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A STUDY OF THE EFFECTS OF PARTICIPATION
IN TWO EDUCATIONAL CONTEXTS IN PERU

By

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ABSTRACT

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By

Mirta de las Mercedes Ghiorzi

A common issue in both Western and Eastern countries and in more and less industrialized societies is the demand for "participation" in adult education and work settings. Such participation is believed to mitigate feelings of frustration and powerlessness in the educatees and workers.

The present research has examined participative and non-participative Evening Programs (Escuelas Vespertinas y Nocturnas-EVN) Basic Labor Education Program (Educacion Basica Laboral-EBL) in Peru. The relationship between formal and informal participation has been explored, and the attitudes, motivations, and personal values of the educators/educatees analyzed in order to understand the impact of Peru's Educational Reform Law. The conditions under which participation works have also been identified as have some of the problems encountered during the transition from a less participative to a more participative program.

The research design proposed by Arnold Tannenbaum to the National Science Foundation was followed because (1) Tannenbaum's work represents an invaluable resource on participation and (2) the research was able to compare the findings of this study with the work that Tannenbaum and others have completed on participation in other countries.

Inasmuch as this research has focused on the adjustment of participants in adult education programs, it has dealt with questions of ideology, culture, and the political system. Such questions have implications for planning and implementing adult education programs.

In general, the study showed that the reality of EBL programs is consistent with their declared policy, objectives, and goals. This form of adult education enables educatees to develop skills and capabilities that increase their control over decision-making and to develop attitudes that affect their willingness to change. The Tannenbaum instrument was effective in measuring the level of participation in adult educational settings and may be of particular importance to nonformal education. Additional research in other settings is needed to further validate this method of assessing participatory adult programs.

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1982

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES.	vii
 Chapter	
I. INTRODUCTION	1
Purpose of the Study	3
Definition of Terms.	6
Participation.	6
Nonformal Education.	7
Overview of the Study.	8
II. REVIEW OF LITERATURE	9
Need for Participation	9
Hypothesized Effects of Participation.	12
Problems Associated with Participation	16
Impact of Formal and Nonformal Participation	24
III. THE RESEARCH DESIGN.	28
Hypotheses	29
Selection of the Research Site	31
Selection of the Sample.	34
The Research Instrument.	41
Analysis of the Data	43
Limitations of the Study	44
IV. ANALYSIS OF THE FINDINGS	46
Decision-Making and Control within Adult Control	46
Decision-Making.	46
Interpersonal Relationships.	54
Control.	56
Rewards and Punishments.	59
Classmate and Coordinator Control.	68

Chapter	Page
Bases of Power	70
Hierarchical Relationships	78
Attitudes Toward Advancement	80
Perceived Advantages and Requirements for Promotions	85
Authority and Influence.	91
The Learning Environment	96
Learning Opportunities	97
Physical Environment in EBL Classes. . .	102
Recreation and Adjustment in Adult Education Programs.	104
Satisfaction and Attitudes	108
Knowledge Satisfaction	112
Motivation	118
Sense of Responsibility.	121
Initiative	123
Adjustment in Adult Programs	125
Psychological Adjustment	126
V. CONCLUSIONS	135
APPENDICES	142
A. Permission Statement	143
B. Questionnaire.	150
BIBLIOGRAPHY	167

LIST OF TABLES

Table	Page
1. Number and Percentage of EBL Respondents by Years in Programs and Level in Hierarchy.	36
2. Number of Participants in Adult Programs by Region and Level in Hierarchy.	38
3. Number of EBL and EVN Respondents by Region and Level in NEC Hierarchy. . . .	40
4. Number of EBL and EVN Respondents by NEC and Level in Hierarchy	42
5. Summary Data on Educatees' Ratings of Coordinators' "Participativeness" and "Supportiveness"	55
6. Frequency and Rank of Different Types of Rewards for Good Assignments as Perceived by Authorities/Educators and Educatees in EBL and EVN Programs. . . .	62
7. Percentage of Respondents' Indicating Different Types of Punishment for Poor Assignments	65
8. Summary Data on Respondents' Reactions to Criticism by Coordinators and Classmates	70
9. Educatee's Perceptions of Coordinators' Bases of Power	74
10. Coordinators' Perception of their Bases of Power	77
11. Frequency and Rank of Respondents' Willingness to Face Different Obstacles to Advancement.	82
12. Summary Data of Respondents' Willingness to Face Different Obstacles to Advancement.	83

Tables	Page
13. Respondents' Perceptions of Opportunities for Advancement.	86
14. Summary Data on Respondents' Perceptions of Opportunities for Advancement	86
15. Respondents' Perceptions of Advancement Associated with Promotions	88
16. Respondents' Perceptions of Requirements for Advancement in EBL and EVN Programs.	90
17. Respondents' Perceptions of Learning Opportunities in EBL and EVN Programs. .	100
18. Summary Data on Satisfaction with Adult Programs, Knowledge, and Program Learning	109
19. Respondents' Confidence in Ministry of Education and NEC Authorities and Participation in Adult Programs.	119
20. Summary Data on Respondents' Confidence in Ministry of Education and NEC Authorities and Participation in Adult Education	120
21. Summary Data of Respondents' Sense of Responsibility for Different Program Groups	122
22. Summary Data of Respondents' in Improving Learning	124
23. Psychological Adjustments in Adult Education.	128
24. Alienation.	131
25. Summary Data on Perception of Adjustment and Alienation	131

LIST OF FIGURES

Figure	Page
1. Elements of Participation and their Hypothesized Effects	32
2. Map of Educational Regions in Peru.	35
3. Authoritative and Participative Decision- Making in EBL and EVN Programs	48
4. Actual and Ideal Participation in EBL and EVN Programs	52
5. Discrepancies Between Actual and Ideal Participation in EBL and EVN Programs.	53
6. Actual Distribution of Control in EBL and EVN Programs	58
7. Ideal Distribution of Control in EBL and EVN Programs	60
8. Respondents' Reactions to Criticism by Coordinators and Classmates.	71
9. Actual and Ideal Authority and Influence by Position in Hierarchy.	94
10. Ratings of EBL Class Environments	105
11. Program Satisfaction by Position in Hierarchy .	110
12. Knowledge Satisfaction by Position in Hierarchy	113
13. Attitudes Towards Program Leadership by Position in Hierarchy.	117
14. Average Alienation Scores for Authorities, Coordinators, and Educatees in EBL and EVN Programs	132

Chapter I

INTRODUCTION

A principal characteristic of the last generation has been the increasing gap between the rapid explosion of technological advancements and efforts to assist individuals in adapting to the new behavior patterns required by those advancements. In other words, attitudes and values have not kept pace with the evolution of behavior patterns that enable technological innovation to be integrated into societal development.

In Latin America, there is a growing effort to reduce this gap by emphasizing human resource development. The Peruvian government, for example, has implemented a number of social development programs that take into account the effect of technological advancements.

Since October 1968, these programs have emphasized the relevance of psycho-sociological aspects. This is in contrast to previous programs in which technology was a more important component. This change of emphasis suggests that psycho-sociological aspects are now seen as major determinants of technological growth and increases in output.

It is no longer assumed that technological change will automatically result in desired psycho-sociological changes.

Another characteristic of Peruvian development programs has been the demand for participation and involvement in both education and work. This has been a common issue in both Western and Eastern countries and in more and less industrialized societies. The work of Freire (1970), Curle (1973), and Wren (1977) is representative of the call for learners to participate in developing their own educational programs, whereas the work of Tannenbaum, Kavcic, Rosner, Vianello, and Weiser's (1974) represents a landmark study of worker participation.

Participation has appeared as a major variable in the institutional changes that have taken place in the primary (agriculture), secondary (industry), and tertiary (education) economic sectors of Peru:

- o Agriculture The 1969 Agrarian Reform Law introduced radical institutional change and assigned priority to cooperatives and peasant communities.
- o Industry From 1970 to 1974, four laws were passed to ensure worker participation in industry: the General Law of Industries, the Law of Industrial Communities, the General Law of Fishing, and the Social Property Firm Law.

- o Education The 1972 Educational Reform Law represented an effort to expand the participation issue beyond the work setting and to involve the adult working population in designing educational programs.

Purpose of the Study

The present study was undertaken to gain a better understanding of the impact of the 1972 Educational Reform Law in Peru.

The overall goals of the study were:

- o To analyze the learning settings of the participative Basic Labor Education Program (Educacion Basica Laboral-EBL) and the non-participative Evening Program (Escuelas Vespertinas y Nocturnas-EVN) in Peru as a means of exploring the relationships between formal and informal participation and of examining the attitudes, motivations, and personal values of educators and educatees in adult education programs; and,
- o To provide a means of objectively assessing the impact of the recently implemented Educational Reform Law in Peru.

The specific objectives of the study were:

- o To identify some of the conditions under which participation in the EBL adult education programs may be enhanced; and,
- o To facilitate in the identification of problems that occur during the transition from a less participative to a more participative adult education program.

The research design used in the study was adapted from that proposed by Arnold Tannenbaum to the National Science Foundation (see Appendix A). This design was utilized because Tannenbaum's work represents an invaluable resource on participation, and because the findings of the present study could be compared with the findings of Tannenbaum et al., (1974) on worker participation in Yugoslavia, the United States, Austria, Italy, and Israel. Their research on control in organizations (participation and small-group decisionmaking in the context of a given social structure) is an excellent example of the psycho-sociological approach to research. Using systems analysis, the researchers identified a set of variables in organizations and programs that could be related to psychological processes at the interpersonal and individual levels.

In 1968, Tannenbaum began to develop standardized scales to measure perceptions of the amount of control exercised by peers and by those at other levels in the organizational hierarchy. The average scores of individual perceptions are used to derive indices of the variables related to the amount and distribution of power in an organization. In the foreword to Hierarchy in Organizations, Tannenbaum noted: "These indices could then be related to measures of communication, motivation, and satisfaction."

At the time of the present research, there was no available model on judging whether or not an adult education program is participative.

This research, therefore, represents one of the first attempts to adapt Tannenbaum's model for educational purposes and to explore whether or not participation can be measured in an adult education program.

The research was carried out in Peru because this country represented a unique opportunity to examine the impact of the Educational Reform Law with regard to participation in EBL programs. The non-participative EVN programs, which served as the control group in this research, were scheduled to end during the academic period of 1979 and to be incorporated into the EBL programs.

Definition of Terms

Participation

For the purpose of this study, participation is defined as educators and educatees involvement in the control of the educational process (i.e., in the decisionmaking system which regulates learning). In other words, participation is seen as the means by which all members have some degree of influence on the decisions of the program in order to achieve a successful learning process.

Participation is considered to be a means of mitigating the feelings of frustration and powerlessness of participants at the lower levels of the organizational hierarchy (educatees) in that participation can enable them to develop a greater sense of self-esteem and internal power. Two types of participation were considered for the study: formal and informal participation.

Formal participation refers to mechanisms that involve educators/educatees in a participative arrangement in which explicit rules provide for participation and define the nature of the relationship between the members of a given system.¹

In Peruvian adult education programs, formal participation refers to the use of laws and decrees to establish

¹The term "a given system" is used here as the equivalent to the creation of a program or organization. This conception is related to attempts by organizational psychologists to examine relationships between group processes and the structure of an organization.

the EBL program. The implicit if not explicit assumption underlying the EBL program is that all EBL members (educators and educatees) should and will contribute to program decisionmaking (i.e., planning, curriculum development, implementation and evaluation).

Informal participation refers to the receptivity and responsiveness of educators to the ideas and suggestions of educatees. Whereas formal participation is defined in terms of legally established structures for decisionmaking, informal participation is defined in terms of the style of relationships. This means that participative/non-participative structures develop as a spontaneous outgrowth of the values of all members (educators and educatees) within adult education programs. For example, participation will occur only if educators are willing to share their leadership with educatees.

Nonformal Education

In this research, nonformal education (NFE) refers specifically to the EBL approach to adult education. This new focus promotes the acquisition of knowledge in adults between 15 and 39 years old by emphasizing the development problem-solving skills that will enable them to improve their own life situation. It is assumed that such a program must be highly participative if it is to achieve these objectives. It is also assumed that participation will enhance participants' self-esteem and real individual power.

Overview of the Study

The study has been organized into five chapters: Chapter I provides an introduction to the topic; Chapter II reviews the literature on participation and discusses its practical and scholarly significance in education and organizational development; Chapter III describes the research methodology; Chapter IV presents and analyzes the research findings; and Chapter V summarizes the conclusions of the present research.

Chapter II

REVIEW OF LITERATURE

This chapter includes a discussion of the need for participation, the hypothesized effects of participation, problems associated with participation and the impact of formal and informal participation.

Need for Participation

In the Introduction it was mentioned that participation appears as a major variable in the institutional changes that have taken place since 1969 in the primary (agriculture), secondary (industry), and tertiary (education) sectors of Peruvian society.

Different political systems and ideologies have diverse orientations about the role of individuals in society. However, there is one concern -- the degree of individual involvement in social decisionmaking about which there is considerable agreement. For example, the need for participation has been cited by groups representing a variety of political approaches. In Western Europe Christian Democrats, Gaullists, and left-wing Socialists have advocated participation. Industrial managers have also supported the idea and the practice of participation (Haire, 1974). Adult

education theorists such as Freire (1970, 1971), Knowles (1970), Miller (1967), Gagne (1965), Mbilinyi (1972), and Srinivasan (1977) have identified participation as crucially important in the individual learning process. Given the interest in these theories, particularly in Freire's educational philosophy, it is likely that the demand for participation will increase. The findings from the study by Tannenbaum et al (1974) on participative practices employed in small groups, also indicate that the demand for participation will continue and will, in fact, increase in the near future.

Participation has been related to a broad range of economic and social variables, particularly to "effectiveness" and "attitudes." These two variables are of primary interest due to their individual importance (Korman, 1971) and the hypothesized relationship between levels of performance (i.e., effectiveness) and satisfaction (Schwab & Cummings, 1973). A less conventional relationship is suggested by Porter and Lawler (1968) who stress the importance of variations in effort and performance as causes of variations in satisfaction.

Knowles (1950) held that adult students should participate in and accept some responsibility for the learning process. He maintained that adults learn by doing and that the more active students are in a learning situation, the more they will learn. Furthermore, they will learn more

if they feel some personal responsibility for the group process. Groups that are largely self-managing will produce better learning experiences than those that are dependent upon the teacher. Furthermore, satisfaction will be increased if they actively participate in and are responsible for all aspects of the program process. Learners need to be aware of their progress and to develop a sense of accomplishment if their interest is to be maintained. "Effectiveness" and "satisfaction" are necessary in order to carry out the goals and objectives of the learning process.

Knowles also identified several assumptions about group-centered leadership. He noted that individuals have a fundamental urge to grow and to achieve maturity and self-direction. This growth is encouraged if there is an atmosphere of freedom and mutual responsibility. He assumed that greater individual growth will take place under conditions in which the participants are freed from authoritarian control and maturely accept responsibility for their own direction. Thus, Knowles believed that participation is essential to group functioning and effective learning. He also assumed that individuals who understand and accept themselves, and who feel that others understand and accept them, will necessarily show more understanding and acceptance of others. He noted that there is mounting clinical evidence that a real change takes place in one's "attitude"

towards other people after an individual has had the experience of being completely accepted by others.

Freire (1971) viewed participation as one of the best ways of changing people's attitudes; through their involvement in the participative process they change not only their perceptions but their actions. Srinivasan (1977) noted that participation will develop "the learner's confidence, creativity and communication abilities" (p. 71).

Hypothesized Effects of Participation

That participation has the potential for enhancing organizational effectiveness and individual performance has been shown in the research of Coch and French (1948); Katz, Maccoby, Gurin, and Floor (1951); Kahn and Katz (1953); Rice (1953); Campbell (1956); Meltzer (1956); Tannenbaum and Georgopoulos (1957); Tannenbaum and Kahn (1958); and Tannenbaum (1961).

However, though participation seems to have the potential to increase effectiveness, Katz et al (1951), White (1955), Morse and Reimer (1956), and Seashore and Bowers (1963) did not find a significant positive relationship between increases in participation and effectiveness. For example, Morse and Reimer (1956) compared "authoritarian" and "democratic" groups and found that even though there was an increase in productivity for both groups, those in the hierarchically controlled program had the greatest increase

in productivity. In American organizations, advancement within the hierarchy is seen as the path to success. Thus, hierarchy is considered to be a basic organizational characteristic and position within the hierarchy can have profound psychological implications for individuals:

Intrapersonal conflict may be associated with hierarchy in a number of ways. For example, the exercise of authority may be a mixed blessing because of the seriousness of the decisions that are sometimes made by persons in authority. A "right" decision can mean important organizational as well as personal success; a "wrong" decision can lead to failure. Furthermore, the deeper involvement and commitment of persons at upper levels, and their greater stake in the organization, may lead to worries that persons at lower levels do not experience. (Morse and Reimer, 1956, in Tannenbaum et al., 1974).

Although the findings regarding the relationship between increases in participation and increases in productivity or effectiveness are inconclusive, several researchers have generally supported the hypothesis that participation contributes to favorable employee attitudes. Marrow, Seashore, and Bowers (1967) reported that a more participative leadership style seemed to increase the satisfaction of employees. Other specialists such as King (1964), Coch and French (1948); Lewin, Lippitt, and White (1939); Shaw (1964); and Jacobson (n.d.) also found increases in satisfaction as a result of a more participative system.

When Wickert (1951) and Rose and Zander (1957) examined the relationship between satisfaction and absenteeism and turnover, they found that increases in participation were related to a reduction in absenteeism and turnover.

The favorable attitude changes which result from a participative approach suggest that participation can be a useful tool for reducing resistance to change. This finding appears in the research of Lewin (1947); Radke and Klisurich (1947); Coch and French (1948); Levine and Butler (1952); Simmons (1954); Likert (1961); Bass and Leavitt (1963); Mair (1963); and Vroom (1964). Knowles (1950) suggested that people feel more comfortable doing things in their present way rather than in new ways because, in general, groups as well as individuals resist change until new ways are found to be better. Consequently, resistance to change should be seen as a normal reaction to new situations and used constructively to help participants grow into maturity. Since change is most needed when the peak of individual resistance is reached, a group can be helped to analyze the causes of its resistance objectively in a climate of acceptance and freedom and to work out its own solutions.

At this point it can be concluded that research on participation has generally supported the hypothesis that participation is positively correlated with increases in members' predispositions and attitudes (i.e., higher satisfaction and a lower resistance to change), but the findings

are inconclusive regarding the relationship between increased participation and effectiveness.

According to Tannenbaum (1961) and Frost, Wakely, and Ruh (1974), it appears that participation can work; that is, participation has the potential for enhancing organizational effectiveness and individual efficiency. The research to date suggests that it has positive effects on the feelings of satisfaction of the members of a given system, but that it does not always lead to higher effectiveness within that system. This has led some theorists to be pessimistic about the practical implications of participation.

After using Freire's participative method in a Chilean program for community development, Sanders (1972) found that participants had acquired a range of useful knowledge and were able to state the following:

So that governments can achieve the plans for collective welfare they need the support of the population. The community, therefore, ought to organize itself and unite its forces to that of government and thus be able to better its economic, social, and cultural conditions. The struggle to elevate the level of life in the country and permit each Chilean to enjoy better conditions of life and a large quantity of goods and essential services ... is what is called Economic and Social Development. Chile is engaged in this great enterprise (p.47).

Freire (1970) saw literacy training as a critical and active process in which habits of resignation are overcome and individuals become "conscientized to their social and

economic reality. The critical capacity of the participants grows out of dialogues about meaningful situations in their life. Freire's method is participatory in that the educator as coordinator and the educatees as participants join in the common purposes of seeking truth about relevant problems while respecting each other's opinions. The educator serves as the facilitator of a discussion in which the educatees mutually try to understand existence in a changing society.

Freire's approach has great potential as a method of social action. The conscientized individual no longer accepts the myths that have silenced him, but begins to act to transform the realities that oppress him. Freire and Tannenbaum differ in that Freire focuses on conscientizing individuals so that they may collectively change an oppressive structure, whereas Tannenbaum studies organizational structure and the extent to which it can be changed to encourage participation.

Problems Associated with Participation

Different conditions affect the applicability of the participatory approach to a given situation (Tannenbaum et al., 1974; Frost et al., 1974). There have also been questions about the dysfunctional consequences of participation. These, too, may limit its applicability.

Tannenbaum and Allport (1956) found that adjustment among workers to participative and non-participative systems was in part a function of the personality of the participants, while Vroom (1960) found that differences in the performance of workers were a joint function of personality and perceptions of the degree to which superiors encouraged participation. In a study of locus of control, Lawler (1973) suggested that the locus of control of the reward structure could moderate the relationship between participation and performance and attitudes. In another study, Trow (1957) noted that persons with a strong need for independence expressed lower satisfaction with roles in which they were highly dependent than did other persons. Morse and Reimer (1956) pointed to the importance of the degree of congruence between individual goals and organizational objectives. They suggested that non-participative systems can sometimes be efficient. Strauss (1955) suggested that one of the dysfunctional effects of participation may be a failure to look at the "total system." The moderating effects of the nature of the task are shown in the works of Morse and Reimer (1956), Argyle et al., (1958), and Dubin (1965). The importance of the sub-cultural environment as a factor which influences people's motivation to work is shown in the research of Turner and Lawrence (1965) as well as in that of Blood and Hulin (1967).

Gagne (1965) has noted that although the importance of motivation in the educational enterprise is widely recognized, some essential questions still need to be raised. For example, how does one motivate the individual to undertake the enterprise of learning? How does one keep the learner interested in continuing the learning exercise, as well as in seeking further learning after completing a given course?

Gagne studied these questions as they relate to motivation in adult education programs. He explained that when teachers perform in a suitable learning structure they turn their attention to: (1) the establishment of motivation in the students; (2) the execution of specific instructional procedures that will ensure that learning will occur; and (3) the institution of evaluative procedures to assess the transference of what students have learned. If students' motivation to learn means that they decide to do something, and they believe that they can achieve their goals as a result of learning, a positive motivation was ensured.

Within a participative setting, the locus of control of the guidance structure could moderate the relationship between participation, performance, and attitudes. Gagne suggested that one of the most important functions of the teacher is to become a source of guidance for the student. By assuming such a role, the educator is able to teach and

share the principles that make it possible for the educatee to link the specific achievement goals of a particular theme with larger and more general goals.

Gagne noted that the establishment of achievement motivation needs to be pursued vigorously and with great frequency. Once the learner is motivated "to put himself into" the learner situation, the first part of the problem is solved. Therefore, if the commitment to learning has been made and the proper prerequisites met, learning is virtually an inevitable consequence. Bruner (1961), Schwab (1962) and other educational theorists have suggested that the discovery method of learning can generate strategies which have a lasting effect on the learner's motivation to continue present learning tasks and to undertake new ones.

To motivate people and to involve them in their own reality (socio-economic conditions), Freire (1970) developed a method that is active, dialogical, and critical. Freire considered dialogue to be an existential reality. For Freire, an attempt at liberating dialogue, in educational settings within less developed societies, presupposes action. Dialogue must be carried on with the "oppressed" (adult participants) at whatever the stage of their struggle for liberation. Hence, political action on the side of the oppressed must be "pedagogical action" -- in the authentic sense of the word -- and therefore, action with the oppressed.

Dialogue also means "praxis", so it includes the historical and dialectical themes that constitute the concrete structure of the domination of the oppressed. Praxis demands the unification of thought and practice -- practice is to be shaped and informed by thought and thought modeled and responsive to practice. Dialogue requires active participation and should be seen as a horizontal relationship between A where there is oppression and B where there is love, humanity, hope, faith and confidence. For Freire, only dialogue can serve as the means of communication. Dialogue both requires critical thinking and is capable of generating critical thinking. Without dialogue there is no communication and without communication there cannot be a true process of learning.

Grandstaff (1974) noted that Freire's outline of the teacher's revolutionary role does not place him within the basic theory; instead, the teacher relies on two moral precepts which show the relevance of participation as a means of reaching "conscientizacao." One of the already mentioned directives and a moral precept in Freire's approach, is Lukacs' notion that the revolutionary party must explain their own actions to the masses. In this way people participate and activate their development of experiences. The second precept is Mao-Tse-Tung's statement: "we must teach the masses clearly what we have received from them confusedly" this "contains an entire dialogical theory of how to

construct the program content of education, which cannot be elaborated according to what the 'educator' thinks best for 'his' student" (Freire, 1970, p. 82). As these precepts show, the leaders should establish a constant relationship of dialogue with the participants. Leadership must carry out the transformation with the adult learner rather than for them. Dialogue requires active participation and should be seen as a horizontal relationship between A where there is oppression and B where there is love, humanity, hope, faith and confidence. For Freire, only dialogue can serve as the means of communication. Dialogue both requires critical thinking and is capable of generating critical thinking. Without dialogue there is no communication and without communication there cannot be a true process of learning.

In Tanzania, Mbilinyi (1972) found that Freire's method and Nyerere's "education for self reliance" have been an important influence not only for the development of the ujamaa villages but for the social transformation of the country as a whole.

Other empirical evidence on the Freire participative method can be found in Bonilla's (1970) report on the use of Freirean methods in the Dominican Republic. Bonilla noted that Freire's method was introduced in Rincon de Varagua in the late 1960's and that it was very successful.

A crisis in Rincon de Varagua was used as a real life learning experience. Individually and as a group, participants in the program discovered the existing conflicts between different power groups and the economic and social interests that kept people living in a permanent struggle.

According to Freire, a non-participative program of education is education for domestication. In this case, education systematically encourages man's alienation. Etzioni (1961) noted that there is a high degree of alienation within the school system in the United States. Davies and Iannaccone (1956); Campbell and Gregg (1957); Griffiths (1959) have also analyzed the organizational structure of schools with respect to alienation and compliance. The Harvard Educational Review has devoted a special issue to the subject. All of these studies have shown that coercive and non-participative systems of education have a high level of alienation and that this is associated with the degree of applied coercion.

Other research in adult education shows that significant numbers of men and women seem to develop their own learning plans, choose their own curricula, and select courses and educational materials to meet their goals (Johnstone et al., 1961). Miller (1967) examined motivation and participation among adults from different socio-economic groups. Using Maslow's needs analysis and selected criteria of pressure, Miller studied forces for and against participation in

different kinds of adult education programs. Based on his findings, he recommended various experimental programs to stimulate greater participation. Knowles' (1970) experiment in group self-directed learning demonstrated that most of the teams were able to achieve a highly creative experiment in participative learning. Knowles suggested that students can learn to be self-directed learners if they are plunged into a participative educational environment.

Certain learning conditions are more conducive to adult growth and development than others. Knowles maintained that these conditions should be produced by learning/teaching transactions that are based on a high level of participation.

LaBelle (1976) offers an additional perspective on participative adult education. LaBelle recognized adult education is potential to contribute to change and proposed a theoretical framework that may contribute to obtaining development outcomes. LaBelle studied various adult education programs in ten Latin American countries. Some of these programs, particularly NFE programs, have attempted to be participative. According to LaBelle, most of the programs were "people-oriented" rather than "system-oriented" in their approach to dealing with change.

LaBelle concluded that participation in adult programs might enhance one's potential for contributing to social change. He identified five strategic principles for adult programs: (1) understanding the needs of client

populations; (2) involving clients in their own learning; (3) facilitating the transfer and application of new behaviors to the environment; (4) establishing linkages between the program and the components in the wider system, and (5) attending to incentives both internal and external to the program. LaBelle recommended that participatory adult programs be combined with other inputs (i.e., ideological, technological, and structural interventions) in order to achieve social change.

LaBelle's views on the adult learning process are quite similar to those presented in the Peruvian Education proform Law. One can see in the EBL programs a practical example of LaBelle's approach to education

Impact of Formal and Informal Participation

Frost et al. (1974) and Lowin (1968) suggested that it is changes in informal participation (e.g., the responsiveness of educators to the suggestions of educatees) rather than the formal adoption of structural changes that contributes to whatever "desirable" effects may occur when a formal participative approach is adopted. Participation is informal when it is in accordance with Freire's dialogical approach. Through dialogue, educatees engage in the process of speaking "their own words." It is the essence of being, as well as the context of liberation and freedom.

The EBL program represents a formal participative system in the sense that it develops and includes formal mechanisms to involve educators and educatees in more participative arrangements. Informal participation in the EBL program occurs during day-to-day operations and is influenced by the degree of accessibility of educators to educatees and educators' responsiveness to the ideas and suggestions of educatees. Tannenbaum et al. (1974) found that the degree of correspondence between "formal and informal participation" was not great in the organizations they studied.

The formal-informal issue, as related to measures of behavior and predisposition in learning settings, is similar to the objective-perceptual dichotomy identified by March and Simon (1958). In their discussion of perceptions of individual participation, March and Simon maintained that an individual's perception of goal setting is equivalent to actual participation. In their view, the individual's actual influence as the specific decision that has been made is less important to the individual than is acknowledgement of his or her influential position.

Lowin (1968) noted that the March and Simon position on tactical versus organic manipulation is a popular one. Black and Mouton (1964), Cantor (1951), Collins et al. (1946), Golembiewski (1962), and White (1955) have used this position to emphasize the organic quality necessary for effective participative decision-making.

However, it is important to recognize that incongruencies about participation may exist. These incongruencies may be referred to as "informal and formal" (Tannenbaum et al., 1974), "actual influence and acknowledgement of the influential position" (March & Simon, 1958), "espoused theory and theory in action" (Argyris, 1974), or "perceptual and actual theory" (Freire, 1970). According to Argyris' (1974), there are some dysfunctional consequences of the incongruities between espoused theory (i.e., formal participation as used in this research) and theory in action (i.e., informal participation as used in this research).

Freire (1970) pointed to the incongruency between the perceptual and the actual when he stated that the fear of freedom is greatest among people "who have been ground down by the concrete situation of oppression and domesticated by charity." (p. 155) Using the example of the "full circle" instruction from Mary Cole's Summer in the City (1968), Freire noted that an alienated person who is "conditioned by a culture of achievement and personal success" cannot recognize "his situation as objectively unfavorable" because to do so "seems to hinder his own possibilities of success. (p. 156) Freire added:

One of the teachers of "Full Circle" which carried out a valuable educational program in New York City under the coordination of Robert Fox, relates the following incident. A group in a New York ghetto was presented a coded situation showing a big pile of garbage on a street corner the very same street where the group was meeting. One of the participants

said at once, "I see a street in Africa or Latin America." "And why not in New York?" asked the teacher "Because we are in the United States and that can't happen there". Beyond a doubt this man and some of his comrades who agreed with him were retreating from a reality so offensive to them that even to acknowledge that reality was threatening ...The determining force of the culture which develops the myths men subsequently internalize is evident". (pp. 155-156)

In addition to the theoretical considerations regarding manipulation of formal and informal participation, it is herein suggested that there are strong policy implications associated with each kind of participation and their practical significance within the Peruvian educational sector. The number of possible combinations and options is large because the two types of participation can be manipulated independently, together, in differentiated degrees or doses, and/or in different sequence depending on the priority given to each form of participation.

For example, in the past decade industrial leaders have made efforts to introduce participation in the industrial sector. These efforts may have been intended to undercut revolutionary change by actively involving members in organizational decision-making before those who support the revolution point out organizational inequities (Tannenbaum et al., 1974).

Chapter III

THE RESEARCH DESIGN

Understanding participation and its effects is as important for researchers in the United States as for those who are implementing structural changes to increase development in less industrialized countries.

The present research examined the general proposition that formal participative educational programs can be established. Also studied were questions relating to how participative conditions can reduce/eliminate unintended and sometimes dysfunctional authoritarian effects. It was assumed that these effects can interfere with the adult learning process.

The research design for this study was an attempt to expand and adapt Tannenbaum's research on worker participation for use in educational settings.

Tannenbaum et al. (1974) found that congruency exists between formal and informal forms of participation in Israel, Italy, and Austria; however, formal and informal participation were incongruent in Yugoslavia and the United States.

This research adapted Tannenbaum's instrument for a proposed "International Study of the Effects of Worker's

Participation in Industry" (see Appendix A). Tannenbaum proposed that a study focus on comparing participative and non-participative systems within Israel, Japan, Sweden, the United Kingdom, and the United States. The present study compared participative and non-participative programs within Peru.

Hypotheses

The study was designed to explore questions and hypotheses concerning control and participation in educational settings.

As noted in Chapter II, research findings suggest that people are more likely to change when they have the opportunity of being involved in defining and implementing the change. Many adult education programs have promoted the active participation of learners in designing and implementing programs. In these programs, individuals are seen as "subjects," not "objects" of any dominant outside intervention. This implies that members of the program/organization might exercise some control over the planned change. However, the scope of this control may be different in accordance with the amount of participation that people are able to exercise. For example, in a program where there is an expected high level of participation, members at the bottom of the hierarchy will achieve a share of power that is equal to that held by those who have had the power at the

top. Furthermore, members would assume complete decision-making control over many aspects of the program and, consequently, all participants would be in full control of that program including human and physical resources, internal processes, and structure.

The present research explored the congruency-incongruency in selected units of Peruvian adult education programs (EBL and EVN). By examining the personal values and assumptions of authorities, educators, and participants in those programs.

The study was based on the following hypotheses:

- o Greater participative decision-making will produce greater degree of open communication and more favorable mutual attitudes.
- o Greater supportiveness and participativeness in interpersonal relationships will lead to greater open communication and more favorable mutual attitudes.
- o Greater power equalization (relatively flat distribution of control) will increase the level of confidence, trust, communication and motivation to perform (dialogue, individual learning rhythm, development of job skills, etc.).
- o An increase in mutual influence and control will produce a higher level of performance in adult programs.

- o The more expanded the educatee's influence (high total control) in adult programs the higher the performance (good assignment, etc.).
- o Hierarchical gradients with respect to satisfaction, self-esteem, alienation, identification with and responsibility for the adult education program (EBL) than in the non-participative one (EVN).
- o More participative educational programs will manifest fewer symptoms of disaffection and conflict between members of differing rank.

Theories of participation imply relationships among various elements of participation. The hypothesized effects of participation and the possibility of interferences produced by non-controlled variables (i.e., self-esteem, locus of control, and/or a person's learning history) are portrayed in Figure 1.

Survey research methods were employed to collect data from adult education participants at all levels in the selected programs (units). The data were then evaluated using the above mentioned statistical procedures.

Selection of the Research Site

Peru was selected as the research site because (1) it can be characterized as "less modern/industrialized" and (2) natural experimental conditions allowed the researcher

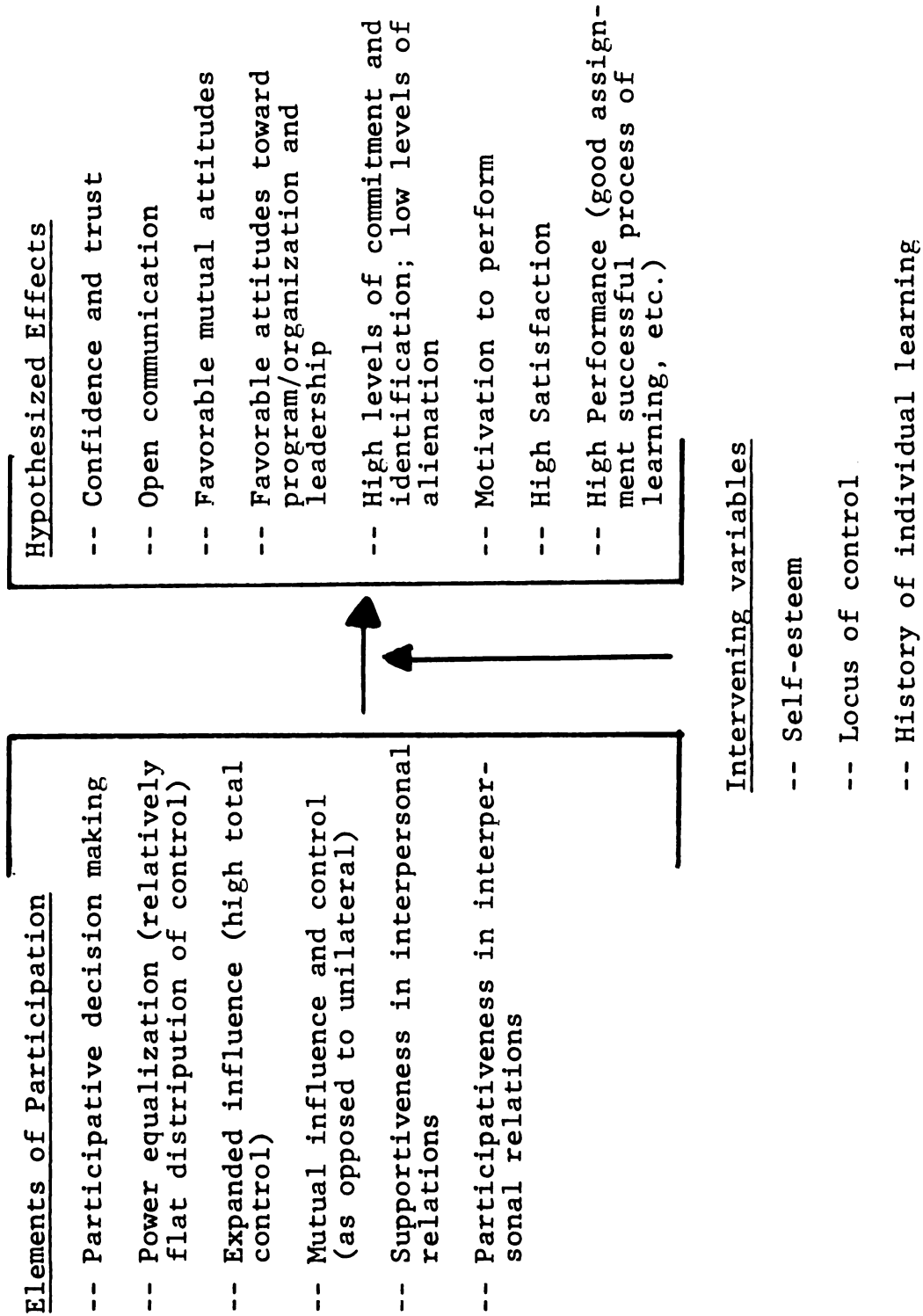


Figure 1. Elements of Participation and Their Hypothesized Effects

to explore the differences between formal and informal participation in adult educational settings.

The Ministry of Education in Peru has created a new Department which is in charge of implementing a new educational delivery system for Basic Labor Education (Educacion Basica Laboral-EBL). This NFE program is for adults between 15 and 39 years old who have not been able to attend regular schools (Peru, 1972). Quantitatively, the program has a potential clientele of almost six million people or more than one third of the total Peruvian population. Underlying the EBL program are two basic assumptions; (1) the need for "education on the job and for the work", and (1) the need to develop "nonformal education programs to deal mainly with the marginal sectors" in the country. (Ballon et al., 1978).

EBL represents an attempt to develop a "problem-posing" education within the structure of a formal participative program (i.e., a program that was created by the Educational Reform Law and which must use a participatory approach to education). The thought of Salazar Bondy (1970) is particularly helpful in understanding the EBL programs. These programs are seen as a means of training participants humanistically as well as technically within a socio-cultural context in which they learn from the community and in which learning is an ongoing process.

Thus, Peruvians have combined the approaches of Bondy and Freier.

Selection of the Sample

Five locations were chosen for the study: Lima, Callao, Chaclacayo, Huacho and Arequipa. The first four locations are located in the province of Lima: Lima, Callao and Huacho are located on the coast while Chaclacayo is a small city in the highlands. Arequipa, which is in the province of Arequipa, is in the southern part of Peru and includes both the highlands and the coastal area. Both educational regions have a 47.9% school attendance rate as well as a high percentage of population living in urban areas -- factors that were important in the sampling procedure. Figure 2 shows the two educational regions that were chosen, Lima Metropolitana and the IV Region respectively. Lima, Peru's capital city, began implementing the EBL program early in 1973. Arequipa, which is the second largest city in Peru and is economically well developed, also started the EBL program in 1973. The age of the programs was an important factor in selecting the Nucleos Educativos Comunales (NEC-Community Education Centers) that were chosen for the study. Table 1 shows the crosstabulation by time of all levels of NEC participants. These EBL programs are formally participative. They operate according to an ideology of equality among all participants, and seek to expose participants to an environment in which "dialogue" is the most important means to achieve knowledge.

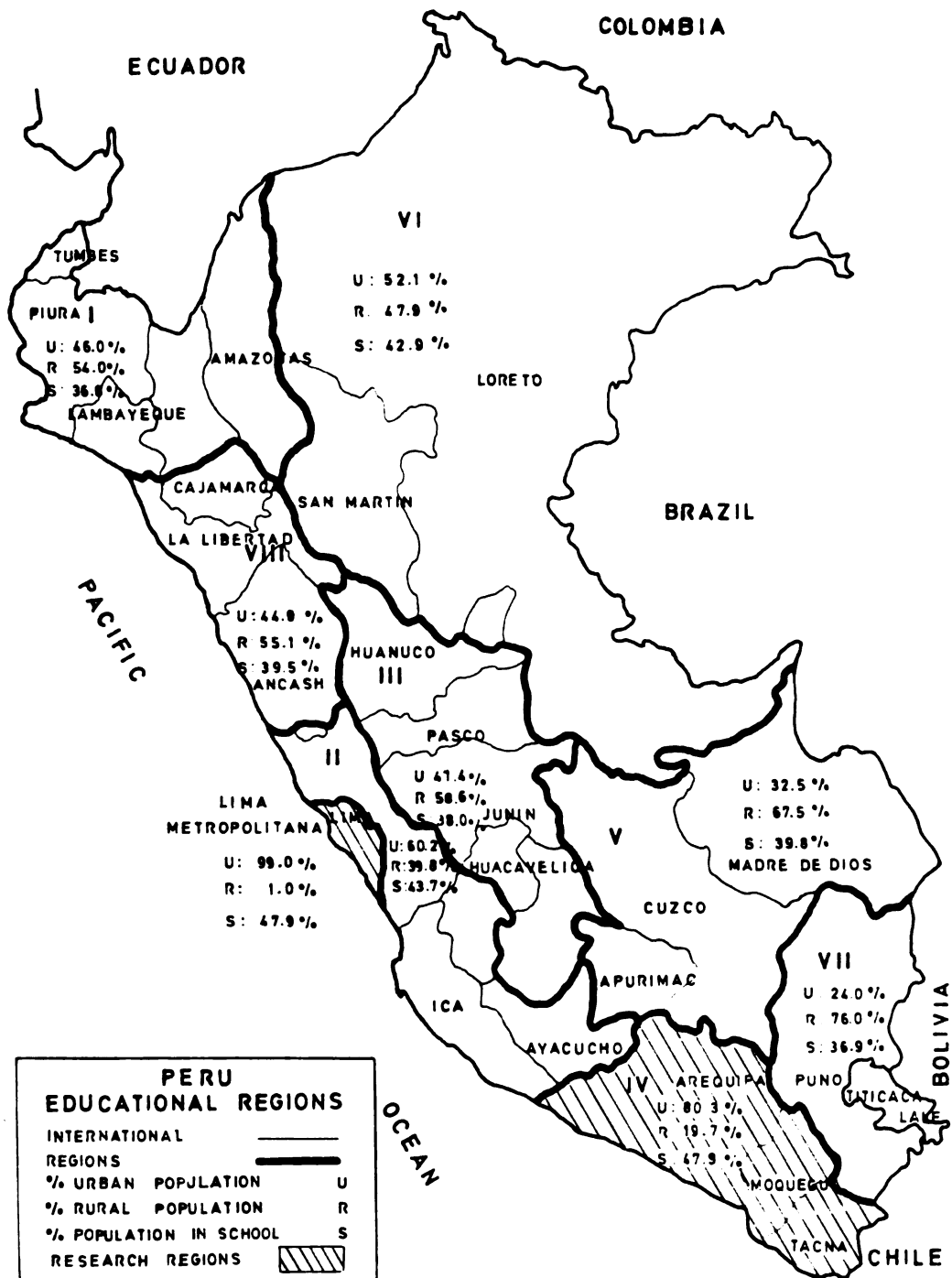


Figure 2. Map of Educational Regions in Peru.

Table 1. Number and Percentage of EBL Respondents by Years in Programs and Level in Hierarchy

Level	Years in Program						
	1	2	3	4	5+	No Response	Total
	N	N	N	N	N	N	N
NEC Director	--	--	--	1 0.4	3 3.6	5 2.9	9 3.2
Program Director	2 0.7	--	3 1.1	3 1.1	7 2.5	3 1.1	18 6.5
Study Chief	--	--	2 0.7	2 0.7	2 0.7	--	6 2.2
Promotors	--	1 0.4	1 0.4	3 1.1	1 0.4	3 1.1	9 3.2
Program Coordinators	--	--	--	1 0.4	1 0.4	--	2 0.7
Class Coordinators (Educator)	2 0.7	2 0.7	8 2.9	9 3.2	10 3.6	38 13.6	69 24.7
Educatee	47 16.8	32 11.5	31 11.1	27 9.7	21 7.5	8 2.9	166 59.5
Total	51 18.3	35 12.5	45 16.1	46 16.5	45 16.2	57 20.4	279 100.0

Five evening program were selected from other (NEC's). These latter programs were formally non-participative at the time of the study but were to have been converted to participative programs in 1979 (Peru, 1976).

Of the 1,950 authorities/educators in Lima Metropolitana, only 1,215 are involved in the new reformed programs (including the EBL). In Arequipa, 280 of a total of 396 authorities/educators have adopted the reformed programs. However, almost all of the participants seem to be already incorporated into the reformed adult programs. This contradiction may be due to the lack of recent statistics on the total number of students attending EBL programs in each region*. The figures presented in Table 2 considered participants to be involved only in reformed programs because they are already exposed to new topics such as social and political science and Peruvian reality. These subjects emphasize the humanist formation of the student and did not exist in adult programs before the reform.

The sampling procedure used within each NEC was addressed to the following two objectives:

- o To maintain the integrity of hierarchical chains from the top of the program (The NEC Director) to its bottom (The participants);

*The Educational Planning Office of the Ministry of Education is presently updating EBL statistics. The figures in Modelo Eduperu (Peru, 1976) only represent projection for after 1972.

Table 2. Number of Participants in Adult Programs by Region and Level in Hierarchy

Level	<u>Luna Metropolitana</u>		<u>Arequipa</u>	
	Reformed Programs Only*	All Programs	Reformed Programs Only*	All Programs
Authorities/ Educators	1,215	1,950	280	396
Educatees	53,254	53,254	11,825	11,827

NOTE: *Number of participants in EBL and other reformed programs. These data are taken from Planes de Tabulacion Zonal: Directiva 17 DS/OSPE - UD, Peruvian Ministry of Education, Luna, 1976.

- o To equalize the number of persons from each hierarchical level.

The sampling rate was proportional, when possible, to an individual's rank in the "total organization" (e.g., each selected NEC and the EBL and EVN programs). An effort was made to keep the rate uniform for those at the top of the formal hierarchy (i.e., authorities/educators) and those at the bottom (i.e., educatees). In some cases, it was not possible to maintain this procedure due to the failure of some respondents to answer the questionnaire.

The use of a sampling rate that is proportional to rank was justified on the grounds that participants at the top of the formal hierarchy were relatively few in number. Nonethe-

less, these individuals played a very important role and provided important information for the study.

Following Tannenbaum's research design, the sampling was arranged so that, lines of authority were kept intact. Thus, the selection of a NEC Director (Director del NEC) determined the inclusion of the Study chief of EBL or EVN programs (Jefes de las Unidades de EBL y/o EVN). The selection of the latter determined in turn the possible inclusion of Promoters, (Promotores), Coordinators of EBL and/or EVN (Coordinadores de DEB y/o EVN) and ultimately of the educatees. The line of authority were identified using the Guis para la Aplicacion de Programas Desescolarizados de Educacion Basica Laboral (EBL), (Peru, 1973).

Each respondent in the sample was paired with others in a direct hierarchical line with the respondent. This feature of the design, when coordinated with questionnaire items on perceptions of the authorities'/ educators/ practices and of interpersonal relations between the respondent and the educator/educatee, permitted the analysis of participative practices and their implications for individuals involved in face-to-face relationships.

During the course of the research, several problems prevented the complete achievement of the above objectives. The most important of these was the refusal of various NEC authorities to be interviewed even though they had previously agreed to participate in the research. They also refused to

allow interviews to be made in the selected programs. This complicated the study to some extent since educatees were eligible for the sample only if their superiors were selected.

A total of 542 respondents were included in the study. As shown in Table 3, 378 respondents were from Lima Metropolitana region, while 164 respondents were from Arequipa region. Of the total, 279 respondents were from EBL programs and 263 respondents were from EVN programs. These totals are quite close to the planned sample which ideally would have included 300 respondents for each of the two programs.

Table 3. Number of EBL and EVN Respondents by Region and Level in NEC Hierarchy

Level	EBL Programs			EVN Programs		
	Lima Meti- opolitana	Arequipa	Total	Lima Meti- opolitana	Arequipa	Total
NEC Director	6	3	9	8	2	10
Program Director	13	5	18	15	7	22
Study Chief	4	2	6	6	1	7
Promotor	6	3	9	--	--	--
Program Coordinator	2	--	2	10	2	12
Class Coordinator (Educators)	35	34	69	36	37	63
Educatees	130	36	166	107	42	149
Total	196	83	279	183	81	263

The number of respondents at different levels in the EBL and EVN programs is shown in Table 4. Level 1 includes those at the top of the hierarchy (i.e., the NEC Director) while Level 7 includes those at the bottom of the Hierarchy (i.e. participants). The traditional EVN programs do not have promoters; therefore, Level 4 in these programs was skipped for sampling purposes.

The differences in the number of respondents from each NEC reflect in part differences in the way the programs are organized hierarchically. Some programs have study chiefs/promoters and some do not have these levels. Ballon et al (1978) have suggested that this may be due to budget restrictions. Differences in response rate as well as some omissions in carrying out the sampling procedure may also account for these differences. As mentioned previously some of the respondents did not complete the questionnaire. The failure to complete the questionnaire was most prevalent among the authorities. However, the above omissions were relative infrequent and apparently do not vitiate the comparability of the data.

The Research Instrument

The data for this study were obtained primarily from a questionnaire administered to a selected number of participants, educators, and authorities in the 10 NECs. A number of persons interviewed in each NEC ranged from 21 to 29 persons at all levels.

Table 4. Number of EBL and EVN Respondents by NEC and Level in Hierarchy

Level	NECs with EBL Programs					NECs with EVN Programs					Total	
	A	B	C	D	E	Total	A	B	C	D		E
Director	2	1	2	3	1	9	3	2	2	1	2	10
Program Director	5	5	1	5	2	18	5	4	3	6	4	22
Study Chief	1	2	1	2	--	6	2	1	3	1	--	7
Promotor	2	3	1	3	--	9	--	--	--	--	--	--
Program Coordinator	1	--	1	--	--	2	4	--	--	2	6	12
Class Coordinator (Educators)	13	22	6	23	5	69	11	16	9	17	10	63
Educatees	61	42	16	28	19	166	50	31	20	25	23	149
	85	75	28	64	27	279	75	54	37	52	45	263

NOTE: A=1-3, B=4-6, C=7-9, D=10-12, E=13-15. These are the proper NEC Designations and are included only for analysis purposes.

The questionnaire items are drawn largely from previous studies by Tannenbaum. The questionnaire was appropriately modified for use in educational participatory settings in Peruvian adult programs. All questions were in Spanish (see Appendix B). A pretest of the instrument was carried out in each educational region (Lima Metropolitana and the IV Region in Arequipa). A number of questions were improved or eliminated as a result of the pretest.

Each respondent was interviewed briefly before administering the questionnaire. The interview helped to establish rapport with the respondent and provided an opportunity to explain the scientific purpose of the research. Each respondent was assured that his/her anonymity would be maintained. In spite of this explanation some members believed that it was intended to evaluate their performance through this interview which could be officially reported to the Ministry of Education.

The questionnaire was filled out by the respondent while the interviewer was present. Interviewers were trained to help the respondent if necessary and to answer questions that might arise.

Analysis of the Data

The level of formal and informal participation was analyzed using interpersonal dyads, educational groups, and each program as a whole. A t-test analysis was used to

validate the significance of the comparisons between the EBL and EVN programs.

Limitations of the Study

The data may be subjected to some errors, both random and systematic. As the questionnaire was an adaptation from Tannenbaum's questionnaire for cross-national studies in participation, some questions may differ subtly in meaning for Peru. Culture may also predispose persons to answer questions in certain ways. In as much as possible these errors were prevented by selecting and formulating questions that have comparable meaning. Some questions were rejected because they did not meet this test. Nevertheless, the possibility of bias cannot be ruled out.

It also should be remembered that this research is the first attempt to analyze the effects of participation in an adult process of learning where participants are exposed to a problem-solving educational program within a less modern/industrialized society as Peru. Furthermore, the selected units of analysis were relatively small in all cases. This permitted each unit to be studied in depth and helped the researcher obtain a more adequate sample of the members of a particular unit. The EBL programs in the sample should be seen as illustrations of programs which operate on the basis of different ideological assumptions and educational authority structures. Some of these

programs are reasonably successful and viable programs, but they should not be seen as representative of adult education programs in Peru.

Chapter IV

ANALYSIS OF THE FINDINGS

Decision-Making and Control within Adult Programs

This chapter has been divided into four major sections: Decision-Making and Control within Adult Programs; Hierarchical Relationships; The Learning Environment and Reaction and Adjustment in Adult Education Programs.

The ideological differences between EBL and EVN programs in this research have clear implications regarding the way they are controlled. For example, a problem-posing method of learning implies that educatees as well as educators have a great deal of control.

Some of the programs studied were more participative than others in the learning methodology. The data in this section describe participation and related aspects of control from the perspective of educatees and educators in EBL and EVN programs as well as of NEC authorities (e.g., The Director, Program Director, Study Chief, etc.)

Decision Making

Figure 3 presents data obtained in response to five items adapted from Tannenbaum's use of Lickert's study of

educational programs. These items measure the participating nature of organizations and represent a continuum from a "authoritiative" to a "participative" system. Questions 25 and 22 are directly concerned with decision-making aspects of class participation, and Question 21, 23, and 24, deal with some of the predicted effects of participation on attitudes and communication. Tannenbaum noted that Likert found a high degree of correlation between these items. The following questions were used in the present study:

21. In the Ministry of Education, are decisions made by the persons who have the most adequate and accurate information? (1 = Rarely 4 = Always.)
22. When decisions are being made, are the people affected asked for their opinions and suggestions? (1 = They are almost never asked for their opinions and suggestions..... 4 = They are almost always asked for their opinions and suggestions
23. What are the attitudes of participants toward authorities (NEC Director and other high positions) of the nonformal education programs? (1 = Attitudes that are strongly opposed to them... 4 = Attitudes that strongly support them.)

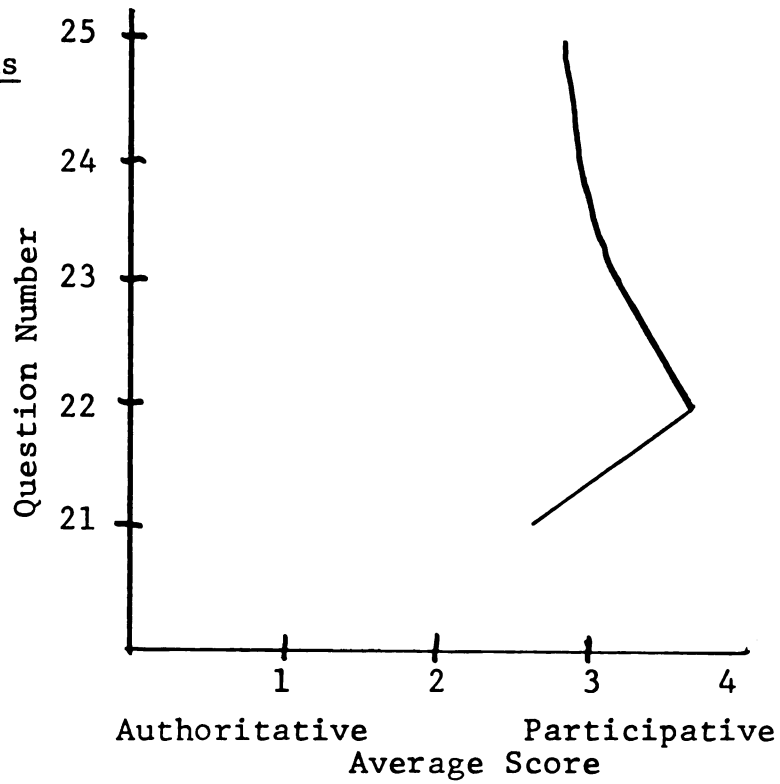
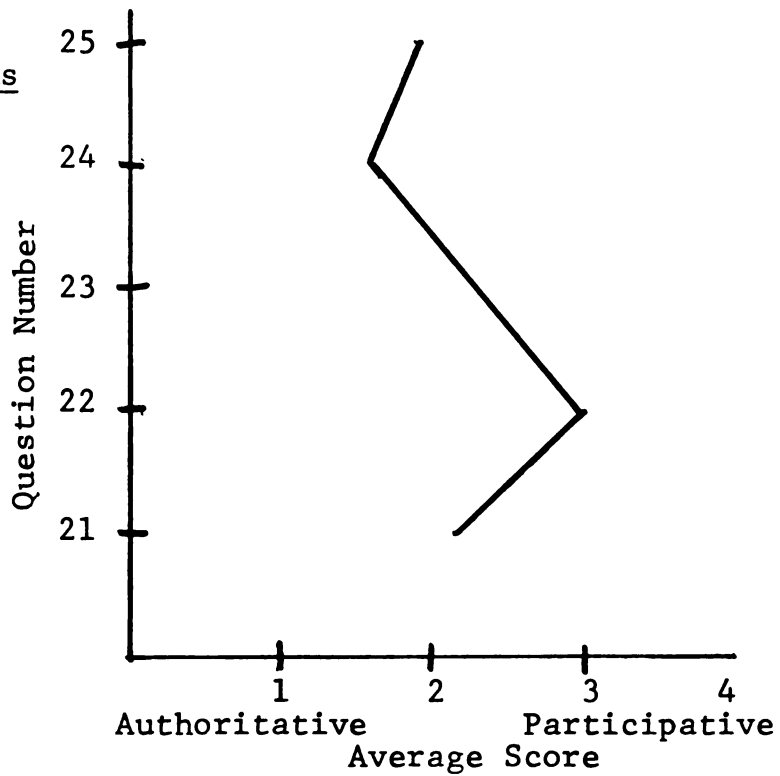
EBL ProgramsEVN Programs

Figure 3. Authoritative and Participative Decision-Making in EBL and EVN Programs

24. What do participants communicate to their coordinators in class? (1 = They communicate all relevant information accurately ... 4 = They distort "dialogue".)
25. Do educatees participate in making important decisions related to their program (needs assessment, curriculum development, evaluation criteria, etc.)? (1 = Not at all.... 4 = They jointly decide about all important things concerning their study program.)

The data in Figure 3, show that there is an inconsistent relationship between the items concerning participative decision making (22, 25 and the items that concern attitude and communication (21, 23, 24). Programs that rank high on the former scale do not necessarily rank high on the latter. Nonetheless, when the decision-making items are treated as a group, the EBL program was seen to be more participative than the EVN program. The differences between programs are clearly shown in Figure 3.

To learn about their views on whether or not educational programs should provide for participation, participants were asked two questions that parallel the decision-making questions in Tannenbaum's questionnaire:

26. Should educatees participate in making important decisions related to their programs in study

(needs assessment, curriculum development, evaluation criteria, etc.)? (1 = Not at all ...
4 = They should jointly decide about all important things concerning their program.)

27. In your opinion, when decisions are being made should the people affected be asked for their opinions and suggestions? (1 = They should never be asked for their opinions and suggestions....
4 = They should almost always be asked for their opinions and suggestions).

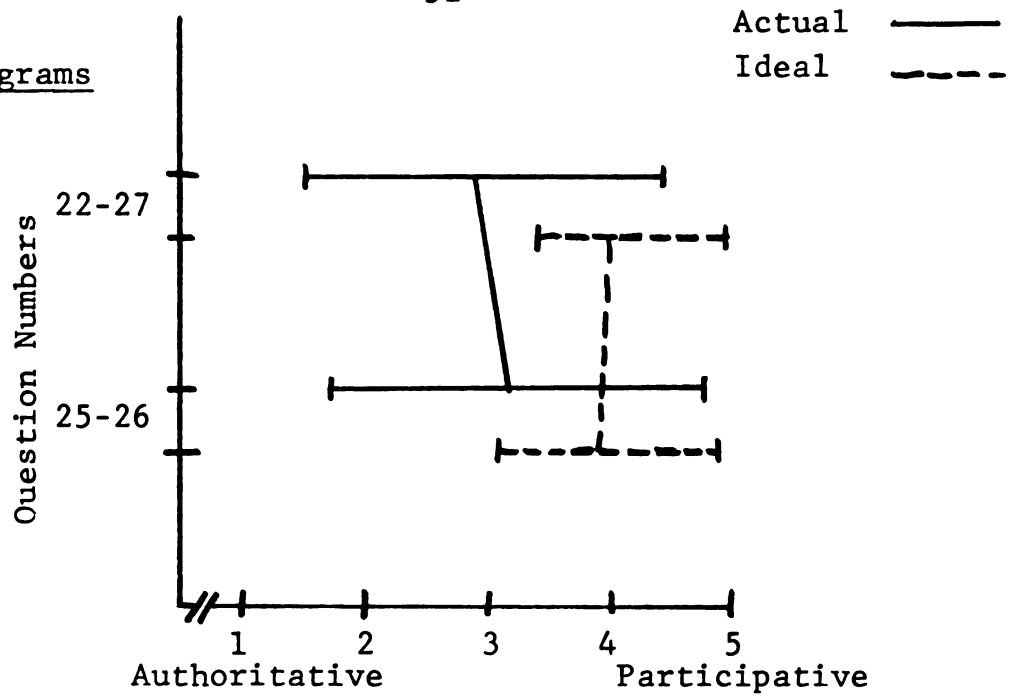
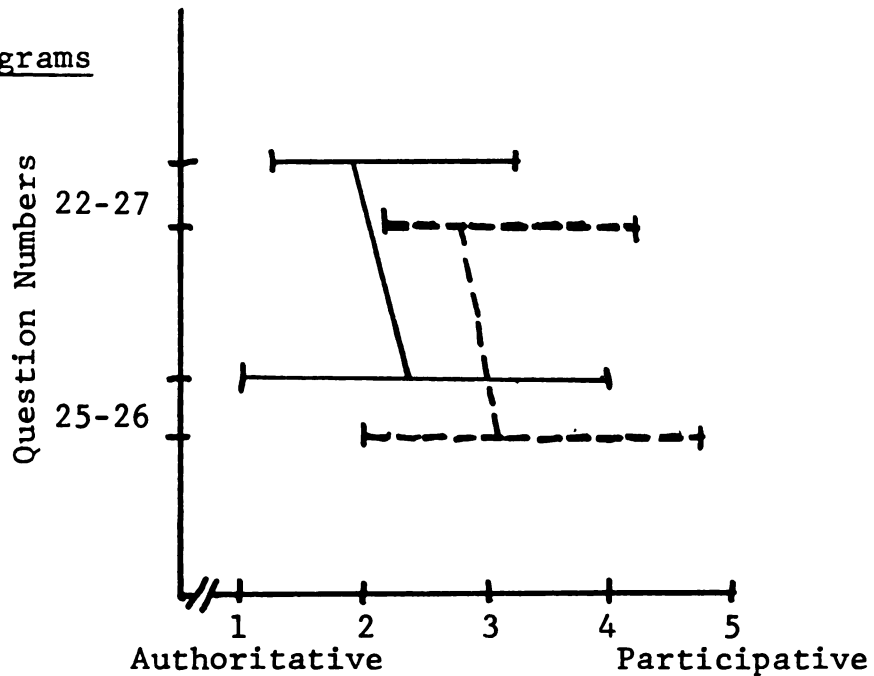
Taken as a whole, the level of aspirations expressed by EBL program respondents was higher than that expressed by the EVN respondents. However, only 26.2% of the authorities (N = 42) indicated that students/participants should almost always be asked for their opinions and suggestions and that they should jointly decide about all important things concerning their programs. Hence, there is a discrepancy between the formal ideological requirements for participation in the ideal system and the kind of participative system authorities might develop in accordance with the philosophy of the new Peruvian educational law.

At the educatee level, all groups showed a discrepancy between their perceived level of participation and their ideal level of participation. The group average indicates that educatees would have preferred that the program be more participative than they judged it to be.

Data showing the differences between participants perceptions of actual and ideal participation are shown in Figure 4. These results are consistent in many respects with some of Tannenbaum's prior research findings, "including a study of managers in fourteen countries by Haire and others (1966)" (1975, p. 55).

Figure 5 indicates the discrepancies between "ideal" and "actual" participation in EBL and EVN programs. These data were obtained by subtracting the results for each question concerning participation from the corresponding question concerning the ideal.

Although EBL and EVN programs differ substantially in their "actual" and "ideal" levels of participation, they are almost identical with respect to the discrepancy between the ideal and actual levels. For both authorities and educatees the actual level of participation, whether low, medium, or high, corresponds relatively well to the ideal type. These results are consistent with Argyris' (1974) concepts on incongruities between espoused theory and theory in action and Freire's (1973) approach on perceptual theory versus actual practice. Furthermore, the inconsistencies between the "actual" and "ideal" in both programs may be interpreted as supporting the hypothesis that these inconsistencies may be the cause of the dysfunctional consequences of both programs

EBL ProgramsEVN Programs

Note: Horizontal lines indicate range of scores;
vertical lines connect the average scores.

Figure 4. Actual and Ideal Participation in EBL and EVN Programs

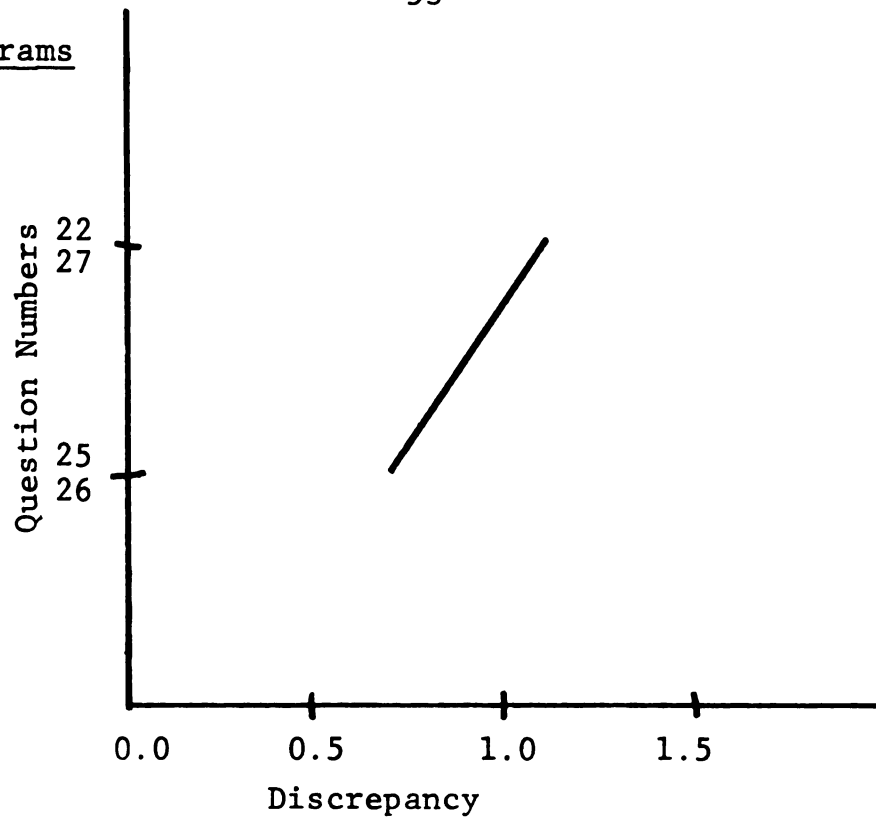
EBL ProgramsEVN Programs

Figure 5. Discrepancies Between Actual and Ideal Participation in EBL and EVN Programs.

Interpersonal Relationships

Aspects of participation can also be gauged by questions on educatees perceptions of the educators and authorities. Tannenbaum's items on informal participation were adopted as follows:

28. Does your coordinator ask your opinion when a problem comes up that involves the courses or program work? (1 = He never asks my opinion... 5 = He always asks my opinion.)
29. Is your coordinator inclined to take into account your opinions and suggestions? (1 = Not at all... 5 = Very much.)
30. Does your coordinator make people under him feel free to take their complaints to him? (1 = He makes them feel completely free.... 5 = Not at all free.)
31. Do you have trust in your coordinator? (1 = Never.... 5 = Always.)

As shown in Table 5, EBL coordinators as a group were consistently rated higher on "participation" and "supportiveness" than were EVN coordinators. However, some EBL programs received low scores in these areas.

The responses to questions 28, 29, 30 and 31, reflect some aspects of informal participation, whereas the previous decision-making items (see Figure 3) represent

some aspects of formal participation. Consequently, the EBL program as a whole is both formally and informally participative. But, given the data in Table 5, some EBL programs are still only formally participative.

Table 5. Summary Data on Educatee's Ratings of Coordinators' "Participativeness" and "Supportiveness"

Question	EBL Programs			EVN Programs			t-Test		
	\bar{x}	S	N	\bar{x}	S	N	t	df	p
<u>Participativeness</u>									
28	3.11	1.42	158	1.87	1.33	128	7.75	284	.001
29	3.27	1.17	157	1.34	1.09	135	16.08	290	.001
Average P	3.19			1.60					
<u>Supportiveness</u>									
30	3.66	1.27	161	1.44	1.12	147	15.85	306	.001
31	3.83	1.18	150	1.49	1.01	126	23.40	274	.001
Average S	3.74			1.46					

Note: Based on a 5 point scale.

The EVN program is neither formally nor informally participative. Some respondents showed a very low ideal participation and others a medium average on the scale (Figure 4).

Finally, the data in Table 5 suggest that the teaching approach of some EVN educators is close to Freire's concept of the banking method of education. EVN coordinators are

not perceived as being either participative (score average 1.60) or supportive (score average 1.46) in their interpersonal relationship with educatees.

Control

Question 16 focused on the distribution of control within the program:

16. How much influence do the following groups or persons actually have on what happens in the adult programs? (circle one number on each line across)

	Little in- fluence	Little in- fluence	Some in- fluence	Quite a lot of in- fluence	A very great deal of in- fluence
a. NEC Director Control	1	2	3	4	5
b. All other Program Authorities	1	2	3	4	5
c. The partici- pant/educatee as a group	1	2	3	4	5

As shown in Figure 6, the slope of the NBL curve is less than that of the EVN curve. This suggests that there is more power equalization among all participants than in the EVN programs where power is concentrated in the hands of the NEC Directors and Coordinators. The slope of the EVN curve shows that educatees are seen as having the least influence consequently are the least in control.

In this study, "control" means that participants must be in full charge of the program, and this includes processes, structure and human and physical resources. Freire (1973) assumes that participative programs (problem-posing education) may be more highly controlled by educatees than less participative counterparts. The EBL programs appear moderately high according to this measure. In Tannenbaum's (1974) view, this approach differs from "the permissiveness theory of participation that assumes participation to be a system of very little control".

Control in an adult education program is probably viewed pragmatically by respondents in terms of issues that are important to them. Furthermore, adult learning theory stands on the idea that educatees' control of their class life has meaning only if there is control over the things they need to learn as well as in the way the process of learning occurs (Tannenbaum, 1974; Gagne, 1965; Freire, 1970; and Knowles, 1975) (e.g., respecting individual learning rhythm, using an active, dialogal and critical method, being able to do practical things as a result of learning, seeing their improvement in developing job skills, and so forth.)

In general terms, the data in Figure 6 are consistent with the differences in control between formally participative EBL and the non-participative EVN programs.

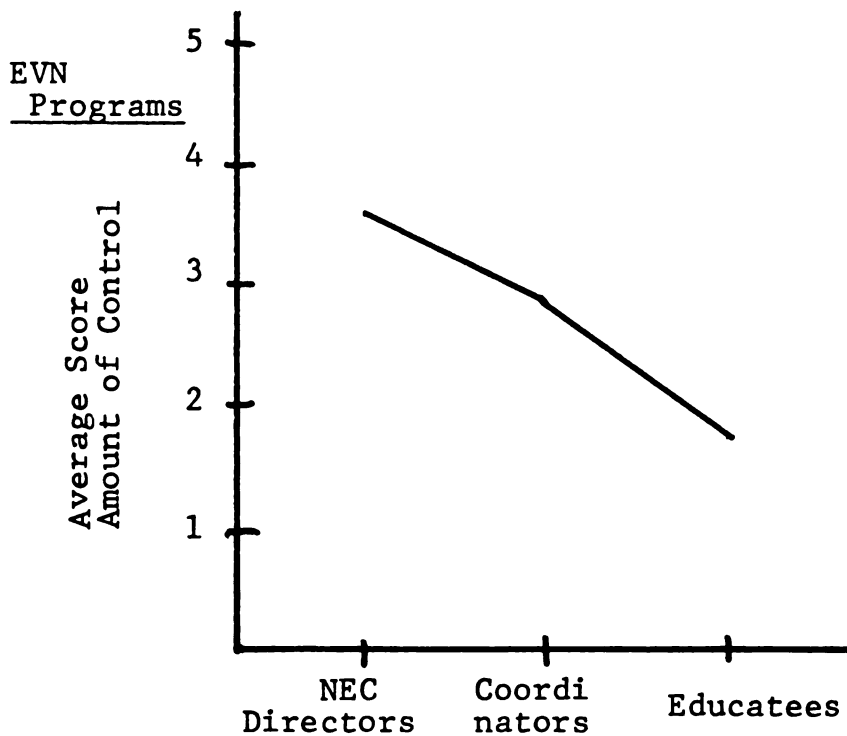
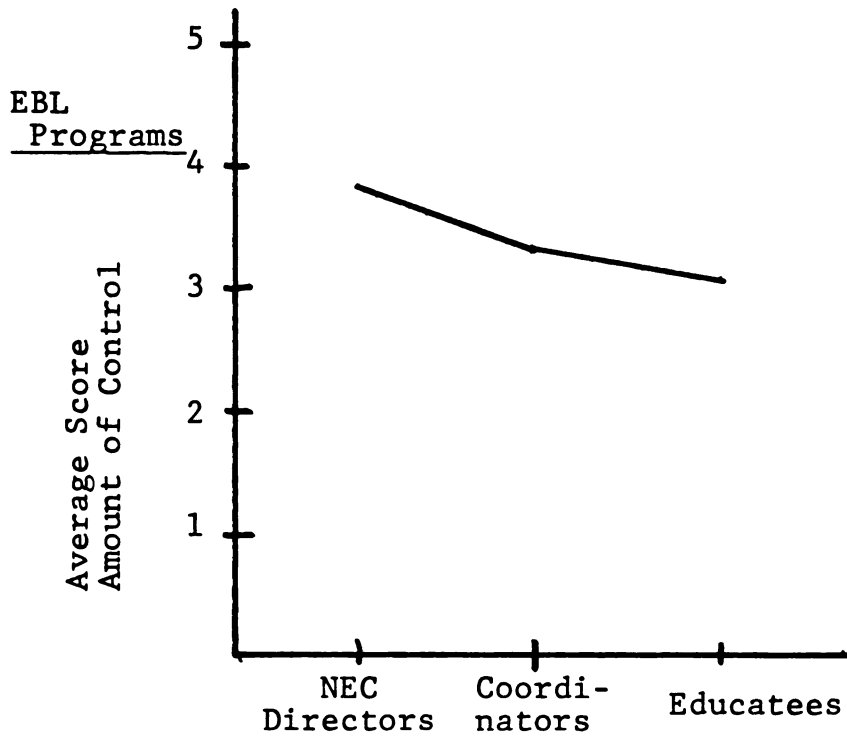


Figure 6. Actual Distribution of Control in EBL and EVN Programs

Question 17 dealt with the amount of influence that should be given to each group:

17. In your opinion, how much influence should the following groups or persons have on what happens in the adult programs?

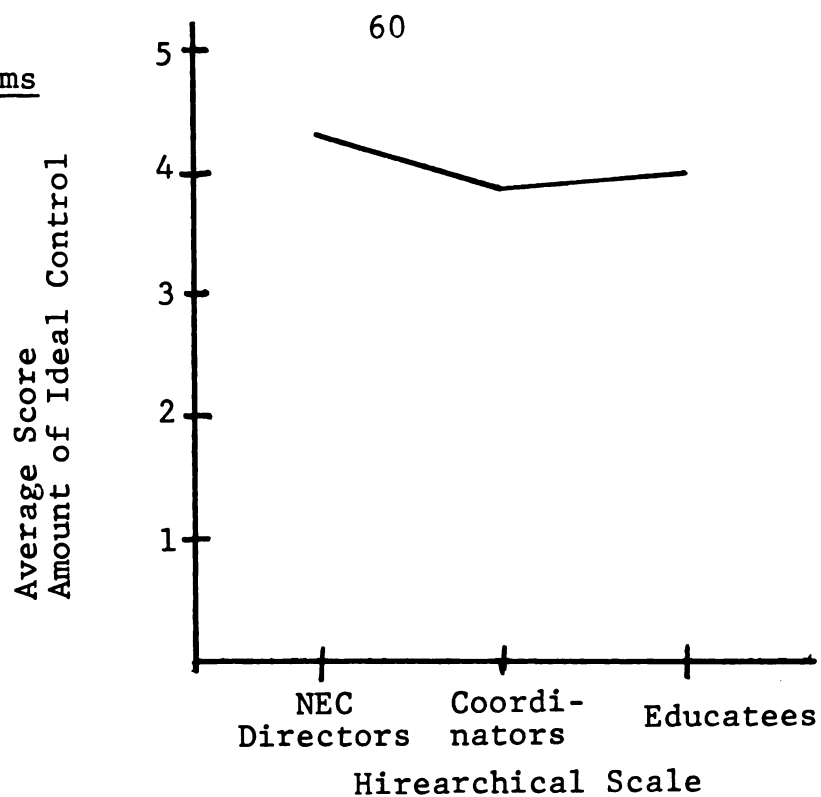
Participants were asked to rate NEC Directors, all other program authorities, and educatees using the same scale as for Question 16.

As shown in Figure 7, the perceptions of EBL and EVN respondents are not very different regarding the "ideal" amount of control that participants should exercise in educational programs. This finding is similar to Smith and Tannenbaum's (1963) findings. After researching a variety of organizations, they found that the "ideal" control curve roughly parallels the "actual", but in each case it is higher and more nearly horizontal than the "actual". Nonetheless, it should be noted that EBL respondents rated educatees slightly higher in "ideal" influence than did EVN respondents. This is consistent with the formal participative ideology of EBL programs. It also corresponds with Smith and Tannenbaum's (1963) findings on participatory research.

Rewards and Punishments

Two questions were asked about the rewards dispensed for completing a good assignment and the punishment or

EBL Programs



EVN Programs

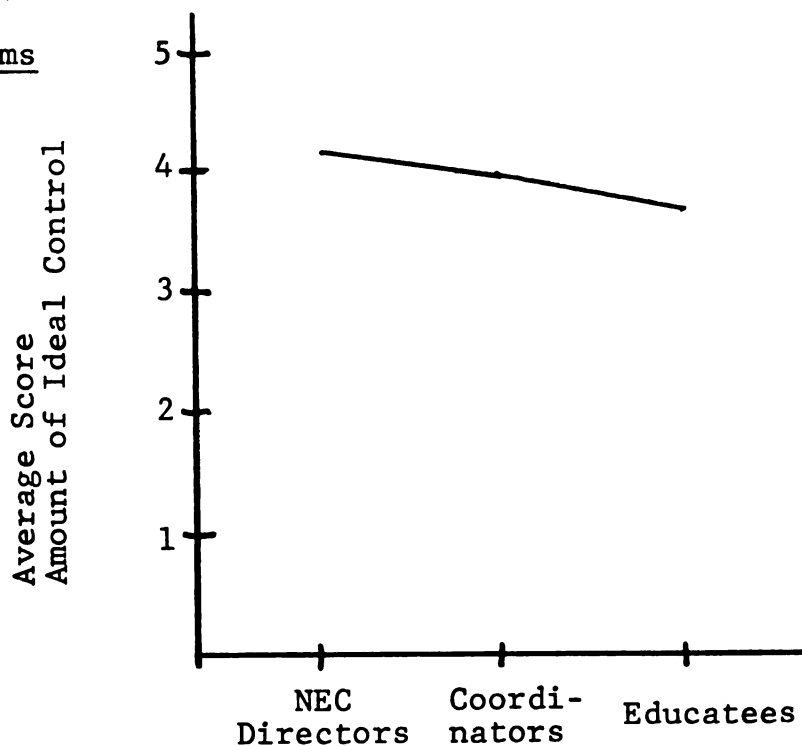


Figure 7. Ideal Distribution of Control in EBL and EVN Programs

sanctions imposed for poor assignments. The purpose of these questions was to better understand how control is exercised in adult programs.

Question 11 asked about rewards:

11. What happens if a participant in your group does an especially good assignment in your class?
 1. His coordinator will praise him.
 2. His classmates will praise him.
 3. His classmates will criticise him.
 4. He may be offered to become coordinator's assistant.
 5. He will be given better grades and certificates.
 6. His classmates will have a high opinion of him.
 7. He will have a better opportunity for advancement in the program.
 8. His coordinator will have a high opinion of him.
 9. Nothing will happen.

Respondents were asked to check as many alternative responses as were appropriate.

Table 6 shows the percentage of respondents who checked each answer.

Item 7, "He will have a better opportunity for advancement in the program" was the most frequently cited item by EBL educatees, (48.5 percent) EVN authorities/educators (57.0 percent), and educatees (69.9 percent and the second

Table 6. Frequency and Rank of Different Types of Rewards for Good Assignments as Perceived by Authorities/Educators and Educatees in EBL and EVN Programs

Note: Based on 5 point scale.												
Reward	EBL Programs						EVN Programs					
	Auth/Educators			Educatees			Auth/Educators			Educatees		
	(N=42)			(N=166)			(N=51)			(N=149)		
	N %	Rank		N %	Rank		N %	Rank		N %	Rank	
1. His coordinator will praise him	16	38.1	2	76	45.5	2	8	16.1	6	43	29.0	6
2. His classmates will praise him.	5	11.9	4	73	44.2	3	5	9.8	8	17	11.7	7
3. His classmates will criticize him.	1	2.4	6	15	9.1	8	10	20.2	5	54	36.4	5
4. He may be offered to become coordinator's assistant.	4	9.5	5	59	35.8	4	5	9.8	7	15	9.8	8
5. He will be given better grades and certificates.	19	45.2	1	50	30.3	6	22	43.7	3	70	47.1	2
6. His classmates will have a high opinion of him.	8	19.0	3	57	34.5	5	39	7.6	9	14	9.5	9
7. He will have a better opportunity for advancement in the program.	16	38.1	2	81	48.5	1	29	57.0	1	103	68.9	1
8. His coordinator will have a high opinion of him.	8	19.0	3	49	29.7	7	13	25.9	4	55	36.7	4
9. Nothing will happen.	1	2.4	6	11	6.7	9	26	50.3	2	63	42.6	3

most frequently cited item by EBL authorities/educators (38.1 percent). This finding is congruent with the expectations of any educational process; good assignments usually lead to class progress. However, the data also indicate that there are some incongruencies in the perceptions of authorities/educators and those of educatees in both the EBL and the EVN programs. For example, Item 5, "He will be given better grades and certificates" was the most frequently cited item by EBL authorities/educators (45.2 percent) but was the sixth most frequently cited item by EBL educatees (30.3 percent).

There were also differences between the two programs. "His coordinator will praise him" was the second most frequently cited item by both EBL authorities/educators (38.1 percent) and educatees (45.5 percent) but was the sixth most frequently cited item by EVN authorities/educators (16.1 percent) and educatees (29.0 percent). "Nothing will happen" was chosen by only 2.4 percent of EBL authorities/educators and only 6.7 percent of EBL educatees, but by 50.3 percent of EVN authorities/educators and 42.6 percent of EVN educatees.

As shown in Table 7, EBL authorities/educators most frequently cited "his classmates will have a low opinion of him" (48.8 percent), "he will have less opportunity for advancement in the program" (33.3 percent), "his classmates will support him against criticism" (33.3 percent), and

"his coordinator will criticize him" (21.4 percent) respectively. EBL educatees most frequently cited "he will have less opportunity for advancement in the program" (37.6 percent), "his classmates will support him against criticism (36.4 percent), and "he will receive bad grades" (33.3 percent).

None of the EBL authorities/educators selected "he will be sent to an inferior group" and only 12.7 percent of the EBL educatees selected this item. Among the least frequently cited items by the EBL authorities/educators were "his classmates will criticize him" (14.3 percent), "he will receive bad grades" (14.3 percent), and "nothing will happen" (14.3 percent).

EBL authorities/educators and educatees had sharply different perceptions about Item 6: 48.8 percent of the authorities/educators selected "his classmates will have a low opinion of him" whereas only 18.2 percent of educatees selected this item.

The perceptions of EVN authorities/educators and educatees were markedly similar regarding punishment for poor assignments. Both groups most frequently cited "he will receive bad grades," "he will have less opportunity for advancement," and "his classmates will criticize him" in that order. The percentages of respondents were also quite high for these items: 66.7 percent of the authorities/educators and 72.3 percent of the educatees selected "he

Table 7. Percentage of Respondents Indicating Different Types of Punishment for Poor Assignments

Punishment	EBL Programs						EVN Programs					
	Auth/Educators (N=42)			Educatees (N=166)			Auth/Educators (N=51)			Educatees (N=149)		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
1. His coordinator will criticize him.	9	21.4	3	46	27.9	4	19	36.7	5	68	45.3	4
2. His classmates will criticize him.	6	14.3	4	37	22.4	5	22	42.9	3	77	51.6	3
3. His classmates will support him against criticism.	14	33.3	2	60	36.4	2	45	9.7	7	17	11.4	7
4. He will be sent to an inferior group.	0	00.0	6	21	12.7	8	122	2.4	9	11	7.5	9
5. He will receive bad grades.	6	14.3	4	55	33.3	3	34	66.7	1	108	72.3	1
6. His classmates will have a low opinion of him.	20	48.8	1	30	18.2	6	21	42.1	4	67	45.2	5
7. He will have less good opportunity for advancement in the program.	14	33.3	2	62	37.6	1	29	56.3	2	94	62.9	2
8. His coordinator will have a low opinion or him.	1	2.4	5	27	16.4	7	14	27.6	6	48	32.4	6
9. Nothing will happen.	6	14.3	4	15	9.1	9	23	4.6	8	12	7.9	8

Note: Based on a 5 point scale.

will receive bad grades;" 56.3 percent of the authorities/educators and 62.9 percent of the educatees selected "he will have less opportunity for advancement," and 42.9 percent of the authorities/educators and 51.6 percent of the educatees selected "his classmates will criticize him." The least frequently cited items by the EVN respondents were "nothing will happen" and "he will be sent to an inferior group."

That a relatively large proportion of EBL respondents indicated that classmates will support participants against criticism is consistent with the participative mode of operation as discussed by Tannenbaum (1974) and Knowles (1975).

The data in Tables 6 and 7 suggest that participants in EBL programs are more likely to be praised when they do a good assignment than to be criticized when they do poor class work. This situation may reflect the amount of supportiveness by coordinators (see previous section).

EVN programs on the contrary, show that participants are more likely to be criticized for poor assignments than praised for good assignments. These results are consistent with the expected low level of control ascribed to these programs by respondents in Figure 7.

In EBL and EVN programs more respondents indicated that coordinators will criticize educatees than indicated that coordinators merely will have a low opinion of educatees.

The likelihood that "nothing will happen" when one does well than when one does poorly is greater for the EVN program than for the EBL program. This suggests that something is more likely to happen in response to a poor EVN assignment than in response to a good assignment. Skinner (1971) provides a partial explanation of the preeminence of punishment. According to Skinner's theories punishment could be a reaction to the manifest threat to the schooling system that is created by substandard class performance. At the same time, punishment is also related to an individual's learning history. Learning history is treated as an intervening variable in this research (see Figure 2).

In contrast, the percentage of EBL respondents who indicated that "nothing will happen" in response to a good or poor assignment was very low.

The explanation for the differences between the EBL and EVN programs may be connected to their educational philosophies. Tannenbaum et al. (1979) showed that there is a greater tendency to give sanctions for misbehavior than to give praise to people as a reward when they behave well. Since EBL programs are trying to develop a problem-posing education, they are part of an effort to change the traditional pattern or system of rewards and sanctions. Nevertheless, EBL authorities/educators are still somewhat traditional in their approach to participat-

ive learning. For example, a very low percentage of the authorities/educators selected "his classmates will praise him" as a reward. This means that directors, promoters, chiefs of studies, and other authorities do not expect those in the participant's own group to reward their classmates. This is also indicated by the responses to the reward, "his classmates will have a high opinion of him" and to the punishment, "his classmates will criticize him."

Finally, there is a different approach to grading in the two programs. In EBL programs, grades are not supposed to be as important as they are in EVN programs. This could explain why only 33.3 percent of EBL educatees selected bad grades as a means of punishment as compared with 72.3 percent of EVN educatees.

Classmate and Coordinator Control

Punishment can be seen as a means of class control. Nevertheless, participants may find that punishment is an "adversive stimulus" or a "negative reinforcement" (Skinner, 1971). For example, the effectiveness of criticism, as a technique of control depends to some extent on the educatee's sensitivity to the criticism. In the development of problem-posing education, educators will not be able to give feedback to educatees if the educatees are "indifferent" toward the teacher's criticism.

Questions 19 and 20 were designed to gain information about educatee's reactions to criticism by coordinators and classmates:

19. Suppose your coordinator told you that you did some assignment very badly. How much would it bother you?

20. Suppose some of your classmates told you that you did some assignment very badly. How much would this bother you?

Responses to both questions were to be checked on a scale ranging from 1 (not at all) to 5 (very much).

As shown in Table 8, the average scores for both programs were relatively low suggesting that criticism by classmates or coordinators did not "bother" respondents in either program to any great extent. It does appear, however, that criticism by coordinators and classmates bothered EBL respondents slightly more than EVN respondents. As can be seen in Figure 8, more EBL respondents chose higher scores on the effects scale than did EVN respondents.

The participative model for the EBL programs call for the extence of peer-generated influence and sensitivity to criticism by classmates. Although EBL participants are aparently more sensitive to criticism than are those in EVN programs, the average for the group as a whole was low. Since criticism is not the only means of control in a learning setting, these results cannot be interpreted as

Table 8. Summary Data on Respondents' Reactions to Criticism by Coordinators and Classmates.

Questions	<u>EBL Programs</u>			<u>EVN Programs</u>			<u>t-Test</u>		
	\bar{x}	S	N	\bar{x}	S	N	t	df	p
Coordinators' Criticism									
19.	2.61	4.92	89	1.84	3.18	81	1.192	168	<.10
Average	2.51								
Classmates Criticism									
20.	2.42	4.37	109	1.09	3.92	93	2.252	200	<.05
Average	1.46								

Note: Based on a 5 point scale

incongruencies within the program. Additional evidence is needed to draw conclusions in that regard.

Bases of Power

The exercise of power as well as the acceptance of authority are important theoretical concerns in the study of participation. Thus a major emphasis of this study was whether or not participants in EBL programs, which must be formally participative, differ from those in non-participative programs in their reason for accepting authority. Question 32 focused on the power of coordinators;

32. When you do what your coordinator asks you to do in your classes or as homework, why do you do it?

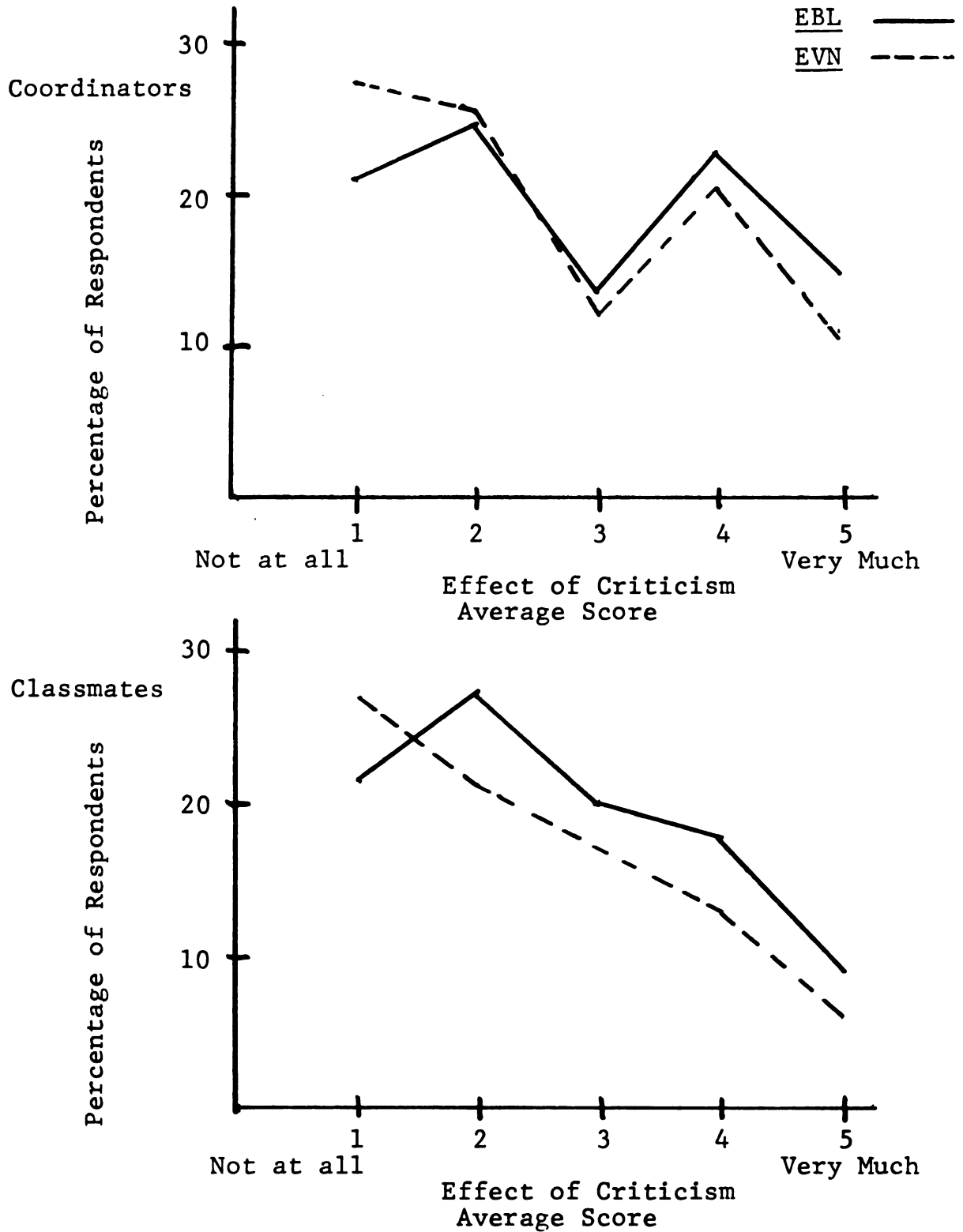


Figure 8. Respondents' Reactions to Criticism by Coordinators and Classmates

1. I respect his competence and judgment.
2. He can give special help and benefits.
3. He can give bad grades or otherwise disadvantage me.
4. He is a nice person.
5. It is my duty.
6. It is necessary if the program is to function properly.

Respondents were asked to rate each item on a scale ranging from 1 (not at all) to 5 (to a very great extent). The six items were designed to clarify why an individual may accede to the influence of another during regular class development.

The items included in Question 32 were adapted from Tannenbaum et al. (1974b). Tannenbaum and his colleagues noted that the "accession to influence based on personal commitment is called by theorists the 'law of the setvation.'" Drawing upon models by Likert and by French and Raven, they then identified reasons why individuals would accede to personal influence:

these reasons include the belief that the person exercising control: (1) has superior knowledge relevant to the task; (2) can dispense rewards or (3) punishment; (4) is attractive as an individual; or (5) has the right to exercise control. To these we have added a sixth which implies accession to influence out of a sense of commitment to a large purpose served by the organization.

As shown in Table 9, EBL respondents most frequently cited "it is my duty" (89.8 percent), "it is necessary if the program is to function properly," (80.7 percent), and "he is a nice person" (72.9 percent). The average scores for these items were 4.5, 4.2, and 3.7 respectively. EVN respondents, on the other hand, most frequently cited "he can give bad grades or otherwise disadvantage me" (87.2 percent), "it is necessary if the program is to function properly" (79.9 percent), and "it is my duty" (77.8 percent). The average scores for these items were 4.4, 4.0, and 3.8 respectively.

"He can give special help and benefits" was the least frequently cited item by EBL respondents. Only 46.4 percent of EBL participants selected this item. This item also received the lowest average scores (2.3) of any of the EBL items. The coordinators ability to give special favors and benefits was the second least frequently cited item by EVN respondents; 55.7 percent of the respondents selected this item and the average score was 2.7.

Whereas "he is a nice person" was the third most frequently chosen item by EBL respondents, it was the least frequently cited item by EVN respondents. Only 47.6 percent of the EVN respondents selected this item in contrast to 72.9 percent of EBL respondents. This item also had the lowest average (2.4) of the EVN scores.

Table 9. Educatee's Perceptions of Coordinators' Bases of Power

Reason	Frequency				Scores ^a					
	EBL ^b		EVN ^c		EBL ^b		EVN ^c			
	N	%	Rank	N	%	Rank	Average	Rank		
1. I respect his competence and judgment.	93	56.0	5	106	71.1	4	3.2	4	2.9	4
2. He can give special help and benefits.	77	46.4	6	83	55.7	5	2.3	6	2.7	5
3. He can give bad grades or otherwise disadvantage me.	94	56.6	4	130	87.2	1	2.8	5	4.4	1
4. He is a nice person	121	72.9	3	71	47.6	6	3.7	3	2.4	6
5. It is my duty.	149	89.8	1	116	77.8	3	4.5	1	3.8	3
6. It is necessary if the program is to function properly.	134	80.7	2	119	79.9	2	4.2	2	4.0	2

Notes: ^aBased on a 5 point scale: 1 = not at all, 5 = to a very great extent.

^bEBL N = 166

^cEVN N = 149

In EBL programs, priority was given to "it is my duty," while the EVN programs gave priority to punishment, (i.e., "he can give bad grades or otherwise disadvantage me" (item 3). Nevertheless, both programs show that their bases of power are primarily centered with respondents perceptions of duty and the need to assure that the program functions properly. This pattern of responses is similar to those reported by Tannenbaum's studies of organizations such as colleges, factories, and utility companies. This suggests that these findings can be generalized to other settings.

The lack of emphasis on the EBL coordinators' ability provide special help and benefits and to give bad grades suggests that EBL participants may have internalized the philosophy of problem-posing education.

The findings in this section could be seen as contradictory to those in the previous sections. However, the previous section emphasized rewards and punishment whereas the present data refer mostly to educatees' acceptance of a coordinators' control.

One explanation for these results may be that coordinators could behave in a coercive way, but that EBL participants may not respond to that coercion. This is seen in the low priority assigned to the EBL coordinators ability to give educatees bad grades. Hence, coercion scores low as an effective basis of control in EBL programs. This finding is similar to those found by Bachman and others

(Tannenbaum, 1974) in their 1968 research on modern organizations in different countries. They found that coercion was a relatively ineffective basis of power. Furthermore, there is a cultural pattern of "passive resistance" in Peru. Various social scientists have noted that Peruvians can choose to not perceive coercion. Cotler (1976) explained:

The mestizo group is free to act in accordance with its own initiatives, even reinterpreting dispositions which could reduce the range of its attributions.

Question 42 asked coordinators' to indicate their perceptions of their own power in class.

42. When your students do what you ask them to do in your classes or as homework, why do you think they do it?
1. I respect his competence and judgment.
 2. He can give special help and benefits.
 3. He can give bad grades or otherwise disadvantage me.
 4. He is a nice person.
 5. It is my duty.
 6. It is necessary if the program is to function properly.

Respondents were also asked to rate each item on a scale of 1 (not at all) to 5 (to a very great extent). The data in Table 10 show that both EBL and EVN coordinators most frequently selected "it is necessary if the program is to

Table 10. Coordinator's Perception of their Bases of Power

Reason	Frequency				Scores ^a			
	EBL ^b		EVN ^c		EBL ^b		EVN ^c	
	N	%	N	%	Average	Rank	Average	Rank
1. They respect my competence and judgment.	53	74.6	2	43	66.2	2	3.6	2
2. I can give special help and benefits.	50	70.4	3	31	47.7	4	3.5	4
3. I can give them bad grades or otherwise disadvantaged	8	11.3	5	33	50.8	3	0.5	3
4. I am a nice person.	28	39.4	4	21	32.3	5	1.9	5
5. It is their duty.	50	70.4	3	19	29.2	6	3.5	6
6. It is necessary if the program is to function properly.	62	87.3	1	51	78.5	1	4.3	1

Notes: ^aBased on a 5 point scale: 1 = not at all, 5 = to a very great extent
^bEBL N = 71
^cEVN N = 65

function properly" place, and second most frequently chose "they respect my competence and judgment".

The responses of educatees and coordinators were marked different. While EBL educatees did their work because "it is their duty", coordinators believe they work because of the need to have a good functioning program. In EVN programs, educatees were mainly concerned with bad grades while coordinators chose the need to have a properly functioning program. In summary, educatees and coordinators' perceptions differed regarding the bases of power in both kinds of programs (formally participative and non participative). Nevertheless, coercion (i.e., bad grades) scored low in coordinators' perceptions and received the lowest average score (0.5) in the EBL programs.

Hierarchical Relationships

Hierarchy in educational programs for adults implies that there are differences in the authority and influence of participants as well as in the rewards associated with their work.

All educational programs are structured hierarchically, but some are less hierarchical than others. The participative educational program deemphasizes hierarchy because of its equalitarian philosophy of dialogue and cultural action. Therefore, formal distinctions of rank are less important than informal distinctions may be participants in the program.

The teacher is no longer merely the one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow. In this process, arguments based on "authority" are no longer valid; in order to function, authority must be on the side of freedom, not against it. (Freire, 1973).

....the role of the teacher is that of professional technician and guide as well as a subject-matter resource. Teachers ensure that the learning environment is rich enough for the group to extract significant learning....

The learning design must be planned as a sequence of activities that involve the whole group in decision making about learning gaps, contents, and strategies. The group decides which techniques and materials are most appropriate and effective for achieving specified goals. (Srinivasan, 1977).

One of the main objectives of the EBL programs is to establish a method that invalidates the traditional concepts of authority and hierarchy. This method should reinforce EBL development as a participative program.

The decision-making process for areas such as curriculum development, instructional techniques, and evaluation is largely distributed among the NCE Director, Program Director, Study Chief, Promoters, Coordinators and Educatees. The evaluation and control of the EBL program, as well as the character of interpersonal relationships, are quite distinctive from that seen in non-participative programs.

The following data attempt to assess the importance of hierarchy in adult education programs and to show whether and how authority and reward associated with hierarchy might differ between EBL and EVN programs.

Attitude Toward Advancement

Organizational theorists agree that hierarchy has a potential impact on people. This can be explained because individuals see hierarchy as means of achieving personal success. Consequently, they want to advance in the hierarchy to meet their needs and desire for success. The EBL and the EVN programs were created to help those who did not have the opportunity to obtain schooling during infancy and adolescence. Furthermore, EBL is the only program in the country that will continue this educational service.

To measure the mobility aspirations of respondents, the following question was asked:

33. Imagine that, because of your training in this program, you were offered the following positions in your work. Would you accept them or not?
(Circle one number on each line).

- | | Yes | No |
|--|-----|----|
| 1. Move to a higher level position
that has considerably more
obligations and responsibilities
for you. | 1 | 2 |
| 2. Move to a higher level position
that requires training than entails
many sacrifices on your part. | 1 | 2 |

	Yes	No
3. Move to a higher level position where you may be frequently criticized.	1	2
4. Move to a higher level position in which you would have a group of "problem" employees working for you.	1	2
5. Move to a higher level position in which there are more worries than you now have connected with your present work.	1	2

It is know that hierarchy has different meaning for people in different systems. In general, the responses from both programs' were similar. As shown in Table 11, respondents expressed a relatively high motivation to advance in their work positions. Authorities in the EVN programs seen to have more mobility needs than other respondents. This is probably because these programs are scheduled to end by 1979. As a consequence, it is likely that all of the EVN authorities are feeling a greater need for mobility than are those whose programs are scheduled to continue. Nevertheless, top members in EBL programs also showed some interest in higher positions. Table 12 shows that there is no significant difference in EBL and EVN participants' willingness to face obstacles to advancement.

Table 11. Frequency and Rank of Respondents' Willingness to Face Different Obstacles to Advancement

Obstacle	EBL						EVN					
	Authorities ^a			Coordinators ^b			Educatees ^c			Authorities ^d		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
1. Added obligations and responsibilities.	28	66.7	1	38	53.5	1	128	77.1	1	31	60.7	1
2. Training that requires sacrifices.	13	31.0	3	18	25.3	2	83	50.0	4	19	37.2	3
3. Frequent Criticism.	11	26.2	5	13	18.3	3	35	21.2	5	20	39.2	2
4. Problem employees.	12	28.6	4	9	12.7	4	89	53.6	2	16	31.3	4
5. More worries.	27	64.3	2	4	5.6	5	85	51.2	3	19	37.2	3
Average Percent	--	43.4	--	--	23.0	--	--	50.6	--	--	41.1	--

Notes: ^aN = 42; ^bN = 71; ^cN = 166; ^dN = 51; ^eN = 63; ^fN = 149

Table 12. Summary Data of Respondents Willingness to Face Different Obstacles to Advancement

Question	EBL Programs			EVN Programs			t-test		
	\bar{X}	S	N	\bar{X}	S	N	t	df	p
33 (1-5)	2.36	4.72	195	2.17	4.52	198	0.19	391	ns

Note: Based on a 5 point scale.

One cultural element of Peruvian society is the tendency to see mobility in the hierarchy as being representative of achievement. This may explain why hierarchical advancement was important to respondents in both adult programs. In spite of this, coordinators in EBL programs seem to have less aspirations for mobility than authorities, although coordinators in EVN programs had lesser aspirations.

Question 4 and 5 were designed to determine participants' perceptions of their opportunities for job advancement:

4. Are there real possibilities for people like you to be promoted in those courses that you are attending? (1 = no possibilities at all ... 5 = very many possibilities.)
5. Do you think that at some short period of time in the near future you will have the opportunity to be promoted to an advanced cycle in this program. (1 = not at all probable ... 5 = almost certain.)

The responses to these questions suggest that there are minor significant differences between the programs. However, both programs had low percentages in reference to the question on real responsibilities for advancement. Consequently, there is an incongruency between the reality of the EBL program and its policy of individual promotion in accordance with each student's needs and progress. These results reveal participants' perceptions of opportunities to be promoted are lower than what would be expected given the Educational Reform Law.

As shown in Table 13 and Table 14, only 21.0 percent of EBL educatees believed that they had any "real possibilities for advancement". An even smaller percentage of coordinators (15.5 percent) felt that they had any real possibilities for advancement. In contrast, 38.0 percent of EBL authorities saw a real possibility of advancement.

In all cases, EVN respondents had lower scores than their EBL counterparts; only 13.7 percent of the authorities, 7.9 percent of the coordinators and 18.8 percent of the participants saw any real possibilities of advancement. This is not surprising as EVN participants are promoted according to the traditional system.

With the exception of EBL authorities, more respondents in all categories saw opportunities to be promoted in the near future, than saw real possibilities for advancement in their current courses. However, the percentages were still

relatively low. Thus, 30.9 percent of EBL authorities, 36.6 percent of EBL coordinators, and 46.9 percent of EBL educatees expected to be promoted to an advanced cycle in the near future. In the EVN program, 31.4 percent of authorities, 47.6 percent of coordinators, and 24.2 percent of educatees expected to be promoted.

In general, the findings suggest that respondents are pessimistic about their opportunities for advancement. This finding is congruent with those of DESCO studies on teachers' attitudes in Peru. In studies on educators' conditions in adult education, DESCO (1976) found that teachers felt very frustrated and lacked aspirations. These attitudes can be related to the teachers' low socio-economic level. Furthermore, teachers used to perceive their jobs as good channels for social mobility; however, economic conditions in Peru have aggravated their situation and their possibilities of getting promotions are quite restricted.

Perceived Advantages and Requirements for Promotions

Question 37 was designed to analyze participants' attitudes towards advancement:

37. What do you think are the main advantages to being promoted into a superior cycle or position in this kind of programs?

1. Prestige or esteem.
2. More variety of tasks.

Table 13. Respondents' Perceptions of Opportunities for Advancement

Question	EBL Programs						EVN Programs											
	Authorities Coordinators			Educatees			Authorities Coordinators			Educatees								
	(N = 42)			(N = 71)			(N = 166)			(N = 51)			(N = 63)			(N = 149)		
	N	%		N	%		N	%		N	%		N	%		N	%	
Real Possibilities	16	38.0		11	15.5		35	21.0		7	13.7		5	7.9		28	18.8	
Opportunities in Near Future	13	30.9		26	36.6		78	46.9		16	31.4		30	47.6		36	24.2	

Table 14. Summary Data on Respondents' Perceptions of Opportunities for Advancement

Question	EBL Programs				EVN Programs				t-test	
	\bar{X}	S	N		\bar{X}	S	N		t	p
Real Possibilities	2.87	3.92	113		1.96	2.57	126		3.139	.01
Opportunities in Near Future	3.02	4.76	168		2.68	4.42	146		1.708	.10

NOTE: Based on a 5 point scale.

3. Independence.
4. More number of social contacts.
5. Opportunity to make decisions.
6. Opportunity to enlarge one's skills.
7. Opportunity to enlarge one's knowledge.
8. Influence with people from outside.
9. More certificates to teach better wages at work.
10. There are no advantages.

Respondents were asked to select three of the 10 items in Question 37. As none of the respondents selected "there are no advantages", this item was omitted from the analysis. The results of Question 37 are shown in Table 15.

As a group EBL participants perceived "independence," "opportunity to enlarge their knowledge," and "variety of tasks," as important rewards of advancement. "Prestige and esteem" received the lowest ranking and "opportunities for making decision" received a relatively low ranking. When each level was treated individually, the rankings were quite different. Most EBL authorities selected "certificates for reaching better wages," coordinators selected "independence" and educatees selected "influence with people from outside."

EVN participants most frequently selected with people from outside." "Independence" and "opportunity to enlarge their knowledge" were least frequently selected by the groups as a whole. Within the individual levels, authorities most frequently selected "prestige and esteem," coordinators

Table 15. Respondents' Perceptions of Advantages Associated with Promotions

Advantages of Promotions	EBL Programs										EVN Programs																				
	Authorities					Coordinators					Educatees					Average															
	(N = 42)	N	%	Rank		(N = 71)	N	%	Rank		(N = 166)	N	%	Rank		(N = 279)	N	%	Rank		(N = 149)	N	%	Rank		(N = 269)	N	%	Rank		
1. Prestige or esteem	4	9.5	5	7	9.8	8	24	14.5	6	31	11.3	8	30	52.9	1	20	31.7	2	13	8.7	8	84	31.1	3							
2. More variety of tasks	12	28.6	2	17	23.9	4	25	15.2	5	63	22.6	2	11	19.6	6	8	12.7	6	11	7.4	9	35	13.2	7							
3. Independence	2	4.8	6	29	40.8	1	18	10.9	8	52	18.8	4	8	13.7	7	4	6.3	8	16	10.7	7	27	10.2	9							
4. More number of social contacts	1	2.4	7	19	26.8	3	15	9.1	9	36	12.8	7	20	35.2	3	9	14.3	5	29	19.5	3	61	23.0	4							
5. Opportunity to make decisions	8	19.0	4	6	8.4	9	21	12.7	7	37	13.4	6	13	23.5	5	9	14.3	5	19	12.7	6	45	16.8	6							
6. Opportunity to enlarge one's skills	10	23.8	3	9	12.7	7	33	20.0	3	52	18.8	4	8	13.7	7	11	17.5	4	41	17.5	4	53	19.6	5							
7. Opportunity to enlarge one's knowledge	12	28.6	2	24	33.8	2	34	20.6	2	77	27.7	1	6	9.8	8	7	11.1	7	26	17.4	4	34	12.8	8							
8. Influence with people from outside	1	2.4	7	15	21.1	5	39	23.6	1	44	15.7	5	27	47.0	2	23	36.5	1	25	16.8	5	90	33.4	1							
9. More certificates to reach better wages at work	13	31.0	1	12	16.9	6	31	18.8	4	62	22.2	3	19	33.3	4	15	23.8	3	48	32.2	1	80	29.8	2							

Note: Based on 5 point scale.

selected "influence with people from outside," and educatees selected "more certificates to reach better wages."

The pattern of requirements for advancement in the hierarchy was analyzed next. Question 14 asked:

14. How important are each of the following factors for getting ahead in your NEC or program?
 1. Quality of assignment done.
 2. Quantity of assignment done.
 3. His coordinator's opinion of him.
 4. Dependability.
 5. Creativeness, inventiveness.
 6. Seniority in the program.
 7. Having friends in the NEC and Program Directorate.
 8. Having good professional knowledge.
 9. Taking initiative.
 10. Having outstanding ability to work with people.
 11. Trusting the educational program.
 12. Recommendations of political or religious nature.
 13. Working hard to achieve learning.

Respondents were asked to check their answers on a five point scale.

As shown in Table 16, EBL respondents most frequently selected "working hard to achieve learning" (84.9 percent), while the majority of EVN respondents selected "quality of

Table 16. Respondents Perceptions of Requirements for Advancement in EBL and EVN Programs

Requirements for Advancement	Frequency				Scores					
	EBL Programs (N = 279)		EVN Programs (N = 263)		EBL Programs		EVN Programs			
	N	% Rank	N	% Rank	Average	Rank	Average	Rank		
1. Quality of assignment done.	171	61.3	7	178	67.7	1	3.9	2	3.8	1
2. Quantity of assignment done.	105	37.6	9	123	46.7	5	1.8	8	2.6	8
3. His coordinator's opinion of him.	154	55.2	8	152	57.8	4	2.8	7	2.9	5
4. Dependability	203	72.8	4	168	63.9	2	3.6	5	3.4	2
5. Creativeness, inventiveness.	191	68.5	6	123	46.8	5	3.4	6	2.7	7
6. Seniority in the program	59	21.1	10	74	28.1	8	1.1	9	1.4	10
7. Having friends in the NEC and Program Directorate.	55	19.7	11	50	19.0	9	1.0	10	0.9	12
8. Having good professional knowledge.	218	78.1	2	168	63.9	2	3.8	3	3.4	2
9. Taking initiative.	209	74.9	3	166	63.1	3	3.7	4	3.2	3
10. Having outstanding ability to work with people.	191	68.5	6	152	57.8	4	3.4	6	3.2	3
11. Trusting the educational program.	202	72.4	5	103	39.1	6	3.6	5	3.1	4
12. Recommendations of political or religious nature.	40	14.3	12	71	27.0	8	0.7	11	1.2	11
13. Working hard to achieve learning.	237	84.9	1	84	31.9	7	4.3	1	1.7	0

NOTE: Based on a 5 point scale.

the assignment done" (67.7 percent). The average scores for these two items were 4.3 and 3.8 respectively.

"Having good professional knowledge" (78.1 percent) and "taking initiative" (74.9 percent) were the second and third most frequently cited items in EBL programs. EVN respondents chose "dependability" (63.9 percent), "having good professional knowledge" (63.1 percent). "Having friends in the NEC and Program Directorate" received a low ranking in both programs. Only 19.7 percent of the EBL respondents and 19.0 percent of the EVN respondents chose this item which received an average score of 1.0 in EBL programs and .09 in EVN programs. "Recommendations of political or religious nature" also received a low score in both programs: the average EBL score was 0.7 and the average EVN score was 1.2.

Tannenbaum et al. (1974b) found that the pattern of requirements for advancement is quite universal, even in social systems that have completely different ideologies. This was also true for this study "working hard to achieve learning," "the quality of the assignment," "good professional knowledge and dependability" appear to be the most important requirements for both programs.

Authority and Influence

As mentioned previously, the distribution of authority and influence in developing the EBL program (e.g., curriculum,

instructional techniques, and evaluation criteria), served as one of the bases for the gradients in reaction and adjustment that are being analyzed in this study.

Differentials in authority and influence are always present when there are differences in hierarchical positions. Two questions were designed to examine these differences:

1(g) In reference to the program you are attending, to what extent can you... have authority over other people?

16(d) How much influence do ... you personally actually have on what happens in this program or classes?

Another pair of questions was used to inquire about the amount of authority and influence the respondents prefer to have:

2(g) In relation to your program and classes, to what exten should you ... have authority over other people?

17(d) How much influence ... should you personally have on what happens in this program or classes?

These questions were answered on a five-point scale ranging from "very little" to "a great deal."

The responses to the above questions were analyzed with respect to position in hierarchy (i.e., authorities, coordinators, and educatees). Each position was given a numerical ranking; thus authorities at the top of the NEC

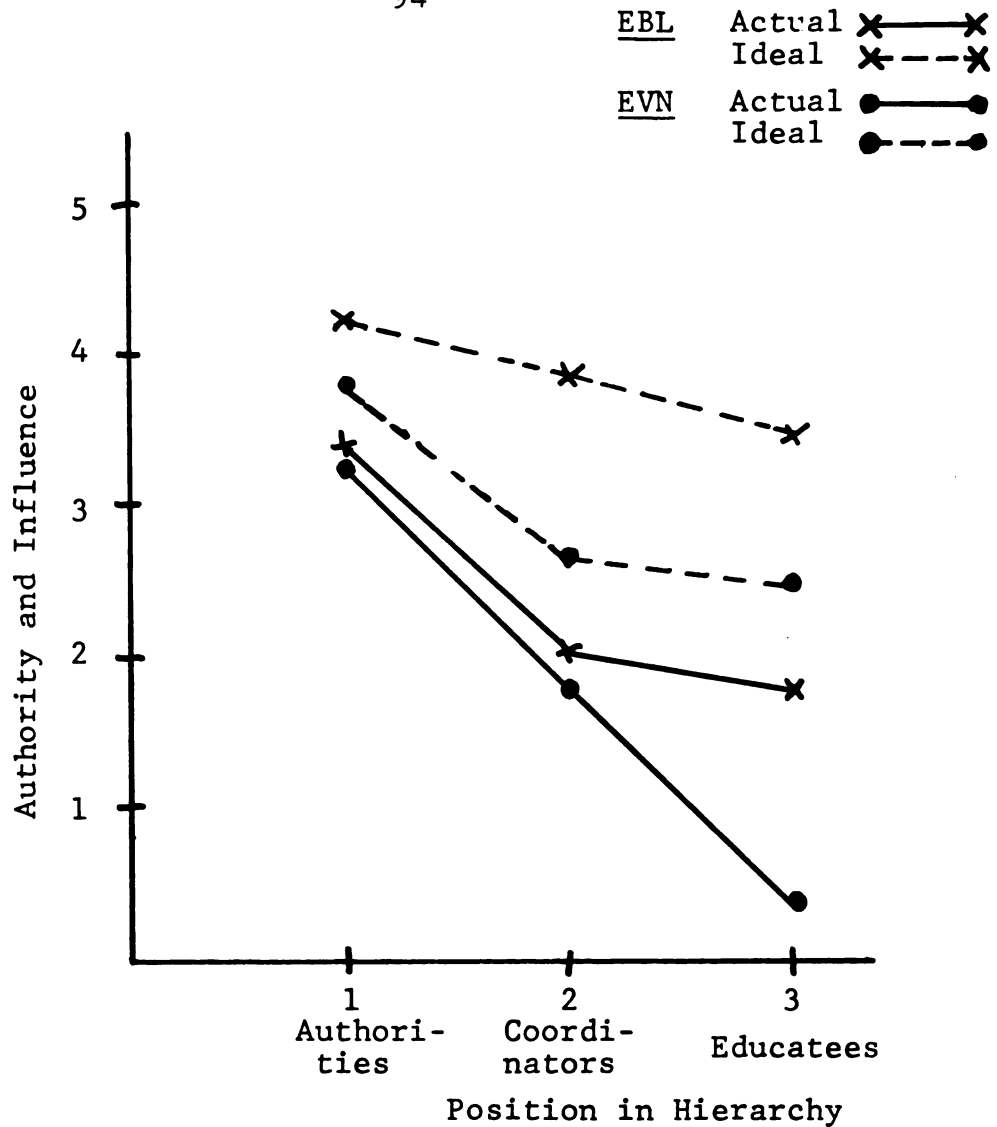
hierarchy were assigned a score of 1, coordinators a 2, and educatees a 3. The findings were then charted in Figure 9. The solid lines in this figure represent the average scores for the questions on actual authority and influence. The broken lines represent the average scores for the questions on preferred or "ideal" authority and influence.

The amount of authority and influence can then be compared with a general hierarchical pattern. As can be seen in Figure 9, members at top positions had higher scores than members in lower positions.

The differences between the actual influence and authority in EBL and EVN programs suggest that EBL programs have a better distribution of influence.

Discrepancies between the ideal and actual amount of authority and influence in EBL and EVN programs show the same pattern that has been found in the research of Porter and Lawler (1968) and of Tannenbaum (1974). These researchers found that differences between the ideal and actual are much greater near the bottom than near the top of the hierarchy.

The level of expected authority and influence for EBL programs shown in Figure 9 suggest that there is a great deal of congruency between the ideal and the problem-solving method. However, the actual level of authority and influence seems to be more hierarchical than was expected. Comparing these findings with those on participativeness



Note: Average scores of responses to Q 1(g) and Q 16 (d) on actual authority and influence and to Q 2(g) and Q 17 (d) on ideal authority and influence. 1 = "very little;" 5 = "a good deal."

Figure 9. Actual and Ideal Authority and Influence by Position in Hierarchy

(see Figure 8) than it appears that EBL programs are not yet totally participatory.

The straight line in the EVN curve in Figure 9 represents a two level hierarchy. This suggests that there is a relatively strong association between position and authority and influence. These aspects are congruent with EVN adult program philosophy. By comparing the EBL and EVN curves, we can better understand the EBL program improvement, because the comparison shows that there are distinct differences between the two programs.

Figure 9 also suggests that, in general, authority and influence have a clear and sharp hierarchical distribution even in programs where there are some participative conditions. One explanation for this might be that the slope of the "ideal" curve in EBL is flatter than that of the "actual" curve. This may be because individuals at the bottom of the hierarchy probably desire a greater increase in their authority and influence than do individuals at upper levels. These findings are similar to those of earlier research on organizations and participatory adult education programs.

Just as the problem-posing method of learning implies that there is a better distribution of control and influence between educators and educatees, so too do coordinators desire to have more influence in their programs. The differences in the level of aspirations of EBL and EVN

coordinators are very distinctive. The same differences can also be found in the asperators of educatees in both kinds of programs. The differences between the actual and ideal levels for both programs suggest that the two programs are more congruent ideally than in their day-to-day operations. In spite of this the levels in both programs are consistent with their philosophies.

The Learning Environment

It is well known that in many different types of organizations members at higher levels generally have better opportunities to use their own ideas, to learn a variety of new things, and to utilize their skills and abilities than do those at lower levels. Traditional programs of education, which Freire called "banking systems" also have these characteristics. In these systems, educators believe that they have the knowledge and that educatees are like empty containers which need to be filled with information.

Freire (1973) commented:

The more completely he fills the receptacles, the better a teacher is. The more meekly the receptacles permit themselves to be filled, the better students they are.

Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat.

Opportunities for achieving a better way of learning have been explored in earlier research on educational and work organizations. These opportunities are highly related to people's satisfaction, involvement, and the use of a dialogue approach during the development of class programs. Some of these methods represent an implicit reward in the work being undertaken Argyris (1974), Bruner (1961), Tannenbaum (1974) and others. The differences in rewards given to persons with different positions explains to some extent "the impact of hierarchy on the reactions and adjustments of members" (Tannenbaum, 1974).

Freire maintained that opportunities for satisfaction can be intrinsic in the method of learning. For example, problem-posing education implies a reward; people can say their "own words" and learn from each other. Freire (1973) described such learning as follows:

They must abandon the educational goal of deposit-making and replace it with the posing of the problems of men in their relations with the world. 'Problem-posing' education, responding to the essence of consciousness - intentionality - rejects communiques and embodies communication. ... It is a learning situation in which the cognizable object ... Inter-mediate the cognitive actors - teacher on the one hand and students on the other.

Learning Opportunities

Questions 1 and 2 were designed to help understand EBL and EVN educatees perceptions of learning opportunities:

1. In your classes, to what extent can you:
 - (a.) Learn new things?
 - (b.) Use your own ideas?
 - (c.) Do interesting work?
 - (d.) Use your skills, knowledge, and abilities?
 - (e.) Talk with other people during your class sections? (dialogue, discussion, communication)
 - (f.) Decide your own rhythm of learning?
 - (g.) Have authority over other people?*
2. In your classes, to what extent would you like to: ... (The response categories to this question were the same as to number 1.)

Question 41 asked coordinators about participants' opportunities for learning:

41. In your opinion, to what extent can your students/ participants:
 - (a.) Learn new things?
 - (b.) Use your own ideas?
 - (c.) Do interesting work?
 - (d.) Use your skills, knowledge, and abilities?
 - (e.) Talk with other people during your class sections? (dialogue, discussion, communication)
 - (f.) Decide your own rhythm of learning?

Responses to each item were checked on a scale ranging from (1 = not at all ... to 5 = very much).

*Item (g.) was not analyzed in this section because it forms part of the authority-influence index.

Thus, the questions provide information on perceptions of the classes' tendency to provide participants with learning opportunities, on participants' aspirations regarding what they would like to learn and in which sort of learning environment, and on how coordinators perceive learning opportunities in their classes.

These data have demonstrated some of the features of hierarchy which were inferred from Figure 9: the steepness of the actual curve in EVN programs, and the relative curvilinearity of those in EBL, also at the actual level.

As shown in Table 16 EBL programs scored highly in almost all these characteristics. The opportunities to "discuss and talk with your groups during class" has cited by 59.0 percent of the educatees and by 56.4 percent of the coordinators. "The opportunity for learning new things" was cited by 51.2 percent of the educatees while 67.6 percent of the coordinators cited this item.

The lowest percentage (33.1) of EBL educatees selected the opportunity to "use your own ideas." However, this was the most frequently cited items by coordinators (74.7 percent). There is also a relevant difference in the perceptions about the opportunity to "do interesting assignments: only 46.9 percent of the educatees selected this item whereas 71.8 percent of the coordinators chose the item. Coordinators also cited the opportunity to "use your skills, knowledge, and ability" more frequently than did educatees (63.4 percent vs 41.3 percent). Both coordinators and educatees

Table 17. Respondents' Perceptions of Learning Opportunities in EBL and EVN Programs

Opportunities for Learning	EBL Programs						EVN Programs											
	Coordinators (N = 71)			Educatees (N = 166)			Coordinators (N = 63)			Educatees (N = 149)								
				Actual			Ideal			Actual			Ideal					
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank			
1. Learn new things	48	67.6	3	85	51.2	2	151	90.9	1	51	80.9	1	62	41.6	1	115	77.1	1
2. Use your own ideas	53	74.7	1	55	33.1	6	84	50.6	6	30	47.6	4	18	12.0	4	45	30.2	4
3. Do interesting assignments	51	71.8	2	78	46.9	5	149	89.7	2	43	68.2	2	22	14.8	3	59	39.6	3
4. Use your skills, knowledge, and abilities.	45	63.4	4	82	49.3	3	136	81.9	4	38	60.3	3	43	28.8	2	66	44.3	2
5. Discuss and talk with your group during classes	40	56.4	5	98	59.0	1	146	87.9	3	6	9.5	6	9	6.0	6	38	25.5	5
6. Decide your own rhythm of learning	30	42.3	6	79	47.6	4	98	59.0	5	12	19.0	5	10	6.7	5	27	18.1	6

Note: Based on 5 point scale.

gave relatively low ratings to "decide your own rhythm of learning." Only 42.3 percent of the coordinators and 47.6 percent of the educatees selected this item. It seems that this is the only weak aspect in reference to the development of the problem-posing method in EBL programs. However, there is a great deal of congruency between the data in Figure 3, on attitudes and communication, and the data on learning opportunities particularly with respect to the opportunity to "discuss and talk with your group during classes.

The EVN programs data are consistent with the traditional method of learning. The highest percentage of educatees (41.6 percent) selected the opportunity to "learn new things." Only a low percentage of the educatees selected the rest of the opportunities. Furthermore, the percentages for "ideal" learning opportunities are also lower than those in the EBL programs.

When these results are compared with the scores in Figure 3, it is apparent that there is an incongruency between the low percentage of educatees and coordinators who selected the opportunity to "discuss and talk with your group during class" and the higher rating given to communication in Figure 3.

Finally, the data in Table 17 helps to demonstrate that EBL programs are formally as well as informally participative in reference to learning opportunities, and,

That EVN programs are formally and informally non-participative.

Physical Environment in EBL Classes

In some NECs, EBL programs have already established workshops and laboratories where participants can practice and be trained in useful new skills. These EBL programs have obtained various kinds of "modules" and workshop equipment, but the equipment differs from one NEC to another.*

The quality of the work environment was seen as an important factor in understanding how the selected NECs have carried out EBL programs.

All respondents in EBL programs were asked the following question.

3. Mark with a check along the following lines more or less near to the end that most closely describes your class work environment at the workshop or laboratory.

(a.) boring ... not boring

(b.) unhealthful ... not unhealthful

*During 1973 and 1974 the Ministry of Education randomly delivered modules and workshop equipment to NECs all over the country. Equipment and materials were not assigned in accordance with communities and programs needs, consequently, there are that differences in the physical resources of programs. This information was obtained from sources in the field and verified by officials at the Ministry of Education.

- (c.) physical ... mental
- (d.) dirty ... clean
- (e.) heavy ... light
- (f.) same tasks during ... different tasks during
 the day the day
- (g.) dangerous ... safe
- (h.) alone (individually)... together in group
- (i.) independent ... Interconnected with others
 of others

The left end of each scale indicates that the environment and equipment conditions are of poor quality. The right end, on the other hand, indicates a desirable learning setting. The items were coded in terms of a three-point scale ranging from "negative" to "neutral" to "positive."

"Different tasks during the day" and "interconnected with others" were excluded from the index. The scores for these items were similar at all points on the scale. Different tasks scored 32.3 percent at the positive point, 34.2 percent at neutral, and 33.3 percent at the negative point. Interconnected scored 32.7 percent at the positive point, 29.3 percent at neutral, and 32.9 percent at negative.

Responses shown in Figure 10 demonstrate that an average of about a 62.8 percent of the characteristics received positive ratings. "Clean environment" received the highest percentage (76.8) of positive scores while "not boring" received the lowest percentage (50.0).

These data conform reasonably well with the research expectations regarding formally participative programs. Nevertheless, the data suggest that the quality of these programs could be improved to better meet the objectives of problem-posing education. Ideally and in accordance with EBL philosophy, all items in this index should receive ratings higher than 75.0 percent.

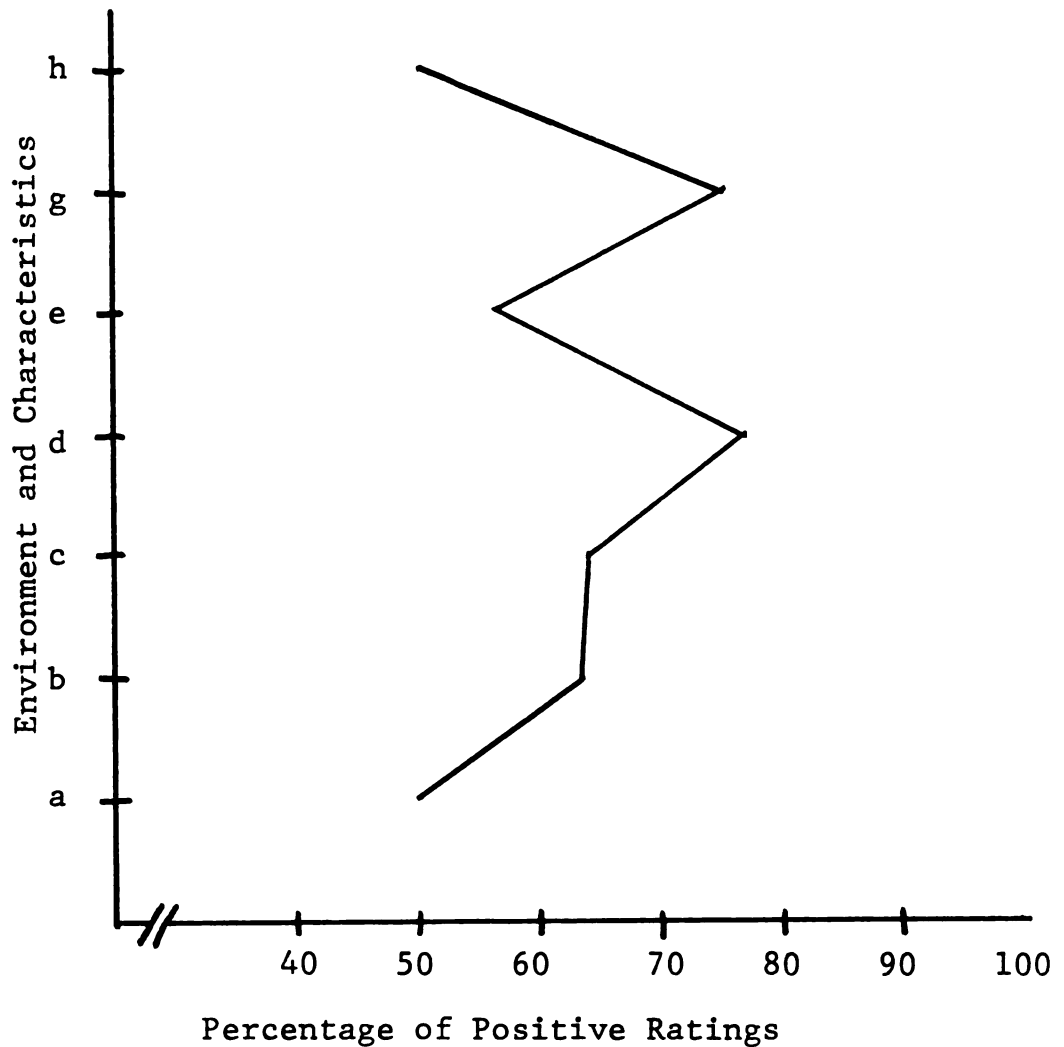
Reaction and Adjustment in Adult Education Programs

Differences in participativeness and in the emphasis placed on hierarchy have been seen in both EBL and EVN programs. In general, the latter is in many respects less participative and more hierarchical than the former.

One of the assumptions of problem-posing education is that participative decisions are more important than hierarchical ones for such decisions consider the real needs and interests of all participants.

Participation has been justified on moral as well as pragmatic grounds. Morally, participation is associated with democratic and equalitarian values; participation is therefore valued where democracy and equality are valued. Pragmatically, participativeness is believed (by some) to be a highly effective system of organization. Among other things, participation reduces conflict and mitigates,...many of the unintended and dysfunctional results of hierarchy (Tannenbaum et al., 1974b).

A participative problem-posing approach students can influence program decisions and affect class methodology in ways that are consistent with participant self-interest.



Note: a. Not boring; b. Not unhealthful; c. Mental; d. Clean; E. Light; F. Different tasks during day; g. Safe; h. together in group; and i. Interconnected with others.

Figure 10. Ratings of EBL Class Environments

Such decisions and consequent new policies will be less arbitrary and disadvantageous for all educatees. Therefore, it is assumed that participants will identify more with their programs and classes and that their increased motivation will contribute to the development of a better program.

Tannenbaum et al. (1974) noted that individuals who participate in decisions feel some responsibility for carrying out these decisions.

Interpersonal relations, dialogue, and communication in the participative system of problem-posing education differ greatly from what is found in traditional or banking education. In participative systems, educators are supportive of their educatees and receptive of their ideas and suggestions. By contributing to the personal growth of educatees, educators help them to feel a sense of personal worth.

According to Freire (1973), in problem-posing education human beings are able to develop their power to critically perceive how they exist in the world and where they find themselves. Citing his experiences in Chile, Freire explained:

In one of our culture circles in Chile, the group was discussing (...) the anthropological concept of culture. In the midst of the discussion, a peasant who by banking standards was completely ignorant said: 'Now I see that without man there is no world'. When the educator responded: 'Let's say, for the sake of argument, that all men on the earth were to die, but that the earth itself remained, together with trees, birds, animals, rivers, seas, the stars... wouldn't all this be a world?' 'On no', the peasant replied emphatically. 'There would be no one to say: 'This is a world'.

Thus, in problem-posing education, the teacher-student and the students-teachers reflect simultaneously on themselves and the world without dichotomizing this reflection from action, and thus establish an authentic form of thought and action.

Advocates of the problem-posing method and participative theory maintain that educators and/or supervisors should not transmit communiques and orders unilaterally because their role is to be facilitators who work with students rather than against them.

Theoretically, participation encourages the exchange of feelings and ideas. It may reduce discrepancies in perceptions, trust, and ideals. Discrepancies in the perceptions of individuals with different levels or ranks may lead to conflict. Participation can mitigate some of the effects of hierarchy by encouraging interaction between educators and educatees.

In this section, two hypotheses will be tested:

- o Hierarchical gradients with respect to satisfaction, self-esteem, alienation, identification with and responsibility for the adult education program should be less steep in EBL, the participative program, than in EVN, the non-participative program; and
- o Participative education programs will manifest fewer symptoms of disaffection and conflict

between persons whose ranks differ.

Reactions and adjustment are examined in relationship to the perceptions of respondents regarding satisfaction with and attitudes toward the program, motivation, and psychological adjustment including feelings of alienation.

Satisfaction and Attitudes

A major assumption of participative theory is that persons at higher levels are more advantaged in terms of the values they share. Consequently, they should be more satisfied and have more favorable attitudes towards their organization than do members at lower levels. To be consistent with this theory, satisfaction and favorable attitudes should receive high scores in a participative system.

Three questions were used to analyze the level of satisfaction in both types of adult education programs:

8. How much satisfaction do you get from your study program compared with what you can do after leaving your classes?
9. Do you like belonging to this adult education program?
10. Do you like the kind of class work you are doing in this program?

Each question was answered on a five-point scale. High scores indicate a high level of satisfaction.

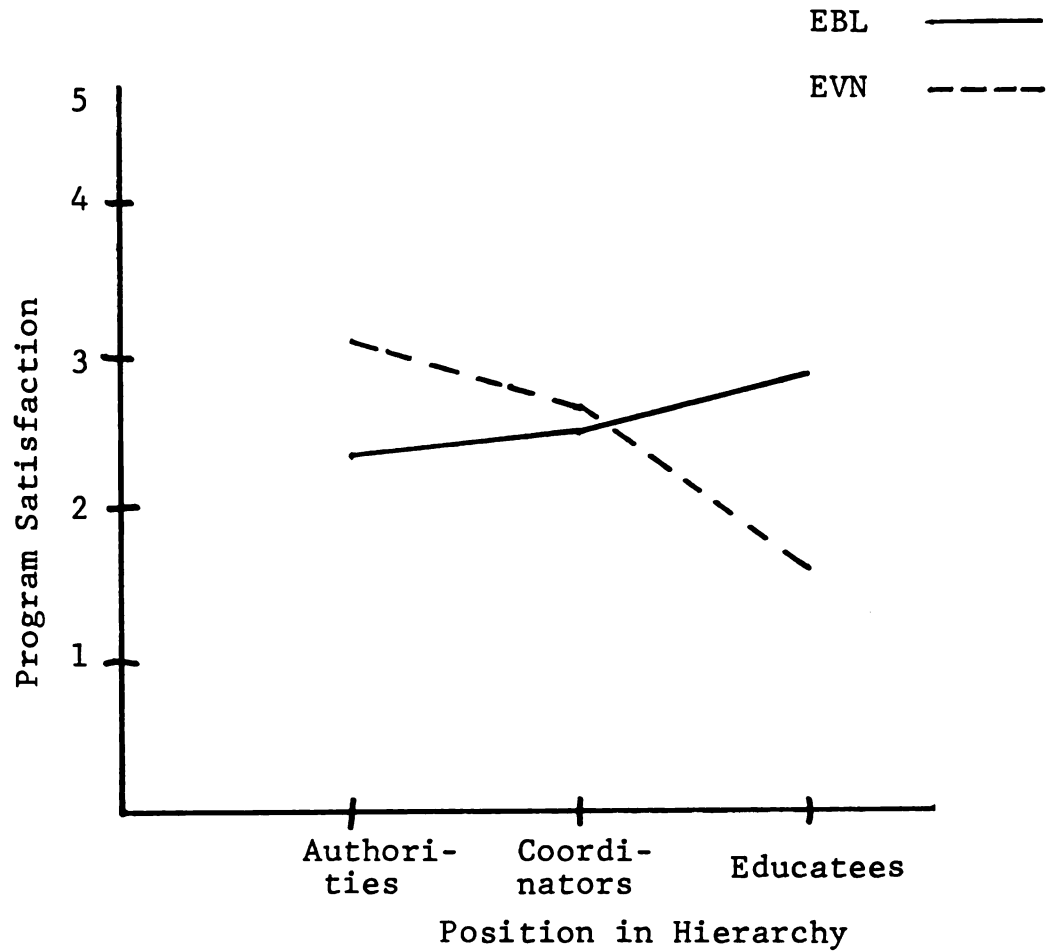
As can be seen in Table 18, the average score for the three questions was relatively low for both programs (2.53 for EBL and 2.46 for EVN). Figure 11 shows the distribution of program satisfaction by position in hierarchy.

Table 18. Summary data on Satisfaction with Adult Programs, Knowledge, and Program Leadership.

Question	EBL Program			EVN Program			t-test		
	\bar{X}	S	N	\bar{X}	S	N	t	df	p
8 and 10 Satisfact- ion with program	2.53	4.64	153	2.46	4.26	112	0	163	ns
36 and 36a Satisfact- ion with knowledge	2.23	2.89	116	2.33	4.16	108	0	222	ns
13, 15 and 18. Average for Satis- faction with program leadership	2.36	3.97	120	1.30	3.92	64	3.07	182	.01

NOTE: Based on a 5 point scale: 5 = a high leve of satisfaction.

The predicted hierarchical tendency is not present in Figure 11. On the contrary, members at the top of the EBL program were less satisfied with the program than were members at the middle and lower levels of the program. Thus, the findings from this research suggest that there is an inverted hierarchical situation in EBL. This is contrary



Note: Average Score for Questions 8, 9, and 10. Based on a 6 point scale: 5 = a high level of satisfaction.

Figure 11. Program Satisfaction by Position in Hierarchy

to the hypothesized universal gradient of satisfaction in organizations (see Tannenbaum et al., 1974b).

However, position can make more of a difference in some programs than in others. Hence, the low level of program satisfaction in EBL can be explained because of the low satisfaction perceived by the authorities in the NEC compared to the other program: EVN. In EBL programs, the member's position seems to be important in determining the features of his work condition as, for example, the opportunity for retraining to improve the self-actualization of teachers and other educational personnel.

As shown in Figure 11 it appears that hierarchy affects EVN members' satisfaction with the program. Authorities and coordinators had the highest level of satisfaction; they even ranked higher than those in EBL programs. EVN educatees, on the other hand, had a much lower level of satisfaction than did EBL educatees. The low level of satisfaction expressed by EVN educatees may be linked with the lack of learning opportunities (see Table 16). EBL educatees, on the hand, gave their program's learning opportunities relatively high scores. It should also be noted that EVN coordinators and educatees had different perceptions regarding the learning opportunities in their programs.

The findings on EVN program satisfaction are congruent with other research findings (Tannenbaum et al., 1974)

regarding the relationship between authority-influence and opportunities in work development. In these cases, it is expected that more advantages will be found at the top of the program organization than at the bottom of the hierarchy. Even so, the scores showing distribution of satisfaction are still low.

Knowledge Satisfaction

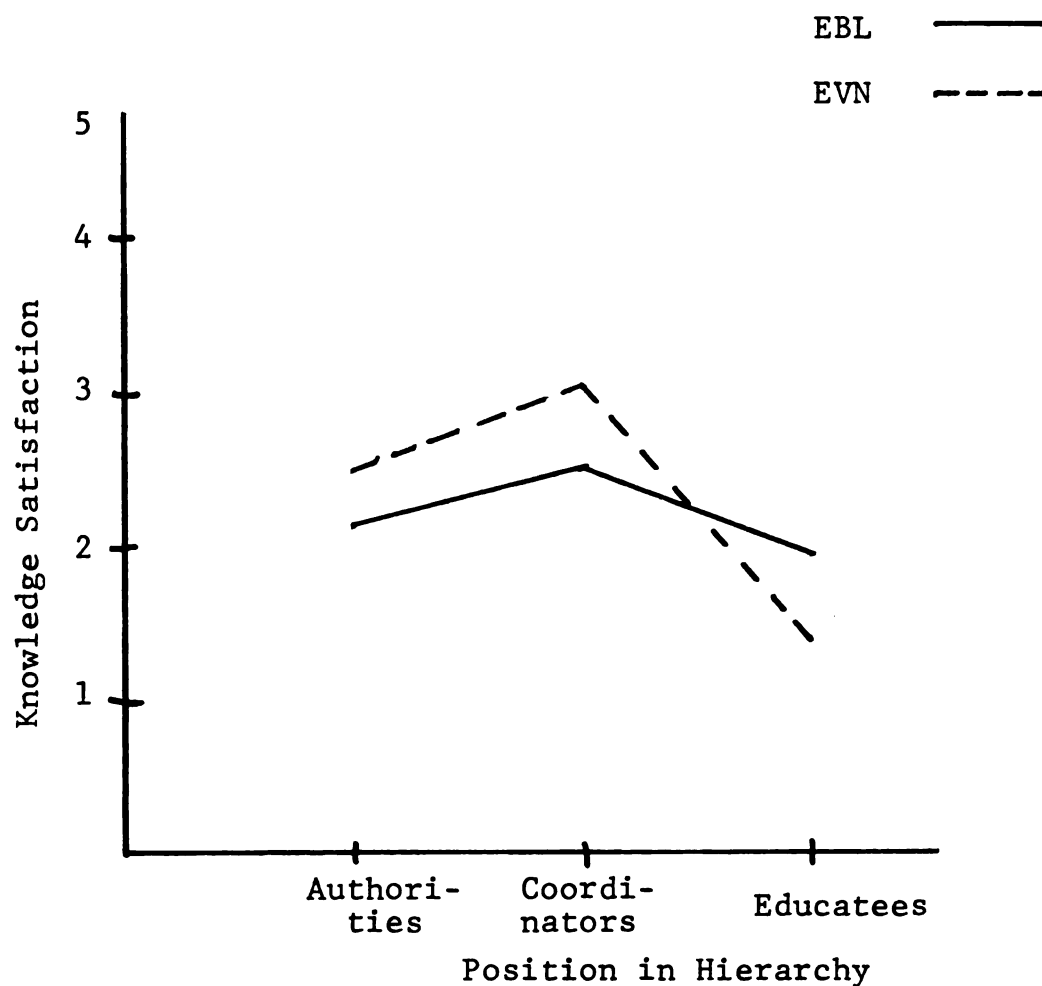
It is generally assumed that members at the bottom of an organization probably know less about tasks that relate to the functioning of the whole organization than do members at the top. Questions 36 and 36a asked respondents about their knowledge of their program's place in the educational reform movement:

36. Do you know how your present involvement with this program fits into the functioning of the reform of education in the country? (1 = No, I do not know ... 5 = Yes, I know completely).

36a. Are you satisfied with your level of knowledge? (1 = No ... 5 = Yes, a great deal)

The average scores for both program are presented in Table 17. Each question was answered on a five-point scale. High scores imply a high level of satisfaction.

EBL programs had an average score of 2.23 whereas EVN programs had an average score of 2.33.



Note: Average Score for Questions 36 and 36a. Based on a 5 point scale: 5 = a high level of satisfaction.

Figure 12. Knowledge Satisfaction by Position in Hierarchy

Figure 12 shows the distribution of scores by position in the hierarchy. In both programs coordinators reported more knowledge than educatees and authorities. However, EVN coordinators appear to be more satisfied with their knowledge than EBL coordinators. EVN educatees were less satisfied with their knowledge than EBL educatees and EBL authorities were less satisfied than those in EVN programs.

Attitude toward Program Leadership

The following questions were used to analyze respondents' attitudes towards program leadership:

13. Do you think the responsible people (authorities at the Ministry of Education) have a real interest in facilitating the process of learning of all participants in these programs? (1. = No, they do not have any interest ... 5 = Yes, they have a great interest).
15. Do you think that officials at the Ministry of Education and authorities in these programs try to improve the quality of the programs (curriculum, instruction techniques, training, etc.) only when they are forced to? (1 = Yes, only when they are forced to ... 5. = No, they always improve the program quality).

18. When a participant in this program makes a complaint about something such as lack of dialogue, authoritarianism, etc. is it taken care of? (1 = Never ... 5 = Always).

As shown in Table 17, the average score for EBL programs was 2.36 whereas it was only 1.30 for EVN programs.

Although there is more than a one point difference in the EBL and difference in EVN scores, both programs received relatively low scores. Given the formal mechanisms for participation in EBL programs, one would expect a higher degree of satisfaction with program leadership. The relatively low average score of 2.36 suggests that these expectations are incongruent with the program reality and that EBL participants do not have strong positive attitudes towards the program leadership. In contrast, the low average score of the EVN program is consistent with what would expect from a program that is not formally participative.

The distribution of attitudes towards program leadership by position in hierarchy is shown in Figure 13. Authorities in EBL and EVN programs tended to have quite different attitudes towards program leadership with EVN authorities perceiving their program leaders less favorably than did EBL authorities. Educatees also had quite different attitudes towards program leadership. Again, EVN educatees

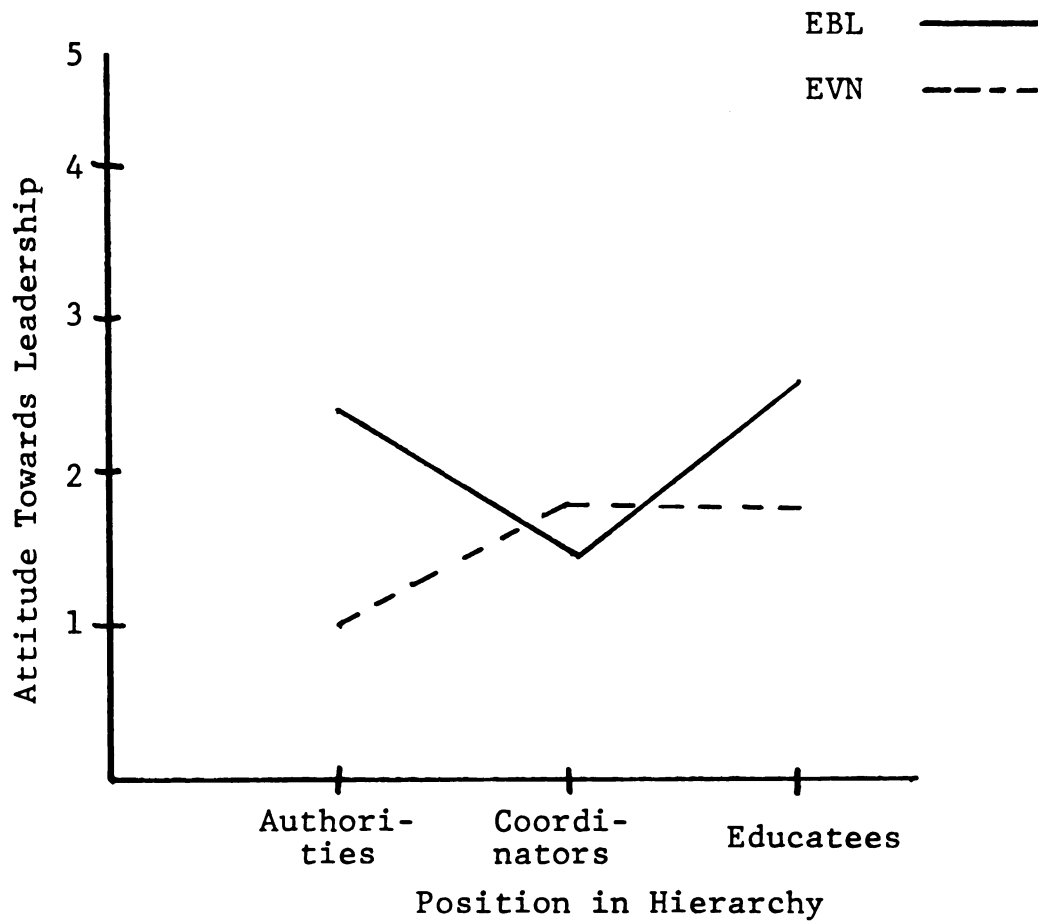
had less favorable perceptions of their leaders than did EBL educatees. Interestingly, the average scores of coordinators are not very different, although EVN coordinators had slightly more positive attitudes towards program leadership.

Furthermore, the data in Figure 13 suggest that, in general, attitudes towards program leadership are different in the two programs. In EBL, it appears that authorities and educatees have similar attitudes towards program leadership and that both groups have more favorable attitudes than coordinators. EVN scores on the other hand, suggest that coordinators and participants have similar attitudes and that their attitudes are more favorable than those of authorities. This finding is similar to some of Tannenbaum's findings (1974) about attitudes in Yugoslav plants:

The Yugoslav plant(s) ... have a flat gradient of attitude; workers do not differ very much from managers in their attitude towards the company leadership. This desired outcome, however, is accompanied by some unintended consequences. Yugoslav top managers are last among managers of the five countries in favorableness of attitudes (p. 140).

Tables 19 and 20 show the percentage of members with positive attitudes toward officials at the Ministry of Education, NEC and both kinds of programs, and the percent tendency is very low for the three levels in EVN.

Comparing summary responses in Table 19, the EBL members have more favorable attitudes toward officials at



Note: Average Scores for Question 13, 15, and 18. Based on a 5 point scale: 5 = a high level of satisfaction.

Figure 13. Attitudes Towards Program Leadership by Position in Hierarchy

the Ministry of Education, NEC's authorities and the level of participation in the adult programs. However, Figure 13 clearly shows coordinators have the lowest average confidence scores in the EBL program.

Differences between EBL and EVN programs related to items 1., 2. and 3., in Table 19 were significant to the .001 level (item 1. and 3.) and to the .01 level (item 2.).

Motivation

Organizational theory considers that an organization requires at least three kind of behaviors for its members to be effective: (1) members must join and stay in the system; (2) they must behave dependably while meeting all requirements of their roles; and (3) members must contribute in spontaneous and innovative ways beyond formal requirements (Kahn and Kahn, 1966).

A positive attitude of members and level of satisfaction with the different aspects of the adult program might be combined to meet the first requirement. Persons who like the program and who are satisfied with their goals and objectives will join and stay. The second and third requirements, including high standards of performance and innovativeness, are not likely to be met just because members are satisfied with their roles and duties or because they like the program. Appropriate behavior will

Table 19. Respondents' Confidence in Ministry of Education and NEC Authorities and Participation in Adult Programs.

Question	EBL Programs						EVN Programs											
	Authorities (N = 42)			Coordinators (N = 71)			Educatees (N = 166)			Authorities (N = 51)			Coordinators (N = 63)			Educatees (N = 149)		
	N	%		N	%		N	%		N	%		N	%		N	%	
13. Confidence in Ministry of Education Officials	18	42.8		26	36.4		85	51.2		12	23.5		16	25.4		63	42.3	
15. Confidence in NEC Authorities	24	57.1		17	23.9		75	45.1		10	19.6		18	28.6		32	21.5	
18. Confidence about Participation in Adult Education Programs	21	50.0		23	32.4		71	42.8		7	13.7		15	23.8		21	14.0	

NOTE: Based on a 5 point scale: 5 = a high level of confidence.

Table 20. Summary Data on Respondents' Confidence in Ministry of Education and NEC Authorities and Participation in Adult Programs

Question	<u>EBL Programs</u>			<u>EVN Programs</u>			<u>t-test</u>		
	\bar{X}	S	N	\bar{X}	S	N	t	df	p
13. Confidence in Ministry of Education Officials	2.98	4.79	221	1.86	3.70	230	3.55	449	.001
15. Confidence in NEC Authorities	2.70	4.62	241	1.13	3.98	196	3.07	435	.01
18. Confidence about Participation in Adult Education Programs	2.44	4.54	207	1.01	2.39	213	5.33	418	.001

NOTE: Based on 5 point scale: 5 = a high level of confidence.

depend on the motivation of persons in the programs, including a sense of responsibility for the success of their immediate task group if not for the program as a whole. Prior research in adult education suggests that such motivation is not felt in the traditional programs (Knowles, 1970). Participative programs, on the other hand, are designed to instill motivation and responsibility on the part of all members.

Sense of Responsibility

Respondents were asked about their sense of responsibility to different groups within the program:

16. To what extent do you feel really responsible for the success of:
 1. your own work/study group
 2. your class or section group
 3. the whole program (even the NEC).

Answers were checked on a five-point scale ranging from "not at all" to "very much." Table 21 shows the average scores of respondents in EBL and EVN programs. The data suggest that members feel more responsible for their own work/study group and for their own class or section than for the whole program and the NEC. The average scores ranged from 3.4 for the work/study group to 3.2 for the class or section suggesting that there is little difference in member's sense of responsibility for the two groups.

Table 21. Summary Data of Respondents' Sense of Responsibility for Different Program Groups

Question	<u>EBL Programs</u>			<u>EVN Programs</u>			<u>t-test</u>		
	\bar{X}	S	N	\bar{X}	S	N	t	df	p
1. Own work/ study group	3.0	4.04	207	2.1	2.49	184	3.70	389	.001
2. Their class or section group	3.2	4.98	207	1.2	1.93	184	5.83	389	.001
3. The whole program including NEC	2.6	4.37	207	1.0	2.03	184	5.71	389	.001
Average	2.93			1.43					

NOTE: Based on 5 point scale

However, the average score for responsibility to the program is 2.6, which indicates that members have a lower sense of responsibility to the whole program and/or to their respective NEC.

Furthermore, Table 21 presents data that are consistent with the hypothesis that participants in formally participative programs of adult education will feel more responsible than members in nonparticipative ones. Therefore, EVN members score very low with reference to the three items of responsibility. Their "own work/study group" had an average score of 2.1, while "the whole program including the NCE" had an average score of 1.0.

The difference between the two programs is congruent with expected differences between participatory and traditional programs: EBL had an overall score of 2.93 whereas EVN had an overall score of 1.43.

Initiative

Responses to the following two questions were used to interpret more accurately members' sense of responsibility based on their initiative in trying out new learning methods:

6. In relation with your course's methodology, it is usually better to let your coordinator worry about introducing better or new ways of improving the process of learning? (1 = Totally agree... 5 = Totally disagree).
7. How often do you on your own, try out, a better way to improve the process of learning?
(1 = Very frequently ... 5 = It is impossible in my classes).

Table 22 shows that in the EBL program, "let the coordinator worry about innovations" had an average score of 3.4, while "try out better ways to improve the process of learning" had a score of 2.2. These results are lower than expected.

Members in EVN programs are also included to let their coordinators worry about introducing better or new ways

to improve the process of learning; their average score for this question was 4.6 and the average for the second question was 1.7. These results are consistent with the expectation for EVN programs. In other words, the low level of initiative is congruent with what would be expected in a non-participative structure.

Table 22. Summary Data of Respondents' Initiative in Improving Learning

Question	<u>EBL Programs</u>			<u>EVN Programs</u>			<u>t-test</u>		
	\bar{X}	S	N	\bar{X}	S	N	t	df	p
1. Let coordinator worry about innovations	3.4	4.66	259	4.6	3.11	193	4.24	450	.001
2. Try out better ways to improve the process of learning.	2.2	4.75	259	1.7	2.74	193	1.32	450	ns

NOTE: Based on a 5 point scale.

However, the results in EBL programs were unexpected. The level of initiative is incongruent with the expectations from the formally participative system of the EBL.

When the data in Table 21 are compared with those in Table 20, it is apparent that the EBL responses point out inconsistencies in the formal and informal operations of the program. Although EBL participants feel quite responsible for their "own work/study group" and for "their class or section group" as indicated by average scores of

3.0 and 3.2 respectively, their average score for taking initiative is only 2.2. On the other hand, they scored higher in letting the coordinators worry about innovations.

Theoretically, EBL participants should rank higher than EVN participants with regard to self-learning and their sense of responsibility.

The t-test results suggest that both kinds of program motivate participation in learning innovations quite differently. There is also an apparent lack of motivation and initiative in participants in both programs'. This is inconsistent with EBL's participatory approach.

Adjustment in Adult Programs

Research suggests that the psychological impact of work activities (studies, jobs, and so forth) may go beyond a sense of satisfaction or dissatisfaction to include despair, depression, alienation, and lack of self-esteem. Particularly those with lower status could have these feelings as a result of their task involvement. All these reactions can be a natural consequence of members' living conditions that may imply failure and also frustrate their need to express individually and to control their own fate (Allport, 1933; Argyris, 1974; Freire, 1971; and Tannenbaum et al., 1974).

It may be expected that general reactions of this type are affected by many different conditions. These conditions may originate from outside or inside of the program.

When program conditions have differential effects with regard to level/position, the mental adjustment of participants/educatees is likely to be poorer than that of coordinators and authorities.

According to current theory in participative adult education programs, the mental adjustment of all members should be relatively favorable. Consequently, differences between individuals of different level/rank should be minimized (Tannenbaum, 1974).

Psychological Adjustment

Tannenbaums' questionnaire includes measures of adjustment that explore members' degree of depression, resentment, and self-esteem. Question 34 asked respondents:

34. How true are the following statements?

- a. I feel depressed,
- b. Other people are always more lucky than I,
- c. I usually do a good job,
- d. I often feel bored,
- e. I seem not to get what is coming to me,
- f. Usually everything I try seems to fail,
- g. Things seem hopeless,
- h. I feel resentful,
- i. Almost every week I see someone I dislike,
- j. I sometimes feel that my life is not very useful,

k. It seems to me that I am a failure,

l. When I do a job, I do it well.

Answers were checked on a point-five scale ranging from 1 = very true to 5 = very untrue. These twelve items comprise an index of psychological adjustments.

Table 22 presents the average responses to items in the index as well as the index as a whole for each educational program. These scores indicate that significant differences exist between both programs. EBL respondents appear to be better adjusted than EVN respondents.

The results also show differences between member's psychological adjustment and the low level of satisfaction as presented in Table 18 and in Figure 11. The concept of an "external locus of control" (Tannenbaum et al., 1974) may account for these discrepancies. Furthermore, Mbilinyi (1972), Cotler (1976) and Tannenbaum et al. (1974) suggest that alienation is related to individual adjustment in work and study. In general, alienation implies maladjustment and powerlessness; persons believe they cannot determine the outcomes they are seeking.

In order to measure the components of alienation, Question 29 asked:

29. How true or untrue are the following statements?

a. It is not possible to rely on others.

Table 23. Psychological Adjustment in Adult Programs

Question	EBL Programs		EVN Programs	
	Average	Rank	Average	Rank
a. I feel depressed	3.4	6	1.6	10
b. Other people are always more lucky than I	2.7	9	2.3	6
c. I usually do a good job	2.2	11	2.0	7
d. I often feel bored	4.5	2	2.9	2
e. I seem not to get what is coming to me	3.3	7	1.9	9
f. Usually everything I try seems to fail	2.6	10	3.5	1
g. Things seem hopeless	3.6	5	2.5	5
h. I feel resentful	2.7	9	1.8	8
i. Almost every week I see someone I dislike	3.8	4	1.3	11
j. I sometimes feel that my life is not very useful	4.8	1	2.0	7
k. It seems to me that I am a failure	4.0	3	2.8	3
l. When I do a job, I do it well	2.9	8	2.7	4

NOTE: Based on a 5 point scale.

- b. Today it is practically impossible to find real friends because everyone thinks only of himself.
- c. Men like me cannot influence the course of events; only men in high positions can have such influence.

- d. I have never had the influence over others that I would have liked.
- e. Public affairs are so complicated that it is impossible to orient oneself in them.
- f. Despite the many advantages science has made, life today is too complicated.
- g. I can never do what I really like because circumstances require that I do otherwise.
- h. Life is so routinized that I do not have a chance to use my true abilities.
- i. Life seems to be moving on without rules or order.
- j. Nowadays it is hard to know right from wrong.

Items a and b addressed social isolation (i.e., a sense of apartness or detachment from others or from a group norms.), while items c and d addressed participants' sense of powerlessness. Items e and f addressed the concept of meaninglessness (i.e., a sense of confusion or lack of clarity about what people ought to believe). Items g and h deal with self-estrangement, which implies that an individual's behavior is a means toward some end with which the person does not identify. It is as if he were separated from himself, behaving on behalf of some external force. Items i and j are concerned with normlessness. The alienated individual sees his or her world in disarray, without effective norms or rules to regulate their life. This

concept is related to Durkheim's notion of "anomie", a lack of norms (tannenbaum et al., 1974).

Question number 29 has been answered by checking responses on a scale ranging from 1 = true to 5 - untrue. Table 24 presents the average scores on alienation for both adult programs, and the average index. High scores in this table imply a high degree of alienation. The level of difference between the EBL and EVN programs is highly significant.

The average alienation scores for EBL and EVN -- authorities, coordinators, and educatees are shown in Figure 14. The scores are quite different between and within the programs. Authorities seem to be less alienated than coordinators and educatees within each program, while educatee's scores reflect the highest level of alienation within both program. The average (index) adjustment and alienation scores for both programs are compared in Table 25.

Differences between EBL and EVN are also high. These results are congruent with the expectation that persons in the lower part of an organization/program feel more alienated than those near the top. Tannenbaum et al., (1974) found similar types of inequality in the countries they studies. They found more alienated members in Italy, Australia and Yugoslavia than in the Kibbutz programs of Israel.

Table 24. Alienation

Question	<u>EBL Programs</u>		<u>EVN Programs</u>	
	Average Rank		Average Rank	
1. Isolation	2.8	1	3.9	2
2. Powerlessness	1.2	5	4.3	1
3. Meaninglessness	2.4	2	3.2	3
4. Self-estrangement	2.3	3	3.1	4
5. Normlessness	1.9	4	3.0	5

NOTE: Based on a 5 point scale.

Table 25. Summary Data on Perception of Adjustment and Alienation

Question	<u>EBL Programs</u>			<u>EVN Programs</u>			<u>t-test</u>		
	\bar{X}	S	N	\bar{X}	S	N	t	df	p
Adjustment	3.4	4.51	248	2.3	2.48	227	3.65	473	.001
Alienation	2.1	4.58	206	3.5	2.74	183	5.38	445	.001

NOTE: Based on a 5 point scale.

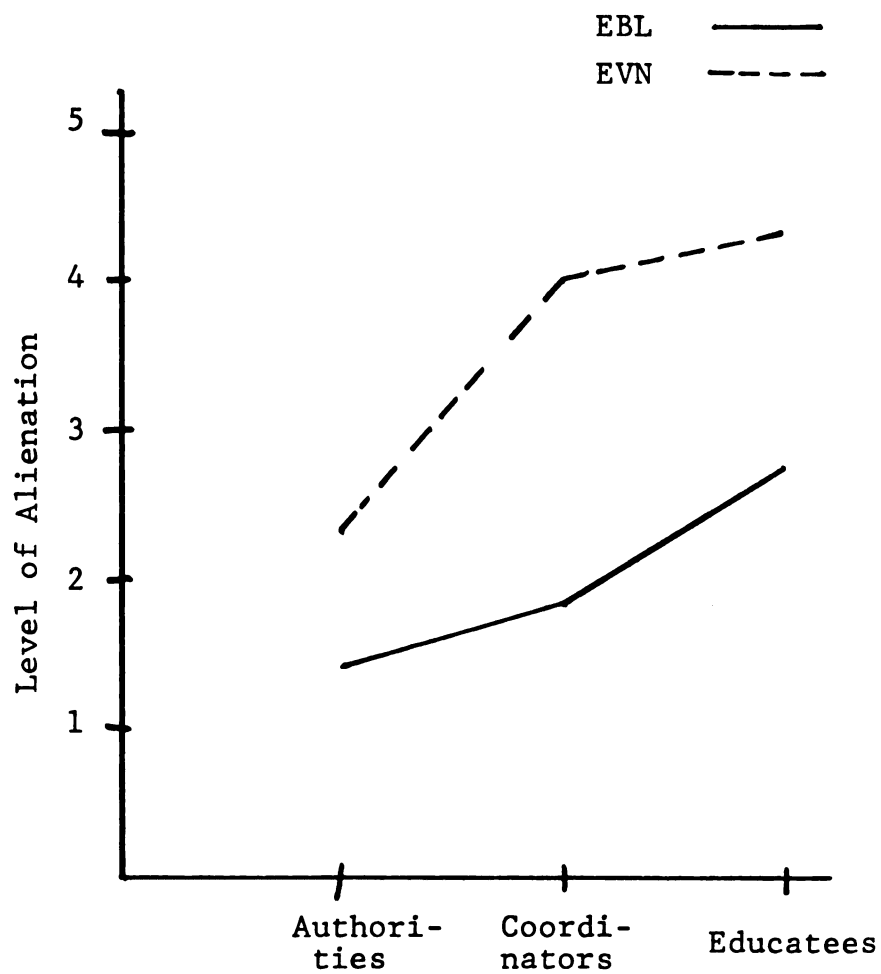


Figure 14. Average Alienation Scores for Authorities, Coordinators, and Educatees in EBL and EVN Programs

The findings from this section suggest that gradients of psychological adjustment, reaction, satisfaction, and attitudes towards a program, knowledge, leadership, motivation, and responsibility are associated to some extent with position in the program's hierarchy.

EBL and EVN authorities and coordinators were more satisfied with their positions than were the educatees.

Furthermore, authorities and coordinators seemed to be more motivated and quite responsible in their work. This implies that they are better adjusted. Authorities perceive EBL programs functioning in accordance with the new educational law. EBL programs have a participatory ideological basis and are "formally" more participative than are EVN programs.

Members' reactions and adjustments are less sharply graded according to hierarchy in EBL than in EVN where they present the sharpest gradients. Both programs differ not only in gradient but also in average level of reaction and adjustment. In EVN programs that are non-participative, members feel dissatisfied with the program and have little sense of motivation, initiative, and responsibility. This represents a poor psychological adjustment. The relatively poor adjustment of EVN participants validates the hypothesis that "conflict and frustration will be greater in the non-participative system than in the formally participative system. EBL participants, in contrast,

had more positive responses to questions on psychological adjustment and reaction.

Chapter V

CONCLUSIONS

The following conclusions are not intended to summarize all of the findings from this research. Rather, one of the primary purposes of this section is to construct a theoretical framework that may explain some of the principal dimensions of educators, educatee, and authorities' views regarding the participatory approach in educational programs and some of the implications of their beliefs and opinions.

The results of this study indicate that EBL programs are not always as congruent with the participatory philosophy of the program as one might wish.

For example, it was found that even though there is an effort to change the traditional pattern of rewards and sanctions, authorities in EBL programs still adopt a traditional approach in these areas. Administrators and designers who work on improving the technical and methodological capabilities of EBM programs must recognize that they have a responsibility to improve the quality of the program at all levels so that program results are congruent with the program philosophy. Educators/coordinators must also provide their students/participants with the

necessary training to effectively interact with each other and with those in the rest of the NEC. In this way, the true potential of problem-posing education can be realized in the near future.

EBL programs are good illustrations of adult programs which operate on the basis of a participatory philosophy, and some of the programs are reasonably successful. In some aspects at least, it appears that the prosletying efforts of participatory education advocates have been successful. Typically, modern educators/coordinators broadly endorse participation and reject traditional autocratic concepts about the role of teachers and directors/administrators. Autocratic control is seen as being no longer acceptable or legitimate in EBL programs.

However, although the rhetoric of participation has apparently been widely disseminated and accepted, there seems to be a great deal of confusion about what has been exposed and what has been internalized. EBL teachers have generally adopted two different models of participation one for themselves and one for their students.

The findings regarding the hypothesis on decision-making, "Greater participative decision-making will produce greater degree of open communication and more favorable mutual attitudes," were inconsistent with the expected results. These inconsistencies were related to the position/rank of EBL respondents in EBL. The

responses of EVN participants were more consistent with the non-participative approach used in that program.

EBL respondents had more participative, aspirations, however, than did EVN participants. EBL authorities a discrepancy related to the formal requirements. Thus, EBL participants are more consistent with expectations in terms of their ideals than in terms of their perceptions of formal practice. Both programs contrast well with each other in their informally participative aspects on communication and mutual attitudes. The above hypothesis has been validated only in some extent.

Two factors appear to be crucial in determining whether participation will lead to improved decision-making. The amount and kind of information that educatees have and the types of decisions to be made. Often, students simply do not have the information they need in order to make high quality decisions. If the work of the study group conflicts with that of the program, participants are unlikely to make what the program or even the NEC would consider high quality decisions. In EBL, as in other programs, individual egos become involved in decision-making.

Regarding the hypothesis that "Greater supportiveness and participativeness in interpersonal relationship will lead to greater open communication and more favorable mutual attitudes," the researcher found significant

differences between EBL and EVN programs. EBL programs are participative both formally and informally, while EVN are non-participative in both cases. Consequently, this hypothesis was validated.

The hypothesis, that "Greater power equalization (relatively flat distribution of control) will increase the level of confidence, trust, communication and motivation to perform (dialogue, individual learning rhythm, development of job skills, etc.)," was validated in EBL program. Participants in these programs had more significant influence and control than did those in EVN programs.

Educators who combine high initiative with high consideration for their educatees would seem to concentrate on defining their relationships with educatees in addition to getting the work and/or study done. Thus, to a large extent, approval and acceptance might depend on the educator's performance as well. Consequently, reward for advancement may be related to identification with EBL's philosophy. In this way, educators will feel gratified because their performance allows those attending adult programs to meet their educational needs.

The relationship between participation and motivation may be linked with changes in individual beliefs. When participation is encouraged, group members reward behavior that is supportive of the group decision and punish behavior that is not. However, participation does not always lead

to increased motivation. Members' perceptions of opportunities to advance or to get promotions in EBL and in EVN programs were quite low, particularly with regard to authorities. NEC authorities are engaged in long hierarchical chains from the Ministry of Education through the NEC to the programs, (EBL or EVN). Therefore, they may not perceive as great an opportunity for advancement as those in short chains (e.g., coordinators). However, authorities who hold relatively high positions do not believe they have real chances for advancement.

Nevertheless, both programs have shown a pattern of requirements for advancement that can be considered universal. In a study of five social systems with a completely different ideology, Tannenbaum et al., (1974) found that respondents emphasized (a) working hard to achieve learning, (b) the quality of the completed assignment, (c) good professional knowledge, and (d) dependability.

In spite of the above, there is some evidence that EBL programs are in transition to become more participative with regard to some informal aspects of participation, (e.g., learning opportunities, open communication) than are other adult education programs. Coordinators' and participants' perceptions about learning opportunities illustrate that EBL programs are formally as well as informally participative.

These findings reflect Knowles' (1970) beliefs about adult education. The learning opportunities provided by EBL attempt to promote "active participation." Educatees are able to exercise some control over the things they learn and the way in which they approach the process of learning.

Two hypothesis about the level of adjustment and reactions in adult programs were also tested: "Hierarchical gradients with respect to satisfaction, self-esteem, alienation, identification with an responsibility for the adult education program (EBL) than in the non-participative one (EVN)," and "More participative educational programs will manifest fewer symptoms of disaffection and conflict between members of differing rank."

The present finding have validated the above hypotheses. Reaction and adjustment were not associated with hierarchy in EBL; EBL members felt more satisfied with their own program, more responsible, and socially "better adjusted" than did those in EVN programs. EVN participants felt dissatisfied with their programs and had a very low sense of responsibility, motivation, and initiative. EVN participants also ranked higher than EBL participants in their level of alienation and seemed to have a poor psychological adjustment. There was also less disaffection and conflict between members of different ranks in EBL programs than in EVN programs. Consequently, EBL participants had a high level of commitment and identification

with the program and a low level of alienation.

In general, the two educational programs are clearly distinguishable at the formal level; informally, they do not differ as greatly. This is probably due to their internal inconsistencies and the different conditions which interfere in both programs. Such conditions provide reactions that sometimes deviate from the program purpose. Furthermore, ideological, societal, and economic variables may modify attitudes toward participation, supportiveness, satisfaction, and control.

Variables not included in this study may also have influenced the EBL model. In short, many situations not included in this research may well have intervened and affected authorities', coordinators', and participants' attitudes and behavior towards the EBL program.

Despite its limitations, EBL seems to be on the appropriate path. More research is needed to explore the EBL model and its use of problem-posing education.

The questionnaire worked quite well as a tool in measuring how well a participatory approach to adult education is able to reach its objectives and goals. More refinement of the questionnaire is needed, but it is hoped that this study has contributed to the development of a methodology for assessing participation in adult education programs and for comparing participatory and non-participatory approaches to adult education.

APPENDICES

APPENDIX A

PERMISSION STATEMENT

Name and Address of Institution

The Regents of the University of Michigan
Ann Arbor, Michigan

Title of Proposed Research

An International Study of the Effects of Workers' Participation
in Industry

Desired Starting Date

December 1, 1974

Time Period for Which Support is Requested

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This proposal has not been submitted to any other sponsoring agency.
There are no present sponsors of any portion of the program discussed
in the proposal.

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SS# 155-18-2282

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Research Design

This research will be undertaken in five countries: England, Israel, Japan, Sweden and the United States. Within each country we shall select five pairs of industrial plants, each pair consisting of plants that are comparable in size, technology, character of community and work force, but differing in their formal structure of control, implying difference in participativeness. Five plants within each country will be selected to illustrate relatively participative, and five will illustrate relatively non-participative plants.

Each of the selected countries contains plants that employ some variant of participation. In England a number of plants employ the Scanlon plan. The Scott Bader company and the John Lewis partnership in Britain also illustrate systems of participation in which workers and managers have an established procedure of joint decision making. The industrial plants of kibbutzim in Israel are a remarkable form of participation and such plants can be compared to others in that country. (Melman, 1971, has already made such a comparison with respect to economic indices.) In Japan, organizations such as the Atsugi and Ichinomiya plants of Sony, the Ashigara plant of Fuji Photo and the Ohji plant of Nihon Kayaku have introduced special procedures that permit workers to enter into decisions that affect them in the

plant. A number of Swedish companies have introduced participative procedures (in addition to those required by law.) Some of these like the Granges-Essem foundry, the Matfors paper mill, the Atlas Copco rockdrill plant, and the Scania Division of Saab have "socio-technical" arrangements that permit groups of workers to exercise substantial control over the work process. (Rubenowitz, 1974). The United States contains a variety of participative schemes including the Scanlon Plan, the cooperative committee system of the Tennessee Valley Authority, and the so-called system of "work simplification" in which teams of workers develop improved work methods. There are also in the United States a number of companies that have employed behavioral science models as a basis for developing a participative format, and some of these would be accessible to research.

Each of the collaborating researchers in the respective countries has extensive contacts in industry and has had experience in gaining entry into companies for purposes of research. We are therefore confident that we will have access to plants appropriate to the design of the research.

We shall select relatively small plants because they are simpler to study and because we can obtain a more adequate sample of members.

Questionnaires patterned after those developed in previous industrial studies, but appropriately modified, will be pretested and then personally administered to about 50 workers, supervisors and managers in each plant. The sampling rate that applies to each member will be proportional to his rank in the plant, with the rate being unity for the top manager and the rate being lowest among workers. A sampling rate proportional to rank is justified on the grounds that upper level personnel are relatively few in number, but nonetheless are very important in the role they play in the plant and in the information they can provide in the survey. Furthermore, the sampling will be arranged so that lines of authority are kept intact. The selection into the sample of a department manager, for example, will determine the possible inclusion of supervisors within that department. The selection of a supervisor in turn will determine the possible inclusion of workers, i.e., workers will be selected from among the subordinates of the selected supervisor. Each respondent in the sample will therefore be paired with others in the sample who stand in a direct hierarchical line with the respondent in question. This feature of the design, coordinated with questionnaire items concerning perceptions of the superior's practices and of interpersonal relations between the respondent and his superior

and/or subordinates, will permit analyses of participative practice and its implications for individuals in face-to-face relationships. We will thus undertake analyses at the interpersonal level that will parallel analyses at the department and plant-wide levels.

Analyses

Analyses of data will be designed to explore a number of questions and hypotheses concerning control and participation in industrial organizations. One analysis will examine the relationship between "formal" and "informal" participativeness. The former is defined in terms of the formal decision making structure, including the councils, committees, and other mechanisms that have been established. Informal participativeness is defines in terms of leadership practices (e.g., supervisors vis a vis workers; department managers vis a vis supervisors; plant managers vis a vis department managers) that imply the accessibility of leaders to subordinates and their responsiveness to the ideas and suggestions of subordinates.

Figure A1 illustrates features of the proposed analysis.

Plants that
are
Formally

Participative Non-Participative

Plants that
are
Informally

Participative
Non-Participative

a	b
c	d

Figure A 1

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE *

Spanish Version:

Entrevista

- . Región, zona, NEC : _____
- . Programa, ciclo : _____
- . Tiempo en el programa : _____
- . Sexo: Femenino _____ Masculino _____
- . Trabajo : _____
- . Salario : Quincenal _____ Mensual _____
- . Puesto que ocupa : _____
- . Trabajos anteriores : _____
Duración : _____
- . Lugar y fecha : _____
- . Nombre del Entrevistador : _____

* All questions presented in this Appendix numbered from 1 to 43 are found along the text between Chapter III and Chapter V respectively. Each question ~~keeps~~ the same questionnaire's number like in the present Spanish version.

1. En relación a los cursos que esta llevando, en qué medida puede Ud.: (señale un número para cada respuesta)

	Ninguna Medida	Un Poco	En Alguna Medida	Bastante	Mucho más
a. aprender nuevas cosas?	1	2	3	4	5
b. hacer uso de sus ideas?	1	2	3	4	5
c. realizar trabajos interesantes?	1	2	3	4	5
d. hacer uso de sus habilidades, conocimientos y aptitudes?	1	2	3	4	5
e. comunicarse, dialogar con los otros participantes durante el desarrollo de los cursos?	1	2	3	4	5
f. decidir su propio ritmo de aprendizaje?	1	2	3	4	5
g. tener autoridad sobre las otras personas?	1	2	3	4	5

Las preguntas arriba mencionadas se relacionan con características del trabajo en los cursos. Ahora quisiéramos saber en cuanto a sus aspiraciones respecto a los cursos, o sea, respecto a este tipo de educación.

2. En relación a los cursos, en qué medida a Ud. le gustaría? (señale un número por cada respuesta)

	Ninguna Medida	Un Poco	En Alguna Medida	Bastante	Mucho más
a. aprender nuevas cosas?	1	2	3	4	5
b. hacer uso de sus ideas?	1	2	3	4	5
c. realizar trabajos interesantes?	1	2	3	4	5
d. hacer uso de sus habilidades, conocimientos y aptitudes?	1	2	3	4	5
e. comunicarse, dialogar, con los otros participantes durante el desarrollo de los cursos?	1	2	3	4	5
f. decidir su propio ritmo de aprendizaje?	1	2	3	4	5
g. tener autoridad sobre las otras personas?	1	2	3	4	5

3. Marque con un aspa (X) a lo largo de las líneas que están más o menos cerca del punto que equivaldría a la posición que Ud. entiende es la que mejor describe su trabajo educativo, en los cursos y en sus clases.

Cansador	! ! ! ! ! !	Descansado
Insalubre	! ! ! ! ! !	Salubre
Físico	! ! ! ! ! !	Mental
Sucio	! ! ! ! ! !	Límpio
Pesado	! ! ! ! ! !	Liviano
Tareas repetitivas	! ! ! ! ! !	Tareas no repetitivas
Peligroso	! ! ! ! ! !	No peligroso
Individual (solo)	! ! ! ! ! !	Grupal (junto con otros)
Dependiente de otros	! ! ! ! ! !	Independiente de otros

4. ¿Cree Ud. que las personas como Ud. tienen posibilidades reales de ser promocionados en los cursos que les brinda este estilo de educación? (señale con un círculo una sola respuesta)

1. Ninguna posibilidad
2. Pocas posibilidades
3. Algunas posibilidades
4. Varias posibilidades
5. Muchas posibilidades

5. ¿Cree Ud. que en poco tiempo podrá ser promocionado a los otros ciclos superiores de educación desescolarizada? (señale con un círculo una sola respuesta)

1. No es posible
2. Existe una muy pequeña posibilidad
3. Es algo posible
4. Es muy posible
5. Es casi seguro

6. En relación a los métodos de los cursos, ¿cree Ud. que es mejor que los coordinadores se preocupen respecto a introducir formas más adecuadas que favorezcan el proceso de aprendizaje? (señale con un círculo una sola respuesta)
1. totalmente de acuerdo
 2. de acuerdo
 3. incierto (no sé)
 4. en desacuerdo
 5. totalmente de desacuerdo
7. ¿Cuán a menudo por su propia cuenta intenta Ud. poner en práctica una forma más adecuada para favorecer el proceso de aprendizaje? (señale con un círculo una sola respuesta)
1. muy a menudo
 2. a menudo
 3. a veces
 4. muy ocasionalmente
 5. nunca
 6. en mis clases no es posible
8. ¿Cuánta satisfacción obtiene Ud. de lo que aprende en las clases comparado con lo que Ud. puede aprender fuera de las clases? (señale con un círculo una sola respuesta)
1. Obtengo mayor satisfacción de lo que aprendo en mis clases que de lo que puedo aprender fuera de ellas.
 2. Obtengo muy poca satisfacción de mis clases.
 3. Obtengo un poco más de satisfacción de mis clases que de lo que aprendo fuera de ellas.
 4. Obtengo un poco más de satisfacción de lo que aprendo fuera de mis clases.
 5. Obtengo muchas más satisfacciones de lo que aprendo fuera de mis clases.
9. ¿Le gusta pertenecer y trabajar en este programa de educación descolarizada? (señale con un círculo una sola respuesta)
1. No es un programa muy bueno para pertenecer
 2. Todo esta bien
 3. Es un programa más o menos bueno
 4. Es un buen programa
 5. Es un programa muy bueno

10. ¿Le gusta a Ud. el programa que está desarrollando en este ciclo? (señale con un círculo una sola respuesta)

1. Me gusta mucho
2. Me gusta un poco
3. Me gusta solo algo
4. Me gusta muy poco
5. No me gusta en absoluto

11. ¿Qué sucede si un participante de su grupo realiza muy bien una tarea especial en sus secciones de círculos de cultura? (señale con un círculo todas las respuestas que sean necesarias)

1. Su coordinador o animador lo felicitarían elogiándolo
2. Sus compañeros lo elogiarían
3. Sus compañeros lo criticarían
4. Le ofrecerían ayudar en sus tareas a los coordinadores o animadores de su mismo programa
5. Recibiría mejores calificaciones/notas, o un certificado distintivo por su actuación
6. Sus compañeros tendrían una opinión mucho más alta de él
7. Tendría una mejor oportunidad para su progreso en el programa
8. Su coordinador o animador tendría una opinión mucho más alta de él
9. Nada sucedería
10. Otra (escribala) _____

12. ¿Qué pasa si un participante de su grupo realiza una asignación muy pobre o deficiente? (señale con un círculo todas las respuestas que sean necesarias)

1. Su coordinador o animador lo criticaría
2. Sus compañeros lo criticarían
3. Sus compañeros lo defenderían contra las críticas
4. Lo pasarían a un grupo inferior, o con los más rezagados
5. Recibiría una amonestación o mala calificación/nota
6. Sus compañeros tendrían una baja opinión de él
7. Tendría menos oportunidades para progresar en el programa
8. Su coordinador o animador tendría una baja opinión de él
9. Nada pasaría
10. Otra (escribala) _____

13. Piensa Ud. que la gente responsable (los directivos en el Ministerio de Educación) tienen un real interés por facilitar el proceso de aprendizaje de todos los participantes de este programa de educación desescolarizada? (señale una sola respuesta)

1. No tienen ningún interés
2. Tienen muy poco interés
3. Tienen algo de interés
4. Tienen bastante interés
5. Tienen un gran interés

14. ¿Cuán importante son cada uno de estos factores para avanzar en el programa de educación desescolarizada al que Ud. pertenece? (señale un número para cada una de las respuestas)

	<u>No del</u> <u>todo im</u> <u>portante</u>	<u>Apenas</u> <u>impor-</u> <u>tante</u>	<u>Moderada-</u> <u>mente im-</u> <u>portante</u>	<u>Bastante</u> <u>impor-</u> <u>tante</u>	<u>Muy</u> <u>impor-</u> <u>tante</u>
a. calidad en las asignaciones hechas	1	2	3	4	5
b. cantidad de asignaciones	1	2	3	4	5
c. la opinión de su coordinador o animador	1	2	3	4	5
d. confiabilidad (seguridad)	1	2	3	4	5
e. creatividad, inventiva	1	2	3	4	5
f. antigüedad en el programa	1	2	3	4	5
g. tener amigos en la dirección del NEC respectivo	1	2	3	4	5
h. tener buenos conocimientos de lo que se estudia	1	2	3	4	5
i. tomar iniciativas, hacer inferencias, relacionar lo que se aprende	1	2	3	4	5
j. tener una sobresaliente habilidad para trabajar en grupo abriéndose al diálogo	1	2	3	4	5
k. tener confianza (lealtad) en el tipo de educación al que se está expuesto	1	2	3	4	5
l. tener recomendaciones de naturaleza política o religiosa	1	2	3	4	5
m. abrirse camino luchando por aprender	1	2	3	4	5

15. ¿Piensa Ud. que los funcionarios del Ministerio de Educación, o sea la gente responsable de estos programas, trata de mejorar la calidad de los mismos (currículum, técnicas educativas, capacitación y reentrenamiento docente) solo cuando se ven forzados a ello? (señale una sola respuesta)

1. Ellos mejoran la calidad de los programas solo cuando se les fuerza
2. Ellos tratan de mejorar la calidad de los programas muy rara vez si no se los fuerza
3. Ellos tratan de mejorar la calidad de los programas solo a veces si no se los fuerza
4. Ellos tratan de mejorar la calidad de los programas a menudo sin ser forzados a ello
5. Ellos siempre tratan de mejorar la calidad de los programas sin ser forzados a ello

16. ¿Cuánta influencia tienen actualmente sobre lo que sucede en los programas de educación desescolarizada los siguientes grupos o personas? (señale un número para cada una de las respuestas)

	Muy poca influencia	Poca influencia	Alguna influencia	Bastante influencia	Una gran influencia
a. El director del NEC	1	2	3	4	5
b. Todos los otros directores, promotores y animadores	1	2	3	4	5
c. Los participantes (educandos) como grupo	1	2	3	4	5
d. Ud. personalmente	1	2	3	4	5

17. En su opinión, ¿cuánta influencia deberían tener sobre lo que sucede en los programas de educación desescolarizada los siguientes grupos o personas? (señale un número para cada una de las respuestas)

	Muy Poca influencia	Poca influencia	Alguna influencia	Bastante influencia	Una gran influencia
a. El director del NEC	1	2	3	4	5
b. Todos los otros directores, promotores y animadores	1	2	3	4	5
c. Los participantes (educandos) como grupo	1	2	3	4	5
d. Ud. personalmente	1	2	3	4	5

18. ¿Cuándo un participante de este programa se queja acerca de algo, por ejemplo, falta de diálogo, autoritarismo, etc. se toman las medidas para solucionar el caso? (señale una sola respuesta)
1. nunca se toman las medidas para solucionar el caso
 2. muy rara vez se toman las medidas para solucionar el caso
 3. algunas veces se toman las medidas para solucionar el caso
 4. muchas veces se toman las medidas para solucionar el caso
 5. siempre se toman las medidas para solucionar el caso
19. Supóngase que su coordinador le diga que Ud. ha hecho su asignación muy deficientemente. ¿Cuánto le molestaría a Ud. eso? (señale una sola respuesta)
1. Nada
 2. Un poco
 3. Medianamente
 4. Bastante
 5. Muchísimo
20. Supóngase que alguno de sus compañeros le dijera que Ud. ha hecho su asignación muy deficientemente. ¿Cuánto le molestaría a Ud. eso?
1. Nada
 2. Un poco
 3. Medianamente
 4. Bastante
 5. Muchísimo
21. En el Ministerio de Educación, quienes toman las decisiones son aquellas personas que poseen la más certera y adecuada información? (señale una sola respuesta)
1. raramente
 2. a veces
 3. bastante a menudo
 4. siempre
22. Cuando se hace una toma de decisión, ¿se le pregunta a la gente involucrada sobre sus opiniones y sugerencias? (señale una sola respuesta)
1. casi nunca se les pregunta por sus opiniones y sugerencias
 2. se les pregunta muy de vez en cuando
 3. usualmente se les pregunta
 4. casi siempre se les pregunta por sus opiniones y sugerencias

23. ¿Cuáles son las actitudes de los participantes del programa para con los funcionarios y directivos de la educación desescolarizada? (señale una sola respuesta)
1. las actitudes son fuertemente opuestas a ellos
 2. las actitudes son en algo opuestas a ellos
 3. las actitudes son favorables a ellos
 4. las actitudes son fuertemente favorables a ellos
24. En relación al diálogo, ¿qué es lo que los participantes comunican en sus clases a sus coordinadores? (señale una sola respuesta)
1. todo lo que consideran relevante de lo que se discuta o trate en forma precisa
 2. comunican principalmente lo que sus coordinadores quieren escuchar
 3. comunican solamente lo que sus coordinadores quieren escuchar
 4. distorsionan todo el diálogo, la comunicación
25. ¿Participan los educandos en tomar decisiones importantes en relación a sus programas de estudio, (identificación de necesidades, elaboración del respectivo curriculum, criterios de evaluación, etc.? (señale una sola respuesta)
1. nunca
 2. ellos nunca participan pero a veces se les pide opiniones y sugerencias
 3. ellos deciden en grupo, conjuntamente, acerca de algunas cosas importantes concerniente a sus programas de estudio
 4. ellos deciden en grupo, conjuntamente, acerca de todas las cosas importantes concerniente a sus programas de estudio
26. ¿Deberían los educados participar en la toma de decisiones importantes en relación a sus respectivos programas de estudio (identificación de necesidades, elaboración del curriculum, criterios de evaluación, etc.? (señale una sola respuesta)
1. nunca
 2. ellos nunca deberían participar pero a veces se les debería pedir opiniones y sugerencias
 3. ellos deberían decidir en grupo, conjuntamente, acerca de algunas cosas importantes concerniente a sus programas de estudio
 4. ellos deberían decidir en grupo, conjuntamente, acerca de todas las cosas importantes concerniente a sus programas de estudio

27. En su opinión, ¿cuándo se hace una toma de decisión, debe preguntarse a la gente involucrada sobre sus opiniones y sugerencias? (señale una sola respuesta)

1. nunca debería preguntárseles sus opiniones y sugerencias
2. debería preguntárseles muy de vez en cuando
3. usualmente debería preguntárseles
4. debería preguntárseles casi siempre por sus opiniones y sugerencias

28. ¿Le pide a Ud. su opinión su coordinador cuando aparece algún problema relacionado con el desarrollo de los cursos o el programa en general? (señale una sola respuesta)

1. siempre pide mi opinión
2. bastante a menudo pide mi opinión
3. a veces pide mi opinión
4. muy de vez en cuando me pregunta
5. nunca pide mi opinión

29. ¿Se orienta su coordinador a tomar en cuenta sus opiniones y sugerencias? (señale una sola respuesta)

1. nunca
2. muy de vez en cuando
3. algunas veces
4. bastante a menudo
5. muchas veces

30. ¿Le parece a Ud. que en la forma en que se comporta su coordinador hace que los participantes se sientan libres para entregarse al diálogo y manifestar todo lo que realmente sientan, inclusive quejas si las hubiere? (señale una sola respuesta)

1. sí, los hace sentir completamente libres al respecto
2. los hace sentir bastante libres
3. los hace sentir relativamente libres
4. no demasiado libres
5. en ninguna medida los hace sentir libres

31. ¿Confía Ud. en su coordinador, lo ve realmente como un recurso en su proceso de aprendizaje? (señale una sola respuesta)

1. jamás
2. raramente
3. algunas veces
4. casi siempre
5. siempre

32. Cuando Ud. realiza las asignaciones que su coordinador o animador le han requerido para sus clases, ¿porqué es que lo hace? (señale un numero para cada respuesta)

	<u>De nin- guna manera</u>	<u>En muy pequeña medida</u>	<u>En al- guna medida</u>	<u>Bastante</u>	<u>En gran medida</u>
a. yo respeto sus conoci- mientos y juicios	1	2	3	4	5
b. él puede ayudarme mucho y beneficiarme	1	2	3	4	5
c. él es una persona sim- pática	1	2	3	4	5
d. él podría ponerme malas notas y en desventaja frente a mi grupo y otros	1	2	3	4	5
e. es mi obligación	1	2	3	4	5
f. es necesario si queremos aprender y que el progra ma funcione correctamente	1	2	3	4	5

33. Imagínese que debido a su capacitación en estos cursos de educación desescolarizada, le ofrecen en su trabajo las siguientes oportunidades. ¿Las aceptaría Ud.?
(marque una sola respuesta para cada posibilidad)

	<u>Si</u>	<u>No</u>
a. moverse a un nivel más alto en su posición, que cuente con mayores obligaciones y responsabilidades para Ud.	1	2
b. moverse a una posición más alta que requiera un entrenamiento que le ocasionaría muchos sacrificios de su parte	1	2
c. moverse a una posición más alta en donde Ud. podría ser criticado frecuentemente	1	2
d. moverse a una posición más alta donde Ud. podría tener un grupo de gente "difícil" a su cargo	1	2
e. moverse a una posición más alta en donde haya mayores preocupaciones que las que Ud. tiene ahora en relación a su trabajo	1	2

34. ¿Cuán verdaderas son las siguientes proposiciones?
(señale un número para cada una de las respuestas)

	<u>Completa- mente cierto</u>	<u>Algo cierto</u>	<u>Ni ver- dadero ni falso</u>	<u>Bastante falso</u>	<u>Completa- mente falso</u>
a. me siento deprimido	1	2	3	4	5
b. otra gente tiene siempre más suerte	1	2	3	4	5
c. usualmente yo hago un buen trabajo en lo que estoy involucrado	1	2	3	4	5
d. a menudo me siento aburrido	1	2	3	4	5
e. siento que no consigo lo que debería	1	2	3	4	5
f. generalmente todas las cosas que trato parecen fracasar	1	2	3	4	5
g. no tengo ninguna espe- ranza en las cosas que suceden	1	2	3	4	5
h. me siento resentido, ofendido	1	2	3	4	5
i. casi todas las semanas me encuentro con alguien que no me gusta	1	2	3	4	5
j. a veces siento que mi vida no es muy útil	1	2	3	4	5
k. siento que soy un fracaso	1	2	3	4	5
l. cuando hago un trabajo, lo hago bien	1	2	3	4	5

35. ¿Cuán verdaderas son las siguientes proposiciones?
(señale un número para cada una de las respuestas)

	<u>Verda- dero</u>	<u>Algo cierto</u>	<u>Ni ver- dadero Ni falso</u>	<u>En cierta forma falso</u>	<u>Falso</u>
a. no es posible confiarse de otros	1	2	3	4	5
b. hoy en día es práctica- mente imposible encontrar verdaderos amigos porque cada uno piensa solo en si mismo	1	2	3	4	5

	<u>Verda- dero</u>	<u>algo cierto</u>	<u>Ni ver- dadero ni falso</u>	<u>En cier- ta forma falso</u>	<u>Falso</u>
c. personas como yo no pueden influenciar sobre la marcha de las cosas, solo aquellos que ocupan posiciones altas pueden tener gran influencia	1	2	3	4	5
d. nunca pude tener influencia sobre otros como me hubiese gustado tener	1	2	3	4	5
e. los asuntos públicos son tan complicados que solo lo confunden a uno	1	2	3	4	5
f. a pesar de los muchos avances de la ciencia, la vida de hoy es demasiado complicada	1	2	3	4	5
g. nunca puedo hacer lo que realmente quiero porque las circunstancias me obligan a hacer otras cosas	1	2	3	4	5
h. la vida está tan rutinizada que no tengo la oportunidad de hacer uso de todas mis habilidades	1	2	3	4	5
i. me parece que la vida (el mundo) se esta yendo hacia un desorden total	1	2	3	4	5
j. hoy por hoy, es difícil saber qué es lo correcto y qué es lo incorrecto	1	2	3	4	5
36. ¿Sabe usted cómo su involucramiento en estos programas de educación desescolarizada se ajusta al funcionamiento general de la reforma educativa en el país entero? (señale una sola respuesta)					
1. No lo sé					
2. Apenas si lo sé					
3. Lo sé en alguna medida					
4. Lo sé bastante bien					
5. Lo sé completamente					

37. ¿Está Ud. satisfecho con su nivel de conocimientos?
(señale una sola respuesta)

1. No
2. Un poco
3. Algo
4. Bastante
5. Muchísimo

38. ¿Cuáles piensa Ud. son las mayores ventajas de ser promovido a los otros ciclos superiores en estos programas de estudios?
(Por favor elija las 3 más importantes y coloque el número 1 delante de la que es más importante para Ud., luego el número 2 en la que le seguiría en importancia, y después el número 3 en la que sería su tercera respuesta en importancia. Si Ud. piensa que no hay ventajas en ser promovido a ciclos superiores en estos programas, marque el último ítem al final de la lista)

- _____ mayor prestigio o estima
- _____ mayor variedad en el tipo de estudios
- _____ mayor independencia
- _____ mayor número de contactos sociales
- _____ mayor oportunidad para tomar decisiones
- _____ mayor oportunidad para aumentar las habilidades de uno
- _____ mayor oportunidad para aumentar los conocimientos de uno
- _____ mayor influencia con la gente de afuera de los programas de estudio
- _____ mayor número de certificados de estudios y técnicas, que podrían influir para un salario más alto en el trabajo
- _____ no hay ventajas

39. ¿Está Ud. satisfecho con todo lo que obtiene de estos programas de educación desescolarizada? (señale una respuesta)

1. Muy insatisfecho
2. Insatisfecho
3. Ni satisfecho ni insatisfecho
4. Satisfecho
5. Muy satisfecho

40. ¿Permite Ud. que sus alumnos/participantes se sientan libres de comunicarle sus ideas, inquietudes, problemas o incluso sus quejas? (señale una sola respuesta)

1. Completamente libres
2. Bastante libres
3. Regularmente libres
4. No demasiado libres
5. No, en absoluto

41. En relación al método de enseñanza que Ud. aplica, ¿es mejor o no que sus educandos/participantes le dejen a Ud. preocuparse por introducir nuevas técnicas pedagógicas que faciliten el proceso de aprendizaje? (señale una sola respuesta)

1. Completamente de acuerdo
2. De acuerdo
3. En dudas
4. En desacuerdo
5. Completamente en desacuerdo

42. En su opinión, ¿en qué medida sus educandos/participantes pueden: (señale un numero para cada respuesta)

	En ninguna medida	Muy poco	En alguna medida	Bastante	Mucho mas
a. aprender nuevas cosas?	1	2	3	4	5
b. hacer uso de sus ideas?	1	2	3	4	5
c. realizar trabajos interesantes?	1	2	3	4	5
d. hacer uso de sus habilidades, conocimientos, y aptitudes?	1	2	3	4	5
e. comunicarse con los otros participantes durante el desarrollo de los cursos?	1	2	3	4	5
f. decidir su propio ritmo de aprendizaje?	1	2	3	4	5
g. tener autoridad sobre las otras personas?	1	2	3	4	5

43. Cuando los educandos/participantes a su cargo realizan las tareas o asignaciones que Ud. les solicitara, ¿por qué es que lo hacen? (señale un número para cada respuesta)

	<u>No</u>	<u>Raramente</u>	<u>Algunas veces</u>	<u>Bastante</u>	<u>Siempre</u>
a. respetan mis conocimientos y juicios	1	2	3	4	5
b. les puedo ayudar mucho y beneficiarlos	1	2	3	4	5
c. soy una persona simpática	1	2	3	4	5
d. podría ponerles malas notas y dejarlos en desventaja frente a su grupo y otros	1	2	3	4	5
e. es su obligación	1	2	3	4	5
f. es necesario si quieren aprender y que el programa funcione correctamente	1	2	3	4	5

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