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Adult Enrichment Learners In St. Cloud, Minnesota: Motivational Reasons For Participation

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ADULT ENRICHMENT LEARNERS IN ST. CLOUD, MINNESOTA: MOTIVATIONAL REASONS FOR PARTICIPATION

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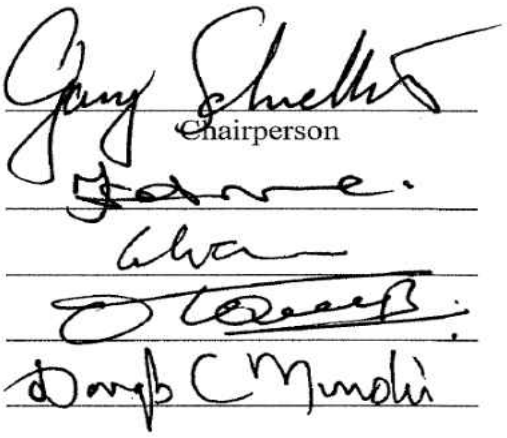

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Signature Scott D Wahn

Date 4/17/2012

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Lastly, I dedicate this work to any and all adults who are making a commitment to continued learning throughout their lives.

ABSTRACT

The purpose of the study was to identify reasons and motivation of adult stakeholders that influence participation in adult community education enrichment classes in the St. Cloud Public School District, St. Cloud, Minnesota. The study also examined the perceptions about adult learners held by leaders, planners, and facilitators of these programs, and identified similarities and differences between perceptions by district staff and program participants.

Participants were 289 adult learners who had taken at least one adult enrichment course during the 2009 or 2010 calendar year. 284 participants completed the online Education Participation Scale-Form A, a 42-item survey developed by Boshier (1973, 1991). Additionally, the researcher interviewed five participants. Eight community education coordinators also completed the Education Participation Scale-Form A.

Findings from the study included the following: 1) the General Interest EPS subscale had the highest means (M=14.90), followed by Social Contact (M=10.78) and Social Stimulation (M=10.08); 2) five demographic characteristics were found to be significant predictors of participation; 3) The Educational Preparation EPS subscale was perceived as being least important by adult enrichment participants; and 4) significant differences were found between the perceptions of community education planning staff compared to the perceptions of participants themselves.

Adult enrichment opportunities are a valuable resource to individuals and communities. This study helps to identify some of the critical motivators in the process of understanding adult participation in learning.

Key Terms: Adult Education, Adult Learning, Community Education, Enrichment, Motivation

CHAPTER I

INTRODUCTION

Background

Adult learning is a topic of great interest within the field of adult education (Merriam, 2001). Similarly, adult participation in adult education is one of the most widely studied aspects in all of adult education (Blunt & Yang, 2002; Merriam & Caffarella, 1999; Crowther, 2000). Adult learning is currently "a multibillion-dollar enterprise . . . that spends more dollars than elementary schools, high schools, and postsecondary schools combined" (Merriam, Caffarella & Baumgartner, 2007, p. ix). Adult learning is also widely recognized as a lifelong process that extends throughout all of adulthood (Merriam, Caffarella, & Baumgartner, 2007; Stubblefield & Keane, 1994).

Public school districts, colleges and universities, university extension divisions, and a multitude of community organizations offer adults opportunities to learn, and aggressively market to an adult audience. The decision to participate or not participate in adult learning activities has a number of important social, personal, and economic implications (Organisation for Economic Co-operation and Development, 2005). There is no single explanation for the issue of participation in adult education (Merriam, 2001; Merriam et al., 2007). Additionally, adults in community-based adult enrichment classes have not been widely studied (DeWitt, 2001; Hogan, 1985; Milton, 2003). Because of these factors, the literature in this topic is aged in some cases.

While the practice of adult learning dates back to a few centuries, the theoretical and comparative research basis for the phenomenon did not begin until the 1960s (Knoll, 2000). Rather than being the exception, adult learning that extends to adulthood is now the expectation. Many adults are heading back to the classroom at greater rates than ever before to keep their skills relevant, obtain a degree or certificate, or retrain for a new career after a layoff or other calamitous event. In western countries, continued learning through adult education is not viewed as optional, but rather as an obligation to build new skills and knowledge for the ever-changing work places (Macleod & Lambe, 2008).

The concept of lifelong learning has become part of the vernacular of adult learning. Lifelong learning refers to a learning cycle that lasts throughout a person's entire lifetime, including adulthood – not only post-secondary education, but also the myriad of other "adult learning projects" which require planning, resources, and motivation (Tough, 1979). Lifelong learning has varied meanings depending on circumstances. Jarvis (2010) suggested six basic values of lifelong learning:

> People are natural learners, inefficiency means that human potential is wasted, equality and fairness are fundamental, learning has to do with power, learning should help bind us together, and in order for the world to survive and thrive it needs us to learn. (p. 2)

For others, it is about securing the economic benefits that accompany lifelong learning (Field, 2011). Consequently, with so many goals and purposes, the reasons for adult participation in learning are diverse.

Nearly 100 years ago, John Dewey's view of progressive education was based on formal education in youth, and non-formal education throughout adulthood. Society was held together by the young and old working and learning together. Community building and learning was an organic process, one where education brought together various and

sometimes competing groups: "Education, and education alone, spans the gap" (Dewey, 1916, p. 3). Further, his view of progressive education was grounded in lifelong learning. "What nutrition and reproduction are to physical life," he wrote, "education is to social life" (Dewey, 1916, p. 9). Dewey saw education throughout the lifespan as one that would built better communities – communities based on democratic principles.

Although delivery systems vary widely from country to country, and even from state to state in the United States, adult enrichment education is generally supported throughout the world (Merriam & Brockett, 2007). In some states, non-credited adult enrichment classes are offered through college, university, and community college systems. The Minnesota State Colleges and Universities System (MnSCU), for example, offers non-credit and for-credit classes through its Customized Training and Continuing Education programs (MnSCU, 2011a, 2011b). Customized Training and Continuing Education offers training packages that are designed and tailored to fit individual company and industry needs, to organizations in the area of trades, computers, customer service, manufacturing, and sales (MnSCU, 2011a).

Continuing Education's mission is to help professionals further their careers, through training and retraining, building skills that are of value to business and industry, and maintain licenses and certifications (MnSCU, 2011b). Adult enrichment classes like the ones in the study are offered primarily through local school districts. In Minnesota, community education is a common and large-scale provider of adult enrichment classes, activities, and learning opportunities. Tied to local public school districts, community education departments receive state and federal aid to deliver a variety of programs serving citizens of all ages.

Besides adult enrichment, these programs offer adult basic education, early childhood family education, youth development and enrichment, recreation, adults with disabilities, and school age childcare (Minnesota Community Education Association, 2010). Minnesota community education programs generate millions of dollars in participant fees each year, making it more self-sufficient than the K-12 program. During the 2010-11 school year, there were 339 school districts in Minnesota, and all of them generated state aid for community education programs (Minnesota Community Education Association, 2010).

Community education is an extension of a community's K-12 educational programs – a means of creating a better society with continuing educational opportunities for persons of all ages (Decker & Decker, 2000). The federal government has become involved in the funding and supporting of a "Community Schools" concept (United States Department of Education, n.d.). Public schools and other entities receive funding to help create a variety of enrichment programs for both youth and adults, through partnerships with youth, community, faith-based, post-secondary, and other local organizations and institutions. The goals of the initiative are to "develop community learning centers that increase learning support and enrichment support to students, families, and community members . . . " (Anderson-Butcher, 2004, p. 248).

Defining Adulthood

Adulthood is "socially defined, with expectations about appropriate behaviors and facing up to responsibilities" (Hartley, 1991, p. 51). Persons are drafted into military service at age 18 (United States Selective Service System, 2009), and vote at the same age. However, states have different ages and guidelines for driving, consuming alcohol,

getting married, and legally engaging in sexual activity. Other definitions are used in the literature, but provide broad and not always consistent guidelines (Hartley, 1991). Mott's (1999) definition of "adult" included three separate components, the combination of which resulted in adulthood: chronological age, function or physiological age, and psychological age. Breakthroughs in medical science have lead to increases in age expectancy for many adults in the United States. Adults are leading healthier, longer lives, and are working longer and learning throughout life (Wister, 2005).

Knowles (1980) identified "adult" using four different definitions.

> First, the *biological* definition: we become adult biologically when we reach the age at which we can reproduce—which at our latitude is in early adolescence. Second, the *legal* definition: we become adult legally when we reach the age at which the law says we can vote, get a driver's license, marry without consent, and the like. Third, the *social* definition: we become adult socially when we start performing adult roles, such as the role of full-time worker, spouse, parent, voting citizen, and the like. Finally, the *psychological* definition: we become adult psychologically when we arrive at a self-concept of being responsible for our own lives, of being self-directing. (p. 57)

However, Darkenwald and Merriam (1982) pointed the difficulties in defining "adult" and "adult education." They also argue that no universally accepted definitions currently exist, or are even structurally and philosophically possible (Darkenwald & Merriam, 1982, p. 8). For the purpose of this study, an adult is a person who has reached 19 years of age, and is not currently enrolled in a K-12 program. 98.6% of current students in the St. Cloud Public Schools are age 18 or younger (K. Solars, personal communication, January 24, 2012).

Statement of the Problem

Adults with low or inadequate educational levels are costly to society as a whole, through a loss of economic productivity (Maxwell, 2009). There are emotional costs as

well – poorly educated adults may struggle with self-esteem, or fall into depression (James, 2003). Parents may unwittingly pass these same unhealthy characteristics to their siblings. With more adults being engaged in educational opportunities, nonparticipants deprive themselves of a significant social, academic, and economic resource (Maxwell, 2009), and earn significantly less money throughout their lifetimes (Bosworth, 2008).

Another problem may be in getting researchers to see value in collecting data in regards to adult participation in educational opportunities. Although adult education has been widely studied the past several decades, the type of data collected tended to be more oriented towards programs themselves (Milton, 2003; Minzey & LeTarte, 1994). Often the type of data collected is related to the requirements of funders, and is often limited to demographic information. The perceptions by the learners themselves have not been viewed as critical by researchers; thus, the type of data that is focused on the perceptions of learners has not often been collected (Minzey & LeTarte, 1994).

Finally, researchers found that adults who engage in community education activities have significantly positive perceptions of their local school districts (DeWitt, 2001; Heck & Dillman, 1990; Milton, 2003; Morris, 1999) and have positive attitudes toward local school districts (Heck & Dillman, 1991). In one study, 50% of community education consumers rated the quality of district education as "Excellent" as opposed to 20% for non-consumers (Morris, 1999). Consumers also rated things like "Feeling Informed about the School District," "the School District's Financial Management," and "Impressions of both the Superintendent/Administration and School Board" much more favorably than did non-consumers (Morris, 1999). There results occurred even in cases where fewer than 10% of the community participated in the activities (DeWitt, 2001).

Purpose of the Study

The purpose of the study was to identify reasons and motivation of adult stakeholders that influence participation in adult community education enrichment classes in the St. Cloud Public School District, St. Cloud, Minnesota. The study also examined the perceptions about adult learners held by leaders, planners, and facilitators of these programs, and identified similarities and differences between perceptions by district staff and program participants. Results from the study would provide information to administrative staff responsible for planning, facilitating, and managing adult enrichment programs offered through St. Cloud Community Education. Program planners may also use these findings to build and facilitate classroom motivational features for adult learners. Likewise, these findings could help administrators to implement decisions based on the motivational structures identified in this study.

Research Questions

The following four research questions guided this study:

1. What motivational factors lead to adult participation in adult enrichment classes offered through community education?
2. What differences exist in motivational factors among participants in adult enrichment classes based on selected demographic information?
3. Which subscales of the Education Participation Scale-Form A do participants perceive as least important?
4. What are the perceptions of community education planning staff, regarding adult enrichment learners' reasons for participation, compared to the perceptions of the participants themselves?

Significance of the Study

Participation in adult enrichment programs is important for a number of reasons. In many cases, funding for these programs is directly tied to participation, both through participant fees as well as governmental funds (Minn. Stat. 124D.20, Subd. 3, 2011). If adults do not participate in enrichment activities, these programs would not exist and communities would lose a valuable asset and resource.

Adult enrichment opportunities, offered as part of a community education program, help to build social capital, which ultimately contributes positively to a community's quality of life, including improved civic engagement (Organisation for Economic Co-operation and Development, 2005). As institutions offer adult enrichment activities, adults trust the institutions to provide a valuable and quality service; thus, there is a sense of trust and reciprocation on the part of both parties (Kliminski & Smith, 2004).

Finally, learning in adulthood is a positive phenomenon, and is made possible through adult enrichment offerings. Recent brain imaging studies show that learning actually changes the brain in positive ways and can lead to great human longevity as well as higher levels of happiness and personal satisfaction (Taylor & Lamoreaux, 2008).

Definition of Terms

The definition of terms critical to this study is as follows:

Adult: Any individual who has reached the age of 19, and who is not enrolled in a K-12 education program.

Adult enrichment classes: Classes, programs, and other learning activities for adults that are offered through community education.

Andragogy: The way in which adults learn, and the processes they use. The term is intentionally antithetical to the concept of pedagogy.

Community education: A philosophical concept, which "serves the entire community by providing for all the educational needs of all of its community members…to bear on community problems . . ." (Minzey & LeTarte, 1994, p. 58).

Education Participation Scale: A 42-item survey developed and modified by Boshier (1973, 1991) that seeks to identify motivational reasons for adult participation in learning activities.

General Education Development: A nationally recognized, high school equivalency exam, developed in the United States during the early 1940s.

Leisure education: Learning activities that are designed to help adults use free time to enhance personal physical and mental wellness.

Lifelong learning: The concept of learning throughout life, from early childhood through mature adulthood.

Municipality: A political unit, such as a city, town, or township, incorporated for the purpose of local self-government.

Participant: An adult who enrolls in and utilizes a class, program, or activity being offered through a public school or community education program.

Residential learning: "…taken to achieve a variety of personal and social goals rather than for the purpose of securing formal credits and degrees" (Houle, 1971, p. 33).

rSchool Today: A computer database used by many community education programs in Minnesota to help track data related to fees collected, number and types of courses taken, and limited participant demographic information.

Social capital: "Refers to the collective value of all 'social networks' and the inclinations that arise from these networks to do things for each other" (Putnam, 2000).

List of Acronyms

The acronyms critical to this study are as follows:

ABE: Adult Basic Education

EPS: Educational Participation Scale (Boshier, 1973, 1991)

ESL: English as a Second Language

GED: General Educational Development

MCEA: Minnesota Community Education Association

NCAL: National Center on Adult Literacy

NCSALL: National Center for the Study of Adult Literacy and Learning

NCEA: National Community Education Association

NCES: National Center for Educational Statistics

SPSS: Statistical Package for the Social Sciences

OVAE: The Office of Vocational and Adult Education, a division of the U.S. Department of Education.

USDE: United States Department of Education

Delimitations

The Education Participation Scale (EPS) is a self-reporting survey, utilizing a 4-point Likert-type scale where participants rank their level of agreement or disagreement with the survey items. The choices are "No Influence," "Little Influence," "Moderate Influence," and "Much Influence." These choices could allow for some subjectivity on the part of the respondents. The self-reporting nature of the EPS is its own delimitation.

Also, responders on the EPS can actually help to invalidate their own responses by becoming what Boshier (1976) calls the "yeasayers" and "naysayers." These are respondents who tend to score every survey item in approximately the same "direction." A person's current emotional state might also impact responses.

Although attempts were made to maintain objectivity, the researcher's previous employment as a community education director may have contributed to unintended bias. This study was also conducted in partnership with St. Cloud Community Education, where the researcher is a current employee.

Assumptions

Three primary assumptions were made as part of this study:

1. The survey instrument used, the Educational Participation Scale (EPS), is an effective measurement tool in assessing the reason for adult participation in learning activities. Alpha coefficients range from .76 to .91 (Boshier, 1991).
2. Adults responding to the survey did so honestly and with personal integrity.
3. Those involved with the study were unbiased in the collection and analysis of the data, other than in those areas mentioned in the delimitations.

Organization of the Dissertation

Chapter I provided an introduction to this study through a brief background of the field, a statement of the problem, the purpose of the study, the research questions, the significance of the study, definitions of terms, delimitations, and assumptions. Chapter II provides a review of the literature related to this study, emphasizing the nature, history, and background of adult learning in the United States. Chapter III describes the methods used in this study, and describes the Education Participation Scale (EPS) in greater detail.

Chapter IV describes the results of the study, and Chapter V presents a review of the study, recommendations for the field, and recommendations for future study.

Adult learning is of critical focus because of its role in educational, economic, and public policy (Boudard & Rubenson, 2003). Adults are engaged in numerous educational opportunities, delivered by a plethora of service providers. As the population continues to age and live longer, demand for adult learning services will continue to increase, and therefore, calls for the need to understand why adults choose to participate.

CHAPTER II

REVIEW OF THE LITERATURE

Although research studies in adult education participation have been common in the past century, the lack of a solid theoretical and research base continues to be often cited (Cookson, 1986, White 2012). Specifically, there is no single theory or variable that can explain participation in adult continuing education activities (Boshier, 1973; Merriam et al., 2007).

History of Adult Education

Although the formal literature and research on adult education is a comparatively new phenomenon, the practice of adult education in the Unites States has been in existence for a much longer time (Stubblefield, 1988). As early as the late 17th century, several evening schools had been established in New York City. By the early 18th century, evening schools had been established in Boston and Philadelphia and in towns in the southern part of the colonies, as far south as South Carolina (Seybolt, 1971).

These early schools were established for two audiences: traditional school-aged children who could not attend during the day due to work or other commitments, and young adults beyond traditional school-ages. A very small percentage of persons attended any college or university, and in addition to standard instruction in reading, writing, and arithmetic, evening schools taught courses in liberal arts and vocational courses (Seybolt, 1971). In the 19th century, the Chautauqua and Lyceum movements

provided adults and families opportunities for learning, often in areas of special interest to adults. The events lasted for an entire season and would include lectures, musical groups, theatre, literary arts, and religious programming, often with a circus-like or tent-meeting-revival atmosphere (Houle, 1971; Stubblefield & Keane, 1994). The Chautauqua, and Junto, a discussion club around politics and business, are examples of the early American continuing or adult education (Hiemstra, 2002).

One of the federal government's first forays into the field of adult education was passage of the Hatch Act of 1887 (Minzey & LeTarte, 1994). The Hatch Act created agricultural experiment stations by providing money to land grant colleges and universities (7 U.S.C. § 361a et. seq.). It was followed in 1914 by the Smith-Lever Act, also called the Cooperative Extension Act. This legislation provided for the

> . . . diffusing among the people of the United States useful and practical information on subjects relating to agriculture, uses of solar energy with respect to agriculture, home economics, and rural energy, and to encourage the application of the same, there may be continued or inaugurated in connection with the college of colleges in each State Territory, or possession . . . . (7 U.S.C. §341 et. seq.)

During World War II, a significant adult education activity was created and used in both the United States and Canada, called the General Educational Development (GED). The GED is the nationally recognized high school equivalency exam (American Council on Education, 2011). It was established in 1942 in response to large numbers of serviceman and women returning from the war, many who had been drafted into service before they had graduated from high school. The GED has since evolved into a low-cost way of providing a formal credential to hundreds of thousands of high school dropouts (Smith, 2003). The GED consists of five separate tests in the subject areas of writing, social studies, science, literature and the arts, and mathematics. Examinees are allowed 7

hours, 45 minutes to complete all five tests, each of which is multiple-choice (Tyler, 2005). The GED Testing Service, an arm of the American Council on Education, oversees the program and generates the individual GED tests.

In 2010, a total of 720,294 persons took the entire GED test battery in the United States, with 72.4% of these passing (American Council on Education, 2011). In Minnesota, 10,225 adult took the entire test battery, with 84.1% of those passing (American Council on Education, 2011). GED preparation and testing sites exist throughout the United States and Canada (Smith, 2003). In Central Minnesota, adults can take the GED exam in St. Cloud, Willmar, Cambridge, and Brainerd (Minnesota Department of Education, 2010). Individual testing centers determine their own testing fees. In St. Cloud, an examinee pays $80 to take the entire test battery, and $18 for each retest.

American colleges and universities got into the act soon after by offering short-term "summer session" classes and programs. Programs at the University of Florida and the University of Minnesota started in the 1930s but were shut down during the World War II years (Houle, 1971). In 1951, the W. K. Kellogg Foundation partnered with Michigan State University to create the W. K. Kellogg Center for Continuing Education, located on the Michigan State campus (W.K. Kellogg Foundation, 2010). Soon, this center became

> a 24-hour-a-day, 365-days-a-year facility complete with all services required for education in a self-contained community. It was large enough to hold a variety of programs operating simultaneously and it had a staff to guide programs and provide supportive services. In largeness of conception and complexity of operation, the center was unique. (Houle, 1971)

A national support for adult education changed greatly for the better with the passage of the Adult Education Act of 1965. This act provided federal funding for adult education activities in all 50 states, and the funding continues to this present day. In addition, the United States Department of Education recognized the importance of adult education with the 1965 creation of the Bureau of Adult and Vocational Education. In time, practitioners began to organize and become a more professional group. Two early professional groups were the Adult Education Association (AEA), founded in 1950, and the National Association of Public School Adult Educators (NAPSAE), created two years later. In 1982, the two organizations merged to create the American Association for Adult and Continuing Education (AAACE), an active and influential group even today (Hiemstra, 2002). The National Community Education Association (NCEA), funded primarily by the Mott Foundation, was created in 1965 and was active until 2010.

Community Education

Community education is a philosophical concept which "serves the entire community by providing for all the educational needs of all of its community members . . . using the local school to serve as the catalyst for bringing community resources to bear on community problems . . ." (Minzey & LeTarte, 1994, p. 58). This school-community partnership, both groups bringing something of value to the table, is one of the critical elements and results in a vibrant school district and community (Tharp, 2007).

In the early 1990s, the Wisconsin Department of Public Instruction developed what it called the "Five Components of Community Education." These were developed with the help of the University of Wisconsin's Community Education Center, led by Dr.

George Kliminski. The Five Components, which demonstrates community education's value beyond the classroom and into the community, are as follows:

- Citizen Involvement. Citizen involvement strengthens solutions by bringing a variety of perspectives to each issue. People who know the most about the problem should be the ones coming up with the solutions. Community advisory councils provide this avenue of citizen input.
- Needs Assessment and Planning. Conducting a needs and a resource assessment lets citizens determine what are the needs, how the needs should be responded to, and how current programs can be made more responsive
- Extended Use of Public Education Facilities. Many public education facilities are underused. The community education model emphasizes extended use of school buildings and equipment, encouraging everyone to use the facilities. It also promotes a sense of ownership among all citizens and emphasizes the increased importance of lifelong learning.
- Interagency Coordination and Cooperation. Services delivered through interagency cooperation are more efficient than those that result from fragmented efforts. By relying on teamwork and reducing duplication of effort, a community education-based program makes the most of limited resources.
- Leadership and Accountability. For the community education model to flourish and for its desired results to occur, solid leadership, and a method of accountability are required. It takes effective public leadership to sustain a

community based on learning and cooperation (Wisconsin Department of Public Instruction, 2008b).

Working in conjunction with the National Coalition for Community Education, two researchers developed a set of nine Community Education Principles. Some of these principles, such as Leadership Development, mirrored those developed in Wisconsin. However, a number of key components including some dealing with adult and lifelong learning, were added:

- Self-determination—local citizens can best identify community needs.
- Self-help—when people are empowered and encouraged to help themselves, they move from dependence to independence.
- Leadership development—people are best served when their capacity to help themselves is encourage and enhanced.
- Localization—programs that are held in places that are convenient and accessible to all have the greatest chance of maximum participation.
- Inclusiveness—community education programs should have participation from all segments of the community.
- Maximum use of resources—the physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met.
- Inclusiveness—community programs, activities, and services should involve the broadest possible section of community residents.

- Responsiveness—public institutions have a responsibility to develop programs and services that respond to the continually changing needs and interests of their constituents.
- Lifelong learning—formal and informal learning opportunities should be available to residents of all ages in a wide variety of community settings" (Horyna & Decker, as it appears in Michigan Adult Education Professional Development Project, 2012).

Whereas Horyna and Decker focused on the principles of community education, Minzey (1974) offered six components responsible for quality community education. Minzey's vision for community education centered on the concept of community schools where persons of all ages in the community came to learn, recreate, and have meaningful interaction. Minzey's six components were:

- An educational program for school age children. Without this component, the community gets the impression that Community Education is as add on to the regular program.
- Use of community facilities. There is often an abundance of unused space in most communities in school buildings, fire halls, churches, city buildings, and recreation facilities and maximum use should be made of these facilities before new ones are constructed.
- Additional programs for school age children and youth. Enrichment, remedial and supplemental educational activities can be offered as well as recreational, cultural, and vocational programs.
- Programs for adults. Included would be such things as basic education, high school completion, recreational, vocational, cultural, and vocational education.
- Delivery and coordination of community services. The school, by means of its school buildings and community school personnel, can help identify problems and resources and provide the coordination necessary to bring the two together.
- Community involvement. The idea is to help persons who live in a particular neighborhood participate in the identifying of local problems and to develop the process for attempting to solve such problems. (p. 7)

Later, community education became defined as both a program as well as a process. The community education process began at the school house, where "the schools function as a support center for a network of agencies and institutions committed to meeting community needs and expanding learning opportunities for all members of the community" (Decker, 1992, p. 6). Furthermore, the community education process consisted of four components:

- Provision of diverse educational services to meet the varied learning needs of community residents of all ages.
- Development of interagency cooperation and public-private partnerships to reduce duplication of efforts and improve effectiveness in the delivery of human services.
- Involvement of citizens in participatory problem solving and democratic decision-making.
- Encouragement of community improvement efforts that make the community more attractive to both current and prospective residents and businesses. (Decker, 1992, p. 7)

Community education, in the United States as well as Western Europe, has meant utilizing schools and other public education facilities to offer additional, enrichment learning opportunities to all members of society, including adults (Tett, 2006). The American concept of community education has been in existence since the middle of the 19th century. In 1863, the public schools in Cliff Mine, Michigan, began offering evening classes to copper miners as a means of improving basic academic skills among the workers (Citizen's Research Council of Michigan, 2003).

Many of the early efforts in community education revolved mainly around keeping public school buildings open for community use on evenings and weekends. As early as 1911, the state of Wisconsin had passed legislation that allowed communities to vote to open public schools for community use (Wisconsin Department of Public Instruction, 2008a). A simple majority vote was required. The purpose of the law was to

> allow the use of such buildings or grounds for the open presentation and free discussion of public questions, and may allow the use of such buildings or grounds for such other civic, social and recreational activities as in the opinion of the controlling board do not interfere with the prime purpose of the building or grounds. (Wisconsin Department of Public Instruction, 2008a)

Furthermore, public schools were required to provide

> free of charge, light, heat and janitor service, where necessary, and shall make such other provisions as may be necessary for the free and convenient use of such building or grounds, by such organization for weekly, bi-weekly or monthly gatherings at such times as the citizens' organization shall request or designate. (Wisconsin Department of Public Instruction, 2008b)

In the mid-1930s, Frank Manley was a physical education teacher for the Flint, Michigan, public schools. He believed using the schools only during the school year, and only during daytime hours was not making full use of a valuable public resource. He also noticed many children, especially during weekends, evenings, and summer, were in need of development opportunities (Citizen's Research Council of Michigan, 2003). He was concerned with juvenile delinquency rates among local school children and believed more enrichment opportunities would help to alleviate the problem.

In June of 1935, Manley solicited the local Rotary group for funds to help keep six Flint school buildings open on evenings, weekends, and summers. Charles Stewart Mott , a Rotarian in the audience, invited Manley out for a game of tennis. After the match, Mott donated $6,000 for this purpose of keeping six of the Flint public school buildings open. This began a "community school philosophy that evolved over the next 37 years [that] intertwined the shared vision of these two men" (Decker, 1999) pp. 7-8). By 1940, the Flint public schools were serving 3,500 students of all ages, in a variety of academic, recreational, and enrichment programming (Citizens Research Council of Michigan, 2003).

Later in his life, Manley reflected on how community education expanded to meet additional needs, including those of adult learners. He also helped develop and formalize the principles that he believed helped the Flint community education program be successful. These principles focused on facilitating community-wide education and prevention program as a means of "helping people help themselves" (Manley, Reed, & Burns, 1961, p. 69). Community and public education had a tremendous role to play in making this happen in a community. These concepts, although a little archaic by today's standards, are still applicable and continue to be "the foundation of community education and the community school concept because they are still relevant" (Decker, 1999, p. 8).

Ernest O. Melby was another early educator who recognized the personal and material connection between schools and communities as crucial to a quality system, and viewed community education as the natural vehicle. He believed that schools had lost touch with citizens, and he saw the school as being isolated from its many stakeholders (Kerensky, 2002). Community education, with its wide range of learning opportunities for all ages, was one solution to the problem:

> Finally, community education proceeds on the assumption, the conviction that a community which uses all of its resources for education, which involves its people in its educational program, can make progress in the quality of its living. Community education is therefore spreading because more and more people see it in the realization of the historic view that through education the community can continuously improve itself as a place in which to live. (Kerensky, 2002, p. 11)

The current landscape in the 21st century is rich with continuing educational opportunities for adults. Colleges and universities, extension programs, school districts, counties, cities, YMCA's, and other community organizations all offer continuing education programs. The advent of the Internet has also led to an explosion in online

programs, giving many adults flexible learning opportunities to experience anytime anywhere learning (White, 2012).

Community Education Development in Minnesota

In Minnesota, the formal beginning of Community Education occurred in 1969 when Governor Harold LeVander sponsored a "Governor's Conference on the Lighted School". In 1971, the state legislature created laws that established the purpose of community education, created a state director of community education, established a state community school advisory council, and instructed all public school districts to create a community school program (Kerns, 1989).

A year later, the Community Education Center was established at the College of St. Thomas, in St. Paul, Minnesota. Also in 1972, The Minnesota Community Education Association (MCEA), a statewide association of community education professionals, was established (Kerns, 1989). MCEA is still an active, statewide organization that serves over 1,200 members (Minnesota Community Education Association, 2010). For Dr. Marilyn Kerns, the connection between Community Education and lifelong learning was absolute; community education was the vehicle by which communities promote and support continued learning for its citizens:

> All of Minnesota's communities of tomorrow will be committed to lifelong learning, with each possessing, or having access to, a comprehensive lifelong learning system. (Kerns, 1989)

In 1987, the first state-funded levy was approved for Community Education, providing $5.95 per capita per year (Cunningham, 1999). This levy stayed the same until 2005 when the legislature reduced it to $5.23 per capita. In 2007, the legislature increased the community education levy to $5.42 per capita, where it remains currently

(Minn. Stat. 124D.20). Other levies and state aids were created for programs like Early Childhood Family Education, Adult Basic Education, and Youth Enrichment-Youth Service during the 1980s and 1990s (Cunningham, 1999), all of which are remain in existence.

Although most adult enrichment teachers are not licensed professionals, the administrators who oversee the programs are. Beginning in 1990, the Minnesota Department of Education established specific licensure requirements for all Community Education directors, in much the same way that superintendents and principals are licensed (Cunningham, 1999). These provisions were later updated to exempt districts with populations of 2,000. A further change came in 2011, when the district population exemption was raised to 6,000 (Minn. Stat. 124.D19).

Adult enrichment learners are a diverse group with varied needs and expectations. St. Cloud Adult Enrichment classes served a total of 5,030 adults during the 2009 and 2010 calendar years. Additionally, the department served approximately 1,500 additional adults with disabilities, and another 1,500 adults through the adult basic education program. Although the Minnesota Department of Education (2011b) requires that all community education departments submit an annual report giving enrollment details, MDE does not aggregate the data. This makes it difficult to locate statewide data.

All adult enrichment classes are currently done face-to-face, although the department is having some discussions about offering online classes in the future. Most adult enrichment classes offered through St. Cloud Community Education meet only once or twice, with a few extending beyond that. Fees and instructor rates of pay are determined by the Community Education planning staff, and usually in coordination with

the instructor. Financial assistance is available to low-income learners, and is based on the school district's free and reduced lunch guidelines (St. Cloud Public Schools, 2010e).

Community School Partnerships

Schools have more influence on society that any other public institution (Harkavy & Hartley, 2009). However, with the challenges of diminishing resources and increased accountability measures in terms of student achievement, school and community partnerships are necessary in order to educate all students at a high level (Blank, Melaville, & Shah, 2003). There are many benefits of these partnerships. First, they allow the utilization of shared resources and benefit from shared authority. Second, they allow organizations to achieve goals that could not be accomplished individually. Finally, they help improve community provisions in social services and educational services (Molloy, Fleming, Rojas-Rodriguez, Saavedra, Tucker, & Williams, 1995). One criticism of community school partnerships the lack of research-based studies (Anderson-Butcher, Lawson, Iachini, Flaspohler, Bean, & Wade-Mdivanian, 2010).

Partnerships between schools and community stakeholders, including businesses, social services agencies, and community organizations, have a positive impact on communities. Adult learners benefit from community school partnerships through increased social capital, improved English fluency, improved computer literacy skills, financial management abilities, lower teacher turnover, and improving family relationships (Blank et al., 2003). Partnerships with social service agencies can lead to improved mental, better family relationships, and increased academic skill building (Anderson-Butcher, Stetler, & Midle, 2006). There has been increased partnerships

between universities and schools, with administrators viewing community involvement as part of the university's missions of research and teaching (Harkavy & Hartley, 2009).

The Connecticut State Board of Education (2009) has developed a Position Statement on "School-Family-Community Partnerships for Student Success." Education of all students, from birth to adulthood, is a shared responsibility. Not only are schools involved, but partnering with community resources help to maximize student success and student learning. The Board identifies School-Family-Community Partnerships as:

- A shared responsibility with schools and other community organizations committed to engaging families in meaningful, culturally respectful ways as well as families actively supporting their children's learning and development.
- Continuous across a student's life, beginning in infancy and extending through college and career preparation programs.
- Carried out everywhere that children learn including homes, early childhood education programs, schools, after-school programs, faith-based institutions, playgrounds, and community settings. (Connecticut Board of Education, 2009, p. 1)

The full-service community school is an educational model developed around the idea of community partnering (Blank et al., 2003). The ultimate goal of community schools is to produce well-educated students, ready for post-secondary education, full careers and involved citizenship. Adults involved in community schools show a greater knowledge of child development, take more responsibility for their child's learning, make improvements in their own literacy skills, and increase their civic participation (Blank et al., 2003). The Coalition for Community Schools, located in Washington, DC, has developed a group of nine outcomes that are the intended result of quality community school programs:

- Children are ready to enter school
- Students attend school consistently

- Students are actively involved in learning and their community
- Families are increasingly involved in their children's education
- Schools are engaged with families and communities
- Students succeed academically
- Students are healthy: physically, socially and emotionally
- Students live & learn in a safe, supportive, and stable environment
- Communities are desirable places to live. (Coalition for Community Schools, n.d.)

Additional opportunities for school community partnerships have been developed through the creation of 21st Century Community Learning Centers (CLCC's) funded by the federal government (United States Department of Education, n.d.). The primary focus of CLCC's are to provide academic enrichment opportunities for K-12 children, but also includes significant expansion of programs for adult learners including job training, GED preparation, and English as a Second Language programs. The legislation has also allowed sites to offer "special classes such as Web design, karate and tai chi, and stained glass design, allowing children and parents or guardians to participate in the activities together" (Anderson-Butcher, 2004, pp. 250-251).

Formal, Informal, and Non Formal Education

Much of formal education is aimed at building economic capacities by formal credentials that can lead to employment (Marsick & Watkins, 1998). Formal education occurs when "a facilitator or instructor designs and directs an educational experience in a systematic and planned program that awards learners with formal recognition of educational achievement such as a credit, certificate, diploma, license, or a degree" (Keintz, 2004, p. 69). On the other hand, informal learning includes opportunities where the learning satisfies adults' own purposes, rather than the purposes of others, such as family members, government, or employers (Cairns, 2000). Livingstone (2001) distinguished informal from formal learning by the use of an externally imposed

curriculum or criteria. Informal learning takes place in a variety of settings, and is not usually structured (Marsick & Watkins, 2001). Finally, non-formal education includes opportunities developed outside of a formal education system not leading to a formal credential (Marsick & Watkins, 2001) and participation is voluntary (Keintz, 2004). Taylor (2008) considered non-formal education to be "learning for learning's sake." One advantage of non-formal education is that while learning still occurs, it does not require oversight and management by an expensive bureaucracy (Taylor, 2008).

Changing Demographics

Beginning in the 1990's, the number of persons 18 or older living in the United States became higher than the number of persons 17 and younger for the first time ever (Merriam & Caffarella, 1999). This phenomenon is due to both a decreasing birthrate and an increasing lifespan (Foot, 1996). Adult longevity rates in the United States have risen to 75.8 years for men and 80.8 for women (United States Central Intelligence Agency, n.d.). The number of college students aged 25 or older has also risen steadily from 750,000 in 1970 to 4.146 million in 2008 (United States Census Bureau, 2010b). This statistics imply more opportunities for adult learning, meaningful educational engagement, and increased participation.

The "baby boomer" generation refers to adults born between 1946 and 1964, and will have an enormous impact on society in the 21st century (Wister, 2005). Based on their huge numbers, baby boomers have great power in determining existing consumer trends, including those associated with informal adult education programs (Foot, 1996). Baby boomers have improved health indicators over previous generations, which will likely lead to increased longevity. Even with inconsistencies in the data, it is reasonable

to say baby boomers smoke less, exercise more, drink alcohol at lower levels, and have better access to health care than previous generations (Wister, 2005). They will likely live more active lives physically and intellectually than did preceding generations.

Lifelong learning opportunities are a valuable resource as baby boomers work toward the goal of "maintaining and improving mental fitness" (Frasier, 2007). Additionally, baby boomers have changing expectations in retirement, often including continuing education, community service and greater civic engagement (Wilson, Harlow-Rosentraub, Manning, Simson, & Steele, 2006). Baby boomers are engaged in lifelong learning for much of their adult lives, and will continue this into retirement and old age. This has varied implications for programmers and planners of adult enrichment services.

Technology and Access

Technology is having an impact on adult education, as adults go online in growing numbers to receive educational services, especially in the post-secondary realm (Allen & Seaman, 2007). No longer are adult education opportunities limited to a pre-determined physical space or time structure. Adult learning can take place at night, on the weekends, in the local Wi-Fi coffeehouse, on a Smartphone, laptop, or iPad, and literally anywhere in the world. Employees are taking online training modules, telecommuting, and using a variety of technological tools to manage their learning. Educational opportunities, both work-related and other, are more readily available and easily accessible to adults more than ever before. Curriculum materials are no longer finite entities, owned and meted out by teachers or institutions. The Internet has made large amounts of curriculum materials readily available.

There are obvious costs commonly associated with access. Adults must have resources to pay course fees, purchase books and materials, have access to a computer and Internet, and time in which to learn. The access to lifelong learning does involve personal and sometimes corporate economics, and can well impact whoever receives services (Oliver, 1999). Since the mid-2000s, a consistent one third of all Americans remain disconnected from the internet (Fox, 2005). In spite of increased sophistication and quantity of learning technologies, access to participation does not appear to be increasing (White, 2012). Ultimately, large numbers of adult Americans are not able to utilize or access many emerging and beneficial technologies.

Participants in Adult and Continuing Education

Participation in adult education has been studied based on different internal motivations, and also on external factors such as socio-economic status or other life situations (Rakish, Pittinger, & Hirschbuhl, 1999). An early effort to study motivations for participating in adult learning took place in upstate New York in 1960. Researchers Mizruchi and Vanaria (1960) conducted 618 interviews with designated head of households, all of whom were at least 18 years of age. They found that participants preferred classes in "arts and crafts, general academic, commercial and distributive, and homemaking" (Mizruchi & Vanaria, 1960, p. 141). The researchers estimated that 35-50 million adults were participating in some form of adult education in 1960.

One of the earliest scientific attempts to measure adult participation in educational activities was developed by Johnstone and Rivera (1965) and funded by the Carnegie Corporation. Although the work is now nearly 50 years old, it set a consistent baseline of data and tendencies, much of which has been validated by subsequent studies (Cross,

1981; Merriam & Caffarella, 2007). The study found that the age of participants and the level of formal schooling completed were two key predictors of participation in adult learning. That is, adults with higher levels of formal education participated in continued learning at higher levels than adults who had less formal education. This was a major finding, and one confirmed by numerous studies since (Belanger & Tuijnman, 1997). Likewise adults with higher income levels participated more often than those with lower incomes. Gender was found to be a non-predictor. Twenty-two percent of adults age 21 or older participated in some form of adult learning during the study.

Aslanian and Birkell (1980) found that 83% of all respondents said they were engaged in adult learning to help them cope with some kind of life change. Their findings included the following:

- Adults who had achieved higher levels of formal education were more likely to engage in learning that those who had not.
- Adults from higher socio-economic backgrounds were more likely to engage in learning than those from lower.
- Adults who were employed, especially those employed in professional, business, and highly technical fields, were more likely to participate than those from lower-skilled jobs.
- African-American adults participated at levels even lower than their proportionate share of the population.
- Adults listed career transitions as a motivation for learning more than all other reasons, including family and leisure, combined.

- Gender did not seem to be a factor in determining whether or not adults participated in learning.

Later studies identified clearly the inverse relationship between a learner's age and participation in adult education (Cookson, 1986; Cross 1981; Merriam & Caffarella, 2007). For instance, Kasworm (1983) found previous educational experience to be the largest indicator and predictor for participation in adult learning activities. Adults who had participated in continuing education in the past were more likely to participate again in the future. She also found age to be a significant indicator as well. Persons who were between the ages of 25 and 45 participated at higher rates than any other group, and twice as often as those aged 65 and older.

Adult participations studies (Kim, Collins, Stowe, & Chandler, 1995; Kim & Creighton, 2000; Kim, Hagedorn, Williamson, & Chapman, 2004) funded by the National Center for Education Statistics (NCES), part of the United States Department of Education (USDE) revealed a steady increase in the number of adults seeking out educational activities. The more recent study (Kim, Hagedorn, Williamson, & Chapman, 2004) identified seven types of formal adult learning activities and six that were considered work-related. The formal activities included English as a Second Language (ESL), college or university degree programs, apprenticeships, basic skills classes, vocational and technical diploma programs, and personal interest classes. Work-related activities included training or mentoring programs, self-paced study programs using books, tapes, or computers, conferences, professional journals, and attending informal presentations (Kim et al., 2004).

Forty-six percent of all adults reported participating in formal adult education in 2001, which was about 10% higher than the figure reported in 1990-91 (Kim et al., 2004). Persons under 50 years of age participated at rates of 53-55%, while those over 65 participated only at 22%. Women were more likely than men to participate in adult education. Predictors were also similar to those found in previous studies. Prior educational attainment correlated positively with participation in adult education. Likewise, type of position held and household income correlated positively with participation. Adults in professional positions participated more (71%) while those working in trades at a lower rate (34%). Adults with household incomes of greater than $50,000 participated almost twice as more than those with incomes under $50,000.

Rakish et al. (1999) studied motivational reasons for participating in non-degreed, non-credited continuing education courses at the University of Akron, offered during the fall 1997 semester. Using a questionnaire of 10 items, they found the most likely candidates to enroll to be female, over the age of 34, employed at a full-time level, holding at least a two-year college degree or better, married, and having the willingness to pay for classes themselves. Strong correlations were found between two of the internal motivators, namely learning a specific task and enjoyment in learning new things, and both females and married persons.

Martin and Dollisso (1999) studied the perceptions of young Iowa farmers regarding their motivation for participating in educational programs. The classes were offered in non-formal, non-credit settings, where participation was not mandated. The classes offered through the local extension office were designed to provide information about increasing crop yields and improving farming methods. Researchers, working in

conjunction with faculty from Iowa State University, developed a 25-item survey. The survey was mailed to 148 Iowa Young Farmers Educational Association members, and 93 participants returned the survey for a return rate of 63%. Of the respondents, 96% held at least a high school diploma or equivalent, while 62% held at least a two-year post-secondary degree or more (Martin & Dollisso, 1999). Only 9.7% of participants reported not participating in adult learning during the previous year. Of the respondents, 87.1% were between the ages of 21 and 45, and 91% of respondents were male.

Farmers were most motivated to participate due to their "ambition to succeed" (M=4.39), their "personal desire to learn" (M=4.35), and the "usefulness of the content (M=4.26). Participants preferred learning methods was "by hands-on experience" (M=4.61), followed by ". . . a variety of method" (M=4.28). Farmers were motivated to participate "to increase profitability" (M=4.35), "to learn the latest technology" (M=4.29), and "to learn something new" (M=4.29). The data showed that farmers were primarily motivated to participate for economic reasons, and preferred learning using a hands-on approach.

The British government also studied adult learning tendencies through a process and instrument called the British Household Panel Survey (Institute for Social and Economic Research, 2011). Beginning in 1991, researchers working in conjunction with the University of Essex began surveying all individuals living in private households in the United Kingdom. The process included a yearly face-to-face interview with all household members who were age 16 or older, and engaged approximately 10,000 adults each year (Macleod & Lambe, 2008). The British Household Panel Survey continues to

provide a variety of longitudinal information around socio-economic status, employment, income, relationship status, and educational achievement.

Macleod and Lambe (2008) followed 4,325 subjects, identified through the annual British Household Panel Survey between 1992-2005, and were able to observe adult learning practices among the sample. The researchers discovered three distinct groups: adults who did not participate at all in adult learning, adults who were persistent learners throughout, and adults who moved back and forth, from participation to non-participation and back (Macleod & Lamb, 2008). Only 39% of the non-participant groups were employed compared to 96% of the frequent-participants group. Sixty-four percent of the non-participant group reported having "no academic qualifications" while only .05% of the frequent-participants group did. The non-participant group members were also more likely to be employed in manual or non-skilled labor, and had lower home ownership rates than the either two groups (Macleod & Lamb, 2008).

Bariso (2008) studied two of the poorest boroughs in London, and, like the BHPS study, found a sizeable group who were non-participants in adult learning. He conducted structured interviews (N=16) and focus group interviews (N=79) of adults from different social backgrounds. Respondents were then grouped into one of five learning categories: lifelong learners (N=28), transitional learners (N=28), non-participants (N=20), delayed learners (N=12), and newcomers (N=7). The first two groups were found to have positive attitudes towards lifelong learning and were regular participants in learning activities. The last two groups were also positive toward lifelong learning.

The delayed learners group was unable to participate due to dispositional and situational factors. These included a lack of awareness towards learning opportunities, a

lack of personal interest in courses available, feeling too old, lack of transportation and childcare, and cost. The newcomers group was also positive toward lifelong learning, but had lived in the boroughs for only a short time, and was often focused on other activities such as finding employment and affordable housing. The third group, non-participants, was similar to that identified in the Macleod and Lambe (2008) study. Many of these learners came from families where manual labor was the most common job and where education was not stressed. Sixteen participants said they did not participate because they had never enjoyed learning. The non-participant group was older, less qualified, and was more likely to be unemployed than the other groups.

Many of these trends exist on a global level in westernized nations. Boudard and Rubenson (2003) performed a large secondary data analysis, using data collected through the International Adult Literacy Survey (IALS). The IALS is an "international comparative study designed to provide participating countries, including the United States, with information about the skills of their adult populations" (National Center for Education Statistics, 2011). The combined sample size from the 10 countries involved was N=20,676. Boudard and Rubenson (2003) found strong evidence to suggest that an adult's "readiness to learn is formed early in life and further developed through educational and work experiences" (p. 279).

The 11 variables identified explained 42% (men) to 44% (women) of the variance in participation in adult education. Family upbringing, including the literacy practices found in the household, had a major impact on learning practices in adulthood. These practices were further developed and solidified through the formal educational system. Previous educational attainment was also found to be an important determinant in

predicting participation in adult education. Likewise, an adult's employment experiences were also good predictors for further involvement in adult learning. The increase over the past 25 years in the availability of employee sponsored training has contributed to the increased value given to adult learning, and even to increased pressures put on employees to participate in such learning. Blue color workers were found to participate at lower rates than their white color counterparts (Boudard & Rubenson, 2003).

Participation Models of Adult Learning

One of the earliest works on adult learning was *The Meaning of Adult Education* by Eduard Lindeman published in 1926. Lindeman (1926) believed experience was the greatest resource adult learners brought to any learning situation. He recognized the importance of personal interest learning. Lindeman saw adult education as a democratic practice, one with major social and self-development implications. He believed adults tied their learning and needing to learn to personal real life situations, and that a defined and concrete curriculum did not work with adults. "Adult learners are precisely those whose intellectual aspirations are least likely to be aroused by the rigid, uncompromising requirements of authoritative, conventionalized institutions for learning" (Lindeman, 1926, p. 28). His work attempted to explain adult learners who "sought no financial or vocational gain in learning and who were disciplined enough to engage in learning for the sake of growth and development" (Stubblefield, 1988, p. 44).

Another early theorist was psychologist Edward Thorndike. Thorndike was one of the first to propose that adults could learn well past traditional school ages. He suggested that adults could learn at the same rates as children up to the age of 35, after which there was only a one-percent decline each subsequent year (Thorndike, 1928). In a

study of 22 adult learners, Houle (1971) determined that adult learners could be identified by three different motivational orientations: "Goal orientated learners" who participated primarily to accomplish a specific goal; "Activity orientated learners" who participated for the social benefits and interactions with others; and "Learning oriented learners" who pursued learning for its own sake. Houle called his subjects "continuing learners" and later proposed a possible additional group of learners that he called "residential learners." Residential learners participated "to achieve a variety of personal and social goals rather than for the purpose of securing formal credits and degrees" (Houle, 1971, p. 33).

Houle's (1961, 1971) work is still cited today in research studies on adult motivation and participation. Nearly 25 years after Houle's study, his three factor-model is still found to be roughly true, with some inevitable overlap, in a large secondary data analysis involving more than 13,000 cases (Boshier & Collins, 1983; 1985). Miller's Force Field Analysis (1967) was also one of the first adult learning theories that postulated a positive relationship between socio-economic indicators and participation in adult educational activities. He theorized that adults with lower incomes would likely be interested primarily in job training, GED preparation, and types of services that might help in improving a person's ability to earn a living. He argued that since adults with higher incomes had already met basic monetary needs, they were more likely to pursue activities that assisted in their own self-realization, or helped to research a personal goal.

McClusky's Theory of Margin (1970) suggested that adults are continually balancing the amount of energy needed to accomplish something and the amount of energy available. What was needed to be accomplished in life is called the "Load" (L), while available human energy to deal with L is called "Power" (P). Both of these

components were made up of internal and external factors. The probability of participation could be determined by the "Margin" (M) that was left, which was calculated by dividing L by P (M = L/P). Adults needed some Margin available to them in order to participate in learning. Margin was increased either by reducing Load or by increasing Power.

Boshier's Congruence Model (1973) saw adult participation as the interaction between self, intra-self, and the institution. If there was a high level of agreement (what he called "congruence") between the adult, the teacher, and the adult's self-perception, then participation was more likely. For example, an adult who believed a teacher was genuinely trying to help felt a higher level of agreement, and was more likely to participate and continue that participation. Likewise, drawing heavily from psychology and motivational theories, Kjell Rubenson's expectancy-valence theory (1977) was essentially an equation that relied heavily on the adult learner's self concept as well as the surrounding environment. As the learner perceived increased personal or professional value in the activity, and as the learner's attitude toward the activity grew positively on the continuum, the learner was more motivated towards the learning activity.

An example of this might be the following: an adult learner wants to complete a master's degree in order to advance at his workplace. However, he also loves to work on cars in his garage. The time needed to complete the master's degree will most likely take time away from working on cars. If his desire for advancement is greater than his desire to work on cars, he will be more motivated towards that end. However, if he resents the fact that his learning is taking time away from something he loves to do, he will be less motivated to succeed in his quest for a master's degree.

Borrowing heavily from humanistic and social psychology, and especially the work of Maslow and Roberts, Knowles (1980) developed his theory of "andragogy." The term "andragogy" began as a European idea and was used to intentionally contrast with the idea of "pedagogy." Both terms were borrowed from the same Greek language. The Greek "agogus" means "the learner of" while "aner" means "adult." Knowles' (1980) basic andragogical model was based on six primary features, all of which made it different from traditional pedagogy. The six were:

- *The need to know*. Adults need to know why a specific learning task is important beforehand, and they need to know what benefits they will gain from it.
- *The learners' self-concept.* Adults who are fully open to learning are conscious of being responsible for themselves and their lives. They have a deep-seated psychological need to have self-efficacy.
- *The role of the learners' experience.* Andragogy recognizes the value of adults' previous experience, in educational and non-educational settings. These life-experiences bring tremendous richness and wealth to further adult learning experiences.
- *Readiness to learn.* Adults are ready to learn the kinds of things they need to know in order to solve the problems and meet the challenges of everyday living.
- *Orientation to learning*. Rather than the curriculum or subject matter being at the center of learning, andragogy puts adults themselves at the center. What adults need from a learning context is what drives the curriculum, and not the other way around.
- *Motivation*. Adults respond more positively when motivation is intrinsic, when the desire to learn is internal and driven by personal motivations. (Knowles, 1980, pp. 57-63)

Since the development of adult education as a field of study, researchers have debated over the meaning of "andragogy" (Knowles, Holton III, & Swanson, 2005). Brookfield (1986) considered andragogy to be a set of assumptions and principals rather than a theory. Pratt (1993) treated andragogy as a philosophical approach to adult learning, one that had not been tested through research. Hanson (1996) believed andragogy's basic tenets applied to all learners and all learning situations, even

elementary school children. However, in spite of these misgivings, andragogy as defined by Knowles (1980) and others (Knowles et al., 2005) is still viewed as a significant and valuable contribution to the field (Brookfield, 1986, Merriam & Caffarella, 2007; Pratt, 1993).

Using components of previous theories – including Miller's (1967) force-field analysis, Boshier's (1973) congruence model, and Rubenson's (1977) expectancy-valence paradigm – Cross (1981) developed her Chain of Response (COR) model to explain adult participation in learning. Her model did not represent a single act but rather a "chain" of acts, dependent on the learning actions and perceptions, and the external conditions that preceded it. The chain included a total of seven elements, although Cross was careful to point out they were not linear in nature:

- *Self-evaluation*: Is the learner confident in his or her own abilities?
- *Attitudes about education*: Does the learner feel positively or negatively towards education?
- *Importance of goals and expectation that participation will meet goals*: Is the learner's participation important to him/her and will it help him/her accomplish the goals?
- *Life transitions:* Is the learner going through any life changing events, such as a divorce, loss of a job, or other calamitous event?
- *Opportunities and barriers*: What external conditions may help or hurt the learner's ability to participate?
- *Information*: What adult learning opportunities are available to the learner?
- *Participation*: Learner chooses to participate.

Cookson's (1986) Interdisciplinary, Sequential Specificity, Time Allocation, Life Span (ISSTAL) Model continued to move adult learning away from a linear process to one influenced heavily by social factors. An adult's decision to participate was influenced by the environment, the social context in which the learning took place, personality traits, and lifespan differences. ISSTAL incorporated both psychological and situational variables.

Participation in education was the consequence of six inter-related variables: (a) external context factors, (b) social background and social role factors, (c) personality trait and intellectual capacity factors, (d) attitudinal dispositions, (e) retained information, and (f) situational factors. These factors were viewed as less relevant by adults at the beginning, but increased in relevance as adults moved toward participation in adult education. Unlike earlier models, Cookson's (1986) ISSTAL Model proposed an adult's perception of a situation was the most important factor impacting participation.

Jarvis' Learning Process (1987) theorized that higher-level learning took place when adults reflected on what had been learned. The process began with a potential adult learning experience, after which one of nine responses took place. The first three responses did not result in learning; these included tasks that adults seemed to do automatically such as use a telephone or turn on a stove. The second three responses did result in learning but were of a "nonreflective" nature. The final three, considered to be superior to the other six responses, were what Jarvis calls "reflective learning." These forms of learning led to changed behaviors on the part of adults.

No adult education theory in the past two decades has been studied more than Mezirow's Transformational Learning Theory (Merriam, 1991, 2001). Mezirow

proposed that adults made intentional changes in their consciousness and worldview as a result of learning. At its core, transformational learning was the process by which adults found meaning in their lives through learning and critical reflection on that learning. Learning and experience came into adult lives, after which adults attempted to understand and make sense of the new reality. Mezirow asserted that adults originally used previous ways of thinking when interpreting the learning experience, and when those previous ways were inadequate to explain the current experience, adults examined those ways of thinking to see which needed to be changed based on experience.

While most theorists have supported Mezirow's process (Merriam & Caffarella, 2007), others like Taylor (1997) criticized Mezirow's work, arguing that it did not do enough to address the issues of cultural diversity and cultural context. Some critics also argued that the process of critical reflection itself was a higher cognitive skill and not achievable by all adult learners (Merriam, 2004).

Self-Directed Learning

Self-Directed Learning (SDL) is a set of processes utilized by adults to facilitate meaningful self learning. Self-Directed Learners decide on goals, find appropriate and available resources, choose a preferred learning method, and determine how to evaluate learning progress (Brookfield, 1995). According to Knowles (1975), adults who take initiative in learning, and who are proactive in their approach to learning, are more motivated than learners who simply listen to a teacher or lecturer. Knowles made important a clear and important distinction between SDL and what he called "Teacher-Directed Learning" (Knowles, 1975).

Allen Tough (1979) was another theorist who proposed and wrote about SDL, although he called it "self-teaching" in his earliest works (Tough, 1967). Tough was heavily influenced by the Houle's (1961) work. Tough's study results showed "about 70% of all learning projects are planned by the learner himself, who seeks help and subject matter from a variety of acquaintances, experts, and printed resources" (Tough, 1979, p. 1). Tough viewed SDL as a fully autonomous learning process, one where adults determined what to learn, how to learn it, and how to evaluate the results.

SDL has received some criticisms. For instance, Spear and Mocker (1984) viewed SDL differently for adults with low levels of previous education, since such adults already perceived themselves as having limited options and opportunities. Marginalized adults often fail to recognize their learning as self-directed, even when its fits within the accepted model (California Department of Education, 2005). Brookfield (1986, 1988, 1995) sees potential but also sees some limitations in SDL. Brookfield views the SDL model as too limiting, one that often fails to consider the social context, political conditions, and social or gender considerations in which adult learning occurs, and uses data from study where subjects were primarily from the middle class (Brookfield, 1995). Brookfield (1988) calls SDL a "danger to the field" (p. 12) due to the inconsistencies found both in research studies and literature.

Brockett and Hiemstra (1991) developed the Personal Responsibility Orientation (PRO) Model to clarify the concept of SDL. PRO recognized the importance of social context in which learning takes place, and also the value of personal responsibility inside the SDL framework. The notion of personal responsibility referred to control over a chosen response to a particular learning situation. "Within the context of learning, it [the

PRO model] is the ability and/or willingness of individuals to take control of their own learning that determines the potential for self-direction" (Brockett & Hiemstra, 1991, p. 26). According to the researchers, personal responsibility, working in tandem with the teaching-learning transaction, lead to Self-Directed Learning. The unique contribution Brockett and Hiemstra (1991) made had to do with learner characteristics. Personal responsibility, this time working tandem with the characteristics of the learner, led to the concept of Learner Self-Direction. Both Self-Directed Learning and Learner Self-Direction worked collaboratively to encourage Self-Direction in Learning.

Self-Directed Learning requires strong motivation on the part of adult learners. Adults continue their learning for varied academic, social, financial, career, and personal reasons. Adult learning has largely been a voluntary activity throughout history; a number of studies have measured what motivates adults to participate. Johnstone and Rivera's (1965) study found that vocational goals were most frequently the motivation for adult learning. Cross (1981) found job-related motivations were common for adults up until about age 50, when other factors crept in, and almost non-existent after age 60.

There is a strong relationship between competence, confidence, and interest in participating in adult learning (James, 2003). Adults who feel confident they can learn and have demonstrated in the past the ability to learn, are more likely to continue learning (Wlodkowski, 1999). A common finding in participation studies is that persons with higher levels of education, including those who have participated in the past, are more likely to participate in adult enrichment activities (Organisation of Economic Co-operation and Development, 2005). Likewise, adults who have low levels of educational attainment are less likely to participate in further adult learning.

Intrinsic meaning is another important factor in an adult's motivation and participation in learning. When there is meaning in the learning, adults are more likely to be motivated: "When we assist learners in the realization of what is truly important in their world, they access more passionate feelings and can be absorbed in learning. Emotions both give meaning and influence behavior" (Wlodkowski, 1999, p. 76). Meaning and motivation, however, cannot be solely viewed as residing only within individuals, but rather seen as a social construct created by others (Ahl, 2006).

Adult Enrichment through Community Education

In Minnesota, a primary provider of adult enrichment activities is offered through community education, managed and operated by local public school districts. There are 339 school districts in the state of Minnesota, and all of them generate state aid for adult enrichment and other community education programs (Minnesota Department of Education, 2011a). The Minnesota General Community Education levy generates $5.42 per person for every school district in the state, and establishes a minimum amount of funding for school districts with populations of 1,335 or less (Minn. Stat. 124D.20, Subd. 3, 2011). This revenue may be used in a number of ways including "nonvocational, recreation and leisure time activities, and programs" (Minn. Stat. 124D.20, Subd. 7, 2011). Other community education programs such as Adult Basic Education, Adults with Disabilities, Early Childhood Family Education, School Readiness, and Early Childhood Screening generate their own state aid through separate formulas (Minnesota House of Representatives Fiscal Analysis Department, 2009).

Adult enrichment classes offered through community education programs in Minnesota are not defined or categorized universally. Although the Minnesota

Department of Education has defined six curricular areas (Minnesota Department of Education, 2011b), state law does not require school districts from limiting themselves to these six. St. Cloud Community Education offers adult enrichment classes that fit into one of three defined curricular areas. The following three curricular groups, defined below, were used in this study:

> *General Interest (GI)*. These activities are designed to help adults learn new skills, have experiences outside of their normal, everyday lives, and acquire knowledge that applies to real-life living. Many of these activities feature a 'hands-on' approach. Classes include computers and technology, personal finance, cooking, foreign languages, driving skills, home and garden, and personal development. Courses that involved trips to foreign countries were facilitated by a local travel agency, with only registration running through community education. As a result, these courses were not included in the study.
>
> *Movement and Wellness (MW).* These activities are designed to help adults improve their overall health and wellness, and to learn skills that promote general wellness. Most of these classes are designed for individuals, but a few are designed for recreational teams. Classes include martial arts, yoga, first aid and CPR, organic eating habits, relaxation, stress management, adult volleyball, aerobics, doubles tennis, and strength training.
>
> *Artistic Expression (AE)*. These activities give adults opportunities to learn more about the fine as well as folk arts, and to improve their own hands-on skills in these types of activities. This category also includes any classes that instruct learners in appreciation of artistic ventures. Classes include photography, piano lessons, dance, arts and crafts, creative writing, painting, stained glass windows, jewelry making, and ceramics. (St. Cloud Public Schools, 2009)

The Case for the Education Participation Scale

A number of survey instruments have been developed to measure the reasons for adult participation in educational activities. Two of them, the Educational Participation Scale (EPS) (Boshier, 1973, 1991; Boshier & Collins, 1983), and the Adult Attitudes Toward Continuing Education Scale (AACES) (Darkenwald & Hayes, 1988), are more widely used and recognized than other instruments (Blunt & Yang, 1995). However, it is

the EPS that has been recognized as a more valid instrument when studying participation in adult education.

> The EPS is the most widely used scale for this purpose. Its validity and reliability are clearly established and appear to be superior to other scales that have been mentioned here. (Utendorf, 1985, p. 281)

> This instrument (the EPS) has been widely used by researchers in subsequent years. (Kim & Merriam, 2004, p. 443)

Studies comparing the two instruments have been fairly conclusive and definitive. In a comparison of factor structures between the AACES and EPS, Blunt and Yang (1995) found problems with the AACES, and found the EPS to be factorially sound. In particular, the EPS benefited from a large accumulation of data and study results from the past three decades, while the AACES had not. The EPS was "subjected to a rigorous statistical analysis which demonstrated its' factor structure to be so robust, that it was reproducible with almost 50% fewer items" (Blunt & Yang, 2002, p. 17). Alpha coefficients ranged from .64 to .76, and had few passenger items present. The EPS was found to have a solid and reproducible six-factor structure, one that suggested good and acceptable validity levels.

By comparison, the AACES had problems with not only its factor structure, but also several of its individual items. Later work using a confirmatory factor analysis determined that several of its 22 items were unessential (Blunt & Yang, 2002). The authors found that both AACES and the EPS had poor predictive validity but determined that the EPS was still the superior instrument. Boshier (1976) reviewed motivation studies that used three different instruments, namely the Education Participation Scale, the Continuing Learning Orientation, and the Reasons for the Educational Participation Scale. Using a test-retest process, the EPS items all showed reliability at the .001 level,

while the other two instruments did not. While no instrument is perfectly valid, the literature does demonstrate the solidness of the EPS's factor structure. The EPS has a large body of data from which to draw – an estimated 60,000 persons already taken the EPS over the last two decades – and the results already analyzed to better strengthen the instrument (Boshier & Collins, 1983, 1985). Thousands more have taken the EPS since.

Development of the Education Participation Scale

The survey instrument for this study was the Educational Participation Scale-Form A (EPS), developed by Boshier (1973, 1991) and validated with a large base of empirical research (Blunt & Yang, 2002). Boshier (1976, 1991) had conducted most influential work in regards to adult participation (Merriam & Caffarella, 2007). Boshier's (1971) earliest version of the EPS consisted of 48 items on a 9-point scale. A revised scale was reduced to 40 items (Boshier, 1976), and a modified EPS was created using 56 items and a 10-point scale (O'Connor, 1979), Boshier (1991) then developed the Form A, with 42 items and a 4-point scale, by correlating it to the original EPS scale. The latest version was the one used in this study.

Boshier's (1973) study involving 2,436 adult learners in New Zealand found age and socio-economic status to be two of the strongest factors determining participatory motivation. Less important but still significant was class size. Another finding was that persons in unskilled positions were found to participate at lower rates than those with professional positions. These are common themes throughout the literature even today: the notion that adults with more resources and formal education tend to continue learning throughout life, while those with less education tend not to participate (Brookfield, 1986).

Boshier (1973) identified "growth" motives as those in which participation was considered a self-actualizing process; this is the classic "learning for learning's sake" approach where participation is not tied to any particular goals or desired outcomes. Boshier found that adults that had deficiency motives were more likely to drop out of adult learning opportunities than were adults with growth motives. Later, Boshier (1977) changed growth and deficiency motives to "life-space" and "life-chance" motivations and considered these on the opposite ends of a single continuum. This moved the model from a first-order to a two-factor second-order model (Dia, Smith, Cohen-Callow, & Leigh-Bliss, 2005).

Morstain and Smart (1974) were the first researchers to formally test and validate Boshier's earliest version of the EPS and identified six-factors to explain why adults participated in learning: (a) social relationships, (b) external expectations, (c) social welfare, (d) professional advancement, (e) escape/stimulation, and (f) cognitive interest. All had factor loadings of 0.4 or higher. Administering the EPS to 611 adult learners at Glassboro State College, the researchers found similarities in the factor patterns between this group and Boshier's (1973) New Zealand sample. Their results reaffirmed the factor structure of the EPS. In a further analysis that looked at 14 studies, Boshier (1976) found the EPS to have test-retest reliability coefficients that were significant at the .001 level.

A modified version of the scale, called the EPS-M, was developed soon after containing 56 items and a 10-point scale, one that was administered to a group of nurses (O'Connor, 1979). Dia et al. (2005) sought to determine the effectiveness of O'Connor's (1979) EPS-Modified, with a group of 225 licensed social workers. Cronbach alphas for each of the six factors were between .76 and .84, an acceptable range (Mertens, 1998).

The findings supported the six factors and found the EPS-M to be factorially sound, valid, and reliable. It performed similarly with a group of social workers as it had with numerous audiences prior.

Boshier and Ridell (1978) created a version of the EPS for older adults by completing a new factor analysis through a process called "concurrent validation." The process correlated EPS factors with scores gathered from three other instruments: the Social Participation Scale, an Adjustment to Later Life Scale, and a Life Satisfaction Index. Only factors that loaded at 0.4 or higher were retained. The factor of Professional Advancement, thought to be irrelevant for older learners, was removed from the EPS through this process. Eighty-four adults completed surveys, with a mean age of just under 70. The revised EPS included 35 items rated on a 4-point scale.

The EPS has been used with dozens of populations of adult learners including a group of Roman Catholic lay ministers (Utendorf, 1985), older adults in a learning retirement institute (Kim & Merriam, 2004), adult basic education students (Boshier, 1983), horticulture students (Haefner, 1995), registered nurses pursuing continuing education (Bautista-Mangubat, 2005), distance learning university students in Malaysia (Raghavan & Kumar, 2008), and elected officials engaged in emergency management training (Parkinson-Norton, 2007).

Fujita-Starck (1996) replicated Boshier's (1991) Form A using a sample of 1,142 students taking continuing education courses at the University of Hawaii. Construct validity was tested by predicting membership in one of three curricular groups, namely Arts & Leisure (ARTS) , Personal Development (PERS), and Professional Development (PROF). Arts and Leisure was predicted at 77%. Of all 1,142 cases, 65.5% were

predicted correctly. Fujita-Starck concluded that Boshier's Form A was valid and reliable.

Mergener (1978) created a modified, 43-item EPS to be used with pharmacy students. Garst and Ried (1999) used Mergener's (1978) scale version to determine and compare motivational orientations for between traditional and non-traditional PharmD students. The researchers used independent *t*-tests to identify differences in respondent's means and coefficient alphas to test for internal consistency. The results were consistent with both Boshier and Mergener's earlier work, and "are evidence of the validity of EPS in measuring motivational orientations" (Garst & Ried, 1999, p. 302).

A Chinese version of EPS was administered to 448 Shanghai adults (Boshier, Huang, & Song, 2006). The purpose of the study was to compare the psychometric properties of the Chinese version with that of the English version. Additional variations of the EPS grew out of Boshier's (1973) original work. However, the seven subscales have remained fairly consistent, except in cases where they have been removed for research purposes. Each of these subscales has six associated questions from the survey that are measured. The current seven subscales and the question number that are measured are Communication Improvement (Q's 1, 8, 15, 22, 29, 36), Social Contact (Q's 2, 9, 16, 23, 30, 37), Educational Preparation (Q's 3, 10, 17, 24, 31, 38), Professional Advancement (Q's 4, 11, 18, 25, 32, 39), Family Togetherness (Q's 5, 12, 19, 26, 33, 40), Social Stimulation (Q's 6, 13, 20, 27, 34, 41), and Cognitive Interest (Q's 7, 14, 21, 28, 35, 42) (Boshier, 2010). The research framework of the Education Participation Scale-Form A is illustrated in Figure 1.

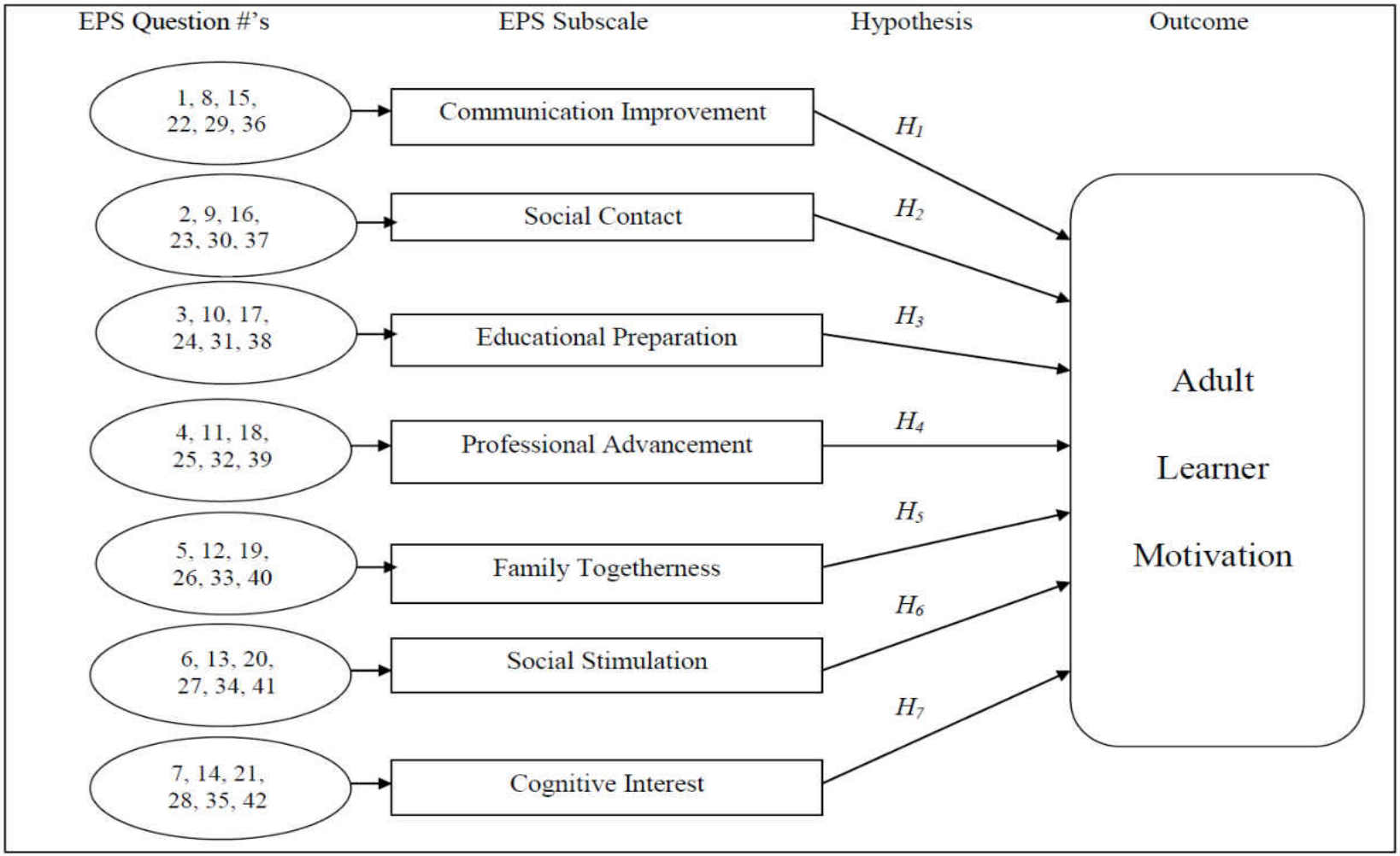

Figure 1. The Research Framework of the Education Participation Scale-Form A.

A final significant modification was made to the scale about 20 years after its original inception. The EPS-Form A was created by correlating it with the original EPS scale, using responses from 845 adult learners from Asia and North America (Boshier, 1991). The motivation for the scale update was Houle's small sample. These new efforts also attempted to take out the cultural biases for the original EPS. After the study, Boshier recommended that Form F (Boshier, 1973) be retired. This study of St. Cloud adult enrichment participants utilized the EPS-Form A.

Summary

This chapter reviewed the literature relevant to the study of adult enrichment learners. Section 1 provided a short history of adult education, including its purposes and place in greater society. Section 2 examined the philosophic and practical elements of community education, while Section 3 looked at the development of community education in Minnesota. Section 4 reviewed the impact of community school partnerships on adult learners. Section 5 provided a brief definition of the adult learner, while Section 6 reviewed research studied done around participation in adult and continuing education. Section 7 identified participation models of adult learning, while Section 8 reviewed the principles behind self-directed learning. Section 9 provided reasons for selecting the Education Participation Scale-Form A for this study, while Section 10 discussed the development of and research behind the instrument. In Chapter III, the study methodology will be discussed, including procedures used to gather both qualitative and quantitative data.

CHAPTER III

METHODOLOGY

The purpose of the study was to identify reasons and motivation of adult stakeholders that influence participation in adult community education enrichment classes in the St. Cloud Public School District, St. Cloud, Minnesota. The study also examined the perceptions about adult learners held by leaders, planners, and facilitators of these programs, and identified similarities and differences between perceptions by district staff and program participants.

Results from the study would provide information to administrative staff responsible for planning, facilitating, and managing adult enrichment programs. Program planners may use the results to build and enhance motivational supports for adult learners. Likewise, administrators may use the results to make programmatic decisions that help to improve and implement the motivational structures as identified by the study.

Research Questions

The following four research questions guided this study:

1. What motivational factors lead to adult participation in adult enrichment classes offered through community education?
2. What differences exist in motivational factors among participants in adult enrichment classes based on selected demographic information?

3. Which subscales of the Education Participation Scale-Form A do participants perceive as least important?
4. What are the perceptions of community education planning staff, regarding adult enrichment learners' reasons for participation, compared to the perceptions of the participants themselves?

The Setting

The city of St. Cloud, Minnesota, lies approximately 70 miles northwest of Minneapolis, Minnesota. Independent School District 742, located in St. Cloud, served 9,662 children during the 2010-11 school year, and employed 1,592 staff (St. Cloud Public Schools, 2011a). District enrollments stayed relatively stable during the previous five years (St. Cloud Public Schools, 2010b), which is a better result than the majority of school districts throughout Minnesota (Minnesota House of Representatives, 2006). The 2010-11 budget provided expenditures of about $111 million (St. Cloud Public Schools, 2010d). The district operates eight elementary schools, two middle schools, and two high schools. The district also features an early-education building, an alternative high school, a community education center, and provides K-12 services at a local day-treatment facility (St. Cloud Public Schools, 2010c).

There are a total of 97,118 persons residing within the St. Cloud School District, making it the 17th largest public school district in the state of Minnesota (St. Cloud Public Schools, 2011a). The school district includes the following nine municipalities: Clear Lake, Clearwater, Collegeville, Luxemburg, Pleasant Lake, St. Augusta, St. Cloud, St. Joseph, and Waite Park (St. Cloud Public Schools, 2011b). The district is located

within parts of three separate counties: Stearns County, Benton County, and Sherburne County. The greatest share of the school district is located in Stearns County.

Two neighboring school districts, Sartell-St. Stephen (Independent School District 748) and Sauk Rapids-Rice (Independent School District 47) abut the northern and eastern borders of St. Cloud proper. The school district population for Sartell-St. Stephen is 17,140 while the population in the Sauk Rapids-Rice school district is 23,781 (United States Census Bureau, 2010a). The three school districts have a total population of 123,534 person (Minnesota State Demographic Center, 2011). St. Cloud is a home to four post-secondary institutions, is a regional shopping, services, and employment hub.

Stearns County comprises 1,343 square miles, Benton County 408 square miles, and Sherburne County 433 square miles (United States Census Bureau, 2010b). Stearns County had a median family income of $51,553, which is lower than the state average but higher than national, while 8.7% of county residents lived in poverty, higher than the state rate of 7.9% (Stearns County, 2008). The racial composition is largely white. In St. Cloud's case, it is also a highly homogeneous population: a full 48.8% of all residents claim some or partial German ancestry (United States Census Bureau, 2010a).

The St. Cloud school district's community education program had a 2010-11 budget of $4.8 million in revenues against $4.4 million in expenditures. Department programs and services include adult enrichment, youth enrichment, aquatics, early childhood-family education, early childhood screening, adult basic education, adults with disabilities, and before-school childcare (St. Cloud Public Schools, 2010a, 2010d). Adult enrichment classes take place primarily in school district facilities including classrooms, cafeterias, auditoriums, gymnasiums, kitchens, and computer labs.

St. Cloud Community Education offers adult enrichment classes in partnership with its two neighboring school districts, Sartell St. Stephen and Sauk Rapids-Rice. Selected adult enrichment classes are marketed to citizens of all three districts. This partnering helps to attract enough enrollments and subsequent fees to hold classes that might otherwise have been cancelled. Joint classes are hosted in all three districts, and adult learners may register through each community education department.

Population and Sample

The population was a group of 5,030 learners who took non-credit, adult enrichment courses through the community education program in St. Cloud, Minnesota, between January 2009 and December 2010. The types of learning opportunities included basic computer classes, finance, cooking, fitness, arts and crafts, vocational arts, first aid and wellness, home and garden, and special interest classes. Classes were grouped into one of three primary curricular categories: Artistic Expression, Movement and Wellness, and General Interest. Tuition varied from class to class, with fees determined by community education planning staff. Competitive recreational classes, such as adult leagues in basketball and volleyball, were not included in this study.

For the purposes of the study, the definition of an adult was a person who was at least 19 years of age, and who was not currently enrolled in a K-12 program. Adult enrichment education included classes offered through community education that are non-credit based, and not taught by formal educators. The study specifically omitted higher education, adult basic education, and recreation leagues as a form of adult enrichment education. Employees of St. Cloud Community Education, and those involved through Research Question 4, were also excluded. Because St. Cloud is a

regional service and entertainment hub for the area, participants with mailing addresses from surrounding towns including those living outside the school district were included in the study. Participants identified were enrolled in at least one adult enrichment class through St. Cloud Community Education during either calendar year 2009 or 2010.

A total of 8,255 registrations for adult enrichment classes were received by St. Cloud Community Education during the 2009 and 2010 calendar years, as reflected in Table 1. Some adults took more than one adult enrichment class during the two calendar years, and are thus represented more than once in Table 1.

Table 1

Total Adult Enrichment Registrations through St. Cloud Community Education, January 1, 2009-December 31, 2010, by Categories.

Category	2009	2010	Totals
Artistic Expression (AE)	495	706	1,201
General Interest (GI)	859	854	1,713
Movement and Wellness (MW)	2,731	2,610	5,341
Totals	4,085	4,170	8,255

The total of 8,255 registrations did not represent individual participants, since a number of persons too more than one adult enrichment class during 2009 and 2010. Since it was appropriate to send the survey to participants only one time, these duplicate registrations were removed from the database. This was done by exporting the names from the rSchool Today software into Excel, and then using the sort feature in Excel to remove duplicate entries.

Therefore, as reflected in Table 2, the population for this study was the 5,030 individual adults who registered and participated in adult enrichment classes during the 2009 and 2010 calendar years. Those with email addresses on file with St. Cloud Community Education were asked to complete an online survey. Those without email addresses on file were invited to participate in focus groups. This study also involved this particular unduplicated group. A random sampling by convenience method is the most common method used in research studies (Mertens, 1998). The fact that nearly 50% of the population does have an email address helped to solidify the sample.

Table 2

Total Individual Adults who Participated in Adult Enrichment Classes through St. Cloud Community Education, January 1, 2009-December 31, 2010, by Categories.

Category	2009	2010	Totals
Artistic Expression (AE)	409	603	1,012
General Interest (GI)	740	644	1,384
Movement and Wellness (MW)	1,338	1,327	2,665
Totals	2,487	2,574	5,061

49.8% of the individual represented in Table 2 had email address on file with the St. Cloud Community Education Department. The survey was send to these individuals using SurveyMonkey online software as the means of delivery. The breakdown by class categories is listed in Table 3. As indicated in Table 3, participants who took adult enrichment classes in the Artistic Express and Movement and Wellness categories were

more likely to have email addresses on file with the community education department than those in the General Interest category.

Table 3

Individual Adults who Participated in Adult Enrichment Classes through St. Cloud Community Education, January 1, 2009-December 31, 2010, by Categories, and Who Had an Email Address on File with the Department.

Category	Total Participants	Participants w/email Addresses	Percentage
Artistic Expression (AE)	1.012	528	52.2
General Interest (GI)	1,384	601	44.1
Movement and Wellness (MW)	2,665	1,384	51.9
Totals	5,061	2,574	49.8

The Survey Instrument

Both quantitative and qualitative approach methods were used in this study. A survey instrument, the Education Participation Scale-Form A (Boshier, 1973, 1991), was used to collect quantitative data over a one-month period. The EPS has been used in numerous research studies (Garst & Ried, 1999) and was found to be reliable and valid (Boshier, 1976; Boshier, Huang & Song, 2006; Boshier & Ridell, 1978; Cervero & Yang, 1994; Fujita-Starck, 1996). A qualitative approach, using focus groups and individual interviews, was also used to collect richer, naturalistic data. Qualitative interviews provide deeper, contextual meaning to the behaviors of the sample group (Seidman, 2006) – in this study, adult enrichment participants.

A preliminary search of the literature by the researcher found four doctoral dissertations in the past decade that used the EPS or a modified version to study adult learners. Kremer (2006) identified reasons why adults participate in workplace learning activities. Harring-Hendon (2001) studied motivation among adults returning to post-secondary education. Mambo (2005) looked at the reasons for adult participation in religious education, while Maggioncalda (2007) studied adults involved in prison educational programs. None of the recent studies, however, examined adult participation in adult enrichment classes offered through community education.

Procedures

The publisher of the Education Participation Scale-Form A, LearningPress Ltd., gave permission to administer the instrument online using SurveyMonkey (see Appendix A). SurveyMonkey is a private company begun in 1999, based in Menlo Park, California, and in Portland, Oregon. It provides a web-based product that helps researchers conduct surveys via the Internet, and also provides researchers with various data collection tools. The study protocol was reviewed and approved by the University of North Dakota Institutional Review Board, IRB-201101-200.

The study was sponsored by the St. Cloud Community Education Department, who assisted with encouraging adults to participate as of means of providing valuable information to the department. District administrators were interested in seeing if the rate of participation in adult enrichment classes mirrored the demographics throughout the district and community. This district sponsorship provided an excellent way to establish trust with participants, build relationships, and encourage greater participation (Dillman, 2000).

An introductory email message was sent to those participants with email addresses on file with the department on June 7, 2011. The email provided a brief introduction to the study, described the study's support by the school district and departmental administrator, and provided a link to the survey. Some believe that sending out an introductory email is the appropriate way to proceed, as sending out the survey immediately can be viewed as an unsolicited email (Dillman, 2000; Sheehan, 2001; SurveyMonkey, 2009).

Adults who chose to participate were first presented with an Informed Consent Form. This online document included an overview of the research, background of the researcher, the duration of the study, the estimated number of persons participating, and a statement of confidentiality. Persons could opt out of the survey by simply clicking the "No" button at the bottom of the form. For those who clicked the "Yes" button giving their consent to participate, the software took them to the Demographic Sheet, which collected data about eight demographic items: participant gender, age, ethnicity, number of children, number of adult enrichment classes taken, current employment status, level of education achieved, and household income.

After completing demographic items, SurveyMonkey directed participants to the Education Participation Survey-Form A. The responses were anonymous and no individual names of persons participating in the study were identified. Survey Monkey allowed persons to opt out of the study and from future emails. Documents used in the study, including the Informed Consent Form, the Demographic Sheet, and the Education Participation Scale-Form A, required a participant response for each item. Participants needed about 10 minutes to complete the survey all questions. Copies of relevant

communications with participants, the Demographic Form, and the Education Participation Scale-Form A, are included in the Appendix.

A week later, on June 14, 2011, a second email was sent, asking them again to participate in the survey. The link to the survey was again provided. A third and final email was sent to persons who had still not responded or opted out on June 28, 2011. Again, the link to the survey was provided. This final email informed participants the study was coming to a conclusion at the end of the following weekend, and solicited for their participation. All three emails that were sent allowed participants to click on a link and opt out of receiving future emails.

Program Planning Staff

In addition to adult enrichment class participants, the EPS-Form A was also given to a group of community education coordinators and program planners along with a second set of instructions, slightly different from the ones provided to adult enrichment class participants. Community education coordinators and program planners were asked to respond to the items on the EPS-Form A, not as they would have answered the items personally, but as they thought adult enrichment participants would most likely respond. The purpose of this step was to learn more about the perceptions between staff and participants, as defined in Research Question 4. Coordinators and program planners were not coerced to participate, and none of them report directly to the researcher.

The EPS-Form A was offered online to programming staff with two minor changes. First, the researcher gave a verbal overview of the study at a staff meeting, with a special emphasis on confidentiality. Unlike the survey sent out to adult enrichment participants, the responses sent back by community education staff were not tied to an

email address. Second, an email was sent to all community education coordinators and program planners that included the direct link to the survey within the body of the email. Third, although all were required to complete the Informed Consent Form, the study did not require community education coordinators and program planners to provide demographic data. A total of eight community education staff members were invited to participate, and all eight did so (N=8) for a response rate of 100%.

Focus Groups and Interview Participants

Participation in one of three focus groups was offered to participants who did not have email addresses on file with St. Cloud Community Education. This was done to gather qualitative data and to provide additional opportunities for study participation. Due to the expense of mailing an invitation to 2,538 adult enrichment participants without email addresses, a stratified random sampling method was chosen based on class year and class category. The participant list was randomized using the Excel software program and a computer. A description of the sampling frame is provided in Table 4.

Table 4

Total Individual Adult Participants in Adult Enrichment Classes through St. Cloud Community Education, January 1, 2009-December 31, 2010, by Categories, Who Had Only Mailing Addresses on File with the Department.

Category	2009	2010	Totals
Artistic Expression (AE)	243	241	484
General Interest (GI)	422	352	774
Movement and Wellness (MW)	720	560	1,280
Totals	1,385	1,153	2,538

The sampling frame (N) was the total number of participants that had only mailing addresses on file with the department, namely 2,538. A stratified sampling process, described by Trochim and Donnelly (2006), was utilized. The sample size desired (n) was 300. The interval size (k) was determined by the following calculation, k=N/n, or 8.46. Rounding down determined the interval size to be 8.0. A random number (3) was chosen between one and five, from which to begin each new interval. Thus, the sample from the sampling frame included those participants that corresponded to the following numbers in the list: 3, 11, 19, 27, and so forth. Continuing to choose the eighth name in the list, a total sample of 318 was identified to receive the invitation. A 10% response rate was desired to keep focus groups at the 6-12 range recommended by many researchers (Anhorn, 2008).

On July 21, 2011, an invitation letter was mailed to 318 adult enrichment participants (see Appendix F). This group represented a random stratified sample of those participants without email addresses, based on curricular area and the enrollment year. The invitation letter provided information about the study, how participation would help the community education department provide adult enrichment services in the future, and listed three dates and times. It also asked adults to contact the researcher if they were interested in participating, and provided appropriate contact information. The researcher contacted each interested participant and responded directly.

The focus groups took place on a weekday morning, a weekday afternoon, and a weekday evening, in early August 2011. The timeframe was designed to provide a convenient time for all participants. All focus groups were held at the Discovery Elementary School in Waite Park, Minnesota. Groups met in a school classroom that had

adult tables and chairs. Cookies, coffee, and bottled water were provided. A total of five adults participated in one of the three groups. Because the groups were so small, each participant agreed to visit with the researcher individually for about one hour each. That meant that two of the participants came back for an interview at a time convenient to them. So the focus groups actually became one-on-one interviews with five participants.

Interview questions should be tied to the study's research questions, but should not be identical. "Your research questions identify the things that you want to understand; your interview questions generate that data that you'll need to understand these things" (Maxwell, 2005, p. 69). Thus, the researcher the results from the Education Participation Scale-Form A to help generate discussions and to frame focus group questions.

Seidman (2006) suggested a variety of strategies to develop questions that lead to the most productive data. Keys to the process are to mostly listen, using open-ended rather than leading questions, asking a follow-up question, and asking participants to tell their stories. The researcher used all of these strategies when designing and facilitating the session questions. Questions were used as a starting point, as a means to begin conversation. The complete list of questions can be found in Appendix J.

Some questions followed the seven subscales that make up the Education Participation Scale-Form A, while others asked more general questions about why adults participate in adult enrichment classes. In addition to specific questions provided to focus groups participants, open-ended questions were also used to encourage more interaction and unrestrained responses.

As interview participants entered the room, the researcher greeted them and thanked them for their time and effort. After they were seated, the researcher reviewed the Informed Consent form and secured signatures. Copies were provided to those participants who wanted them. Of the five persons participating in the interviews, none refused to sign the Informed Consent. Participants also filled out the same Demographic Form (see Appendix H) as was completed by those adult participants who completed the online Education Participation Scale-Form A.

Data Collection

rSchool Today is an integrated software package, designed primarily for K-12 schools, headquartered in Winona, Minnesota. It includes an activities and athletic event scheduling system, district and school web portals, fundraising tools, automated school age care management, and online class registrations**.** Distributed Website Corporation, formerly the Vanguard Technology Group was responsible for creating rSchool (rSchool Today, 2011).

St. Cloud Community Education utilizes this last component of the rSchool Today software program to facilitate registrations, class lists, attendance records, payments received, and refunds given. It also gathers not only the names of all participants, but also mailing addresses, phone numbers, dates of birth, and email addresses. As adult enrichments participants register for classes and activities, rSchool Today stores the data and then generates upon request a number of useful, automated reports.

Quantitative data was collected over a three-month period, from June through August 2011. The EPS-Form A, the Informed Consent, and the Demographic Survey were all administered utilizing the SurveyMonkey web-based program. Responses were

collected through SurveyMonkey and then exported into an Excel spreadsheet and into SPSS to allow for data analysis.

Qualitative data was collected though recording all interview sessions using a USB-microphone, a laptop computer, and Audacity 1.2.6 software. Audacity is free, downloadable software that works as an audio recorder and editor. Audacity was developed in 2000, and is available for Windows and Mac (Audacity, 2011). Recording the sessions provides a number of benefits to both the researcher and to those participating in the study:

> By preserving the words of the participants, researchers have their original data. If something is not clear in a transcript, the researcher can return to the source and check for accuracy. . . . In addition, interviewers can use tapes to study their interviewing techniques and improve upon them. Tape-recording also benefits the participants. The assurance that there is a record of what they have said to which they have access can give more confidence that their words will be treated responsibly. (Seidman, 2006, p. 114)

All audio recordings from the interviews were immediately transcribed by the researcher using a laptop computer, and Word 2007 software. This is a critical step in any research project, and one that often gets shortchanged. Transcribing the sessions provides the researcher with the widest possible frame of reference from which can begin the process of winnowing down, and leads to the best overall picture of the situation (Seidman, 2006).

Data Analysis

Quantitative data analysis was performed using accepted practices as outlined in Mertens' (1998) book *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches*. Procedures for the online Education Participation Scale-Form A and demographic questionnaire followed the

guidelines described in Dillman's (2000) book, *Mail and Internet Surveys: the Tailored Design Method*. The Statistical Package for Social Sciences (SPSS), Version 19, was utilized by this study to assist with statistical analysis.

Participant demographic information and survey responses were collected and tabulated. Inferential statistics were employed to interpret raw data collected from the EPS-Form A, and the demographics to produce descriptive statistics. One-way ANOVAs and Tukey HSD tests were used to identify relationships between the grouping variables, the seven subscales of the Education Participation Scale-Form A, and demographics of the study group. The study results are presented using tables, charts, and graphs.

Qualitative data was analyzed using research practices I learned in two qualitative research courses offered at the University of North Dakota, EFR 510 and EFR 520. After recording the interviews I typed up transcriptions, listening to each recording several times to ensure accuracy. As I listened repeatedly, my understanding of what was being said deepened. I typed a separate transcription for each interview, and printed each transcript on different colored papers to identify speakers during the data analysis. I also reviewed the survey results, looking for similar patterns within the interview data. Later, I read through the transcripts several times and began to identify participant words and statements that sounded similar, identified a preliminary set of codes that emerged from the interview transcripts. After a second review, I identified 41 codes and combined some codes together and gave different names to others. I ended up with a total of 25 codes. Many codes appeared repeatedly throughout the transcripts.

Finally, I cut the transcripts into small strips of paper, using a scissors. Each strip contained an idea, commentary, or direct quote from participants, along with the code I

previously identified. Some interviewee responses were only a sentence or two long, while others were more than a paragraph. I used the color of the paper strips to identify the speaker. I laid the strips out on a large table, and began grouping similar codes together. I re-read the commentary and codes several times, and again reviewed the results of the survey responses. From these groupings, I began to identify themes. A majority of codes represented ideas very similar to the seven subscales of the Education Participation Scale-Form A. Since the seven subscales were so prominent in the study research questions, I used the seven subscales as my themes. A number of commercial software programs exist to help researchers analyze qualitative data. However, I did not have access to such programs and completed manually the qualitative data analysis. The manual process offered me new insights due to my increased interactions with the text.

Role of the Researcher

I held many roles in this study. During the quantitative stage, I served as designer, manager, collector of survey data, and technologist. I had full responsibilities for authoring a variety of communications, and for managing the use of SurveyMonkey in all areas of the study. During the quantitative stage, I assumed the roles of facilitator, timekeeper, and note-taker. Also, I facilitated the focus groups and interviews, all of which were held in a face-to-face environment.

Summary

This research study resulted in a base of qualitative and quantitative data, which was studied and analyzed using a variety of methods. Qualitative methods were utilized to provide richer, more contextualized data, based on a constructivist model. The data

collection and analysis methods used helped identify patterns and themes in the study that were open to interpretation. The study findings are shared in Chapter IV.

CHAPTER IV

RESULTS

The purpose of the study was to identify reasons and motivation of adult stakeholders that influence participation in adult community education enrichment classes in the St. Cloud Public School District, St. Cloud, Minnesota. The study also examined the perceptions about adult learners held by leaders, planners, and facilitators of these programs, and identified similarities and differences between perceptions by district staff and program participants. Participants in the study were grouped into one of three curricular areas: Artistic Expression (AE), Movement and Wellness (MW), and General Interest (GI).

Analyses were carried out for each of the demographic areas, as well as the three curricular areas, to describe the findings. Data was collected from the Education Participation Scale-Form A, from 284 adult enrichment participants as well as eight community education program planners. Data also included one-on-one interviews by the researcher with five adult enrichment participants who did not take the online survey. Outputs included descriptive statistics, one-way ANOVA's, and Tukey HSD tests.

Description of Sample

A total of 284 adult enrichment participants completed the Education Participant Survey-Form A in an online format, a response rate of 11.2%. The demographic features of the group are presented in the descriptive statistics found in Table 5 (p. 73).

Table 6 shows the demographic characteristics of the focus groups. Interviewed participants (N=5) roughly reflected the demographics of the survey participants. Of the survey participants, 60% were female (N=3) and all five were Caucasian. Four reported having one child (80%) and four reported taking more than one adult enrichment class during 2009 or 2010 (80%). All interview participants were employed, with four of them in the "Professional" category (80%). All five were high school graduates (100%), all five held a post-secondary degree (100%), and three of those held at least a Master's degree from a post-secondary school (60%).

Table 5

Adult Enrichment Participant Responses to Demographic Questions.

Demographic Question	Overall Sample, N=284 Frequency	Percent
Q1. What is your gender?		
Male	33	11.6
Female	251	88.4
Q2. What is your current age?		
19-29	37	13.0
30-39	46	16.2
40-49	62	21.9
50-59	73	25.7
60 and older	66	23.2
Q3. Which of the following best describes your ethnicity?		
Caucasian	281	99.8
African American	0	0.0
Hispanic	1	0.1
Oriental/Asian	0	0.0
Other	2	0.1
Q4. How many children do you have, including those not living with you		
None	91	32.0
1	45	15.8
2	78	27.5
3-4	64	22.6
5 or more	6	2.1
Q5. How many adult enrichment classes did you take through St. Cloud Community Education in 2009 and/or 2010?		
1	114	40.1
2	67	23.6
3	58	20.4
4	17	6.0
5 or more	28	9.9
Q6. What is your current occupation or employment status?		
Unemployment	10	3.5
Retire	43	15.2
Labor	12	4.2
Professional	184	64.8
Other	35	12.3
Q7. What is your highest completed level of formal education?		
Did not complete high school	0	0.0
High school graduate	43	15.1
Two-year degree from post-sec	62	21.8
Four-year degree from post-sec	95	33.5
Master's degree or more	84	29.6

Table 6

Demographic Characteristics of Focus Group Participants (N=5).

	Participant (Pseudonym)				
Demographic Questions	Jean	Robert	Alison	Tony	Mary
What is your gender?	Female	Male	Female	Male	Female
What is your current age?	40-49	60 and older	40-49	40-49	50-59
Which of the following best describes your ethnicity?	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
How many children do you have, including those not living with you?	1	2	1	1	1
How many adult enrichment classes did you take through St. Cloud Community Education in 2009 and/or 2010?	2	3	1	3	5 or more
What is your current occupation or employment status?	Labor	Professional	Professional	Professional	Professional
What is your highest completed level of formal education?	Two-year degree	Master's Degree	Master's Degree	Master's Degree	Four-year degree

Other participant characteristics emerged through the interview process. Four of the five interview participants identified themselves as persons who read for pleasure, primarily fiction. Jean stated she read "at least a book a week. It's a little less than I used to do . . ." Robert read mostly fiction by his own admission but also did a lot of professional reading and even recommended a book on the American workplace during the interview. All four used reading as a way of relaxation but also, as stated by Tony, as a "means of collecting information."

Another characteristic of the interview participants was a busy and active lifestyle. In Robert's case, there was an adult painting class being offered through Community Education that he had not found the time to take. Jean did not connect personally with people in adult enrichment classes due to a lack of time: "When I meet people in the class, do I [see] them outside the class? No. That goes back to everyone

being too damned busy." Tony listed his wife, his infant son, and his family as his top priority, which did not always allow him to participate in adult enrichment classes. Mary listed the responsibilities around work and family life as being time factors in her inability to take additional classes, even though she expressed the desire to do so. In spite of busy lives, all five saw value in attending adult enrichment classes, and made time to participate.

The responses registered by survey participants are shown in Table 7. The category "No influence" was the most common response in 37 of the 42 items (88.1%). However, there was a wide range of percentages within those items, from 39.8% (Q.27) to 96.8% (Q.38). "Moderate influence" was the most common response in the other five items (11.9%).

As reported in Table 7, the category "Much influence" scored well on those questions associated with learning for learning's sake. Q.21, "To learn just for the joy of learning, had the highest percentage of responses with 30.3%. Q.42, "To expand my mind," was next at 28.9%, followed by Q.14, "To acquire general knowledge," at 22.5%. All three of these items were included in the Cognitive Interest subscale.

Table 7

Adult Enrichment Participant Responses to Survey Items on the Education Participation Scale-Form A.

	Item	N	Percent
Q1.	To improve language skills.		
	No influence	252	88.7
	Little influence	15	5.3
	Moderate influence	11	3.9
	Much influence	6	2.1
Q2.	To become acquainted with friendly people.		
	No influence	125	44.0
	Little influence	92	32.4
	Moderate influence	52	18.3
	Much influence	15	5.3
Q3.	To make up for a narrow previous education.		
	No influence	241	84.9
	Little influence	31	10.9
	Moderate influence	10	3.5
	Much influence	2	0.7
Q4.	To secure professional advancement.		
	No influence	225	79.2
	Little influence	24	8.5
	Moderate influence	21	7.4
	Much influence	14	4.9
Q5.	To get ready for changes in my family.		
	No influence	229	80.6
	Little influence	32	11.3
	Moderate influence	16	5.6
	Much influence	7	2.5
Q6.	To overcome the frustration of day-to-day living.		
	No influence	140	49.3
	Little influence	70	24.6
	Moderate influence	59	20.8
	Much influence	15	5.3
Q7.	To get something meaningful out of life.		
	No influence	69	24.3
	Little influence	70	24.6
	Moderate influence	103	36.3
	Much influence	42	14.8
Q8.	To speak better.		
	No influence	252	88.7
	Little influence	20	7.0
	Moderate influence	10	3.5
	Much influence	2	0.8
Q9.	To have a good time with friends.		
	No influence	115	40.5
	Little influence	56	19.7
	Moderate influence	76	26.8
	Much influence	37	13.0
Q10.	To get an education I missed earlier in life.		
	No influence	235	82.7
	Little influence	37	13.0
	Moderate influence	9	3.2
	Much influence	3	1.1

Table 7 Continued.

	Item	N	Percent
Q11.	To achieve an occupational goal.		
	No influence	224	78.9
	Little influence	29	10.2
	Moderate influence	19	6.7
	Much influence	12	4.2
Q12.	To share a common interest with my spouse or friend.		
	No influence	135	47.5
	Little influence	34	12.0
	Moderate influence	69	24.3
	Much influence	46	16.2
Q13.	To get away from loneliness.		
	No influence	188	66.2
	Little influence	51	18.0
	Moderate influence	34	12.0
	Much influence	11	3.8
Q14.	To acquire general knowledge.		
	No influence	77	27.1
	Little influence	57	20.1
	Moderate influence	86	30.3
	Much influence	64	22.5
Q15.	To learn another language.		
	No influence	255	89.8
	Little influence	11	3.9
	Moderate influence	8	2.8
	Much influence	10	3.5
Q16.	To meet different people.		
	No influence	124	43.7
	Little influence	90	31.7
	Moderate influence	52	18.3
	Much influence	18	6.3
Q17.	To require knowledge to help with other educational courses.		
	No influence	222	78.2
	Little influence	36	12.7
	Moderate influence	25	8.8
	Much influence	1	0.3
Q18.	To prepare for getting a job.		
	No influence	247	87.0
	Little influence	23	8.1
	Moderate influence	10	3.5
	Much influence	4	1.4
Q19.	To keep up with others in my family.		
	No influence	243	85.6
	Little influence	28	9.8
	Moderate influence	11	3.8
	Much influence	2	0.8
Q20.	To get relief from boredom.		
	No influence	159	56.0
	Little influence	62	21.8
	Moderate influence	55	19.4
	Much influence	8	2.8

Table 7 Continued.

	Item	N	Percent
Q21.	To learn just for the joy of learning.		
	No influence	71	25.0
	Little influence	48	16.9
	Moderate influence	79	27.8
	Much influence	86	30.3
Q22.	To write better.		
	No influence	252	88.7
	Little influence	17	6.0
	Moderate influence	10	3.5
	Much influence	5	1.8
Q23.	To make friends.		
	No influence	155	54.6
	Little influence	81	28.5
	Moderate influence	37	13.0
	Much influence	11	3.9
Q24.	To prepare for further education.		
	No influence	245	86.2
	Little influence	21	7.4
	Moderate influence	15	5.3
	Much influence	3	1.1
Q25.	To give me higher status in my job.		
	No influence	242	85.2
	Little influence	25	8.8
	Moderate influence	11	3.9
	Much influence	6	2.1
Q26.	To keep up with my children.		
	No influence	242	85.2
	Little influence	22	7.7
	Moderate influence	18	6.3
	Much influence	2	0.8
Q27.	To get a break in the routine of home or work.		
	No influence	113	39.8
	Little influence	66	23.2
	Moderate influence	86	30.3
	Much influence	19	6.7
Q28.	To satisfy an enquiring mind.		
	No influence	83	29.2
	Little influence	45	15.8
	Moderate influence	94	33.2
	Much influence	62	21.8
Q29.	To help me understand what people are saying and writing.		
	No influence	251	88.4
	Little influence	19	6.7
	Moderate influence	11	3.9
	Much influence	3	1.0
Q30.	To make new friends.		
	No influence	170	59.9
	Little influence	67	23.6
	Moderate influence	39	13.7
	Much influence	8	2.8

Table 7 Continued.

	Item	N	Percent
Q31.	To do courses needed for another school or college.		
	No influence	267	94.0
	Little influence	12	4.2
	Moderate influence	5	1.8
	Much influence	0	0.0
Q32.	To get a better job.		
	No influence	252	88.7
	Little influence	16	5.6
	Moderate influence	13	4.6
	Much influence	3	1.1
Q33.	To answer questions asked by my children.		
	No influence	269	94.7
	Little influence	13	4.6
	Moderate influence	2	0.7
	Much influence	0	0.0
Q34.	To do something rather than nothing.		
	No influence	120	42.3
	Little influence	77	27.1
	Moderate influence	71	25.0
	Much influence	16	5.6
Q35.	To seek knowledge for its own sake.		
	No influence	99	34.9
	Little influence	63	22.2
	Moderate influence	70	24.6
	Much influence	52	18.3
Q36.	To learn about the usual customs here.		
	No influence	264	93.0
	Little influence	13	4.6
	Moderate influence	5	1.8
	Much influence	2	0.7
Q37.	To meet new people.		
	No influence	154	54.2
	Little influence	78	27.5
	Moderate influence	42	14.8
	Much influence	10	3.5
Q38.	To get entrance to another school or college.		
	No influence	275	96/8
	Little influence	8	2.8
	Moderate influence	1	0.4
	Much influence	0	0.0
Q39.	To increase my job competence.		
	No influence	235	82.7
	Little influence	15	5.3
	Moderate influence	22	7.7
	Much influence	12	4.2
Q40.	To help me talk with my children.		
	No influence	264	93.0
	Little influence	16	5.6
	Moderate influence	3	1.1
	Much influence	1	0.4

Table 7 Continued.

Item	N	Percent
Q41. To escape an unhappy relationship.		
No influence	269	94.7
Little influence	14	4.9
Moderate influence	1	0.4
Much influence	0	0.0
Q42. To expand my mind.		
No influence	69	24.3
Little influence	50	17.6
Moderate influence	83	29.2
Much influence	82	28.9

Research Question 1: What motivational factors lead to adult participation in adult enrichment classes offered through community education?

The Education Participation Scale-Form A provides seven well-defined subscales which helps identify motivational factors for adult enrichment participation. Table 8 shows which motivational factors were important to participants. The subscale Cognitive Interest was the strongest motivational factor for participation in adult enrichment classes (M=14.90), followed by Social Contact (M=10.78) and Social Stimulation (M=10.08). The participants not only view interest in the topic as the strongest motivational factor, but also value the social connections that place through participation.

Four of the subscales scored means of less than 8.00. They were Communication Improvement (M=7.02), Educational Preparation (M=7.06), Professional Advancement (M=7.68), and Family Togetherness (M=7.96). Standard Deviations ranged from 2.20 (Educational Preparation) to 5.31 (Cognitive Interest). Standard Errors ranged from .13 (Educational Preparation) to .31 (Cognitive Interest). Survey participants did not appear to participate in adult enrichment classes for either career or formal educational reasons.

Table 8

Reasons for Participation by Adult Enrichment Participants (N=284).

Subscales	Mean	S.D.	Std. Error
Communication Improvement	7.02	3.39	.14
Social Contact	10.78	4.59	.27
Educational Preparation	7.06	2.20	.13
Professional Advancement	7.68	3.61	.21
Family Togetherness	7.96	2.42	.14
Social Stimulation	10.08	3.65	.22
Cognitive Interest	14.90	5.31	.31

The breakdown into curricular areas, shown in Table 9, provided additional insight. The means in all three curricular areas within the Cognitive Interest subscale scored higher than the means in any of the other curricular areas or subscales. General Interest scored highest (M = 16.38, N=82), followed by Artistic Expression (M = 15.23, N = 61), and Movement and Wellness (M = 13.89, M = 141).

There were also differences between curricular areas within the same subscales. One such example is the subscale of Social Contact, where Artistic Expression (M = 11.52) and Movement and Wellness (M = 11.17) scored considerably higher than General Interest (M = 9.55). General Interest scored 18.2% lower than Artistic Expression, and 14.6% lower than Movement and Wellness.

The same phenomena occurred with the Social Stimulation subscale. Here, Movement and Wellness (M = 10.72) and Artistic Expression (M = 10.66) again scored considerably higher than General Interest (M = 8.56). In this case, General Interest scored 20.2% lower than Movement and Wellness, and 19.7% lower than Artistic

Expression. Survey participants taking adult enrichment classes in either the Artistic Expression or Movement and Wellness curricular areas were far more likely to value the social elements to the class than those in the General Interest Category. The two subscales that identified social elements as a significant motivational factor (Social Contact and Social Stimulation) showed very similar results.

Table 9

Reasons for Participation by Adult Enrichment Participants by Curricular Area.

Subscales	N	Mean	S.D.	Std. Error
Communication Improvement				
Artistic Expression	61	6.82	1.88	.24
General Interest	82	7.59	3.02	.33
Movement and Wellness	141	6.77	2.11	.18
Social Contact				
Artistic Expression	61	11.52	4.58	.59
General Interest	82	9.55	4.51	.50
Movement and Wellness	141	11.17	4.54	.38
Educational Preparation				
Artistic Expression	61	7.04	1.77	.23
General Interest	82	7.38	2.63	.29
Movement and Wellness	141	6.89	2.09	.18
Professional Advancement				
Artistic Expression	61	7.54	3.22	.41
General Interest	82	8.56	4.59	.51
Movement and Wellness	141	7.23	3.00	.25
Family Togetherness				
Artistic Expression	61	8.20	2.06	.26
General Interest	82	7.72	2.21	.24
Movement and Wellness	141	8.00	2.67	.22
Social Stimulation				
Artistic Expression	61	10.66	3.57	.46
General Interest	82	8.56	2.99	.33
Movement and Wellness	141	10.72	3.80	.32
Cognitive Interest				
Artistic Expression	61	15.23	4.39	.56
General Interest	82	16.38	5.38	.59
Movement and Wellness	141	13.89	5.43	.46

A one-way ANOVA was conducted on the curricular area within each of the seven subscales, with the results shown in Table 10. The effect of curricular area within five of the subscales was significant. These were Communication Improvement, $F(2, 281) = 3.32$, $p = .038$; Social Contact, $F(2, 281) = 4.35$, $p = .014$; Professional

Advancement, F (2, 281) = 3.67, p = .027; Social Stimulation, F (2, 281) = 10.67, p = .000; and Cognitive Interest, F (2, 281) = 6.04, p = .003. The effect of curricular area on the subscales of Educational Preparation and Family Togetherness, was not significant.

Table 10

One-way ANOVA Table on Curricular Areas within the Seven Subscales of the Education Participation Scale-Form A.

Subscale	Sum of Squares	df	Mean Square	F	*p*
Communication Improvement					
Between Groups	37.26	2	18.63	3.32	.038*
Within Groups	1575.66	281	5.61		
Total	1612.92	283			
Social Contact					
Between Groups	179.59	2	89.80	4.35	.014*
Within Groups	5795.43	281	20.62		
Total	5975.02	283			
Educational Preparation					
Between Groups	12.54	2	6.27	1.30	.275
Within Groups	1360.32	281	4.84		
Total	1372.86	283			
Professional Advancement					
Between Groups	93.76	2	46.88	3.67	.027*
Within Groups	3586.08	281	12.76		
Total	3679.84	283			
Family Togetherness					
Between Groups	8.39	2	4.19	.715	.490
Within Groups	1648.19	281	5.87		
Total	1656.58	283			
Social Stimulation					
Between Groups	266.52	2	133.26	10.67	.000*
Within Groups	3508.62	281	12.49		
Total	3775.14	283			
Cognitive Interest					
Between Groups	328.57	2	164.28	6.04	.003*
Within Groups	7639.47	281	27.19		
Total	7968.04	283			

*p <.05

To determine which of the curricular areas had significant effect within the subscales, and to identify where specific differences in the means existed, a Tukey HSD test was conducted. Only significant findings were reported, as shown in Table 11. All of the significant differences in means involved the General Interest curricular area. In five cases, the difference was against the Movement and Wellness curricular area. In two other cases, the difference was against the Artistic Expression curricular area. There were no significant differences in means between the Artistic Expression and the Movement and Wellness curricular areas.

Table 11

Significant Difference Comparisons between EPS-Form A Subscales and the Three Curricular Areas of Adult Enrichment Participants: Artistic Expression (AE), General Interest (GI), and Movement and Wellness (MW).

Subscale	(I) Curricular Areas	(J) Curricular Areas	(I-J) Mean Difference	Std. Error	*p*
Communication Improvement	GI	MW	.81	.33	.037*
Social Contact	GI	AE	1.98	.77	.028*
Professional Advancement	GI	MW	1.33	.50	.021*
Social Stimulation	GI	AE	2.09	.60	.002**
Cognitive Interest	GI	MW	2.48	.72	.002**

*p<.05
**p<.01

Interviewee Data

Among focus group participants, similarities were found between interview responses and those of the survey participants. Cognitive interest within adult enrichment classes was highly valued. The five interview participants mentioned their desire for their own health and wellness as both a motivator for participating, as well as a

topic of personal interest. Mary and Jean both listed the desire for health and wellness as their primary reason for participating in adult enrichment classes.

Jean was overweight when she had a heart attack in December 2009. She had poor eating habits, cooked with a lot of unhealthy ingredients, and seldom exercised. Heart disease ran in her family:

> I was Paula Dean Jr. If it was good with a half cup of butter, I'd put a little more butter in, you know. And extra salt—I was horrible!

She began taking adult enrichment classes as a means of improving her own health. She took numerous cooking classes where she learned how to alter recipes to make them healthier. She took a variety of aerobic and dance classes, and even tried belly dancing. During the previous 18 months, Jean lost 70 pounds, increased her consumption of fruits and vegetables, and continued exercising. She learned how to alter her recipes to be healthier and more nutritional, even to the chagrin of her family:

> My family is learning to adapt! There are a few things I make that they just can't appreciate. I eat very little sodium, and very, very little fat—no butter anymore. And they have a really hard time with the "no butter rule" that Jean has. But they're learning.

Jean had come to the interview immediately after her shift as a licensed practical nurse. During the interview, she ate an apple and drank from a bottle of water. After the other positive health changes she made through adult enrichment classes, Jean took a Will class to "get things in order."

Mary also participated in adult enrichment classes primarily for health reasons, even those beyond herself. "I've taken health-related classes for my parents so that I could help them with their health issues . . . without them even knowing I'm taking this so it wouldn't bother them." She had also taken exercise, cooking, natural healing, and

self-improvement classes. She gained a positive attitude from classes and reported being happier by participating.

Robert participated in adult enrichment classes due to personal interest in the subject or topic. "I just have general interest . . . If it's something that I choose to do, well then it's personal . . . I get a delight out of that." Tony also took adult enrichment classes for personal interest and for wanting to improve himself, things in which he was curious. Alison took yoga primarily because she knew nothing about it. "I'm looking for something new. Something different, that I've never even tried before," a sentiment also echoed by Mary and Jean.

In many cases, interview participants identified having a cognitive interest in a subject or topic due to a problem or issue they were trying to solve. Mary took classes about health issues to help with her aging parents. Robert took a ballroom dancing class with his wife in preparation of his parents' 60th wedding anniversary. Jean took a class where she left with a fully executed legal will to prepare herself in case she had future health problems.

Interest in personal hobbies was also identified as a motivator for participating in adult enrichment classes. Tony listed tennis and languages as hobbies. Alison listed a number of hobbies that she would like to develop including horse riding, photography, learning to play guitar, pottery, and hosting a radio talk show.

In addition to Cognitive Interest, the Social Contact and Social Stimulation subscales were also important to interview participants. Friendships, even close ones, were sometimes the result of participating in adult enrichment classes. Tony did not sign

participate purely for social reasons, but it was definitely a factor. And he ended up making some friendships in the process:

> I think in the back of my mind I know that it's going to be a chance to meet new people. And maybe people with similar interests. So I think that's a factor . . . I would say overall I've met some nice people, and a few of them have turned out to be friends outside of class.

Although Mary listed an interest in personal wellness and well being as her top reason for participating in adult enrichment classes, the benefits she received from social factors was a close second. She met enough people through this process that she would even take classes alone, knowing that she would know others in the classes. This included not only class participants, but course instructors as well. Mary identified two of her best friends that she met through participating in adult enrichment classes:

> My closest friends I've met through there. And I'm still with them, and they're still taking classes . . . And these gals, one I've known for about 30 years, and the other for about 20. The others are 'on and off' you know. But these are my closest friends now.

For Alison, the social value of adult enrichment classes was not in building friendships, but in simply interacting with others. She appreciated the opportunity to expand her circle of people, experience diversity, and increase the variety of people who come into her life, even if only for short periods of time. For her, adult enrichment classes provided not only the technical aspects of a particular topic, but also provided a kind of energy due to the age ranges, and the different abilities levels in the class:

> I get energy from people. I get energy from everyone kind of being in the same boat and different skill level and such. I love that . . . This [the yoga class] was a different mix, and I think that's always good to be reminded that we're lots of different people, lots of different ages.

Some key motivators emerged from the data, characteristics that are not readily covered by Boshier's (1973, 1991) EPS-Form A subscales. All five interviewees

mentioned the possibility of learning something completely new, something outside of their current scope of knowledge, as a motivator for participating. Alison put it this way: "I'm looking for something new. Something completely, that I've never ever tried before." Robert and Mary both said that having fun was a motivator; without fun, neither cared to participate. Alison took adult enrichment classes in new subject areas because "I feel really good when I do it." Jean specifically used adult enrichment classes for her own personal enjoyment, and not for work or educational reasons:

> In my job, I don't need these classes. No, I do it strictly for pleasure, would that be the right word? For personal reasons, whatever you want to call it. I just do it for myself.

A common motivator for four of the five focus group participants was the perception that adult enrichment classes offered through community education were reasonably priced, especially when compared to other providers:

> It was very reasonable; the 'affordability index' was very good. –Robert

> To me, the community ed classes are super cheap. They're never more than 10, 20, 30 bucks it seems.—Tony

> I walked out with a Will in hand. Yeah, it was well worth the money, because you walked out with, in hand, a legal Will.—Jean

> Otherwise, I would say affordability is a big thing. I mean, I don't like to spend a lot of money . . . Here, it's all affordable, and I get a lot of information. It's a plus; it's a plus all the way around.—Alison

Tied to a product at a reasonable price, some participants were also motivated by the short-term commitment required of adult enrichment classes. Jean and Mary, both of whom participated for person health and wellness reasons, were motivated to take adult enrichment classes instead of joining a gym where they would be required to sign a contract, or where they would be required to pay extra fees for exercise classes. Jean did

not like the gym because "I knew I couldn't afford a gym. And, in a gym, additional exercises classes require an additional fee. It's a long term investment." Mary liked that, with adult enrichment classes, she is not obligated to make a long-term financial or time commitment. "You don't have to belong somewhere with a contract fee and all that , , , There's no contract, so that's nice." This "trial" period was a motivator for both women. Mary liked that her classes were short term, and she "did not need to take a whole semester." Jean also preferred the short-term commitment: "The primary advantage is trying out something short-term to see if you like it."

Research Question 2: *What differences exist in motivational factors among participants in adult enrichment classes based on selected demographic information?*

A total of seven demographic variables were used and compared against the seven subscales of the Education Participation Scale-Form A. Descriptive statistics were compiled for each of the seven demographic variables, and one-way ANOVAs were performed as well. If the ANOVA found factors that were significant, a Tukey HSD test was conducted. This test helped to identify which of the factors were truly significant.

Demographic Feature: Gender

Females made up a large majority of the sample population (N=251, 88.4%). Of the seven subscales reported in Table 12, females score higher means than males in four of them (Social Contact, Educational Preparation, Professional Advancement, and Social Stimulation). However, the researcher expected to find no statistical differences in means based on gender, and none were found. Gender was not significant.

Table 12

Descriptives Based on Gender—Adult Enrichment Participants.

Subscale Error	Gender	N	M	SD	Std.
Communication Improvement	Male	33	7.24	2.22	.39
	Female	251	6.99	2.41	.15
	Totals	284	7.02	2.39	.14
Social Contact	Male	33	10.55	5.27	.92
	Female	251	10.81	4.51	.28
	Totals	284	10.78	4.59	.27
Educational Preparation	Male	33	6.91	1.76	.31
	Female	251	7.08	2.26	.14
	Totals	284	7.06	2.20	.13
Professional Advancement	Male	33	7.00	2.63	.46
	Female	251	7.77	3.71	.23
	Totals	284	7.68	3.61	.21
Family Togetherness	Male	33	8.18	2.71	.47
	Female	251	7.93	2.38	.15
	Totals	284	7.96	2.42	.14
Social Stimulation	Male	33	9.70	3.72	.65
	Female	251	10.13	3.65	.23
	Totals	284	10.08	3.65	.22
Cognitive Interest	Male	33	15.51	4.88	.85
	Female	251	14.82	5.37	.34
	Totals	284	14.90	5.31	.31

A one-way ANOVA was conducted on the gender of each participant within each of the three subscales, with the results shown in Table 13. The effect of gender within the seven subscales was not significant. Because the effect of gender was not significant, no Tukey HSD test was performed.

Table 13

One-way ANOVA Table on Gender within the Seven Subscales of the Education Participation Scale-Form A.

Subscale	Sum of Squares	df	Mean Square	F	*p*
Communication Improvement					
Between Groups	1.89	1	18.63	3.32	.038*
Within Groups	1611.03	282	5.61		
Total	1612.91	283			
Social Contact					
Between Groups	2.02	1	2.02	.10	.758
Within Groups	5973.00	282	21.18		
Total	5975.02	283			
Educational Preparation					
Between Groups	.89	1	.89	.18	.669
Within Groups	1371.97	282	4.87		
Total	1372.86	283			
Professional Advancement					
Between Groups	17.24	1	17.24	1.33	.250
Within Groups	3662.59	282	12.99		
Total	3679.83	283			
Family Togetherness					
Between Groups	1.82	1	1.82	.31	.578
Within Groups	1654.76	282	5.87		
Total	1656.58	283			
Social Stimulation					
Between Groups	5.51	1	5.51	.41	.522
Within Groups	3769.63	282	13.37		
Total	3775.14	283			
Cognitive Interest					
Between Groups	14.22	1	14.22	.50	.478
Within Groups	7953.81	282	28.21		
Total	7968.03	283			

Demographic Feature: Age Range

In all seven subscales, the highest means were recorded either by the youngest group (19-29) or the oldest (60 and older). Complete results are shown in Table 14. The 19-29 group scored highest in Social Contact (M=12.22; group M = 10.78), Social Stimulation (M = 11.84; group M = 10.08), and Family Togetherness (M = 8.49; group M

= 7.96). These findings were not surprising since this tends to be an age group that is often growing a network of connections and raising young children.

The 60 and older group scored highest in Communication Improvement (M = 8.05; group M = 7.02), Educational Preparation (M = 7.65; group M = 7.06), Professional Advancement (M = 7.95; group M = 7.68), and Cognitive Interest (M = 17.30; group M = 14.90). The middle two listed here were somewhat of a surprise to the researcher; it is common to think of the 60 and older age group of being retired, out of the workforce, and not interested in career advancement.

Table 14

Descriptives Based on Age Range—Adult Enrichment Participants.

Subscale		N	M	SD	Std. Error
Communication Improvement	19-29	37	6.70	1.81	.30
	30-39	46	6.87	2.17	.32
	40-49	62	6.76	2.12	.27
	50-59	73	6.56	1.56	.18
	60 and older	66	8.05	3.37	.42
	Total	284	7.02	2.39	.14
Social Contact	19-29	37	12.22	4.97	.82
	30-39	46	10.57	3.93	.58
	40-49	62	10.40	4.07	.52
	50-59	73	10.53	4.49	.53
	60 and older	66	10.74	5.32	.65
	Total	284	10.78	4.59	.27
Educational Preparation	19-29	37	6.76	1.80	.30
	30-39	46	6.98	1.94	.29
	40-49	62	6.87	1.97	.25
	50-59	73	6.90	2.21	.26
	60 and older	66	7.65	2.69	.33
	Total	284	7.06	2.20	.13
Professional Advancement	19-29	37	7.43	3.40	.56
	30-39	46	7.65	3.59	.53
	40-49	62	7.60	3.47	.44
	50-59	73	7.64	3.50	.41
	60 and older	66	7.95	4.04	.50
	Total	284	7.68	3.62	.21
Family Togetherness	19-29	37	8.49	2.80	.46
	30-39	46	8.09	2.33	.34
	40-49	62	7.56	2.06	.26
	50-59	73	7.90	2.57	.30
	60 and older	66	8.02	2.40	.30
	Total	284	7.96	2.42	.14
Social Stimulation	19-29	37	11.84	3.95	.65
	30-39	46	10.93	3.08	.45
	40-49	62	10.05	3.38	.43
	50-59	73	9.36	3.43	.40
	60 and older	66	9.33	3.97	.49
	Total	284	10.08	3.65	.22
Cognitive Interest	19-29	37	12.76	5.02	.83
	30-39	46	13.02	4.58	.68
	40-49	62	14.60	5.43	.63
	50-59	73	15.25	5.34	.63
	60 and older	66	17.30	4.86	.60
	Total	284	14.90	5.31	.31

A one-way ANOVA was conducted on the age range of each participant within each of the seven subscales, with the results shown in Table 15. The effect of age within

three of the subscales was significant, and all of them at the .01 level. These were Communication Improvement, F (4, 279) = 4.31, p = .002; Social Stimulation, F (4, 279) = 4.38, p = .002; and Cognitive Interest, F (4, 279) = 7.01, p = .000. The effect of age on the subscales of Social Contact, Educational Preparedness, Professional Advancement, and Family Togetherness, was not significant.

Table 15

One-way ANOVA Table Based on Subscale and Age within the Seven Subscales of the Education Participation Scale-Form A.

Subscale	Sum of Squares	df	Mean Square	F	*p*
Communication Improvement					
Between Groups	93.76	4	23.44	4.31	.002**
Within Groups	1519.15	279	5.545		
Total	1612.91	283			
Social Contact					
Between Groups	91.75	4	22.94	1.09	.363
Within Groups	5883.28	279	21.09		
Total	5975.03	283			
Educational Preparation					
Between Groups	30.79	4	7.70	1.60	.174
Within Groups	1342.07	279	4.81		
Total	1372.86	283			
Professional Advancement					
Between Groups	7.80	4	1.96	.15	.964
Within Groups	3672.04	279	13.16		
Total	3679.84	283			
Family Togetherness					
Between Groups	21.12	4	5.28	.90	.464
Within Groups	1635.45	279	5.86		
Total	1656.57	283			
Social Stimulation					
Between Groups	223.05	4	55.76	4.38	.002**
Within Groups	3552.09	279	12.73		
Total	3775.14	283			
Cognitive Interest					
Between Groups	727.83	4	181.96	7.01	.000**
Within Groups	7240.21	279	25.95		
Total	7968.04	283			

*p<.05
**p<0.01

To determine which of the age ranges had significant effect within the subscales, and where specifically differences in the means existed, a Tukey HSD test was

conducted. Only significant findings were reported, as shown in Table 16. With one exception, the eight differences in means found involved the 60 and older group.

Table 16

Significant Difference Comparisons between EPS-Form A Subscales and the Age of Adult Enrichment Participants.

Subscale	(I) Age of Respondent	(J) Age of Respondent	(I-J) Mean Difference	Std. Error	*p*
Communication Improvement	19-29	60 and older	-1.34	.48	.043*
	40-49	60 and older	-1.29	.41	.017*
	50-59	60 and older	-1.48	.40	.002**
Social Stimulation	19-29	50-59	2.48	.72	.006**
	19-29	60 and older	2.50	.73	.006**
Cognitive Interest	19-29	60 and older	-4.55	1.05	.000**
	30-39	60 and older	-4.28	.98	.000**
	40-49	60 and older	-2.71	.90	.024*

*p<0.05

**p<0.01

Demographic Feature: Ethnicity

One of the demographic factors, Ethnicity, was not analyzed. Of the sample of N=284, only three reported an ethnicity other than Caucasian (98.9%). Therefore, there was insufficient data to determine whether or not the effect of ethnicity within the seven subscales was significant. The sample was too homogenous for substantial analysis.

Demographic Feature: Number of Children

Adult participants without children were the largest of the five groups, making up almost one-third of the sample population (N = 91; 32.0%), as shown in Table 17. The smallest group were adult participants with five or more children (N = 6; 2.1%). This small sample size of the latter group may explain some of the wide ranges of results when compared to the other four groups. For example, the five or more group scored 3.08

below the means on Social Stimulation, and scored 4.68 above the means on Professional Advancement.

The Social Contact subscale showed an inverse relationship between number of children and means, starting with the 19-29 group (M = 11.66) down to the five or more group (M = 7.50). The Social Stimulation subscale had almost the same relationship, except that those with one child scored slightly higher than those with none.

Table 17

Descriptives Based on the Number of Children, Including Those Not Living at Home—Adult Enrichment Participants.

Subscale	N	M	SD	Std. Error
Communication Improvement				
None	91	6.87	2.06	.22
1	45	7.02	2.41	.36
2	78	7.08	2.75	.31
3-4	64	7.17	2.47	.31
5 or more	6	6.83	.98	.40
Total	284	7.02	2.39	.14
Social Contact				
None	91	11.66	4.80	.50
1	45	11.53	5.10	.76
2	78	10.63	4.11	.47
3-4	64	9.48	4.29	.54
5 or more	6	7.50	2.35	.96
Total	284	10.78	4.59	.27
Educational Preparation				
None	91	7.23	2.28	.24
1	45	7.27	2.60	.39
2	78	7.00	2.24	.25
3-4	64	6.68	1.49	.19
5 or more	6	8.00	3.52	1.44
Total	284	7.06	2.20	.13
Professional Advancement				
None	91	7.71	3.57	.37
1	45	8.69	4.36	.65
2	78	7.49	3.17	.36
3-4	64	6.84	2.76	.34
5 or more	6	11.00	7.58	3.08
Total	284	7.68	3.61	.21

Table 17 Continued

Subscale	N	M	SD	Std. Error
Family Togetherness				
None	91	7.56	2.24	.24
1	45	8.76	3.24	.48
2	78	8.31	2.27	.26
3-4	64	7.67	2.07	.26
5 or more	6	6.67	1.21	.49
Total	284	7.96	2.42	.14
Social Stimulation				
None	91	10.59	3.82	.40
1	45	10.91	3.79	.56
2	78	10.38	3.48	.39
3-4	64	8.69	3.20	.40
5 or more	6	7.00	1.67	.68
Total	284	10.08	3.65	.22
Cognitive Interest				
None	91	14.95	5.16	.54
1	45	15.89	5.23	.78
2	78	14.49	5.51	.62
3-4	64	14.52	5.29	.66
5 or more	6	16.17	6.24	2.55
Total	284	14.90	5.31	.31

A one-way ANOVA was conducted on the number of children, including those not living at home, of each participant within each of the seven subscales. Complete results are shown in Table 18. The effect of the number of children within four of the subscales was significant. These were Social Contact, $F(4, 279) = 3.30$, $p = .012$; Professional Advancement, $F(4, 279) = 3.16$, $p = .014$; Family Togetherness, $F(4, 279) = 2.98$, $p = .020$; and Social Stimulation, $F(4, 279) = 4.81$, $p = .001$. Social Stimulation was the only one significant at the .01 level. The effect of the number of children on the subscales of Communication Improvement, Educational Preparation, and Cognitive Interest was not significant.

Table 18

One-Way ANOVA Table on the Number of Children, Including Those Not Living at Home, within the Seven Subscales of the Education Participation Scale-Form A.

Subscale	Sum of Squares	df	Mean Square	F	*p*
Communication Improvement					
Between Groups	4.04	4	1.01	.18	.951
Within Groups	1608.88	279	5.77		
Total	1612.92	283			
Social Contact					
Between Groups	269.68	4	67.42	3.30	.012*
Within Groups	5705.34	279	20.45		
Total	5975.02	283			
Educational Preparation					
Between Groups	19.80	4	4.95	1.02	.397
Within Groups	1353.06	279	4.85		
Total	1372.86	283			
Professional Advancement					
Between Groups	159.70	4	39.93	3.16	.014*
Within Groups	3520.14	279	12.62		
Total	3679.84	283			
Family Togetherness					
Between Groups	67.79	4	16.95	2.98	.020*
Within Groups	1588.79	279	5.70		
Total	1656.58	283			
Social Stimulation					
Between Groups	243.33	4	60.83	4.81	.001**
Within Groups	3531.81	279	12.66		
Total	3775.14	283			
Cognitive Interest					
Between Groups	76.56	4	19.14	.68	.609
Within Groups	7891.48	279	28.29		
Total	7968.04	283			

*p<0.05

**p<0.01

To determine which of the number of children ranges had significant effect within the subscales, and where specifically differences in the means existed, a Tukey HSD test was conducted. Only significant findings were reported, as shown in Table 19. Five

relationships within three of the subscales were significant, with three of the relationships in the Social Stimulation subscale.

Table 19

Significant Difference Comparisons between EPS-Form A Subscales and Number of Children, Including Those Not Living at Home, of Adult Enrichment Participants.

Subscale	(I) Number of Children	(J) Number of Children	(I-J) Mean Difference	Std. Error	*p*
Social Contact	None	3 or 4	2.17	.74	.028*
Family Togetherness	None	1	-1.20	.43	.050*
Social Stimulation	None	3 or 4	1.91	.58	.010**
	1	3 or 4	2.22	.69	.013*
	2	3 or 4	1.70	.60	.040*

*p<0.05
**p<0.01

Demographic Feature: Number of Adult Enrichment Classes Taken

Of all the respondents, 40.1% reported taking only a single adult enrichment class in either 2009 or 2010 (N = 114), as shown in Table 20. This was a somewhat surprising result, as it was thought that persons who took multiple adult enrichment classes would be more willing to complete the survey instrument. Adult participants who took four, five, or more adult enrichment classes, scored higher on Social Contact than did the other groups.

Table 20

Descriptives Based on Number of Classes Taken—Adult Enrichment Participants.

Subscale		N	M	SD	Std. Error
Communication Improvement	1	114	7.60	3.01	.28
	2	67	6.82	2.12	.26
	3	58	6.53	1.22	.16
	4	17	6.18	.73	.18
	5 or more	28	6.64	2.18	.41
	Total	284	7.02	2.39	.14
Social Contact	1	114	10.85	4.64	.43
	2	67	10.18	4.94	.58
	3	58	10.60	4.41	.58
	4	17	12.18	3.97	.96
	5 or more	28	11.43	4.30	.81
	Total	284	10.78	4.59	.27
Educational Preparation	1	114	7.57	2.71	.25
	2	67	6.82	1.70	.21
	3	58	6.76	1.59	.21
	4	17	6.24	.97	.24
	5 or more	28	6.71	2.29	.43
	Total	284	7.06	2.20	.13
Professional Advancement	1	114	8.30	4.11	.38
	2	67	7.63	3.65	.45
	3	58	6.95	2.44	.32
	4	17	6.41	1.18	.29
	5 or more	28	7.57	3.98	.75
	Total	284	7.68	3.62	.21
Family Togetherness	1	114	8.28	2.53	.24
	2	67	7.60	2.26	.28
	3	58	7.48	1.98	.26
	4	17	8.12	2.12	.51
	5 or more	28	8.43	3.13	.59
	Total	284	7.96	2.42	.14
Social Stimulation	1	114	9.84	3.58	.34
	2	67	9.55	3.64	.44
	3	58	10.60	3.87	.51
	4	17	11.71	2.85	.69
	5 or more	28	10.25	3.68	.71
	Total	284	10.08	3.65	.22
Cognitive Interest	1	114	15.20	5.43	.51
	2	67	14.54	5.16	.63
	3	58	15.69	4.61	.61
	4	17	13.53	4.96	1.20
	5 or more	28	13.71	6.51	1.23
	Total	284	14.90	5.31	.31

A one-way ANOVA was conducted on the number of adult enrichment classes taken by participants during 2009 and 2010 within each of the seven subscales, with the

results shown in Table 21. The effect of the number of classes within two of the subscales was significant. These were Communication Improvement, F (4, 279) = 3.18, p = .014; and Educational Preparation, F (4, 279) = 2.84, p = .025. The effect of the number of classes on the subscales of Social Contact, Professional Advancement, Family Togetherness, Social Stimulation, and Cognitive Interest was not significant.

Table 21

One-way ANOVA Table Based on Subscale and the Number of Classes Taken within the Seven Subscales of the Education Participation Scale-Form A.

Subscale	Sum of Squares	df	Mean Square	F	*p*
Communication Improvement					
Between Groups	70.29	4	17.57	3.18	.014*
Within Groups	1542.62	279	5.53		
Total	1612.91	283			
Social Contact					
Between Groups	71.50	4	17.88	.85	.498
Within Groups	5903.52	279	21.16		
Total	5975.02	283			
Educational Preparation					
Between Groups	53.68	4	13.42	2.84	.025*
Within Groups	1319.18	279	4.73		
Total	1372.86	283			
Professional Advancement					
Between Groups	102.49	4	25.62	2.00	.095
Within Groups	3577.35	279	12.82		
Total	3679.84	283			
Family Togetherness					
Between Groups	40.33	4	10.08	1.74	.141
Within Groups	1616.24	279	5.80		
Total	1656.57	283			
Social Stimulation					
Between Groups	86.75	4	21.69	1.64	.164
Within Groups	3688.38	279	13.22		
Total	3775.13	283			
Cognitive Interest					
Between Groups	126.66	4	31.67	1.13	.344
Within Groups	7841.38	279	28.11		
Total	7968.04	283			

*p<.05
**p<0.01

To determine which of the number of adult enrichment classes taken had significant effect within the subscales, and where specifically differences in the means existed, a Tukey HSD test was conducted. Only significant findings were reported, as

shown in Table 22. Two of the subscales showed significant differences, including Communication Improvement. In the Educational Preparation subscale, even though the ANOVA showed p = .025, none of the pairings on their own were significant. The closest were the mean differences between participants taking one class and three (p =.143), and between one class and four (p =.129).

Table 22

Significant Difference Comparisons between EPS-Form A Subscales and Number of Adult Enrichment Classes Taken by Adult Enrichment Participants in 2009 and 2010.

Subscale	(I) Number of Classes	(J) Number of Classes	(I-J) Mean Difference	Std. Error	*p*
Communication Improvement	1	3	1.06	.38	.043*

*p<0.05
**p<0.01

Demographic Feature: Current Occupation or Employment Status

The most common Occupation or Employment Status reported was "Professional" (N = 184; 74.2% of the sample), as shown in Table 23. Only 3.5% of the group reported themselves "Unemployed" (N = 10).

The Unemployed group scored the highest means in four of the seven subscales: Social Contact, Professional Advancement, Family Togetherness, and Social Stimulation. Interestingly, the same group scored the lowest of the five groups on the Educational Preparation subscale; the researcher assumed this group would score high on both Professional Advancement and Educational Preparation, since the two seemed connected.

The Retired group scored highest in two subscales, Communication Improvement and Cognitive Interest. In this latter candidate, the Retired means was 18.54 while the group means was 14.90, a difference of 3.64 (20.7% higher).

Table 23
Descriptives Based on Occupation—Adult Enrichment Participants.

Subscale	N	M	SD	Std. Error
Communication Improvement				
Unemployed	10	6.50	1.08	.34
Retired	43	7.77	2.73	.42
Labor	12	7.17	2.66	.77
Professional	184	6.83	2.09	.15
Other	35	7.17	3.33	.56
Total	284	7.02	2.39	.14
Social Contact				
Unemployed	10	14.00	4.94	1.56
Retired	43	10.63	5.21	.80
Labor	12	10.75	3.74	1.08
Professional	184	10.63	4.36	.32
Other	35	10.83	5.05	.85
Total	284	10.78	4.59	.27
Educational Preparation				
Unemployed	10	6.80	1.69	.53
Retired	43	7.30	2.13	.33
Labor	12	7.33	2.77	.80
Professional	184	6.94	2.06	.15
Other	35	7.40	2.90	.49
Total	284	7.06	2.20	.13
Professional Advancement				
Unemployed	10	8.80	6.07	1.92
Retired	43	6.93	2.19	.33
Labor	12	8.58	5.70	1.64
Professional	184	7.63	3.41	.25
Other	35	8.26	4.22	.71
Total	284	7.68	3.61	.21
Family Togetherness				
Unemployed	10	8.60	2.99	.95
Retired	43	7.95	2.50	.38
Labor	12	8.00	2.34	.67
Professional	184	7.95	2.45	.18
Other	35	7.86	2.12	.36
Total	284	7.96	2.42	.14
Social Stimulation				
Unemployed	10	12.10	4.93	1.56
Retired	43	8.86	3.12	.48
Labor	12	10.17	3.24	.94
Professional	184	10.08	3.49	.26
Other	35	11.00	4.45	.75
Total	284	10.08	3.65	.22
Cognitive Interest				
Unemployed	10	15.60	5.58	1.77
Retired	43	18.54	4.53	.70
Labor	12	14.83	5.31	1.53
Professional	184	14.09	5.17	.38
Other	35	14.51	5.23	.88
Total	284	14.90	5.31	.31

A one-way ANOVA was conducted on the occupation of adult enrichment participants within each of the seven subscales, with the results shown in Table 24. The effect of the number of classes within two of the subscales was significant. These were Social Stimulation, F (4, 279) = 2.58, p = .038; and Cognitive Interest, F (4, 279) = 6.72, p = .000. The effect of the number of classes on the subscales of Communication Improvement, Social Contact, Educational Preparation, Professional Advancement, and Family Togetherness was not significant.

Table 24

One-way ANOVA Table Based on Subscale and Occupation within the Seven Subscales of the Education Participation Scale-Form A.

Subscale	Sum of Squares	df	Mean Square	F	*p*
Communication Improvement					
Between Groups	34.32	4	8.58	1.52	.197
Within Groups	1578.59	279	5.66		
Total	1612.91	283			
Social Contact					
Between Groups	108.89		27.22	1.30	.272
Within Groups	5866.14		21.026		
Total	5975.03				
Educational Preparation					
Between Groups	10.78		2.70	.55	.698
Within Groups	1362.08		4.88		
Total	1372.86				
Professional Advancement					
Between Groups	58.72		14.68	1.13	.342
Within Groups	3621.12		12.80		
Total	3679.84				
Family Togetherness					
Between Groups	4.52		1.13	.19	.943
Within Groups	1652.05		5.92		
Total	1656.57				

Table 24 Continued

Subscale	Sum of Squares	df	Mean Square	F	*p*
Social Stimulation					
Between Groups	134.47		33.62	2.58	.038*
Within Groups	3640.66		13.05		
Total	3775.14				
Cognitive Interest					
Between Groups	699.92		174.98	6.72	.000**
Within Groups	7268.12		26.05		
Total	7968.04				

*p<0.05
**p<0.01

To determine which occupations of adult enrichment participants had significant effect within the subscales, and where specifically differences in the means existed, a Tukey HSD test was conducted. Only significant findings were reported, as shown in Table 25.

Table 25

Significant Difference Comparisons between EPS-Form A Subscales and Occupations of Adult Enrichment Learners.

Subscale	(I) Occupation	(J) Occupation	(I-J) Mean Difference	Std. Error	*p*
Cognitive Interest	Retired	Professional	4.45	.86	.000**
	Retired	Other	4.02	1.16	.006**

@p<.1
*p<0.05
**p<0.01

Demographic Feature: Highest Completed Level of Formal Education

One of the status categories, "Did not complete high school", had zero responses. Table 26 reflects only the other four choices. The largest group were those with a Four-Year Degree (N = 95; 33.4% of the sample) followed by M.A. or More (N = 84; 29.6% of the sample). More than half of the sample (M = 179; 63.0% of the sample) reported a Four-Year Degree or more. The High School Grad or GED group, which is the group

with the lowest amount of formal education, scored highest on both the Education Preparation and Career Advancement subscales.

Table 26

Descriptives Based on Educational Levels—Adult Enrichment Participants.

Subscale	N	M	SD	Std. Error
Communication Improvement				
HS Grad or GED	43	7.26	2.95	.45
2-Year Degree	62	7.13	2.52	.32
4-Year Degree	95	6.92	2.26	.23
M.A. or More	84	6.93	2.12	.23
Total	284	7.02	2.39	.14
Social Contact				
HS Grad or GED	43	11.51	4.62	.70
2-Year Degree	62	9.79	3.72	.47
4-Year Degree	95	11.09	4.64	.48
M.A. or More	84	10.77	5.05	.55
Total	284	10.78	4.60	.27
Educational Preparation				
HS Grad or GED	43	7.74	3.44	.52
2-Year Degree	62	7.18	2.09	.27
4-Year Degree	95	6.90	2.04	.21
M.A. or More	84	6.81	1.52	.17
Total	284	7.06	2.20	.13
Professional Advancement				
HS Grad or GED	43	8.84	5.20	.79
2-Year Degree	62	7.71	3.46	.44
4-Year Degree	95	7.87	3.76	.39
M.A. or More	84	6.85	2.11	.23
Total	284	7.68	3.61	.21
Family Togetherness				
HS Grad or GED	43	8.91	3.23	.49
2-Year Degree	62	7.77	2.12	.27
4-Year Degree	95	8.16	2.28	.23
M.A. or More	84	7.40	2.15	.23
Total	284	7.96	2.42	.14

Table 26 Continued

Subscale	N	M	SD	Std. Error
Social Stimulation				
HS Grad or GED	43	11.16	4.36	.66
2-Year Degree	62	9.00	3.09	.39
4-Year Degree	95	10.24	3.30	.34
M.A. or More	84	10.14	3.87	.42
Total	284	10.08	3.65	.22
Cognitive Interest				
HS Grad or GED	43	16.05	5.44	.83
2-Year Degree	62	13.42	4.70	.60
4-Year Degree	95	14.15	5.51	.57
M.A. or More	84	16.25	5.06	.55
Total	284	14.90	5.31	.31

A one-way ANOVA was conducted on the educational levels of adult enrichment participants within each of the seven subscales, with the results shown in Table 27. The effect of educational levels within four of the subscales was significant. These were Professional Advancement, $F (3, 280) = 3.14$, $p = .026$; Family Togetherness, $F (3, 280) = 4.21$, $p = .006$; Social Stimulation, $F (3, 280) = 3.21$, $p = .023$; and Cognitive Interest, $F (3, 280) = 4.93$, $p = .002$. The effect of educational levels on the subscales of Communication Improvement, Social Contact, and Educational Preparation was not significant.

Table 27

One-way ANOVA Table Based on Subscale Educational Levels within the Seven Subscales of the Education Participation Scale-Form A.

Subscale	Sum of Squares	df	Mean Square	F	*p*
Communication Improvement					
Between Groups	4.86	3	1.62	.28	.838
Within Groups	1608.05	280	5.74		
Total	1612.91	283			
Social Contact					
Between Groups	93.16	3	31.05	1.48	.221
Within Groups	5881.87	280	21.01		
Total	5975.03	283			
Educational Preparation					
Between Groups	28.53	3	9.51	1.98	.117
Within Groups	1344.33	280	4.80		
Total	1372.86	283			
Professional Advancement					
Between Groups	119.74	3	39.91	3.14	.026*
Within Groups	3560.11	280	12.72		
Total	3679.85	283			
Family Togetherness					
Between Groups	71.44	3	23.81	4.21	.006**
Within Groups	1585.13	280	5.66		
Total	1656.57	283			
Social Stimulation					
Between Groups	125.56	3	41.85	3.21	.023*
Within Groups	3649.58	280	13.03		
Total	3775.14	283			
Cognitive Interest					
Between Groups	399.35	3	133.12	4.93	.002**
Within Groups	7568.70	280	27.03		
Total	7968.05	283			

*$p<0.05$

** $p<0.01$

To determine which educational levels of adult enrichment participants had significant effect within the subscales, and where specific differences in the means existed, a Tukey HSD test was conducted. Only significant findings were reported, as

shown in Table 28. Four of the subscales showed significant differences, involving all four of the education categories reported by adult enrichment participants. Two of the pairings were significant at the .01 level.

Table 28

Significant Difference Comparisons between EPS-Form A Subscales and Educational Levels of Adult Enrichment Learners.

Subscale	(I) Ed. Level	(J) Ed. Level	(I-J) Mean Difference	Std. Error	*p*
Professional Advancement	HS Grad/GED	Masters or more	1.99	.69	.017*
Family Togetherness	HS Grad/GED	Masters or more	1.51	.45	.004**
Social Stimulation	HS Grad/GED	2 Year Degree	2.16	.72	.015*
Cognitive Interest	2-Year Degree or More	Masters	-2.83	.87	.007**
	4-Year Degree	Masters	-2.10	.78	.037*

*p<0.05
**p<0.01

Research Question 3: Which of the subscales of the Education Participation Scale-Form A do participants perceive as least important?

Table 29 shows significant results between the seven subscales and five of the demographic features. One of the demographic factors, gender, showed no significance in motivating adult enrichment learners to participate. A second demographic factor, ethnicity, did not have enough diversity within the data to make a meaningful analysis. Table 29 shows the significant results in the other five demographic areas, based on the ANOVA tables presented earlier in this chapter.

Likewise, Table 29 shows which of the subscales had the least amount of significance across the demographic areas. Social Contact and Educational Preparation each showed significance in only one demographic area. These two subscales scored lower than the other five.

Table 29

Significant Differences between EPS-Form A Subscales and Demographic Factors of Adult Enrichment Learners.

Subscale	Age	No. of Children	No. of Classes	Occupation	Formal Ed. Level	Totals
Communication Improvement	**		*			2
Social Contact		*				1
Educational Preparation		*				1
Professional Advancement		*			*	2
Family Togetherness		*			**	2
Social Stimulation	**	**		*	*	4
Cognitive Interest	**			**	**	3
Total Significant Results/Categories	3	4	2	2	4	

Interviewee Data

Like survey participants, interviewees found Professional Advancement and Educational Preparation as low motivators in comparison to other subscales. However, participants had some connection with both of these. For example, Mary had a friend who took a knitting class through adult enrichment and then ended up selling scarves, gloves, mittens, hats, and other clothing articles at statewide craft sales. Eventually, Mary's friend turned the endeavor into a career. Later, she also took a jewelry making class through adult enrichment and went on to sell jewelry as well. Although Mary's friend took both classes just for fun, both ended up helping her build a small business. This was a case of "indirect" Professional Advancement.

Although Robert was a believer in the Educational Preparation concept, especially in the area of credentials and certification, he did not necessarily see adult enrichment filling that particular role. However, he did see a role for community education in terms of educating newly arriving immigrants and refugees to the area:

> [Educational preparation] is more specific or targeted to a group of my friends that have worked in the district, in English as a Second language teachers, coordinators. And with the melting pot that is growing here in the St. Cloud area – people coming in that struggle with the language – yeah, acquiring English in both the formal setting and community ed, I would think that's important.

Tony found other avenues in which to receive his continue education training and did not see adult enrichment as the vehicle to deliver these services. However, he wondered if maybe community education *should* be that vehicle. He suggested that community education, with its reasonable prices and availability for all, could help prepare people for the ever-changing economic climate:

> And for me, personally, I think it ties into the whole economy, saying 'we need to have people with more skills. We need to compete with other countries. And maybe it's not community ed's role, but . . . maybe it should be.

Several other interviewees indicated that Educational Preparation was not an important subscale. However, Mary had a different experience. She was in accounting position with a local car dealership for quite a few years and was interested in a change. So, she turned to adult enrichment. She took a class in resume writing and another class in Microsoft Office. The two classes enabled her to apply for other positions. She believed the training she received through adult enrichment helped her to secure a new position as an administrative assistant in a more favorable environment:

> So I started with the basic [Office software classes], and then I took the second class. And when I went in for interviews, I felt more comfortable because I knew something other than the dealership's software. And the resume helped, too . . . because, I'd been there for 22 years. My resume was so old.

Family Togetherness was perceived as being one of the least important motivators for adult enrichment participation. However, for some of the focus group participants, involving family membership in activities and classes was viewed very positively and was, at times, even a motivator. Robert registered his own children, and now his grandchildren, in community education classes, mostly youth athletic opportunities. He also took cooking classes with his spouse as a way of spending more time together. Mary took a hair braiding class with her daughter and massage and cooking classes with her spouse. Tony took a swimming class with his infant son; his wife and mother have also taken cooking classes together. Alison took a dance class with her husband.

Jean found value in adult enrichment as a way of spending more time with her daughter. Adult enrichment classes were a positive way of staying connected as her daughter grew up through puberty and into adulthood.

> My daughter and I would take the jewelry classes together at the elementary school. We have done jewelry making classes together for a long time, [most recently] this past spring. She was kind of interested in it, and I was kind of interested in it. I have a lot of metal allergies so I thought I'd learn how to make something that I could actually wear. And she just said, "I'll go along with you". So we went. It was nice spending time together, learning something new. We made some earrings, three different pair of earrings…We learned a new thing, something new that we didn't know before.

Research Question 4: What are the perceptions of community education planning staff, regarding adult enrichment learners' reasons for participation, compared to the perceptions of the participants themselves?

In all seven subscales, Community Education planning staff showed higher means than adult enrichment participants. Staff means were 114.3% greater than participants' means in the Educational Preparation subscale, 113.7% greater in the Communication

Improvement subscale, and 108.3% greater in the Professional Advancement subscale. Table 30 shows the means and standard deviations for both staff and participants.

Table 30

Perceptions by Community Education Planning Staff as to Motivational Reasons for Participation by Adult Enrichment Participants, Compared to Perceptions by Adult Enrichment Participants.

	Means		S.D.	
Subscales	Staff	AE Part.	Staff	AE Part.
Communication Improvement	15.00	7.02	5.63	2.39
Social Contact	16.63	10.78	3.02	4.59
Educational Preparation	15.13	7.06	2.64	2.20
Professional Advancement	16.00	7.68	3.66	3.61
Family Togetherness	14.63	7.96	3.33	2.42
Social Stimulation	16.00	10.08	3.78	3.65
Cognitive Interest	19.88	14.90	2.59	5.31

A one-way ANOVA was conducted on the perception of Community Education planning staff compared to the perceptions of participants themselves within each of the seven subscales, with the results shown in Table 31. Significant results at the .01 level were reported in all seven subscales. These were Communication Improvement, $F (1, 290) = 78.36$, $p = .000$; Social Contact, $F (1, 290) = 12.77$, $p = .000$; Educational Preparation, $F (1, 290) = 103.15$, $p = .000$; Professional Advancement, $F (1, 290) = 41.93$, $p = .000$; Family Togetherness, $F (1, 290) = 57.77$, $p = .000$; Social Stimulation, $F (1, 290) = 20.40$, $p = .000$; and Cognitive Interest, $F (1, 290) = 6.97$, $p = .009$. Because only two groups were being analyzed, a Tukey HSD test was not conducted.

Table 31

One-way ANOVA Table Based on Subscale and Staff/Participant.

Subscale	Sum of Squares	df	Mean Square	F	*p*
Communication Improvement					
Between Groups	495.78	1	495.78	78.36	.000**
Within Groups	1834.91	290	6.33		
Total	2330.69	291			
Social Contact					
Between Groups	265.99	1	265.99	12.77	.000**
Within Groups	6038.90	290	20.82		
Total	6304.89	291			
Educational Preparation					
Between Groups	505.67	1	505.67	103.15	.000**
Within Groups	1421.73	290	4.90		
Total	1927.40	291			
Professional Advancement					
Between Groups	538.66	1	538.66	41.93	.000**
Within Groups	3773.84	290	13.01		
Total	4312.50	291			
Family Togetherness					
Between Groups	345.51	1	345.51	57.77	.000**
Within Groups	1734.45	290	5.98		
Total	2079.96	291			
Social Stimulation					
Between Groups	272.60	1	272.60	20.40	.000**
Within Groups	3875.14	290	13.36		
Total	4147.74	291			
Cognitive Interest					
Between Groups	192.74	1	192.74	6.97	.009**
Within Groups	8014.91	290	27.64		
Total	8207.65	291			

*p< .05

**p < .01

Summary

Two hundred and eighty-four adult enrichment participants participated in the quantitative part of the study, and another five provided qualitative data through one-to-one interviews. Results of this study were presented in Chapter IV. Course curricular area had significant effect in five of the seven subscales of the Education Participation

Scale-Form A. Five of the seven demographic variables were significant in predicting participation in adult enrichment classes. In Chapter V, the implications of this study are presented, as well as suggestions for areas of future study.

CHAPTER V

SUMMARY

Chapter V concludes the research study. This chapter is divided into five sections. The first section provides a summary of the study and includes a description of the sample and methods. The second section presents a review of the literature. The third section is a summary of the findings, and includes conclusions and assertions that were extracted from the quantitative data and those that emerged from the qualitative data. The fourth section provides recommendations for the profession, based on the results of the study. The fifth section presents recommendations for future study. The findings and new concepts in this study could contribute to the existing research base.

Summary of the Study

The purpose of the study was to identify reasons and motivation of adult stakeholders that influence participation in adult community education enrichment classes in the St. Cloud Public School District, St. Cloud, Minnesota. The study also examined the perceptions about adult learners held by leaders, planners, and facilitators of these programs, and identified similarities and differences between perceptions by district staff and program participants. Demographic information was collected and analyzed as well. A mixed-method approach, utilizing both a survey instrument as well as participant interviews, was chosen for this study.

The survey used was the Educational Participation Scale-Form A (Boshier, 1973, 1991). This instrument included 42 items, which were broken down into seven

subscales: Communication Improvement, Social Contact, Educational Preparation, Professional Development, Social Stimulation, Family Togetherness, and Cognitive Interest. Each of the 42 survey items required a participant response based on a four-point Likert-type scale. Choices were No Influence, Little Influence, Moderate Influence, and Much Influence. Additional interviews, offered to those participants without email access, were also conducted. All interviews were transcribed and coded. The seven subscales of the Education Participation Scale-Form A emerged as themes, based on codes identified.

Adult enrichment classes were divided into and studied as three separate curricular areas. These were Artistic Expression, Movement and Wellness, and General Interest. The intent of the survey, and of the study in general, was to identify the reasons for participations based on the seven subscales of the Education Participation Scale-Form A (Boshier, 1973, 1991), the three curricular areas, and seven demographic factors.

The Education Participation Scale-Form A was emailed out to 2,538 adult enrichment participants, and 284 were returned to the researcher (11.2%). Another five adults, all of whom received an invitation to participate in a focus group and who did not have an email address on file with the St. Cloud Community Education department, also participated. Data from the survey was analyzed statistically using the SPSS computer software program.

Summary of Findings

The survey was returned by a total of 284 adult enrichment participants. Females dominated the group, as they made up 88.4% of the respondents. All but three of the 284 listed themselves as Caucasian, making analysis based on ethnic background a moot

point. Of the group, 48.9% were aged 50 or older. Those in the youngest group, ages 19-29, participated at the lowest levels (N=37, 13.0%). Nearly one third of the survey respondents reported having no children (N=91, 32.0%), while the smallest category was those who reported having five children or more (N=6, 2.1%). Of the survey respondents, 40.1% (N=114) reported taking just a single adult enrichment class during 2009 or 2010. This was somewhat surprising, as it was assumed that persons accessing the services at a beginning level might not be apt to return the completed online survey.

The most favored occupational status was Professional (N=64.8%). 33.5% of participants held a four-year degree, and an additional 29.6% held a master's degree or better. This finding of adult enrichment participants having more formal education than the general public was comparable to findings from previous studies (Kim et al., 1995; Kim et al., 2004). Not a single person reported themselves in the category of lowest formal education, "Did not complete high school."

Research Question 1: What motivational factors lead to adult participation in adult enrichment classes offered through community education?

The most common response to the survey was "No Influence," which was the highest total in 37 out of the 42 questions. However, there was a wide range within those 37 questions, from 39.8% (Q.27) to a 96.8% (Q.38). The Cognitive Interest subscale scored highest (M=14.90). Social Contact (M=10.78) and Social Stimulation (M=10.08) trailed by a substantial margin. The other four subscales had means ranging from Family Togetherness (7.96) to Communication Improvement (7.02). Cognitive Interest was an important motivator for adults participating in adult enrichment classes.

Within the three curricular areas, namely Artistic Expression, Movement and Wellness, and General Interest, all three scored the highest means when paired with the Cognitive Interest subscale. General Interest scored the highest mean of any when paired with Cognitive Interest (M=16.38). The scores registered in the Cognitive Interest subscale and General Interest curricular area show how important having a personal interest in a topic or class is in motivating adults to participate.

With the Social Contact subscale, the Artistic Expression (M=11.52) and Movement and Wellness (M=11.17) curricular areas scored considerably higher than the General Interest (M=9.55). The same trend was seen in the Social Stimulation subscale, where again Artistic Expression (M=10.66) and Movement and Wellness (M=10.72) scored higher than General Interest (M=8.56). Thus, the data suggests adults who participated in adult enrichment classes from the Artistic Expression and the Movement and Wellness curricular areas valued social aspects more than those who participated in classes from the General Interest curricular area – social aspects of Artistic Expression and Movement and Wellness classes are important motivators for participants.

A one-way ANOVA showed the effect of curricular area was significant within five of the subscales, with Educational Preparation and Family Togetherness being the only exceptions. The Cognitive Interest subscale (p=.003) scored between Social Stimulation (p=.000) and Social Contact (p=.014). All of the significant differences in means identified the Tukey HSD tests included the General Interest curricular area, and either Movement and Wellness or Artistic Expression. However, no significant results were found between these latter two curricular areas.

Among the interviewees, Alison and Tony both demonstrated high value in the Social Contact subscale while enrolled in Movement and Wellness adult enrichment classes. Alison identified meeting her "closest friends" through the adult enrichment fitness class, two that she has known more than 20 years. All of Alison's classes were from the Movement and Wellness curricular area. She also mentioned meeting varied types of people, which she believed added fun and interest to her own life. For Tony, adult enrichment classes gave him an opportunity to meet new people, others becoming friends outside of class. Tony mentioned both tennis classes and swimming classes as both opportunities to meet new people. Tony valued the Social Contact subscale even in classes outside the Movement and Wellness curricular area.

Research Question 2: What differences exist in motivational factors among participants in adult enrichment classes based on selected demographic information?

A total of seven demographic items were collected from participants who completed the online survey (N=284), and those who took part in the interview process (N=5). Five of the seven demographic items showed significant results on motives for participation. Gender was not significant, and Ethnicity was not analyzed given that only three participants were not Caucasian (N=281, 99.3%). The lack of participation from persons of color suggests a level of disengagement from the adult enrichment program.

Age Range

Age showed motivational differences between younger and older participants. In all seven subscales, the highest means were recorded by either the youngest group (19-29) or the oldest (60 and older). The youngest group had the highest means on the Social Contact, Social Stimulation, and Family Togetherness subscales. The oldest group had

the highest means on the Communication Improvement, Educational Preparation, Professional Advancement, and Cognitive Interest subscales.

These were results not entirely expected on the part of the researcher. The subscales of Educational Preparation and Professional Advancement were of particular interest. Based on the ages of the participants, it was assumed that younger people would be more interested in these two subscales, since many in this age group are traditionally in the process of building both an educational background as well a career. Likewise, it was assumed that older people would be less interested in either of these subscales, due to the fact that most were beyond the ages of both formal education and a number were either retired or near the end of their career. The study found older participants valued the Educational Preparation and Professional Advancement subscales even more that younger participants. These findings were surprising since it was assumed adults nearing the end of their work lives would not value either the Educational Preparation or the Professional Advancement subscales.

A one-way ANOVA showed the effect of age was significant within the Communication Improvement ($p=.002$), Social Stimulation ($p=.002$), and Cognitive Interest ($p=.000$) subscales. With one exception, all of the significant differences in means identified the Tukey HSD tests included the 60 and older age group; the only exception was the 50-59 age group. The differences in means all involved adult participants who were 50 or older, which the researcher found surprising. Thus, adult enrichment participants in the oldest two age categories are still interested in their careers and continued education. Robert, one of interviewees, seemed to echo this general sentiment:

> I'm 60 years young and I'm resisting that urge to stay set in my ways….when it comes to learning in general I think you're just never too old. I say time and time again, particularly my generation, the baby boomer generation, many of us are going backwards. We're never going to retire in the true sense of the traditional sense of retiring. I myself have recently engaged in a second career, currently in management services associate at Prudential. I was too old to work too young to die! And that's an area where I tried to reinvent myself.

Number of Children

Nearly one third of the survey participants reported having no children (N=91; 32.0%) making it the largest group within this demographic. The next largest group were those with two children (N=78; 27.4%), followed by those with three to four children (N=64; 22.5%). A one-way ANOVA showed the effect of number of children, including those not living at home, was significant in four of the subscales: Social Contact (p=.012), Professional Advancement (p=.014), Family Togetherness (p=.020), and Social Stimulation (p=.001).

Although the one-way ANOVA identified Professional Advancement as a significant subscale, the Tukey HSD test did not result in significant results. The other three subscales did, however, show significant results. Two of these, Social Contact (p=.028) and Social Stimulation (p=.010), showed significant mean differences between those reporting no children and those reporting three or four.

The third, Family Togetherness (p=.050), showed significant mean differences between those reporting no children and those reporting one child. This was not a particularly surprising result from the researcher. It appeared the Family Togetherness subscale became a greater motivational factor as adults moved from having no children to one. It also appeared the impact of Family Togetherness on adult motivation decreased as adults had additional children.

Number of Adult Enrichment Classes Taken

More than 4 in 10 survey participants reported taking only a single adult enrichment class in either 2009 or 2010 (N=114, 40.1%). The next largest group were those who took two classes during the same time period (N=67; 23.6%). These findings were surprising to the researcher. The researcher assumed that adults who had taken multiple classes would be more willing to complete the survey as a "satisfied customer" than would people with limited adult enrichment experience.

The one-way ANOVA showed the number of classes taken was significant in the Communication Improvement (p=.014) and Educational Preparation (p=.025) subscales. The Tukey HSD showed significance in the Communication Improvement subscale, between adults who had taken one class and those who had taken three (p=.043). Number of Classes showed to have minimal impact in predicting participation of adult enrichment learners. Adults who enroll in multiple adult enrichment classes are probably no more likely to enroll in future classes than are adults who have taken a single class.

Current Occupation or Employment Status

The survey sample was predominantly an employed group, primarily in the Professional category (N=184; 64.8%), with Retirement category a distant second (N=43; 15.1%). The interview participants followed suit, with four of the five reporting themselves in the "Professional" class. Only 3.5% of survey participants identified themselves as Unemployed (N=10). These results were comparable to an earlier study (Kim et al., 2004) where 71% of participants were from the Professional category.

The one-way ANOVA showed the effect of current occupation or employment status was significant in two of the subscales: Social Stimulation (p=.038), and Cognitive

Interest (p=.000). However, the Tukey HSD test did not show significant results for the Social Stimulation subscale, not within the .05 threshold established for the study. The Cognitive Interest subscale did show significance, and involved the Retired group in both cases. The differences in means seemed to involve those adult enrichment participants who were no longer in the workforce.

The data suggests that retired adults are more interested in social elements and in personal interests in adult enrichment classes, than those who are unemployed. This was not a surprising finding to the researcher. Retired adults may be in a much more comfortable financial position in life than the unemployed, and might thus have more time to commit to developing social contacts and pursuing personal interests. Also, it is imprudent to make any large scale conclusions from such a small sample size.

Highest Completed Formal Education

Over one third of survey respondents reporting holding a Four-Year Degree (N=95; 33.5%), and an additional 29.5% reporting holding a Masters Degree or more (N=84). This meant that well over half of the survey held a Four-Year Degree or more. Meanwhile, the "HS Dropout" category did not have a single respondent. Study participants were a well-educated group. This result verified a key predictor of adult learning, namely an adult's previous level of formal education (Aslanian & Birkell, 1980; Johnstone & Rivera, 1965; Kasworm, 1983; Kim et al., 1995; Kim et al., 2004).

The HS Grad or GED category had the highest means in the Educational Preparation (M=7.74) and the Professional Advancement (M=8.84) subscales. This was not a surprising result to the researcher, since it is reasonable to assume that those adults with the lowest formal education levels are probably most in need of further education. It

is also reasonable to assume that this group is employed in more low-level work that other levels, and thus, more interested in Professional Advancement.

However, this same HS Grad or GED group also scored the second highest means in the Cognitive Interest category (M=16.05), well ahead of the Two-Year Degree (M=13.42) and Four-Year Degree (M=14.15) categories, and only slightly behind the M.A. or More group (M=16.25). This was a surprising finding to the researcher. It shows that having an interest in educational and/or employment advancement, and in "learning for learning's sake", are not mutually exclusive.

A one-way ANOVA test found four subscales that were significant, namely Professional Advancement (p=.026), Family Togetherness (p=.006), Social Stimulation (p=.023), and Cognitive Interest (p=.002). The subsequent Tukey HSD test showed significant results within all four subscales. In three of the four subscales, with Cognitive Interest being the exception, significant differences in means involved the HS Grad/GED group. Also, in three of the four subscales, this time with Social Stimulation being the exception, significant differences in means involved the Masters or More group. It appears from this data that there are differences in means based on responses from the group with the lowest levels of formal education.

Research Question 3:Which subscales of the Education Participation Scale-Form A do participants perceive as least important?

The data emerging from Research Question 1 seemed to indicate the subscales of Social Contact and Social Stimulation were both motivational reasons for participation in adult enrichment classes. However, when the Tukey HSD tests were performed, the data becomes a little less clear. Educational Preparation showed significance in only one of

the demographic areas, and was one of two subscales that scored that low. However, the second subscale was Social Contact, which was seemingly an important motivating factor according to some of the data. Additionally, the Social Stimulation subscale showed significance in four of the demographic areas, making it the most favored by adult enrichment participants. The discrepancy between the two social subscales might imply participants' difficulty in defining the two subscales – Social Contact and Social Stimulation – and how they differed from one another or imply that being with other humans (as indicated in the Social Contact survey items) was much more important to participants than making "friends" (as indicated in the Social Stimulation survey items).

Interviewees did not view the Professional Advancement and Educational Preparation subscales as important motivators. Robert was candid about his belief that adult enrichment did not fill a formal educational role. Tony believed the same, but wondered if community education should have a role in the delivery of those services. Mary's friend took a knitting class for fun, and turned her hobby into a small business. Therefore, although Professional Advancement and Educational Preparation were not important motivators to survey participants, individual circumstances should be taken into consideration when planning adult enrichment classes.

Research Question 4: What are the perceptions of community education planning staff, regarding adult enrichment learners' reasons for participation, compared to the perceptions of the participants themselves?

There are significant differences between the perceptions of community education planning staff compared to the participants themselves. Staff consistently scored items significantly higher on the Education Participation Scale-Form A (Bosher, 1973; 1991),

than did participants. All seven of the subscales showed significant differences. Six of the seven subscales had p values of .000, while Cognitive Interest scored p=.009.

Staff responses had considerably higher means than did adult enrichment participants. The largest spread was in the Professional Advancement category, which staff had a mean difference of 8.32 over adult enrichment participants. The other categories included Educational Preparation (8.07 difference), Communication Improvement (7.98), Family Togetherness (6.67), Social Stimulation (5.92), Social Contact (5.85), and Cognitive Interest (4.98). In three of the subscales, namely Professional Advancement, Educational Preparation, and Communication Improvement, the means of planning and programming staff were over twice those of adult participants. From these results, there appears to be disconnection between staff and participants in how participants value adult enrichment classes.

Discussion

One of the paradoxes around community education has to do with its very definition. Is community education a program or a process? On one hand, community education is very much a program. Much needed community services including adult enrichment opportunities, youth development, GED preparation programs, early learning initiatives, facility usage, and recreation programs bring value to communities. Functioning community education programs generate monies and resources for their communities. These include state and federal aid, grant monies, and customer fees. Program also provides a natural set of activities that help to increase the public use of public school facilities.

On the other hand, community education is a process by which communities identify key problems and then work together to solve them. Like many communities through Minnesota, St. Cloud did not have formal community education until the 1970s. At that time, several community leaders began to hold "town-hall" style meetings. In attendance were school officials, parents, citizen leaders, legislators, businesspersons, and other interested parties. The group desired to increase the number of learning and enrichment activities available to children, and to make use of school facilities outside of the regular school day. Available resources, including funding from the state of Minnesota, were identified. Using this kind of grass-roots, democratic decision-making process is community education at its finest. From these humble roots, a sizeable community resource, featuring a budget of over $4 million, is now in place in St. Cloud. Without the community education process, one wonders if the program would exist.

Dilemmas for the Profession

Whether or not an adult participates in adult enrichment might be determined long before they come to the community education office. This is a major dilemma for the field. The major determinants for participation, as have been well demonstrated through the literature and other research studies, area as follows:

- *Income considerations*. In Western nations and primarily the United States, it is very likely that adults who have higher individual and household incomes participate at higher rates than adults who have lower levels of income. This has been verified in numerous studies (Johnstone & Rivera, 1965; Aslanian & Bickell, 1980; Kim et al., 1995; Kim et al., 2004).

- *Previous education levels*. Likewise, there is overwhelming evidence that suggests adults who have achieved higher levels of formal education, primarily a four-year degree or better, participate at higher levels than those who have achieved lower levels of formal education. Participation among adults who have either graduated from high school, or who dropped out of high school before completion, is at very low levels. The building of positive educational experiences, and a family's literacy practices and traditions, occurring when children are very young, can have an impact on how willing children will be to participate in adult learning activities well in the future. Keintz (2004) states "family support" is an important determining factor in adult learning participation, as is self-esteem and self-concept.
- *Demographic differences*. Although the results are less dominative, evidence suggests Caucasian adults participate in adult enrichment programs at even greater rates than their representation in the general population. This is true in St. Cloud, and is well documented in other studies. Likewise, adults of color participate at lower rates than their representation in the general population.

The research and literature shows who participates and doesn't participate in adult learning. These are tied to a number of important socio-economic determinants, which have been discussed at length throughout this study. And yet this is precisely the group that might benefit most from participation in adult enrichment. That adults who might have the most to benefit from the program often choose not to participate is an enormous conundrum for adult learning programs and staff.

Other questions arise in regards to community education marketing, outreach, and recruitment. Should community education do more to encourage participation in adult enrichment classes from groups who have not traditionally participated? Based on what is known regarding an adult's previous educational experiences, is recruitment from the other group even possible? Connecting with these groups will require new ways of operation, and may require additional resources.

A number of studies identified various barriers that prevent persons from participating in adult learning. These include lack of funds to pay for courses, lack of childcare, transportation issues to and from class, and a lack of free time in which to participate. Critics of community education argue that the field has done almost nothing to address barriers to participation. Do adult enrichment classes, as offered through community education, have a middle-class and Caucasian-bias about them? Does the system take steps to reach adults outside of these social and economic parameters? And, does the system have the knowledge, expertise, and resources needed to make this paradigm shift? These are important questions for the growth and development of adult enrichment. Attracting greater participation from populations that are traditionally non-participating is a big issue, one that may be addressed through government policy

The Challenge of Change

In Minnesota, the formal community education "program" came into existence during the early 1970s. And although there has been a tremendous and positive change in the number and variety of programs offered, in the number of citizens being served, and in the investment made by local, state, and national governments, the program model remains roughly the same. In an era where lifelong learning has become an expectation

for many and almost a requirement for those wishing to earn "the good life," the current service delivery model is hardly in a position to deliver on these lofty expectations.

For instance, rather than being a model for educational reform, critics of the community school concept lament over its tendency to make minor revisions to existing school and educational models. When confronted with failing test scores, changing community demographics, and shifts in political policy, school personnel often tend to look inwardly, and spend time adjusting policies, building curriculum, providing better staff development training, and other such activities. In a true community school environment, the solution should be to look outwardly, to engage the community, and to identify problems, locate available resources, and create solutions in a collaborative way.

Older Adults

Adults 50 years and older represent almost half of the adult enrichment participants being served through St. Cloud Community Education. The literature shows gradual increases in participation rates among this demographic during the past three decades. This older population tends to be more active and have better financial and personal resources did their predecessors a generation ago. This will be an important demographic for adult enrichment programs for the next two decades or more.

Members of the baby boomer generation make up an enormous demographic, both nationally and in the St. Cloud area. For the next 19 years, approximately 10,000 boomers will retire each day (Pew Research Center, 2012). This group has active lifestyles, and has continued learning throughout life. Over five decades ago, Mizruchi and Vanaria (1960) found adult participants preferring classes in "arts and crafts, general

academic, commercial and distributive, and homemaking" (p. 141). Baby boomers will expect different services and activities, and many will have resources to pay for them.

Limitations

There are several limitations in this study of adult enrichment learners taking classes through St. Cloud Community Education. They are as follows:

1. It is possible participants may have rated survey items differently on different days, depending on other circumstances taking place in their lives.
2. The data collected for the 2009 and 2010 calendar years is limited by the adult enrichment participant population, and by the voluntary nature of the survey and interviews. Longitudinal data from a 3-5 year period would provide for a more reliable study.
3. The small sample of adult participants and staff make the results limited in comparison to larger studies.

Recommendations for the Profession

Adult enrichment is an important resource in any community. Such offerings help to build social capital, give adults important opportunities to build and develop new skills, and can lead to longevity in humans. Based on the findings related to the four research questions, the following recommendations are presented:

1. Community education planning staff should recognize the value and importance of the retiring baby boomer generation, and should learn more about which services and activities are desired by this demographic. Adult enrichment program and planning staff should not ignore the subscale goals of

Educational Preparation and Professional Advancement, as these were found to be of some value to survey and interview participants.

2. Adult enrichment participants have identified the variables that influence their participation in adult enrichment classes offered through the St. Cloud Community Education Department. Department staff should utilize these results to help identify adult enrichment learner needs, and to design programs and services that help meet those needs.
3. Although gender was not found to be significant, adult males and persons of color participate in adult enrichment at rates much lower than their representation within the community. Department staff should learn more about why these discrepancies exist, and then develop programs and services that might be of interest to men and persons of color.
4. Adult enrichment classes are perceived to be reasonably priced, and give adults an opportunity to try a new activity without making a sizeable financial or time commitment. These are characteristics valued by program participants. Department staff should continue to keep programs and activities reasonably priced.
5. Adult enrichment program planners and coordinators should adjust their perceptions to more closely match those of adult enrichment participants.

Recommendations for Further Investigation

Understanding the reasons for participation in adult enrichment classes is important. With increased numbers of adults participating in enrichment learning across the globe, the continuation and improvement of these programs will continue to be an

important development. Based on the results of this study, the following recommendations for further study are presented:

1. Adult enrichment participants should be studied in a deeper way by breaking down each of the curricular areas into smaller components. For examples, adults taking computer and technology classes might be studied against those taking cooking classes. For the purposes of this study, both courses were included in the General Interest curricular area.
2. A longitudinal study of adult enrichment participants would be beneficial to get a better long-term picture of why adults choose to participate in adult enrichment classes.
3. More qualitative data, through interviews and other means, would help to provide richer data, and a more complete picture of participation in adult enrichment classes.
4. Adults who choose not to participate in adult enrichment courses should be studied to determine the reasons. This would help school districts better meet the needs of this particular group.

Adult enrichment classes have a long and valuable history. Through these adult learning opportunities, adults learn new skills, build and improve old ones, and connect with each other and community. Funding for these programs continues to be tenuous, even though the number of adult participating is increasing. Adult enrichment classes provide a rich resource to the community, and have shown to help building social capital and increase adult longevity. It is important to understand why adults participate in adult enrichment classes, and then use that information to program and plan more effectively.

APPENDICES

Appendix A

Permission by the Publisher to use the Education Participation Scale-Form A as Part of this Study

Email Response from Dr. Roger Boshier, dated November 29, 2010, at 2:33pm:

"Agreed.

Provided you follow the conditions specified in your email.

Cheers, Roger Boshier"

Appendix B

Email to the Publisher Requesting Permission to use the Education Participation Scale-Form A as Part of this Study

November 16, 2010

Dear Dr. Boshier:

I am moving forward with my dissertation work and am now in need of your permission in a couple of key areas. My project will focus on the reasons for participation in adult enrichment classes, and the survey instrument I am using is the Education Participation Scale (EPS). I purchased 300 copies of the test from LearningPress, Ltd. in late summer.

My institution is the University of North Dakota. The title of my dissertation is: "Motivational Reasons for Participation by Adult Enrichment Learners." I am hoping to have my proposal to my committee by the middle of December 2010, collect my data in January and February 2011, write Chapters IV and V in March and April 2011, and have my final defense in May or June 2011.

In order to expedite my research and save on postage as well, I would like your permission to use the EPS as an online instrument, using Survey Monkey. I would agree to the following (and am open to additional conditions you might have):

- I will not put the EPS out on the "open web." A link will be sent only to adults who have participated in adult enrichment classes, facilitated by St. Cloud Community Education, since January 2010.
- Participants will be required to electronically sign a consent form before accessing the survey. Each participant will also be assigned a unique password to help them access the survey.
- I am anticipating a sample of about 300 participants. However, if I exceed 300 participants, I will reimburse LearningPress, Ltd., at $0.60 per returned survey above the 300 copies I have already purchased. LearningPress, Ltd. will not be required to provide me with additional paper copies of the EPS.
- I will include the Education Participation Scale copyright on every page containing question items from the EPS.

- I will remove the EPS from Survey Monkey at the conclusion of my data collection. My hope is to have all surveys returned by mid-March 2011.
- I will not send the EPS to participants in the text of an email, nor will I attach it as a PDF. The only access to the EPS will be through Survey Monkey.

Would you give me permission to use the EPS online, within the guidelines listed above? Thank you for your consideration and for your response to my request.

Sincerely,

Scott Wallner

Appendix C

Letter of Support for the Study from the St. Cloud Public Schools Administration

isd742.org
St. Cloud Area School District 742
learning for a lifetime

Central MN Adult Basic Education
700 7th Street South
Waite Park, Minnesota 56387

Telephone: (320) 529-6500
Toll Free No: (800) 228-2428
Fax: (320) 529-4301

Scott Wallner, Adult Education Supervisor
E-mail: scott.wallner@isd742.org

E-mail: abe@isd742.org
Web site: http://www.st.cloud.k12.mn.us/~abe/

Clear Lake
Clearwater
Collegeville
Luxemburg
Pleasant Lake
St. Augusta
St. Cloud
St. Joseph
Waite Park

November 24, 2010

To Whom It May Concern:

St. Cloud Community Education, a program of services offered through Independent School District #742, is requesting that Scott Wallner complete a research study on behalf of the district and department. The study will look at the reasons why adults participate in adult enrichment classes offered by the department.

St. Cloud Community Education is giving Mr. Wallner full access to the department's participant database, and any other information he may need in order to complete this research.

This study will be of great use to our program planners and department. He has my full support and cooperation.

Please contact me if you have any questions, or if you need further information.

Sincerely,

Shawn Hoffman-Bram
Director of Community Education

...preparing all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world

Appendix D

Introductory Email Message sent out to Adult Enrichment Participants, Inviting them to Participate in the Survey

Fr: scott.wallner@isd742.org

Subject: St. Cloud Community Education

Dear Adult Enrichment Participant:

St. Cloud Community Education is conducting a participation study in June 2011 and we are asking for your help. We are interested in learning more about why students choose to participate in our adult enrichment classes. Scott Wallner, one of our staff persons, is coordinating the study.

It will take about 10 minutes to complete the eight-item demographic form, and the 42-item multiple choice survey.

If you are willing to help, please click on the following link to the survey:
http://www.surveymonkey.com/s.aspx

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thank you for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
http://www.surveymonkey.com/optout.aspx

Best wishes,
St. Cloud Community Education

Appendix E

Follow-up Email Message sent out to Adult Enrichment Participants
Who had not yet Responded

Fr: scott.wallner@isd742.org

Subject: St. Cloud Community Education

Dear Adult Enrichment Participant:

Thank you for your past participation and continued support of community education!

The St. Cloud Community Education Department is conducting a participant study in June 2011, and we are asking for your help. We are interested in learning more about why adults choose to take enrichment classes through community education. The result of this study will help us make better decisions about future programming.

We would greatly appreciate it if you would be willing to fill out the following online survey. It will take about 10 minutes to do so: http://www.surveymonkey.com/s.aspx

This link is uniquely tied you this survey and your email address. Please do not forward this message.

Thank you for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will automatically be removed from our mailing list.
http://www.surveymonkey.com/optout.aspx

Best wishes,
St. Cloud Community Education

Appendix F

Introductory Letter sent to Adult Enrichment Participants, Inviting them to Participate in Focus Groups

isd742.org
St. Cloud Area School District 742
learning for a lifetime

Community Education
700 7th Street South
Waite Park, Minnesota 56387
Shawn Hoffman-Bram, Director

Telephone: (320) 529-6500
Fax: (320) 529-4301
E-mail: cec@isd742.org
Web site: http://isd742.org/communityed

Clear Lake
Clearwater
Collegeville
Luxemburg
Pleasant Lake
St. Augusta
St. Cloud
St. Joseph
Waite Park

July 21, 2011

[redacted]

Dear [redacted]

The St. Cloud Community Education department is conducting an adult participation study this summer, and we are asking for your help. We are interested in learning more about why adults choose to participate in adult enrichment classes offered through the department. My name is Scott Wallner, and I am coordinating the study. I work for St. Cloud Community Education as an adult basic education supervisor.

We are hosting three short focus groups in August and would welcome your participation. You would only need to attend one session, and the session will last about one hour. All sessions will take place at the Discovery Elementary School, Room 152, in Waite Park. Light refreshments will be provided.

Session 1:	Tuesday, August 2, 2011, 9:00am
Session 2:	Wednesday, August 3, 2011, 1:30pm
Session 3:	Thursday, August 4, 2011, 6:00pm

I will be tape recording the sessions so that I may review the discussion later and listen for major themes. I will not be keeping permanent records of any of your personal information, and will take every precaution to maintain your confidentiality. No individual names will appear in the study.

If you would be willing to participate in one of these sessions, please contact me at (320) 529-6500, x6212, or email me at scott.wallner@isd742.org. I will only need to know your name and which session you will be attending.

Thank you for your attendance and your continued support of St. Cloud Community Education.

Sincerely,

Scott Wallner
Adult Basic Education Supervisor

...preparing all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world

Appendix G

Informed Consent Form

On behalf of St. Cloud Community Education, thank you for your participation in this important study. We want to learn more about why you participate in adult enrichment classes. The data collected will help us improve our planning and facilitation of these types of opportunities in the future.

To participate, you must first read and sign-off on this Informed Consent. The form describes the study in greater detail.

If you do not wish to participate, simply click on the "no" box at the bottom of the page.

STATEMENT OF RESEARCH
You are being asked to participate in a research study that looks at the reasons for participation in adult enrichment classes, offered through St. Cloud Community Education.

WHO IS CONDUCTING THE RESEARCH?
Scott Wallner is a graduate student at the University of North Dakota, and is also employed as a Program Supervisor by St. Cloud Community Education. He can be reached at (320) 529-6500, x6212, or at scott.wallner@isd742.org. His mailing address is 700 7th Street South, Waite Park, MN 56387.

WHAT IS THE PURPOSE OF THIS STUDY?
Adult enrichment participants, who have taken at least one class during 2009 and/or 2010, will be asked to complete an online survey. The survey will include seven questions related to the participant's demographic information, and 42 questions related to why he or she chose to participate.

HOW MANY PEOPLE WILL PARTICIPATE?
About 350-500 people will participate in the study.

HOW LONG WILL I BE IN THIS STUDY?
The survey will take approximately 10 minutes to complete. The survey will be available to participants until approximately July 1, 2011.

WHAT ARE THE BENEFITS OF THIS STUDY?
The St. Cloud Community Education is interested in knowing more about why participants choose to take adult enrichment classes through the department. This information will help staff with class and program planning in the future.

CONFIDENTIALITY
All records used in this study, including participant names and email addresses, will remain in the secured possession of the researcher only, and not with any third parties. All records, including the online survey and demographic results, consent forms, and other documentation will be transferred to a zip drive and then kept in a locked file box at the researcher's private residence. Only the researcher will have the key to the file box. All records will be stored as described for three years after this research is completed, after which they will be permanently deleted from the zip drive.

IS THIS STUDY VOLUNTARY?
Your participation is voluntary. You may choose not to participate or you may discontinue your participation at any time without penalty or loss of benefits to which you are otherwise entitled.

CONTACTS AND QUESTIONS?
If you have questions regarding your rights as a research subject, or if you have any concerns or complaints about the research, you may contact the University of North Dakota Institutional Review Board at (701) 777-4279, or with Dr. Gary Schnellert at (701) 777-3584.

CONSENT FORM
If you wish to keep a copy of this consent form, feel free to print one off from your computer. If you do not have access to a printer but would still like a copy of the consent form, please contact the researcher and he will mail you a copy.

1. Do you agree to the consent information listed on this form?

- ○ Yes, I agree to the above consent form.
- ○ No, I do not agree to the above consent form.

Appendix H

Demographic Survey

Please provide answers to the following seven demographic items. If you are unsure of an answer, please provide your best estimate.

1. What is your gender?

- Male
- Female

2. What is your current age?

- 19-29
- 30-39
- 40-49
- 50-59
- 60 and older

3. Which of the following best describes your ethnicity?

- Caucasian
- African American
- Hispanic
- Oriental/Asian
- Other

4. How many children do you have, including those not living with you?

- None
- 1
- 2
- 3-4

- 5 or more

5. How many adult enrichment classes did you take through St. Cloud Community Education in 2009 and/or 2010?

- 1
- 2
- 3-5
- 6-9
- 10 or more

6. What is your current occupation or employment status?

- Unemployed
- Retired
- Labor
- Professional
- Other

7. What is your highest completed level of formal education?

- Did not complete high school
- High School graduate or GED recipient
- Two-year degree from a post-secondary institution
- Four-year degree from a post-secondary institution
- Master's degree or more

Appendix I
Education Participation Scale-Form A©

Please respond to the following statements. To what extent did these reasons influence you to enroll in your adult education class?

Think back to when you enrolled for your course and indicate the extent to which each of the reasons listed below influenced you to participate. Check the category which best reflects the extent to which each reason influenced you to enroll. Check one category for each reason. Be frank. There are no right or wrong answers.

There are a total of 42 items. Thank you again for your participation.

1. To improve language skills

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

2. To become acquainted with friendly people

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

3. To make up for a narrow previous education

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

4. To secure professional advancement

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

5. To get ready for changes in my family

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

6. To overcome the frustration of day to day living

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

7. To get something meaningful out of life

No Influence Little Influence Moderate Influence Much Influence

8. To speak better

No Influence Little Influence Moderate Influence Much Influence

9. To have a good time with friends

No Influence Little Influence Moderate Influence Much Influence

10. To get education I missed earlier in life

No Influence Little Influence Moderate Influence Much Influence

11. To achieve an occupational goal

No Influence Little Influence Moderate Influence Much Influence

12. To share a common interest with my spouse or friend

No Influence Little Influence Moderate Influence Much Influence

13. To get away from loneliness

No Influence Little Influence Moderate Influence Much Influence

14. To acquire general knowledge

No Influence Little Influence Moderate Influence Much Influence

15. To learn another language

No Influence Little Influence Moderate Influence Much Influence

16. To meet different people

No Influence Little Influence Moderate Influence Much Influence

17. To acquire knowledge to help with other educational courses

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

18. To prepare for getting a job

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

19. To keep up with others in my family

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

20. To get relief from boredom

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

21. To learn just for the joy of learning

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

22. To write better

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

23. To make friends

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

24. To prepare for further education

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

25. To give me higher status in my job

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

26. To keep up with my children

○ No Influence ○ Little Influence ○ Moderate Influence ○ Much Influence

27. To get a break in the routine of home or work

No Influence Little Influence Moderate Influence Much Influence

28. To satisfy an enquiring mind

No Influence Little Influence Moderate Influence Much Influence

29. To help me understand what people are saying and writing

No Influence Little Influence Moderate Influence Much Influence

30. To make new friends

No Influence Little Influence Moderate Influence Much Influence

31. To do courses needed for another school or college

No Influence Little Influence Moderate Influence Much Influence

32. To get a better job

No Influence Little Influence Moderate Influence Much Influence

33. To answer questions asked by my children

No Influence Little Influence Moderate Influence Much Influence

34. To do something rather than nothing

No Influence Little Influence Moderate Influence Much Influence

35. To seek knowledge for its own sake

No Influence Little Influence Moderate Influence Much Influence

36. To learn about the usual customs here

No Influence Little Influence Moderate Influence Much Influence

37. To meet new people

No Influence Little Influence Moderate Influence Much Influence

38. To get entrance into another school or college

No Influence Little Influence Moderate Influence Much Influence

39. To increase my job competence

No Influence Little Influence Moderate Influence Much Influence

40. To help me talk with my children

No Influence Little Influence Moderate Influence Much Influence

41. To escape an unhappy relationship

No Influence Little Influence Moderate Influence Much Influence

42. To expand my mind

No Influence Little Influence Moderate Influence Much Influence

Appendix J

Interview Questions

Q1. What were your primary reasons for participating in adult enrichment classes?

Q2. Take me through your experience as an adult enrichment learner. What was it like for you?

Q3. What personal benefits, if any, did you get from participating in adult enrichment?

Q4. What professional benefits, if any, did you get?

Q5. What types of experiences are you looking for yourself when you participate in adult enrichment?

Q6. What are some of the advantage of taking adult enrichment classes?

Q7. What disappointed you about the experience?

Q8. What do these [researcher described and read through the EPS-Form A subscales, one at a time] resonate with you? What do they say to you?

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