As a result of this increase in knowledge the adult improves as an individual and may contribute towards society. For the purposes of this study adult education was any formal educational activity taken by an adult, offered by an educational institution.

Benefit is defined as “anything helping to improve conditions; advantage” (Guralnik, 1979). For the purposes of this research the word was used to mean *benefits an adult learner derives from a program*. It was extrinsic, something that can be seen and measured. For example, after graduating from the program did the learner experience any benefits, ie. practical applications of course content, personal or professional advantages?

Certificate Program consists of several courses and/or seminars of specialized study, usually offered in the evening, which, when completed by the student, results in the issuing of a certificate by a recognized institution, ie. a university or college. According to Percival (1993) “nondegree certificate and diploma programs provide those who successfully complete stated program requirements with some type of credential” (p. 51). *Management Certificate Program* was defined as a prescribed sequence of management courses a student must complete in order to receive a certificate. The management certificate program (8 courses or 48 credit hours) I have studied is equivalent to approximately 1/5 of the 4 year full time Bachelor of Commerce degree program (any number of courses or 120 credit hours).

Motivation is a complex term to describe the driving forces inside an individual which lead to certain behaviours (Seifert, 1983). I see *Motivations for participation* as a key phrase in adult education programming due to voluntary participation by the adult learner. Darkenwald and Merriam (1982) discuss

motivations for adult participation in detail, however, they also examine intrinsic and extrinsic motivation. *Intrinsic motivation* comes from within the individual, which tends to produce learning that is more permanent. Whereas, *extrinsic motivation* deals with motivations from outside the individual. For example, the learner participated in a program because it resulted in a promotion at work. Darkenwald and Merriam argue that extrinsic motivation encourages learning, but the learning will not be as meaningful as intrinsically motivated learning. For the purposes of this research, motivation was defined as the reasons given by students for participation in management certificate programs.

Chapter II

Literature Review

I have found very little literature addressing issues faced by female graduates of continuing education certificate programs. Therefore, the review of existing literature begins with an overview of studies examining motivation for participation in adult education programs, and the benefits that result from involvement in adult education. Following that, literature pertaining specifically to women and adult education will be reviewed. Within this section literature establishing a feminist framework will be summarized and literature identifying barriers to access and proposed solutions will be reviewed.

Motivation for Participation

Boone (1985) noted that unless adults have a perceived need or desire to make a change, a change will not be made. The decision to make a change, such as enrolment in a particular course, is based on a motivation that is either extrinsic or intrinsic. In a situation where an employer insists that an adult enrol in a course, the motivation for enrolment is extrinsic. When the motivation comes from the learner, the motivation to participate is intrinsic. Boone felt that intrinsic motivation

increased the likelihood that the learner will continue with the course and retain the information for a longer duration.

Wlodkowski (1982) defined motivation as "a word used to describe those processes that can (a) arouse and instigate behaviour, (b) give direction or purpose to behaviour, (c) continue to allow behaviour to persist, and (d) lead to choosing or preferring a particular behaviour," (p.5). Motivation has not been proven to enhance a participant's learning, however there has been research that suggests motivation is related to educational achievement.

Houle (1961) identified three types of adult learners, categorized by motivation for learning, specifically whether the learner is goal, activity, or learning oriented. Learners who are goal oriented are motivated by clear objectives, such as career change. Learners who are activity oriented are motivated simply because they enjoy the activity of learning. For example, they may be motivated by the new social relationships they encounter. Learners who are learning oriented enjoy acquiring new knowledge.

In contrast to Houle's theory that there is only one motivation that drives learners, a number of other studies found that adult learners tend to have a wide range of reasons for learning. Generally, the life situations of the adult learners corresponded to their motivations for learning. For example, "People who do not have good jobs are interested in further education to get better jobs, and those who have

good jobs would like to advance in them," (Cross, 1981, p. 90). Potential students who are out of work are likely to pursue adult education in order to acquire a new job, whereas people currently in the workplace may seek education in order to advance in their current jobs. Cross (1981) stated that personal satisfaction is listed by about one third of potential adult learners as a main motivation for learning. A small percentage of potential adult learners felt that the pursuit of a degree or certificate is a strong motivation for participation. Approximately one third of potential learners felt that the pursuit of education as a means of escape is a secondary motivation. Cross found that the above conclusions are consistent across most studies. This source (1981) presented the findings of a motivational survey revealing that the following are the nine most frequently cited motivations for participation in adult education:

1. desire to know,
2. desire to reach a personal goal,
3. desire to reach a social goal,
4. desire to reach a religious goal,
5. desire to escape,
6. desire to take part in a social activity,
7. desire to comply with formal requirements,
8. desire for personal fulfilment, and
9. desire for cultural knowledge (p. 90).

Many participants in the motivational survey selected several combinations of the above motivating factors.

The work by Boshier (1971, 1982) took Houle's typology one step further. An Education Participation Scale containing 40 items, based on Houle's typology, was tested on over 12,000 learners. The following six factors were discovered in relation to motivation for participation: a) social contact, b) social stimulation, c) professional advancement, d) community service, e) external expectations, and f) cognitive interest. Another source (Cropley, 1989) pointed out that if the data from the Education Participation Scale are combined with knowledge about the characteristics of the people involved in the study, the data will be much more meaningful. Adult educators will be able to target specific groups with similar motivations for participation.

Morstain & Smart (1974) utilized the Education Participation Scale to determine motivations for participation of 648 adult learners. They found a similarity in factor patterns between their study and Boshier's (1971) study. Overall this study verified the validity of Boshier's EPS Scale. Morstain & Smart stressed the importance of understanding the characteristics and attitudes of adult learners in order to develop better programs.

Boshier (1991) emphasized that satisfying the needs of students is an important goal for program planners. An adult learner's motivation for participation may change as their needs change, which makes it difficult for planners to match the

learner's motivation to program content or process. Boshier revisited the Education Participation Scale (EPS Scale) in order to examine its reliability, validity and the effects of motivational orientations on the predictions of age, gender and ethnicity. Boshier's (1991) findings indicated seven factors of motivation for participants: "communication improvement, social contact, educational preparation, professional advancement, family togetherness, social stimulation, and cognitive interest in a particular subject." (p. 162). The study revealed that the EPS scale had reliability and predictive validity. The study also revealed:

men were more inclined to be motivated by Communication Improvement, Social Contact, Educational Preparation and less likely to be motivated by Family Togetherness or Cognitive Interest, than were women. The women were more likely to be motivated by Family Togetherness and Cognitive Interest than were the men, (p. 165).

Boshier discovered that the EPS Scale does not seem to be a very good predictor of participants' age; however, the Scale seems to be a better predictor of participants' ethnicity.

Fujita-Starck (1996) conducted a study based on Boshier's (1991) Education Participation Scale that included 1,142 adult students from a large university. Fujita-Starck replicated Boshier's study using adult students from continuing education courses. This study validated Boshier's seven factors in his Education Participation Scale by providing for the diversity among the groups of students with

varying reasons for participation. The study determined that students in similar curricular groupings had similar motivations for participation. Fujita-Starck concluded that grouping learners by curricula may be helpful when examining motivational patterns and characteristics. Motivation for participation in adult education programs is a key research area in the field.

Burgess (1971) noted that adults participate in educational activities for a variety of reasons. The reasons learners provide are not always precise and may be confusing to adult educators. Burgess identified four different approaches that researchers use to determine adult learners' motivations:

- 1) analyze activities in which adult learners participate,
- 2) ask the learner to explain why he/she participates,
- 3) ask the learner to identify his/her reasons from a prepared list,
- 4) concentrate on the learners orientation towards education in general.

Burgess indicated that previous research has taken the varied and complex reasons for participation and organized them into general clusters. Burgess's study collected data on 1,046 adult learners with a prepared survey. His survey, "Reasons for Educational Participation", listed seventy possible reasons for participation. The learner responded to each possible reason circling his/her response using a seven point scale, "never-to-always". The study verified that general clusters can form from reasons given by adult learners for participating in educational activities.

According to Tough (1968) the most important motivation for learning is the application of a skill or acquired knowledge. He stressed the importance of this action goal, which may involve applying the new skill or knowledge to a future situation or performing new responsibilities effectively. The practical application of a new skill or knowledge is an important part of adult education activities.

According to Brookfield (1986) the reason participants enrol in adult education activities has significant implications for the facilitator of the activity. The facilitator should be aware of the learners' motivations for participation. For example, the participant may have enrolled for reasons like acquiring new skills or gaining new knowledge. Adult motivations to learn are very strong allowing the facilitator freedom to utilize personal experiences among class members, small group discussions or role playing activities.

Selman and Dampier (1991) reviewed a paper by Rubenson (1984) that summarized the literature on motivation for adults to participate in educational activities. Findings again point to a range of motivations that are personal and/or work related:

1. The strongest motives for participating are "work" and personal satisfaction.
2. Typically about one third give personal satisfaction as their main reason for participation.
3. One powerful reason for participating is the desire to make practical use of the knowledge acquired.

4. Preparation for new jobs are mainly emphasized by persons under 30 and by women in the process of changing from child care to gainful employment.
5. Interest in job related goals begin to decline at age 30 and drops off sharply after age 50.
6. Professionals and college graduates are more likely to be seeking advancement in present jobs than blue collar workers.
7. Pensioners look for courses where they can acquire knowledge which will help them to adjust to their new role in society.
8. Women working at home tend more than others to state that they participate to "get out of the rut" and "see new faces".
9. Personal satisfaction is a stronger motive among the upper classes than among the lower.
10. There is a steadily growing number of people taking courses for recreational reasons (p. 89 & 90).

Whale (1984) noted that many times program planners base a program on a recent needs assessment, only to discover that students do not attend. He stressed that it is important for planners to find out what motivated participants to take the program. Students are always looking for a benefit in order to justify participation. What will this course do for me personally or professionally?

Ritkowski, Holt and Lopos (1991) conducted a qualitative study which focused on recent graduates from certificate programs, offered at various institutions in the midwestern and eastern United States. An even mix of male and female students from various management certificate programs were interviewed. Findings indicated that, for most students, the program was selected in order to improve their employment situation. Some students were encouraged by their employer to take

the program and others were motivated by their own desire to move to other employment outside their current company. An important finding from this study is related to the importance of company support. It was noted that:

Although this support was apparently more often emotional than financial (such as tuition reimbursements), it is important to note that management recognizes the benefits derived from participation in certificate programs. (p. 57).

Miller (1989) examined career change as a motivation for enrolling in non-credit Management Development Certificate Programs. The study, conducted in the Faculty of Continuing Education at The University of Calgary, revealed four main motivators for taking courses: "keep up-to-date, promotion, career change, and learning for the sake of learning" (p. 31).

Adult learners have a variety of motivating factors for participating in adult education programs. The most common reasons are: learning for the sake of knowledge, career change, personal satisfaction, and social interaction.

Benefits of Adult Education

There is very little literature on the benefits women receive from management certificate programs. However, existing literature does reveal a variety of benefits derived from adult education programs ranging from gaining self-confidence and self-esteem to acquiring a new job or a promotion.

Ritkowski, Holt and Lopos (1991) study concluded that many students found that they could relate much of the course material to their work situations, making the material that much more meaningful. Instructors who were working in the field brought their real world views into the classroom, allowing the students to make the connection between the course content and the real world applications.

Second, the classroom itself and the adult education orientation was a source of discussion among those students interviewed (Ritkowski, Holt and Lopos, 1991). Students discussed the openness of the classroom, the enjoyable group discussions and the use of case studies and papers as a means of evaluation.

Third, the convenience of the course offerings was another important aspect of the certificate programs for the students (Ritkowski, Holt and Lopos, 1991). Evening courses offered, after work hours, were very important to the students.

Finally, students noted the benefits they derived from the certificate program (Ritkowski, Holt and Lopos, 1991). The knowledge gained throughout the program had a definite impact upon their work. Some students felt more confident in their current position and others received promotions directly because of the program. The authors' felt that the benefits derived from certificate programs are not widely recognized among potential students (Ritkowski, Holt and Lopos, 1991).

Women and Adult Education

Lack of Research

As indicated at the beginning of this section there has been little research that focuses on women and adult education. For example, Smith (1992) addressed the lack of women authors, literature on women and women subjects in the field of adult education. In Smith's 1991 study, the majority of responses from women focused on the need for knowledge and intellectual growth. Smith questioned why women and adult education, as a research topic, was almost non-existent. Research studies with women as subjects are very difficult to find. Also, "the use of male experiences alone as the norm for what is appropriate, legitimate and important." (Smith, 1992, p. 49), was very common in educational studies. Stalker (1996) also examined male biased research in adult education. Within the field of adult education most articles, books and studies are based on male experience and a male point of view. There is not an exclusive male bias in the field, however, the female experience and point of view do not contribute to the foundation of knowledge in the field. The experiences and points of view of women are seen only as building blocks expanding on the existing knowledge.

The lack of research related to women pursuing or wishing to pursue adult education is very significant. An important principle of adult education, building

upon the learner's experiences, requires an extensive use of women's knowledge base, so that women learners can compare and contrast their experiences with the knowledge gathered by female researchers.

Feminist Perspectives

The emerging literature in the area of women and adult education points to the importance of understanding feminist perspective in the field of adult education. In order to understand what feminist perspectives are based on we should have a sense of the ideas of feminism.

Minnich (1983) states:

Feminism has to do with a cast of mind: a way of thinking and a movement of heart and spirit; a way of being and acting with and for others... Feminist thought takes nothing as given or settled for all time. It accepts no truths as revealed and holds none to be directly reflective of what is "natural," and so unquestionable (p. 317-318).

Luxton, Rosenberg and Arat-Koc (1990) stated that there is a constant contradiction in feminism. On one side feminism provides a political movement to end the discrimination of women, viewed as a social group. On the other side they argue that "women" is a concept which is ideological, not existing in the real world. Women in the real world have major differences, such as ethnicity, class, race, and

age. The struggle within feminism is to empower women to voice their own thoughts, but to avoid speaking for all women.

The social movement of feminism represents various interests and points of view (Luxton, Rosenberg & Arat-Koc, 1990). Feminism does not possess a united set of strategies or a philosophy so strong that it is set in stone. " Its present form combines perspectives from a variety of past social movements, with an appreciation for current social, economic, political and ideological trends." (p. 22).

Feminist perspectives pursue sexism and seeks to eliminate it (Warren, 1994). There are several types of feminist perspectives. For example, liberal, radical, socialist, marxism, anti-racist, feminism and psychoanalysis, discourse analysis and feminism and poststructuralism. The liberal feminist believes in the removal of institutional barriers, that women are not oppressed, but disadvantaged and that male performance and values are the standard. The radical feminist believes that the values and cultures of men and women should be equally valued and that male bias dominates society. However, the socialist feminist believes that socio-economic classes affect the experiences of women, and that women are oppressed by male dominance. The marxism perspective focuses on class, and believes that womens' lives are directed by the outcome of the relationship between their personal property and capital gains. The radical perspective focuses on womens' place in the hierarchy, as well as sexism. This group of women believe that men oppress women. The anti-

racist perspective focuses on racism, which is not addressed by other perspectives. The issue of racism shapes the lives of these women. The psychoanalysis perspective focuses on the explanation of how women are born into specific roles. The discourse analysis perspective focuses on how discourse in society influences the lives of men and women. Whereas, the poststructuralism perspective focuses on language influencing the thoughts of men and women. A feminist perspective may be a combination of these views or one single view.

The discourse surrounding the research in the field of adult education may express male dominance, causing a male biased knowledge base. Firstly, Stalker (1996) discussed the duality caused by discourse. For example, the public domain is associated with paid employment and is intellectually challenging. Whereas, the private domain is associated with unpaid employment and a domestic environment. Men are typically connected to the public domain and women to the private domain. Stalker states: "As one might predict, men's activities and the public sphere have come to be valued above women's activities and the private sphere." (p. 101).

Burge (1990) addressed three categories of issues faced by women in distance and adult educational programs: access and retention, learning designs and course content. Burge suggested that there are three components of feminism, "a definition of feminism, a corresponding specific philosophical and theoretical framework, and certain principles for learning and teaching," (p.5).

Theoretical analysis is an important dimension to this framework in that it provides interpretations, and encourages conceptualizations, which develop new images generating new areas of inquiry and application that are practical. Stalker (1996) felt that through social theories, "those theories which examine the effects of social systems and structures on peoples' common sense understandings and social lives," (p. 109), we can examine issues related to women. She felt there were two areas which can assist with the feminist agenda. The first dealt with critical theories, which address issues of oppression and the social construction of women. The second dealt with the contemporary theories, such as post-modernity or post-structuralism, which tend to address women of a non-middle class status, physically disadvantaged or a minority. This causes these theorists to first address the oppression of women in general and then the oppression which faces the members of this minority group. Stalker noted that the literature surrounding these contemporary theories is dramatically increasing, which offers a first step towards expanding our theoretical analysis. Women's studies literature have devised models of theorizing which are concerned with "issues of power, authority, and control and also with the multiple realities of women of varied class, color, ethnicity, physical ability, and sexual orientation," (p. 110).

Spender (1980) stated that women should begin to create their own framework based on their own experiences and beliefs. In order to achieve this goal educators

should be: "challenging assumptions about what is worth knowing, creating women-based knowledge, dealing with systemic sexism and creating women-friendly environments for learning." (Burge, 1990, p. 7).

Barriers to Access

Male and female students entering degree credit programs experience barriers to access. Bercuson, Bothwell & Granatstein (1984) discussed the issue of university students and tuition increases, specifically the open accessibility universities. They stressed that open accessibility must end in order to maintain university standards. They suggested some form of an elimination process, such as entrance exams. They also suggested fee increases at universities in order for survival. This will put the disadvantaged student further away from access to programs. However, they believed that the creation of more scholarships will allow students from various socio-economic classes equal chance for participation.

Scanlan & Darkenwald (1984) stated that research into motivation for participation has not proven useful in determining participants from non-participants. The research should focus on the barriers the participants face in order to provide useful information about motivation for participation. Their study produced six factors that are barriers to participation:

- 1) Disengagement
-student does not wish to participate

- lack of confidence
- student does not like to attend programs alone

2) Lack of Quality

- poor quality programs
- previous experiences have been disappointing
- program content not relevant to apply practically

3) Family Constraints

- feel guilty when away from family
- difficult to arrange child care
- too many other commitments

4) Cost

- no assistance from employer
- can not afford registration
- inconvenient program locations

5) Lack of Benefit

- no monetary benefits
- no incentives or rewards
- no enough time in my life

6) Work Constraints

- does not fit into my schedule
- job demands leave no time
- programs scheduled at inconvenient times (p. 164).

Scanlan & Darkenwald found deterrents to participation more complex than previously suggested. The underlying theme of lack of benefits was a major deterrent particularly in the area of cost and program quality.

While there is little literature addressing the area of barriers to access specifically for women, studies that do, note that women face a number of barriers.

Miles (1989) discussed access for women in all areas of adult education, from a feminist perspective. The issue of inequality in educational opportunities for women is the major theme throughout her article. The following are identified as key factors which contribute to educational inequalities:

- 1) low personal incomes; lack of decision-making power over family income;
- 2) low employer support for their training;
- 3) poor provisions of child care and public transportation;
- 4) lack of recognition for the knowledge and skills women acquire in their unpaid family and volunteer work; and
- 5) timetabling of classes which takes no account of the domestic demands on women and the particular structure of their working day, (p. 10).

Burge (1990) also identified a number of factors which reduced access for women learners:

- 1) the lack of institution-based encouragement for women to enter these programs;
- 2) the prohibitive costs of courses, especially for women who have little or no disposable income of their own;
- 3) job, family and study placing triple demands on personal time and energy; and
- 4) the fact that in most households women still have primary responsibility for nurturance and solving many family crises and emergencies (p. 12 & 13).

Despite the barriers faced by women, the trend for an increasing number of women is to pursue continuing education.

Clayton and Smith (1987) conducted a study of the motivations of re-entry women into college. A survey was administered to 100 female students, 25 years or

older, who were re-entering college. The majority of the women had been out of school for at least four years. 41% of the women were working, 46 % of the women were married and 28% were divorced. The following eight motives were ranked by the participants: "vocational 67%, self-actualization 58%, knowledge 53%, family 51%, self-improvement 51%, humanitarian 50%, social 48%, and role 30%" (p. 98).

Miller (1989) found that female students or students who held a four year degree were twice as likely to participate for career change motivations. According to Miller (1989) this data implied that women are changing careers twice as often as men. She felt "women bring yet another dimension to career change, since career success in management has been more limited for them and expectations of achievement lower than their male counterparts" (p. 34).

Burge (1990) discussed the issue of helping women develop learning strategies. For example, study habits can be a major deterrent to successful learning. Adult educators must take into account that many women do not have the opportunity to take long periods of study time. Another issue involved grading criteria. When calculating the student's grade, should adult educators take into account the personal growth of women students in conjunction with the mastering of course content?

I think the issue of grading criteria should be considered by all adult educators. This issue brings out many other important questions: What percentage of the course grade should take into account personal growth in relation to course

content? Should learners be required to take a learning skills workshop (how to write papers, how to study) prior to registering for a course?

Miller (1989) concluded the need for Continuing Education Units to provide career services to their students. She also felt further research should be conducted with female students, as well as students with degrees. Miles (1989) stated "that a creative response to the presence of increasing numbers of women in adult education would strengthen the important and currently embattled social purpose tradition in the field." (p.1). Collard (1990) agreed that it only seems appropriate that an adult educator will have to respond to the increasing numbers of women in the field of adult education. However, she does not agree with isolating female experiences from male experiences, in order to achieve a distinct grouping of women.

Proposed Solutions

The literature in this section reviews proposed solutions for research in the area of women and adult education and barriers to access for women. Some solutions to the issues of the feminist perspective and barriers to access will be reviewed.

Boone, Fox and Joseph (1979) reviewed two studies examining the accountability placed on continuing education programs with respect to the participant, as well as the program sponsors. They stressed that "the overriding question today is whether or not continuing education programs are making a

difference in the quality of living of those persons who are taking advantage of program offerings," (p.49). The article focused on various under-represented groups in society and their relationship to continuing education. A key point made by Boone et al., (1979) is that programs for disadvantaged participants should be facilitated by adult educators with similar experiences and knowledge. A parallel could be drawn to the female continuing education student. How have their needs been met by current programs? Are they a unique population in continuing education management certificate programs?

Miles (1989) stressed the need to use female experiences within the classroom and in students' work. She also stated that course curriculum and content must be re-thought with feminist perspectives in mind. For example, adult educators can stress the female point of view in literature, course content and student experiences. Teaching and evaluation methods should also take into account the female learners' experiences. The article touched on the unique characteristics of women: taking risks, making major life adjustments, as well as incredible sacrifices in the area of access.

Collard (1990) felt that experiences unique to a specific group, such as "women", does not exist. The identity of an individual or a class does not follow from the experiences of that individual or group. She felt that Miles can not isolate women's experiences from male experiences in order to make them a unique class.

Minnis (1990) felt that Miles has presented a one sided view of feminism. He felt that there should be a balance of gender issues and that feminism in relation to adult education should be critically examined. In particular, the failures and limitations, as well as the feminist view of the male gender should be reviewed.

Learning and teaching principles is another area where a feminist perspective can be integrated. Burge (1990) has grouped these principles into three categories: course content, learning process and teacher behaviour.

The course content dealt with extensive use of the female learner's knowledge base, much like the principles of adult education pertains to the adult learner. The knowledge base should also be analysed using the feminist approach, incorporating the examination of experiences of women past and present, (Burge, 1990).

The learning process encourages women to use their own imagination and feelings as resources for learning. The co-operative process is a main focus not the traditional competitive process. Maintaining an encouraging open climate for learning, as well as working towards self empowerment are also key areas in the learning process (Burge, 1990).

The adult educator should acknowledge the unique characteristics of women, establish a support system within the classroom and encourage self empowerment among the students. Also, the adult educator should ensure equal attention for women students in a class of men and women (Burge, 1990).

Stalker (1996) suggested that we begin to record the hidden stories of women from the past and present. Examine the experiences and ideas of women in general and the work of women researchers. Research in the field of adult education will be credible if it moves towards a deep theoretical analyses of the social construction of realities and oppression of women. The feminist agenda must be acknowledged and understood in order to move towards deep theoretical analysis.

In conclusion, the review of existing literature in the area of motivation for participation in adult education programs revealed that adult learners experience many motivations for participation. Motivating factors may include: personal satisfaction, learning to acquire knowledge, career change, or social interaction. Learners found a variety of benefits from adult education programs: ranging from gaining self-confidence and self-esteem to acquiring a new job or a promotion. Literature pertaining specifically to women and adult education revealed the need for feminist frameworks. Women learners also faced barriers to access, such as the dual role of a women, inequality in educational opportunities, domestic demands, lack of recognition and lack of personal time. Proposed solutions revealed the need for women researchers to be recognized in the field of adult education. Experiences and ideas of women should be examined and recognized as credible. Adult educators should recognize the feminist perspective and encourage women to use their vast

knowledge base. An open climate for learning, as well as working towards self empowerment, are key areas to consider.

There is almost no literature that addressed the issues faced by women in management certificate programs. Specifically, the motivating factors for participation, as well as the benefits derived by the female learners. Therefore, the information gathered from this study will be very useful to adult educators.

Chapter III

Methodology

This section outlines the approach that was used to examine women's motivations for participating in management certificate programs, the benefits derived from participation, and any challenges faced. Specifically:

A – Motivations

1. What motivated women to participate in Management Certificate Programs?
2. Are women faced with difficulties that have affected them the most while participating in these Programs?

B – Benefits

1. What benefits do women derive after graduating from Management Certificate Programs?
2. Did the Program aid female students in job advancement or finding other jobs?

I selected an approach that was a combination of quantitative and qualitative. The simple calculations and averages were based on a quantitative approach, and the analytical comments were based on a qualitative approach.

Quantitative research is based on the positivist paradigm, which emphasizes quantification and objectivity (McMillan & Schumacher, 1993). Quantitative research is usually based on what is called a logical positivist philosophy, which assumes "there are social facts with a single objective reality, separated from the feelings and beliefs of individuals", (p. 14). Knowledge is viewed through the natural sciences, acquired through facts and calculated data. In contrast, qualitative research is based on "a naturalistic phenomenological philosophy, which assumes that multiple realities are socially constructed through individual and collective definitions of the situation", (p. 14). Knowledge is viewed through the interpretive paradigm, acquired through observations and interpretations, which are not statistically measurable or calculated.

Quantitative research has established procedures and steps which guide the researcher, whereas qualitative researchers have a flexible design which develops as the study unfolds. The quantitative researcher attempts a universal generalization without context, whereas the qualitative researcher believes that human actions are influenced by their surroundings and therefore propose generalizations that are context bound.

I conducted a survey for this study, using a questionnaire, for several reasons. Firstly, the issue of convenience was important to these adult women. The subjects in this study selected to take evening classes because their time

during the day was limited and their schedules very full. Therefore, a survey that could be completed on their own time was more convenient for the subjects. Secondly, the size of the population and time constraints made conducting face to face interviews unfeasible. Thirdly, anonymity may be important to the subjects when discussing personal motivations and difficulties they incurred. The proposed questionnaire provided for this. The survey utilized questions that were quantitative where appropriate, supplemented by open-ended questions that provided qualitative information, providing more insight into motivations, benefits and challenges.

Survey research is generally used when working with a large group of people, (Jaeger, 1988) and has been used in educational research to describe opinions, attitudes and beliefs about a specific population, (McMillan and Schumacher, 1993). Gall, Borg and Gall (1996) described the term "survey" as a research process that collects data from the sample, through questionnaires or interviews. The data collected explores characteristics, opinions and experiences of the sample in order to generalize the data to the larger population which the sample represents.

McMillan & Schumacher's (1993) seven steps to conducting survey research were utilized as a guide for the survey process. Specifically these were:

- 1) define the information to be collected

-it is important for the researcher to know, before the study begins,
how the results will be applied

2) define population and resources

-will the questionnaire be purchased or designed by the researcher?
-define the population in order to set up boundaries so that the
external validity is understood and the defined population is clear

3) develop data gathering tool

-standardized techniques used for each respondent
-administer to each respondent in the same format

4) define sampling method

-most surveys use some type of random sampling
-the sampling may be stratified on different variables, such as ability
level, sex, grade, and socioeconomic status

5) design letter to accompany survey

-covering letter is very important in determining a good return rate
-the letter should include: name of researcher, purpose and intent of
study, the importance of the study to the respondent, the anonymity
of the respondent, a reasonable time limit for completion of the
questionnaire (usually a week), any endorsements for the study, a

short description of questionnaire, opportunity of respondent to obtain results, and a thank you to the respondent

6) design follow up letter

-a follow up letter is sent 2-4 weeks after the return date has passed

7) decide how to reach nonrespondents

In addition, the approach incorporated the following suggestions provided by Gall, Borg and Gall (1996):

1) the importance of defining the selected population in order to access the respondents with the information required for the study

2) the return rate is increased with the use of a numbered return postcard, which the respondent mails separately from the questionnaire

-this provides the respondent with anonymity and the researcher can better identify who requires a follow up letter

3) the use of a pretest increases the clarity of the questionnaire and allows the researcher to make the necessary changes to the questionnaire

I used the seven steps outlined by McMillan & Schumacher (1993) as a guide for setting up this study.

Significance of study

The information gathered from this study may expand adult educators' knowledge regarding issues faced by women while pursuing adult education such as: returning to further their education while raising a family; trying to advance from an entry level position to a professional position; or decisions to work or stay home and raise a family. This study may provide useful information to add to the field of adult education related to: adult facilitation, course content, teaching strategies, program evaluation and learner needs. It has also provided a means of assessing the outcome and aims of continuing education certificate programs.

Population

I studied approximately 90 female adult students who graduated in 1993, 1994 and 1995 from a management certificate program, offered by a specific University Continuing Education unit and/or a Continuing Education unit in co-operation with a co-sponsoring organization. This Continuing Education unit also offered single courses which were utilized by other organizations towards their own external certificate. The majority of student contact and program information exchange within these organizations is concentrated within the external organization, as opposed to within the Continuing Education unit. Therefore, this study excluded

graduates of external management certificate programs offered through these organizations.

Design and Procedure

As has been indicated I have used a survey method of data collection. Specifically, a questionnaire was designed to obtain information that answered my research questions (See Appendix C). An advantage of this method was that another researcher will be able to replicate my study.

The study began by using a pilot to test the questionnaire on approximately 5 graduates from the 1993 and 1994 graduating classes. These graduates serve on an advisory board, along with myself, and have provided feedback on the questionnaire design.

Once the pilot phase was completed, subjects were mailed a questionnaire, as well as a return stamped envelope. The covering letter stressed that the questionnaire was confidential and responses were anonymous. In order to increase the return rate a reminder letter was sent to the subjects after approximately two weeks.

An issue of ethics may arise if the subjects assumed the questionnaire was anonymous, when in fact it was confidential. This might have cut down my return

rate. The issue of gender was not a confounding variable in this study, as I only focused on a population of female graduates.

Participants received a covering letter with the questionnaire (See Appendix A). The letter outlined the confidentiality of the study, purpose and importance of the study, time limit for completion, and a thank you for participating in the study. A follow up letter was sent to all participants 2 weeks after the return date (See Appendix B). This letter thanked those participants who had already submitted their questionnaire and reminded those who had not responded to please complete and return their questionnaire.

All completed questionnaires submitted by the participants were placed in a locked filing cabinet until the study was completed. Once the study was completed all questionnaires were destroyed.

Instrument Development

A mail out questionnaire was constructed to collect data on motivations for participation in management certificate programs, and the benefits and challenges related to participation.

This questionnaire was developed according to Dillman's Total Design Method (Dilman, 1978). This method's strength is that it addressed the typically very low response rates for questionnaires. The Total Design Method viewed the entire process

of sending, completing and receiving a questionnaire as a "social exchange". The method, based on the theory of social exchange, implied that individuals are motivated by what they may receive if they return the survey.

Dilman (1978) stated that three things must be achieved in order to maximize the response. The first is to minimize the cost to the respondent. The survey should appear brief and easy for the respondent to complete. Secondly, the reward received by the respondent is a motivating factor to complete the questionnaire. Specifically, What does the respondent receive if he/she completes this survey? Thirdly, the establishment of trust is crucial in order to maximize the response rate. If the covering letter stated that the questionnaire was anonymous, then it must remain so.

Dillman's Total Design Method (1978) has been shown to obtain a response rate of 77 per cent. He also stated that response rates as high as 90 per cent have also been obtained.

I have used Dillman's Total Design Method (1978) as a guide during the questionnaire process. Specifically, making the questionnaire as brief and easy as possible, in order to minimize the cost to the respondent. Secondly, the reward received by the respondent has been the opportunity to contribute towards better programming and facilitation in the future for women. Thirdly, the covering letter stated that the questionnaire was anonymous, which established a trust with the respondent.

Questionnaire

The questionnaire was divided into four parts: motivations for participation in Management Certificate Programs, difficulties women face while participating, benefits derived by women in Management Certificate Programs, and job advancement or job search aided by Management Certificate Programs.

Part I of the questionnaire addressed the motivation for participation. This section broke motivation into job related and personal motivations for participation. I provided an opportunity for the respondents to select their most important motivation and expand on this. The final question in this section explored motivations that affected the respondent the most to participate in the program. Students had an opportunity to expand on this if they felt this may be the case.

Part II dealt with personal and program difficulties experienced by the student. I provided an opportunity for the respondent to choose from a list of personal or certificate program difficulties. I have also provided room for them to expand on their choices if they wished.

Part III addressed the benefits derived by women after completion of the program. This section divided possible benefits into job related, personal, and financial categories. The respondent had the opportunity to choose their most important benefit and expand on it. The final question brought in the issue of

benefits that affected the respondent the most to participate. The respondent had the opportunity to expand on her yes or no answer in that section.

Part IV addressed how the program aided the respondent in job advancement or job search. The respondent had the opportunity to choose from a list of possible scenarios. The final question in that section offered the respondent room to expand on their choice.

I used closed ended questions for the first part of each section because I wanted specific factual information. At the end of each section I used open ended questions to allow participants to expand on the specific information at the beginning of the section or to add any new information.

Sampling Method

I obtained a listing of graduates for the academic years 1992/93, 1993/94 and 1994/95 and removed the male subjects. I selected three years because it provided me with a large female population. I did not select a current graduating class as those students had not yet had a chance to experience maximum benefits from their program.

Data Analysis

According to Jaeger (1988) making a secure link between every question on the survey to the research questions helped to ensure that the data collected can answer the main research question. When designing my questionnaire I linked the survey questions to each of my sub research questions in order to answer my main research question.

Firstly, I presented the data collected from the questionnaire with reference to the literature reviewed in the previous chapter. Secondly, the numerical data I obtained was analysed through simple calculations. For example based on a return of 34 questionnaires, 22 students or 65% indicated that they were motivated to participate in the Management Certificate Program in order to advance within their company. Jaeger (1988) stated "many survey analyses require only the construction of simple tables and graphs", (p. 322). I calculated the open-ended questions by grouping similar responses and providing a percentage.

Limitations of the Study

External validity implies generalizability to similar populations outside the subject grouping. This study may be altered by specificity of variables. For example, some subjects may have been having a good day or bad day and this may have been reflected in their responses.

There may have been problems related to internal validity or the controlling of unrelated variables, attributable to individual situations. These may have included not getting a class on a certain night or not liking a particular instructor. This individual resentment or bias towards the certificate program may have been reflected in comments on the questionnaire.

Chapter IV

Results and Discussion

This section of my thesis examines the results of the survey, which focused on women's motivations for participating in management certificate programs, the benefits derived from participation, and any challenges faced. The main research questions were:

A – Motivations

1. What motivated women to participate in Management Certificate Programs?
2. Are women faced with difficulties that have affected them the most while participating in these Programs?

B – Benefits

1. What benefits do women derive after graduating from Management Certificate Programs?
2. Did the Program aid female students in job advancement or finding other jobs?

Response Rate

There were 90 female students selected to be surveyed, current addresses for 14 students were unavailable. These 14 students were excluded from the survey.

resulting in 76 potential respondents. Thirty-four completed questionnaires were returned, for a return rate of 45 per cent.

Although the return rate is relatively low, every possible means was used to obtain the maximum number of completed surveys. Due to the nature of the survey, I did not know which respondents returned the completed questionnaires. Therefore, after the follow up letter was sent to all respondents I randomly phoned students whose return card I had not received, indicating that their survey was also not returned. I received only one completed questionnaire from these phone calls. I sent another follow up letter to all respondents asking them to please return the completed questionnaire. After all these attempts I received only three more completed questionnaires for a total of 34.

The questionnaire provided respondents with a selection of choices on a 4 point scale; 1 indicated a low rating, 2 indicated a low-medium rating, 3 indicated a medium-high rating, and 4 indicated a high rating. An additional choice was N/A; respondents could choose not applicable if they felt the choice did not apply to their situation. If the respondents did not answer a question I indicated that in tables #1 through #9, under the did not answer (DNA) category. Through simple calculations the data has been summarized and links have been made to the related literature in the area. Long answer questions were grouped according to similar themes and

categorized as such. Comments from a single respondent were stated for purposes of information only.

Motivations

Motivations for Participation

The focus of this section is motivation. Referring to the definitions in Chapter 1. *Motivation* is a complex term to describe the driving forces inside an individual which lead to certain behaviours (Seifert, 1983). I see *Motivations for Participation* as a key phrase in adult education programming due to voluntary participation by the adult learner. For the purposes of this research motivation was defined as the reasons given by students for participation in management certificate programs.

The main question in this section was: What motivated you to participate in The Management Certificate Program?

TABLE 1 -Job Related

	1 (Low)	2	3	4 (High)	TOTAL	N/A	DNA
a) advancement within the company	3(9%)	1(3%)	5(15%)	22(65%)	31	3(9%)	0(0%)
b) job search due to job loss	7(21%)	0(0%)	2(6%)	2(6%)	11	20(59%)	3(9%)
c) job change to another company	5(15%)	1(3%)	2(6%)	6(18%)	14	19(56%)	1(3%)
d) keep job skills up to date	2(6%)	1(3%)	8(24%)	16(47%)	27	2(6%)	5(15%)
e) other, please specify							

Twenty-two out of 34 respondents (65%) rated advancement within the company as an important job related motivation. The second highest rated motivation was to keep job skills up to date, 16 out of 34 respondents (47%) rated this high. The data did not indicate any outstanding low results. However, there were notable numbers in the not applicable selection. Twenty respondents (59%) selected job search due to job loss as not applicable. Nineteen respondents (56%) also selected not applicable for job change to another company. One respondent noted that having the program paid for by her company was an important motivation.

Generally, the life situations of the adult learners corresponded to their motivations for learning. For example, "People who do not have good jobs are interested in further education to get better jobs, and those who have good jobs would like to advance in them." (Cross, 1981, p. 90). Therefore, the data indicated that respondents would like to advance within their current position.

TABLE 2 -Personal

	1 (Low)	2	3	4 (High)	TOTAL	N/A	DNA
a) improve self-esteem	6(18%)	5(15%)	11(32%)	9(26%)	31	2(6%)	1(3%)
b) social interaction in order to meet new people	16(47%)	7(21%)	6(18%)	2(6%)	31	2(6%)	1(3%)
c) enrol. initiated by major life change	14(41%)	3(9%)	3(9%)	3(9%)	23	10(29%)	1(3%)
d) desire to learn something new	1(3%)	1(3%)	3(9%)	17(50%)	22	1(3%)	11(32%)
e) desire to acquire new knowledge	0(0%)	1(3%)	12(35%)	20(59%)	33	1(3%)	0(0%)
f) desire to reach a personal goal	1(3%)	4(12%)	7(21%)	21(62%)	33	1(3%)	0(0%)
g) desire to escape from daily routine	17(50%)	4(12%)	4(12%)	2(6%)	27	4(12%)	3(9%)
h) other, please specify							

Twenty-one out of 34 respondents (62%) selected desire to reach a personal goal as an important personal motivation. Secondly, 20 out of 34 respondents (59%) thought a desire to acquire new knowledge was also an important personal motivator. Thirdly, 17 out of 34 respondents (50%) selected a general desire to learn something new, keep up to date on current information in their area. Three motivations that were rated low were a desire to escape from the daily routine, social interaction in order to meet new people, and enrolment initiated by a major change in your life. According to Cross (1981) these low rated motivations are known as secondary motivations for learning. The motivation to improve self-esteem did not present any notable low or high tendencies. Respondents were spread throughout the low to high choices.

Two respondents noted that other motivations that were not listed may be a night out away from the children or personal development. Both these choices may fit into social interaction or reaching a personal goal.

Boone (1985) noted that intrinsic motivation increases the likelihood that the learner will continue with the course and retain the information for a longer duration. All respondents in this study were graduates of a management certificate program and the highest rated job related and personal motivations were intrinsic; advancement within the company, keep job skills up to date, desire to reach a

personal goal, desire to acquire new knowledge, and general desire to learn something new.

According to Houle (1961) these learners fall into the goal or learning oriented groups. To reiterate, learners who are goal oriented are motivated by clear objectives, such as career change. Learners who are learning oriented enjoy acquiring new knowledge.

The results of the personal motivation section closely parallels Cross's (1981) motivational survey on motivating factors for participation in adult education. Cross's study revealed 9 motivating factors and the first two factors, desire to know and desire to attain a personal goal, are very notable. My study revealed three similar motivating factors; desire to reach a personal goal, desire to acquire new knowledge, and general desire to learn something new.

Question #3) Please specify other motivations you experienced, which were not listed above.

A total of 12 respondents answered this question. I have grouped their responses into 4 themes. 1)Respect in the business world gained by acquiring knowledge to participate in discussions intelligently (3/12). 2) Increase skills to use at work or in your own business (3/12). 3)Social interaction ranging from going to school with your spouse to meeting new people (2/12). 4) Increased self-esteem

and self-confidence upon completion of the certificate (2/12). 5) A new position (2/12).

Acquiring knowledge to participate in discussions and increasing skills to use at work were important motivations in this section. According to Tough (1968) acquired knowledge or the application of a new skill is the most important motivation for learning.

Question #4) Please list the one motivation that you feel was the most important and briefly explain why.

A total of 32 respondents answered this question. I have grouped similar responses and individually listed the remaining responses. The most notable motivation listed by respondents was job advancement. A total of 44 %, or 14 out of 32 respondents indicated this was the most important motivation. Secondly, there were 13 respondents who indicated acquired new knowledge was an important motivation. Thirdly, there were 3 respondents who indicated respect by peers was an important motivation. Other motivations that individual respondents listed were: desire to reach a personal goal, self-improvement, and suggested by employer.

Job advancement and acquisition of new knowledge were important motivations in this section. According to Cross (1981) people currently in the workplace may seek education in order to advance in their current jobs.

Question #5) Which motivation affected you the most to participate in this Program?

Twenty-seven respondents answered this section. I have grouped similar responses and individually listed the remaining responses. A total of 37%, or 10 out of 27 respondents indicated job advancement/career advancement affected them the most to participate in this Program. Secondly, there were 8 respondents who indicated new knowledge affected them the most to participate. Thirdly, there were 3 respondents who indicated employer recognition affected them the most. Also, there were 2 respondents who indicated personal reasons as motivators and 2 other respondents who indicated their employer motivated them to take the Program. Other motivations which affected respondents were: a combination of many factors and self-improvement.

Tough (1968) stated that the most important motivation for learning is the application of a skill or acquired knowledge. He stressed the importance of this action goal, which may involve applying the new skill or knowledge to a future situation or performing new responsibilities effectively. This was very important to respondents, in terms of job or career advancement.

According to Selman and Dampier (1991) the highest motivations for participating are work related. The tendency of this group was to acquire new

knowledge to use in their current workplace or a future position. Therefore, I would conclude that motivations for participation are highly work related. This is also evident in a study by Ritkowsky, Holt and Lopos (1991), in which male and female students from various management certificate programs were interviewed. Findings indicated that, for most students, the program was selected in order to improve their employment situation. Miller (1989) also indicated that, in her study, four main motivators for taking courses were discovered: "keep up-to-date, promotion, career change, and learning for the sake of learning" (p. 31).

The findings in this section indicated that the following factors motivated the respondents to participate in The Management Certificate Program: promotion, desire to reach a personal goal, desire to acquire new knowledge, and keep job skills up to date. The three most notable motivations for the respondents were promotion, desire to reach a personal goal, and acquiring new knowledge. According to Fujita-Starck (1996) students in similar curricular groupings had similar motivations for participation in common with each other. I have also found that respondents from this Program had similar motivations for participation.

Difficulties Faced While Participating

The focus of this section is difficulties faced by participants while taking the Program. The main question in this section was, Were you faced with any challenges/difficulties while participating in the Program?

TABLE 3 -Personal Difficulties

	1 (Low)	2	3	4 (High)	TOTAL	N/A	DNA
a) study habits, eg.) time management	10(29%)	5(15%)	8(24%)	7(21%)	30	2(6%)	2(6%)
b) taking a course too demanding.	11(32%)	7(21%)	8(24%)	3(9%)	29	2(6%)	3(9%)
eg.) attending class, homework, exams							
c) maintaining balance between family and course work	4(12%)	5(15%)	9(26%)	11(32%)	29	3(9%)	2(6%)
d) job demanding too much time. eg.)overtime, travel, workload		7(21%)	11(32%)	8(24%)	3(9%)	29	4(12%)
e) other, please specify							1(3%)

Eleven out of 34 respondents (32%) selected maintaining a balance between family and course work as a personal difficulty. Taking a course too demanding was rated on the lower end of the scale by 11 out of 34 respondents or 32%. The selections from respondents did not indicate any notable personal difficulties. For example, the data at choice 3 indicated a medium to high rating for most personal difficulties listed. Approximately 25 percent of respondents selected choice 3 for all personal difficulties listed. A possible explanation may be that although these

personal difficulties were an important part of the learning process, the personal difficulties of the respondents were mastered in order to move on to complete the Program. Another explanation may be that students with personal difficulties dropped out of the Program and did not graduate.

Other comments about personal difficulties included the expense of paying for baby-sitters to attend classes, problems with work groups and spouse was not supportive. One respondent indicated that a difficult pregnancy became a personal difficulty.

TABLE 4 -Certificate Program Difficulties

	1 (Low)	2	3	4 (High)	TOTAL	N/A	DNA
a) poor instructor	10(29%)	9(26%)	8(24%)	3(9%)	30	4(12%)	0(0%)
b) inconvenient class time	19(56%)	5(15%)	2(6%)	3(9%)	29	4(12%)	1(3%)
c) inconvenient course location	19(56%)	4(12%)	2(6%)	4(12%)	29	5(15%)	0(0%)
d) unable to apply course content	18(53%)	6(18%)	2(6%)	2(6%)	28	6(18%)	0(0%)
e) problems with continuing education staff	21(62%)	2(6%)	0(0%)	0(0%)	23	8(24%)	3(9%)
f) other, please specify							

All certificate program difficulties were heavily weighted on the low end of the scale. Twenty-one out of 34 respondents (62%) selected problems with continuing education staff as an unimportant certificate program difficulty.

Inconvenient course location and inconvenient class time were both selected by 19 out of 34 respondents (56%) as an unimportant program difficulty. Eighteen respondents (53%) selected unable to apply course content as an unimportant program difficulty. There were 10 respondents who selected 1 (low rating) for a poor instructor for a total of 29 %. Also, 8 out of 34 respondents (24%) selected 3 (medium-high rating) for a poor instructor. Other comments included only 1 instructor was bad and U of M staff were quick to transfer the respondent to another instructor.

According to a study by Scanlan & Darkenwald (1984) six barriers to participation were discovered: "disengagement, lack of quality, family constraints, cost, lack of benefit and work constraints". (p.164). However, in this present study the data does not reveal any notable barrier experienced by the respondents. The data tended to be at the low end of the scale without indicating any specific barrier. The data indicated that there were no major Program difficulties and that the students were satisfied with the Program.

Question #3) Please specify other difficulties you faced, which were not listed above.

There were a wide range of responses to this question, however there were only 11 respondents who answered this question. I have grouped similar responses

and individually listed the remaining responses. Two respondents indicated concerns about personal safety, walking to and from their car at night as difficulties. Secondly, two other respondents indicated that the workload was sometimes overwhelming. Thirdly, two respondents indicated that it was difficult to find time to balance exam preparations and holiday/family celebrations. Other difficulties which individual respondents listed were: male attitudes towards being successful, motivating ones self during bad weather, my spouse did not see the purpose in what I was doing so did not help in any way, but added to the stress and time management, expenses eg.) course prices, gas for travel, books, baby-sitters, personal, marriage and pregnancy.

There were no outstanding difficulties in this section. The results indicated an overall good Program with satisfied students.

Question #4) Which difficulty affected you the most while participating in this Program?

There were 22 respondents who answered this question. I have grouped similar responses and the other responses were individually listed. The most notable difficulty faced by respondents was time management. A total of 50 %, or 11 out of 22 respondents indicated this difficulty affected them the most while

participating in this Program. Secondly, there were 4 respondents who indicated a difficulty with a poor instructor. Other difficulties which individual respondents listed were: changes within the company, program too long, location, driving during bad weather, company work overload, course location and time, and no application from course content to actual work environment, eg.) no need for financial course because the company hires accountants for this job.

Burge (1990) identified a number of factors which reduced access for women learners:

- 1) the lack of institution-based encouragement for women to enter these programs;
- 2) the prohibitive costs of courses, especially for women who have little or no disposable income of their own;
- 3) job, family and study placing triple demands on personal time and energy; and
- 4) the fact that in most households women still have primary responsibility for nurturance and solving many family crises and emergencies (p. 12 & 13).

Generally the 3rd and 4th factor listed above along with the issue of time management, balancing work, family, and course work, appeared to be very notable difficulties faced by women in this study. Due to this balancing act, Burge (1990) stressed the issue of helping women develop learning strategies, particularly, study habits. Adult educators must take into account that many women do not have the opportunity to take periods of study time.

The findings in this section indicated that trying to maintain a balance between family and course work, as well as time management, were the most common difficulties among respondents. Other difficulties were: expenses (course prices, gas for travel, books, and baby-sitting), personal safety walking to and from car, and lack of support from spouse.

Benefits

Benefits Derived By Women

The focus of this section is benefits derived by participation in the Program. Referring back to the definitions in Chapter 1, *Benefit* is defined as "anything helping to improve conditions; advantage" (Guralnik, 1979). For the purposes of this research the word was used to mean *a benefit an adult learner derives from a program*. It was extrinsic, something that can be seen and measured. For example, after graduating from the program does the learner experience any benefits, ie. practical applications of course content, personal or professional advantages?

The main question in this section was, What benefits have you experienced as a result of graduating from this Certificate Program?

TABLE 5 -Job Related

	1 (Low)	2	3	4 (High)	TOTAL	N/A	DNA
a) advancement within your company	7(21%)	4(12%)	5(15%)	12(35%)	28	4(12%)	2(6%)
b) improved or new management skills	2(6%)	2(6%)	8(24%)	20(59%)	32	0(0%)	2(6%)
c) job change		5(15%)	2(6%)	6(18%)	8(24%)	21	9(26%)
d) successful employment, if not previously employed		6(18%)	0(0%)	1(3%)	0(0%)	7	19(56%)
e) other, please specify							8(24%)

Twenty out of 34 respondents (59%) selected improved or new management skills as an important job related benefit. Secondly, 12 out of 34 respondents (34%) selected advancement within your company as an important job related benefit. Thirdly, 8 respondents (24%) selected job change as an important benefit. Successful employment, if not previously employed, was rated as not applicable by 19 respondents for a total of 56%.

Ritkowsky, Holt and Lopos, (1991) reported in a study on certificate programs that knowledge gained throughout the program had a definite impact upon the participants' work. Some students felt more confident in their current position and others received promotions directly because of the program.

TABLE 6 -Personal

	1 (Low)	2	3	4 (High)	TOTAL	N/A	DNA
a) improved self-esteem	2(6%)	4(12%)	11(32%)	15(44%)	32	1(3%)	1(3%)
b) successful social interaction	6(18%)	6(18%)	11(32%)	7(21%)	30	3(9%)	1(3%)
c) increased self-confidence	1(3%)	5(15%)	11(32%)	16(47%)	33	1(3%)	0(0%)
d) acquisition of new knowledge	0(0%)	3(9%)	7(21%)	22(65%)	32	0(0%)	2(6%)
e) other, please specify							

Twenty-two respondents (65%) selected the acquisition of new knowledge as an important personal benefit. Secondly, increased self-confidence (16/34 for a total of 47%) and improved self-esteem (15/34 for a total of 44%) were both rated high. The data shows a very clear high rating for the acquisition of new knowledge. However, high ratings for other personal benefits are not as clear. Eleven respondents out of 34 selected choice 3 (medium-high rating) for improved self-esteem, successful social interaction, and increased self-confidence (32%). This may indicate that the respondents may not clearly know how to measure the success of these benefits and therefore can not determine if these personal benefits have actually been achieved. Also, it is important to note that the results of improved self-esteem in table #6 are consistent with the expectations of respondents in table #2 (improved self-esteem).

The most notable personal benefits were acquisition of new knowledge, increased self-confidence and self-esteem. A study by Ritkowski, Holt and Lopos, (1991) indicated that the acquisition of new knowledge provided students with improved self-confidence and self-esteem in their work situations.

TABLE 7 -Financial

	1 (Low)	2	3	4 (High)	TOTAL	N/A	DNA
a) increased salary within your company	7(21%)	4(12%)	4(12%)	13(38%)	28	6(18%)	0(0%)
b) increased salary with new job change	5(15%)	3(9%)	3(9%)	6(18%)	17	14(41%)	3(9%)
c) personal financial gain, (other than your regular job) as a result of course content	8(24%)	1(3%)	4(12%)	4(12%)	17	14(41%)	3(9%)
d) other, please specify							

Thirteen out of 34 respondents (38%) selected increased salary within the company as an important financial benefit. Increased salary with new job change and personal financial gain, (other than your regular job) as a result of course content were both rated not applicable by 14 respondents each, for a total of 41% for each choice. Other comments included new contacts led to financial opportunities.

Ritkowski, Holt and Lopos, (1991) reported similar findings in relation to benefits derived from management programs. Respondents in this study indicated that acquisition of new knowledge, new management skills, increased self-confidence and self-esteem, as well as salary increase and promotion were benefits that they derived from the Program.

Question #4) Please specify other benefits you have experienced which were not listed above.

There were many different responses for this question. Only ten respondents answered this question, for a total of 29%. I have grouped similar responses and individually listed the remaining responses. Seventy percent, or 7 out of 10 respondents indicated that respect by colleagues and improved working relationships were other benefits. Secondly, application of course content was indicated by 3 respondents as a benefit. Other benefits which individual respondents listed were: more opportunities for women in workplace with knowledge, personal satisfaction, and to be considered for other job opportunities.

The most notable responses were: respect by colleagues and application of knowledge. Both responses indicated that the acquisition of new knowledge allowed respondents to be respected at work. Ritkowski, Holt and Lopos, (1991) reported similar findings in relation to these benefits.

Question #5) Please identify the one benefit that you feel has been the most important and briefly explain why.

There were 20 respondents who answered this question for a total of 59%. I have grouped similar responses and individually listed the remaining responses. 1) new feelings of confidence and self-worth (5/20), 2) increased salary (4/20), 3)

utilize management skills (3/20). 4) recognition in workplace (3/20). 5) promotion (3/20). 6) personal satisfaction (2/20).

The most notable responses were: improved self-confidence and increased salary. Ritkowski, Holt and Lopos, (1991) reported similar findings in relation to job related benefits.

Question #6) Which benefit affected you the most after participating in this Program?

There were 16 respondents who answered this question for a total of 47%. I have grouped similar responses and individually listed the remaining responses. The most notable benefit was self-confidence. A total of 31%, or 5 out of 16 respondents indicated this benefit affected them the most while participating in the Program. Secondly, there were 4 respondents who indicated promotion as a benefit. Thirdly, acquisition of knowledge was indicated as a benefit by 3 respondents. Also, there were 2 respondents who indicated application of course content as a benefit that affected them the most while participating. Other benefits which individual respondents listed were: increase salary, and see the big picture of the role of manager.

The benefits derived by the respondents were mainly job related. The acquisition of new knowledge, improved management skills, as well as increased

self-esteem and self-confidence to compete in the workforce were rated high by the respondents.

The findings in this section indicated that the following benefits were experienced as a result of graduating from The Management Certificate Program: acquisition of new knowledge, improved management skills, increased self-confidence, improved self-esteem, increased salary, promotion or job change, social interaction, and recognition in the workplace. Respondents indicated that acquisition of new knowledge, improved management skills, increased self-confidence, and improved self-esteem were very notable benefits. Ritkowski, Holt and Lopos (1991) also found the application of new knowledge to be a notable benefit in their study.

Job Advancement or Finding a New Job

The focus of this section is job advancement within a company or finding a new job with another company. The main question of this section was, Did the Program aid you in job advancement or finding a new job?

TABLE 8 -Job Advancement

	1 (Low)	2	3	4 (High)	TOTAL	N/A	DNA
a) a lateral move within your company, no salary increase	7(21%)	2(6%)	0(0%)	4(12%)	13	16(47%)	5(15%)
b) a one level promotion within your company, salary increase	6(18%)	1(3%)	3(9%)	7(21%)	17	13(38%)	4(12%)
c) a significant promotion, two or more levels, salary increase	8(24%)	0(0%)	0(0%)	4(12%)	12	17(50%)	5(15%)
d) other, please specify							

Respondents tended to select N/A for all three choices. Approximately 45% of respondents thought job advancement was not applicable to their situation. One respondent commented that the program was no help at all. A possible explanation could be that most respondents were already employed.

TABLE 9 -Finding A New Job

	1 (Low)	2	3	4 (High)	TOTAL	N/A	DNA
a) found a job, while unemployed	4(12%)	1(3%)	1(3%)	2(6%)	8	22(65%)	4(12%)
b) moved from your company to another company, no salary increase	3(9%)	1(3%)	2(6%)	1(3%)	7	22(65%)	5(15%)
c) moved from your company to another company, salary increase	5(15%)	0(0%)	2(6%)	0(0%)	7	21(62%)	6(18%)
d) other, please specify							

There were no notable high or low scores in finding a new job. Respondents tended to select N/A for all three choices. Approximately 65% of respondents thought that finding a new job was not applicable to their situation. This data may indicate that most respondents did not take the Program to find a new job, but to use the knowledge in their current job or to move within their company. It is important to note that the results in table #9 are consistent with the expectations of respondents in table #1, which indicated N/A for job search due to job loss and job change to another company.

Question #3) Please specify other ways the Program aided you in job advancement or finding a new job.

There were 11 respondents who answered this question for a total of 32%. I have grouped similar responses and individually listed the remaining responses. Four out of 11 respondents indicated that the program did not help them in job advancement. Secondly, 3 respondents indicated that the Program increased job importance and perspective. Other comments listed by individual respondents were: not looking for job advancement until family gets older, better understanding and acceptance of changes in the workforce, shows well on resume, did not help me at all, and companies do not know about this program .

The findings in this section indicated that very few respondents found The Management Certificate Program aided them in job advancement within their current company instead of helping them find a new job outside their company. The respondents may have taken the Program to gain knowledge to use in their current positions or within their company. It appears that most respondents did not take the Program in order to find another job.

Summary

Section I -Motivations for Participation

Sixty-five percent of respondents rated advancement within the company as the highest rated job related motivation. The lowest job related motivation was job search due to job loss.

Sixty-two percent of respondents rated desire to reach a personal goal as the highest rated personal motivation. Fifty-nine percent rated desire to acquire new knowledge as the second highest rated personal motivation. The two lowest personal motivations were desire to escape from the daily routine and social interaction in order to meet new people.

The findings in this section indicated that the following motivations encouraged the respondents to participate in The Management Certificate Program: advancement within the company, desire to reach a personal goal, desire to acquire new knowledge, general desire to learn something new, and keep job skills up to date. The three most notable motivations for the respondents were advancement within the company, desire to reach a personal goal and a desire to acquire new knowledge.

Section II -Difficulties Faced While Participating

Thirty-two percent of respondents rated maintaining balance between family and course work as the highest rated personal difficulty. The lowest personal

difficulty was taking a course too demanding, eg.) attending class, homework, exams.

There were no notable certificate program difficulties. All certificate program difficulties were rated low. The lowest rated difficulty was problems with continuing education staff at 62%.

The findings in this section indicated that trying to maintain a balance between family and course work, as well as time management were the most common difficulties among respondents. Other difficulties were: expenses (course prices, gas for travel, books, and baby-sitting), personal safety walking to and from car, and lack of support from spouse.

Section III -Benefits Derived By Women

Fifty-nine percent of respondents rated improved or new management skills as the highest rated job related benefit. The lowest job related benefit was unclear because the data does not indicate a notable low rating. However, successful employment, if not previously employed, was rated as not applicable by 56% of respondent.

Sixty-five percent of respondents rated the acquisition of new knowledge as the highest rated personal benefit. It is unclear what the lowest benefit was

because the data does not indicate a notable low rating. All personal benefits are rated high between choice 3 (medium-high rating) and choice 4 (high rating).

Thirty-eight percent of respondents rated increased salary within your company as the highest rated financial benefit. It is unclear what the lowest financial benefit was. Forty-one percent of respondent selected N/A for increased salary with new job change and personal financial gain.

The findings in this section indicated that the following benefits were experienced as a result of graduating from The Management Certificate Program: acquisition of new knowledge, improved management skills, increased self-confidence, and improved self-esteem. Other benefits were: promotion or job change, increased salary, social interaction and recognition in the workplace. Respondents indicated that acquisition of new knowledge, improved management skills and promotion were notable benefits.

Section IV –Job Advancement or Finding a New Job

Respondents tended to select N/A for all three choices. Approximately 45% of respondents thought job advancement was not applicable to their situation. There were no notable high or low scores in finding a new job. Respondents tended to select N/A for all three choices. Approximately 65% of respondents thought that finding a new job was not applicable to their situation.

The findings in this section indicated that very few respondents found The Management Certificate Program aided them in job advancement within their current company or helped them find a new job outside their company.

If we review the table below we can see that the overall motivations for participating in the Program or the expectations of the respondents do not always match the benefits the respondents receive or the outcomes of the Program. Although the three most notable motivations for taking the Program were: advancement within the company (65%), desire to reach a personal goal (62%), and desire to acquire new knowledge (59%); the benefits or outcomes of the Program were not consistent: acquisition of new knowledge (65%), increased self-confidence (47%), improved self-esteem (44%), and advancement within the company (34%). Therefore, it appears that respondents did not actually receive the benefits from the Program that they were expecting. For example, 65% of respondents indicated that they were motivated to take the Program in order to advance within their company, however, only 34% of respondents actually achieved advancement within their company as a benefit.

TABLE 10 – Summary of Notable Findings

<u>Motivations: (expectations)</u>	<u>Benefits: (outcomes)</u>
advancement within company 65%	desire to acquire new knowledge 65%
desire to reach a personal goal 62%	increased self-confidence 47%
desire to acquire new knowledge 59%	improved self-esteem 44%
	advancement within company 34%

Further Consideration

This study has been beneficial and instrumental to me. However, there are many things I would do differently if I were to do this study again: 1) I would send the questionnaire in the fall, late September or early October. This may be a better time for respondents to complete the questionnaire because work or course loads may be lighter during this time; 2) the questionnaires would be coded in order to indicate who has replied and who has not. Although I feel strongly that an

anonymous questionnaire remain truly anonymous, I would be willing to bend in order to get a higher response rate; 3) I would write the covering letter with a different slant so that respondents could empathize with me and feel what they were doing benefited them, as well as other women.

Chapter V

Conclusions and Recommendations

Overall this study had a low return rate. Thirty-four completed questionnaires were returned out of 76, for a return rate of 45 per cent. There may be several reasons why this occurred: 1) the respondents were busy people who have heavy demands on their time. When they do have personal time for themselves they want to have something tangible for their efforts. 2) this group of graduates were in a mail database and received many mailouts from the Division. The respondents may simply be frustrated with more mailouts, especially when they were required to complete and return a questionnaire. 3) the rewards of completing the questionnaire were not important enough to the respondents in order to put the time and effort into completing the questionnaire. 4) the time of year may have prevented the respondents from completing the questionnaire. February and March may be a very busy time at work for the respondents, eg) year end or budget time. If some respondents were currently taking courses they may have been into mid-term examinations during the initial or follow-up mailout, or final exams during the repeat mailout.

Conclusions

The completion of this study provides important data from women graduates of Management Certificate Programs. Adult educators currently do not have sufficient data that focus on the feedback of women graduates from Management Certificate Programs. As pointed out in the literature on page 38, regarding barriers to access for women, the data supports this in table #3. The findings indicated that a woman's special role as a wife, working professional, or mother, married or single, contributed to her motivation, confidence and/or self-esteem while participating in Management Certificate Programs. Miles (1989) and Burge (1990) agree that the experiences of a learner contribute to their motivation, confidence and/or self-esteem. A woman's role shapes her experiences, therefore, her role also contributes to her motivation, confidence and/or self-esteem, as indicated throughout the responses to the open-ended questions in the questionnaire. For example, in the personal difficulty section of this study 32% rated maintaining a balance between family and course work the highest rated personal difficulty they faced. In the personal motivation section 62% rated desire to reach a personal goal as the highest personal motivation. These women were goal oriented and focused to reach their individual goals. The women in this study also focused on promotion within their company and acquiring new knowledge as motivations. Support from spouse, family or employer were not specifically

addressed in the questionnaire, however, one woman noted that the lack of support was an important personal difficulty. Others noted support from their spouse, family or employer was an important personal motivation.

The findings indicated that this Management Certificate Program offered many benefits to this group of women graduates (job related, personal, and financial):

-acquisition of new knowledge	65%
-improved or new management skills	59%
-increased self-confidence	47%
-improved self-esteem	44%
-increased salary	38%

Although advancement within the company was rated the highest job related motivation by 65% of the women in this group, it was only rated high by 34% for job related benefits. Therefore, the findings indicated that although many women took this Program to advance within their company they did not actually benefit from this advancement after graduating from the Program. One explanation for this may be that more time needs to pass in order for job changes to occur for some of these women. The program difficulties section indicated that difficulties experienced by this group of women were very low, indicating an overall successful Program and satisfied students.

The literature points to changes from a social activist focus to an entrepreneurial approach. The data did not speak to this directly, but it was clear

from the answers that the respondents are clearly interested in the entrepreneurial area; ie, job improvement, promotion, etc. This is an issue because the Program is a management program, and it is unavoidable to not reach this conclusion.

Recommendations

The recommendations resulting from this research are as follows:

Recommendation 1:

Professional development workshops or seminars for adult educators should be designed focusing on the needs of the learner. A section of the workshop or seminar should focus on the needs of women learners, using the information from this study. For example, the issue of time management.

Recommendation 2:

Workshops should be designed to assist learners in addressing some of the difficulties faced by the women in this group, eg. maintaining a balance between family and course work, study habits, or lack of support from spouse, family or employer.

Recommendation 3:

Many of the respondents indicated that the Program was not well known by current or potential employers. Therefore, promotion of this Management Certificate Program should be undertaken to inform potential students and employers about

the Program. The findings of this study could be used to bring some real life experiences to potential students, which illustrates an adult education principle of practical application to derive meaning. Promotional material explaining how to give support to the learner may attract potential students if they lack this support. This material could be geared towards employers, family members or spouses.

Recommendation 4:

Adult students taking courses lead very busy lives. Many work full time and are also full time parents. The findings from this study indicated that some women found it difficult to maintain a balance between family and course work. In relation to time management problems found in this study, it may be helpful to have a CED staff member available to students in the evening. When important questions arise students need direct contact with a staff member in order to have their questions answered. For example, Who do I call when there is a problem?, Is my problem significant?, Will I get voice mail?, or Will I be transferred through five people before I get my question answered? These and many other questions are asked by many adult students taking courses with CED. Through my own personal involvement with students, as well as this study, I see the need for adult students to put a name with a face and have one single contact from the Division who can handle minor problems, or direct their concerns to the appropriate people in the office. Also, this person can follow-up with students to make sure their problems

or concerns have been addressed to their satisfaction. A student advisor should be appointed to work during the evenings when courses are in session and students are attending classes. This continuing education division does not have staff working in the evenings while the students are taking courses. This would save the students a great deal of time if they had an advisor to speak with before class or during their break, rather than waiting to call them the next day during work hours.

Recommendation 5:

An important part of program planning is the evaluation. An evaluation of all developed workshops and programs should take place in order to ensure that the needs of the learner are being met. A follow-up evaluation should be sent to participants at the end of the programs to ensure that the content of the workshops or programs has been helpful and can be applied to their individual situations.

Further Research

There are many areas that need to be addressed with further research; specifically, the area of women and adult education. For example, barriers to access for women learners, programs run exclusively for women learners, or learning styles of women.

Another important area to study may be women learners who have not completed programs. A study should be set up to determine the reasons women learners have for not completing programs. For example, barriers, support problems, time management problems, or family demands. What can adult educators do to encourage these women to finish the program?

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APPENDICES

APPENDIX A

Covering Letter

February 9, 1998

Dear Student:

I am a Master of Education student in the Faculty of Education, The University of Manitoba and am currently studying women's motivations for participating in management certificate programs, the benefits derived from participation, and any challenges faced.

In order to obtain data for my Masters thesis, I have enclosed a questionnaire which I hope you will voluntarily complete and return in the self-addressed stamped envelope provided. The questionnaire will take approximately 30 minutes to complete. The information you provide will be anonymous.

This questionnaire contains four parts: Motivations for participation, Difficulties faced while participating, Benefits derived by women, and Job advancement or job search.

The information gathered from this study may expand adult educators' knowledge regarding issues faced by women while pursuing adult education such as: returning to further their education while raising a family; trying to advance from an entry level position to a professional position; or decisions to work or stay home and raise a family.

Please take the time to complete the attached questionnaire and return it in the enclosed envelope by February 23, 1998. You will have the opportunity to contribute towards better programming and facilitation for future women.

If you would like a copy of the results of this survey, please write your name and address on the separate card enclosed and mail it to the address listed on the last page of the questionnaire.

If you have any questions please feel free to contact me at 474-8023 or my thesis advisor, Dr. Deo Poonwassie, Faculty of Education, The University of Manitoba, Winnipeg, Manitoba, R3T 2N2 at 474-8244.
Thank you for your cooperation.

Yours truly,

Susan Starosilec
Graduate Student,
The University of Manitoba

APPENDIX B

Follow up Letter

February 23, 1998

Dear Student:

Two weeks ago a questionnaire was mailed to you seeking information about women's motivations for participating in management certificate programs, the benefits derived from participation, and any challenges faced.

If you have returned the questionnaire sent to you on February 9, 1998, I thank you for doing so. If you have not returned your completed questionnaire please do so as soon as possible. It is important to obtain as many responses as possible in order to obtain a comprehensive picture of women's motivations for participating in management certificate programs, the benefits derived from participation, and any challenges faced.

I have enclosed another copy of the questionnaire, if you did not receive it or if it has been misplaced.

Again, please feel free to call me at 474-8023 if you have any questions.

Thank you for your cooperation.

Yours truly,

Susan Starosilec
Graduate Student,
The University of Manitoba

APPENDIX C
Questionnaire

A SURVEY OF WOMEN IN MANAGEMENT CERTIFICATE PROGRAMS

Instructions:

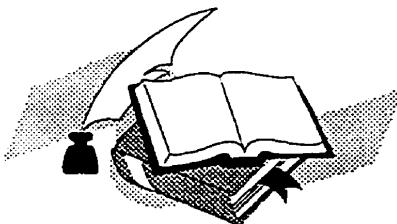
Please read each question carefully. If you require additional writing space please use the back of the paper.

There are four parts to this survey.

- Part I Motivations for participation in Management Certificate Programs
- Part II Difficulties faced while participating in Management Certificate Programs
- Part III Benefits derived by women in Management Certificate Programs
- Part IV Job advancement or finding a new job aided by Management Certificate Programs

Please return the survey by February 23, 1998 in the enclosed self-addressed envelope to:

Susan Starosilec
The Continuing Education Division
Room 188 Continuing Education Complex
The University of Manitoba
Winnipeg, Manitoba
R3T 2N2



PART I

THE MOTIVATIONS FOR PARTICIPATION IN MANAGEMENT
CERTIFICATE PROGRAMS

What motivated you to participate in The Management Certificate Program?

1) Job Related (please select the most appropriate

number for each selection below)

1 (Low)	2	3	4 (High)	N/A
------------	---	---	-------------	-----

- a) advancement within the company
- b) job search due to job loss
- c) job change to another company
- d) keep job skills up to date
- e) other, please specify _____

<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

2) Personal (please select the most appropriate

number for each selection below)

1 (Low)	2	3	4 (High)	N/A
------------	---	---	-------------	-----

- a) improve self-esteem
- b) social interaction in order to meet new people
- c) enrolment initiated by a major change in your life
- d) general desire to learn something new, keep up to date on current information in your area
- e) desire to acquire new knowledge
- f) desire to reach a personal goal
- g) desire to escape from the daily routine
- h) other, please specify _____

<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

- 3) Please specify other motivations you experienced, which were not listed above.

- 4) Please list the one motivation that you feel was the most important and briefly explain why.

- 5) Which motivation affected you the most to participate in this Program?

Please list and briefly explain.

**PART II DIFFICULTIES FACED WHILE PARTICIPATING IN MANAGEMENT
CERTIFICATE PROGRAMS**

Were you faced with any challenges/difficulties while participating in the Program?

1) Personal Difficulties (please select the most appropriate number for each selection below)

1 (Low)	2	3	4 (High)	N/A
------------	---	---	-------------	-----

- a) study habits, eg.) time management
- b) taking a course too demanding,
eg.) attending class, homework,
exams
- c) maintaining balance between family
and course work
- d) job demanding too much time,
eg.)overtime, travel, workload
- e) other, please specify _____

2) Certificate Program Difficulties

(please select the most appropriate number for each selection below)

1 (Low)	2	3	4 (High)	N/A
------------	---	---	-------------	-----

- a) poor instructor
- b) inconvenient class time
- c) inconvenient course location
- d) unable to apply course content
- e) problems with continuing
education staff
- f) other, please specify _____

- 3) Please specify other difficulties you faced, which were not listed above.

- 4) Which difficulty affected you the most while participating in this Program?

Please list and briefly explain.

PART III

THE BENEFITS DERIVED BY WOMEN IN MANAGEMENT
CERTIFICATE PROGRAMS

What benefits have you experienced as a result of graduating from this Certificate Program?

1) Job Related (please select the most appropriate number for each selection below)

1 (Low)	2	3	4 (High)	N/A
------------	---	---	-------------	-----

- a) advancement within your company
- b) improved or new management skills
- c) job change
- d) successful employment, if not previously employed
- e) other, please specify _____

2) Personal (please select the most appropriate number for each selection below)

1 (Low)	2	3	4 (High)	N/A
------------	---	---	-------------	-----

- a) improved self-esteem
- b) successful social interaction
- c) increased self-confidence
- d) acquisition of new knowledge
- e) other, please specify _____

3) Financial (please select the most appropriate number for each selection below)

1 (Low)	2	3	4 (High)	N/A
------------	---	---	-------------	-----

- a) increased salary within your company
- b) increased salary with new job change
- c) personal financial gain. (other than your regular job) as a result of course content
- d) other, please specify _____

- 4) Please specify other benefits you have experienced which were not listed above.

- 5) Please identify the one benefit that you feel has been the most important and briefly explain why.

- 6) Which benefit affected you the most after participating in this Program?

Please list and briefly explain.

**PART IV JOB ADVANCEMENT OR FINDING A NEW JOB AIDED BY MANAGEMENT
CERTIFICATE PROGRAMS**

Did the Program aid you in job advancement or finding a new job?

1) Job Advancement (please select the most appropriate number for each selection below)

1 (Low)	2	3	4 (High)	N/A
------------	---	---	-------------	-----

- a) a lateral move within your company, no salary increase
- b) a one level promotion within your company, salary increase
- c) a significant promotion, two or more levels, salary increase
- d) other, please specify _____

2) Finding A New Job (please select the most appropriate number for each selection below)

1 (Low)	2	3	4 (High)	N/A
------------	---	---	-------------	-----

- a) found a job, while unemployed
- b) moved from your company to another company, no salary increase
- c) moved from your company to another company, salary increase
- d) other, please specify _____

3) Please specify other ways the Program aided you in job advancement or finding a new job.

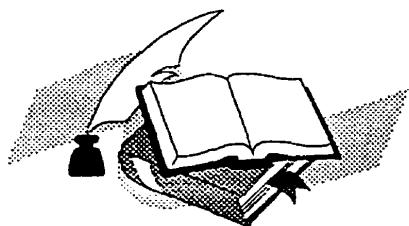
If you would like a copy of the results of this survey, please write your name and address on the separate card enclosed and mail it to the address below.

If you wish to add further comments, please do so in the space provided. Please use the back of this page if you require additional space.

Thank you for taking the time to complete this survey. Your answers are strictly confidential and will assist in the development of current and new certificate programs.

PLEASE RETURN THE COMPLETED SURVEY BY FEBRUARY 23, 1998 IN THE SELF-ADDRESSED ENVELOPE PROVIDED TO:

Susan Starosilec
The Continuing Education Division
Room 188 Continuing Education Complex
The University of Manitoba
Winnipeg, Manitoba
R3T 2N2



APPENDIX D

Another Follow up Letter

May 15, 1998

Dear Student:

Three months ago a questionnaire was mailed to you seeking information about women's motivations for participating in management certificate programs, the benefits derived from participation, and any challenges faced.

If you have already completed and returned the questionnaire sent to you on February 9, 1998, please ignore the rest of this letter. If you have not returned your completed questionnaire please do so as soon as possible. *I have received only a small number of responses and I would really appreciate receiving your completed questionnaire in order to make my survey valid.*

I have enclosed another copy of the questionnaire, if you did not receive it or if it has been misplaced.

Again, please feel free to call me at 474-8023 if you have any questions.

Thank you for your cooperation.

Yours truly,

Susan Starosilec
Graduate Student,
The University of Manitoba