The profile of the adult learner and the factors that promote participation in Civil Academy

MARIA GKOUNTOUMA
Abstract

Nowadays, lifelong education is considered the key to employability, economic growth, personal development, social stability, even democracy. Though many countries worldwide support this trend, in Greece lifelong learning and especially General Adult Education is not widely appealing. However, a Civil Society Organization, Civil Academy, providing General Adult Education courses is increasing its popularity throughout Greece. In order to explore this raising participation trend this paper explores the profiles of the adult learners enrolled in Drama, in one of the Civil Academies, and the factors that motivate their participation in lifelong learning; it also explores the ways in which these profiles and motives fit into renowned theories of participation in Adult Education. These issues were approached by a quantitative research strategy and a self-completion questionnaire was chosen as an instrument whilst data analysis was carried out with the use of a statistical package. As a result, it appears that the profile of the Civil Academy participant resembles the general profile of the adult learner in Greece in most of its constituents. The findings of the survey are conclusive that participants are mostly motivated by inner higher-level needs, socialization factors and their great appreciation of the value of further education. They also provide insights into participation in Civil Academy and have implication not only for Civil Academy Board and educators but also for future development of strategies that could increase participation in General Adult Education.
Acknowledgements

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I would like to acknowledge the support of the Civil Academy Founder and President, Dr Efstratios Papanis, who allowed the conduct of the survey and provided access to all Civil Academy material and data. My gratitude is extended to the personnel of the Civil Academy and the local CA administrator, who all were very helpful. Last but not least, I wish to thank all the participants of the CA, who voluntarily responded to the survey included in this thesis.

My special thanks are extended to my mother, for her support and encouragement throughout my study and to my friends for their patience and help. Finally, I wish to thank my esteemed colleague and beloved friend Dr Maria Kouklatzidou for supporting and motivating me.
## Abbreviations

### In English

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AEC</td>
<td>Adult Education Center</td>
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<tr>
<td>CA</td>
<td>Civil Academy</td>
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<td>CSO</td>
<td>Civil Society Organization</td>
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<tr>
<td>COR</td>
<td>Chain of Response</td>
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<td>EPS</td>
<td>Education Participation Scale</td>
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<td>ESF</td>
<td>European Social Fund</td>
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<td>EU</td>
<td>European Union</td>
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<tr>
<td>GAE</td>
<td>General Adult Education</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<tr>
<td>SPSS</td>
<td>Previous acronym: Statistical Package for the Social Sciences</td>
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<td></td>
<td>Current acronym: Statistical Product and Service Solutions</td>
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### In German

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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>TÜV</td>
<td>Technischer Überwachungs-Verein (Technical Inspection Association)</td>
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### In Greek

<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tr>
<td>AEI</td>
<td>Ανώτατο Εκπαιδευτικό Ίδρυμα (Highest Education Institution)</td>
</tr>
<tr>
<td>KEE</td>
<td>Κέντρο Εκπαίδευσης Ενηλίκων (Adult Education Center)</td>
</tr>
<tr>
<td>TEI</td>
<td>Τεχνολογικό Εκπαιδευτικό Ίδρυμα (Technological Education Institution)</td>
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Chapter 1 Introduction

This part of the paper briefly introduces the subject under investigation and the goals and aims in this thesis; non-formal adult education courses provided by a Civil Society organization in Greece, who participates in them and why. In order to understand the nature of the issues explored, the background context in Greece is provided, as well as some worldwide and local definitions involving lifelong learning. Of course, issues of generalization of the findings are also discussed along with other limitations. Finally, there is a brief introduction of the content included in the next chapters.

1.1 Research field and object of study

The object of study lies in the realm of *Lifelong Learning*; nowadays, lifelong learning seems to have gained great popularity and assume a central place in adult life. Many countries around the world support the view that lifelong education is the key to employability, economic growth, personal development, social stability, even democracy. International Institutions, governments and private investors all tend to support initiatives that promote lifelong learning and build on its necessity (Aspin & Chapman, 2001). Attention is specifically drawn to adult participation in *non-formal learning courses* and, in particular, to the profile of the adult participant and the factors that motivate his/her engagement in *General Adult Education* (GAE) courses. The main reason of this focus is basically the fact that, in order to promote lifelong learning and provide quality services in lifelong learning programs, countries and institutions need to be able to know what motivates people to do something and address their needs; that is perform a profile scan and a needs analysis.
1.2 Background and context

In order to approach the object of study in this paper a brief idea of lifelong learning in the Greek context needs to be given. In addition, a description of adult participation in lifelong learning in contemporary Greece and an introduction to a potential change of attitude towards participation through the paradigm of Civil Academy (CA), a Civil Society Organization (CSO) offering non-formal general adult education courses are also discussed. A potential change of roles in governmental institutions, non-profit organizations and civil society organizations is also presented.

To begin with, adult education in Greece dates back to 1929, when by Law 4239 it was first mentioned that all adults, mostly referring to immigrants coming from Asia Minor, should at least be able to have access to and obtain basic skills in reading and writing in Greek. Since then, as it will be thoroughly analyzed in another chapter of this paper, a lot of progress has been made towards establishing and institutionalizing adult education; however, mainly formal one, without excluding significant steps on non-formal and informal ones. Thus, it is not surprising that according to Eurostat (2009) only a little over 10% of the entire adult population in Greece is interested in or participates in non formal adult education programs; placing the country, along with Hungary, at the bottom among the 27 European (EU) countries. Of course, a series of other reasons have resulted in this negative lead Greece has on non-formal education, but these reasons will be further introduced in an upcoming chapter.

However, CA, a non-profit CSO, founded in the island of Mytilene, Greece, in October 2010 (CA Legal Statute, 2010), appears to dare or defy the previous statements regarding low percentages of participation in non-formal adult education in Greece.
education in Greece. As stated by Dr Efstratios Papanis, the CA’s founder and President, during an interview on the e-newspaper Epirusonline on March 2013, within 3 years only, there are 64 active CAs offering courses in cities in Greece, some more in Germany and Cyprus and about 52 pending applications for the founding of new CAs around Greece which will probably be approved and open from September 2013. Currently, about 10,000 participants are enrolled and actively attend, which according to Dr Papanis is considered an interesting number for Greece. It is interesting to note what is written in the introduction included in CA’s Proclamation (2012: 2); CA was founded so as to fill in the void currently existing in further adult non formal educational training, practically and directly address issues of social policy and welfare, and bring together people from Greece, Cyprus and Germany who voluntarily socially participate in a cultural and communicative collective. In this light, I have chosen to conduct my survey on CA because it appears that this CSO is in a sense pioneer; it has managed to infiltrate the Greek society quite rapidly, bring together a vast number of people of diverse contexts and backgrounds, narrow the suspiciousness towards CSOs, emphasize on social inclusion and social work and bring about solidarity, which is rather crucial in this time of need the country and its citizens are going through.

As mentioned above, CA is a CSO, offering non-formal GAE courses. Though the concept of civil society dates back in ancient Greece, where people lived harmonically together in distinct yet related associations of love, friendship, family, teaching, citizenship, responsibilities and duties (Ehrenberg, 1999), in post-authoritarian Greece civil society has been politically enfranchised and colonized by governmental bureaucracy or private economy (Mouzelis & Pagoulatos, 2002). Therefore, as Dimitrios Sotiropoulos and Evika Karamagioli (2005: 10) argue “Greek civil society does not appear to have a particularly strong role, neither in the area of service delivery and lobbying functions, nor as
a watchdog of the state and private sector”. However, they conclude that the few active CSOs and the Greek government maintain a positive attitude to policy dialogues but, mainly, in topics related to immigration and asylum, women and children’s rights, social inclusion and homeless issues. Supplementary, Sotiropoulos (1995) states that there is a slow and weak emergence of ecological, feminist, cultural, health and social provision movements, which however it mostly directed to fund-raising and charity, voluntarism and event organizing; not on adult education programs or any education services.

To sum up, statistics (Eurostat, 2009) have shown that participation in non-formal adult learning courses in Greece is one of the lowest among EU member-countries. However, in the Greek context of a society experiencing a very difficult era, dating since 2010, CA has managed to attract wide participation across the country, as seen from the various CAs that have been founded all over the country. Additionally, it has motivated people into joining CSOs and engaging in civil society acts, exempt of politics. All these facts are remarkable to me and drew my attention towards wondering why people didn’t participate much in non-formal learning in the past, though there were other providers, and what motivated active participation in CA.

1.3 Definitions

In order to have a needs analysis so as to promote lifelong learning and provide quality courses one needs to have clarified and outlined the basic concepts around adult education. To begin with, the concept of adult education is so broad and polysemous that even within the EU, in which Greece also belongs, it is recognized that lifelong learning, adult education and training, higher education are terms that still remain ambiguous, without clearly defined boundaries and
domains (European Commission, 2002). UNESCO’s (1976) description of adult education remains one of the most profound, detailed and widely used:

“The term adult education denotes an entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education at schools, colleges and universities, as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of fully personal development and participation in balanced and independent social economic, cultural development; adult education, however, must not be considered as an entity in itself, it is a sub-division, and an integral part of, a global scheme for lifelong education and learning”.

In Greece, until 2008, the terms of adult education and lifelong learning were used interchangeably. Then, by Law 3699/2008 (p. 3518) the term lifelong learning was established as the functioning term used by all official institutions in Greece. The term is defined as such:

“Lifelong learning is all forms of learning activities taking place over the life course of an individual, which significantly contribute to the formation of a spherical personality, professional inclusion and development, social cohesion, active citizenship and social, financial and cultural growth. Lifelong learning is an umbrella term including formal, non-formal and informal adult learning”.
In addition, the General Secretariat of Lifelong Learning (Report 2012: 82) has defined non-formal learning as such:

“Non-formal learning is any education provided in an organized educational framework, outside the formal National Educational System, which can, but does not necessarily, lead to the acquisition of a nationally accredited certificate. Non-formal learning is an umbrella term including Basic Vocational Training, Continuous Vocational Training and General Adult Education”.

Concepts such as adult education, lifelong learning, non-formal adult learning and general adult education are frequently mentioned in this paper. As it was previously mentioned, these concepts’ definitions and meanings vary among various contexts, depending on the perspective they are seen from. In this paper the concepts lifelong learning, non-formal learning and general adult education are defined and used with reference to the Greek context, in which the survey has been conducted and this paper has been composed.

1.4 Research aims and questions

As briefly discussed above and included in various statistics, Greece has a negative record of participation in general adult learning courses. On the other hand, over the last years and notably during a great recession in Greece, CA has been chartering a rapidly upward course in the field. In this context and given the fact that the increasing interest for participation in CA is what supports its sustainability, this research aims at investigating adult participation in CA; those adult people making a decision to engage in non-formal lifelong learning courses are the object of investigation. As there are 64 CAs around Greece, one
of them has been randomly selected, Drama, so as to serve the purposes of the research.

Many theoretical models of participation have given accounts of the participants’ profiles and interests as well as of the incentives or deterrents they have towards participating in GAE. What is being investigated in this research is the profile of those adult people and the factors that motivate them to participate in non-formal general adult education provided by CA and engage in lifelong learning. The findings are then juxtaposed to the theoretical models of participation, so as to draw more conclusions and have another, broader, perspective of the participants’ profiles, interests and motives.

In order to reach the aim of the research and investigate its relation to respective theories, some research questions need to be formed, which will guide the research and hopefully be answered by the analysis and discussion of findings. In this light, three research questions have been posed:

1. Who participates (in terms of age, gender, marital status, educational level, occupational status and net annual income) in non-formal GAE courses, provided by CA in Drama?
2. Which factors motivate those people to participate in non-formal GAE courses, provided by CA in Drama?
3. In what ways, if any, can the participants’ profiles and motives be explored in relation to the theoretical models of participation presented in this paper?

1.5 Delimitation of scope

Of course, it would be an insurmountable challenge to investigate all those adult people engaging in non-formal lifelong learning courses offered in all 64 CAs
around Greece. Similarly, it would be a dubious attempt to explore more aspects, such as deterrents to participation, learning content, transformational learning etc. However, as a young graduate researcher, interested mostly in the research process, I have chosen to focus on one CA and explore the profiles of the participants and the factors that motivate their participation. Of course, the experience acquired during this research paper can insight similar researches in other CAs. It can, also, provide incentive for expansion of the research to deterrents to participation, transformational learning and other relevant topics of interest.

Due to these limitations, this paper does not attempt to generalize the findings to other CAs around Greece or in other contexts and situations of adult education. In such a small-scale paper, external validity, that is the generalization of the results beyond the specific context researched (Bryman, 2012: 47), remains a challenging goal. Therefore, the results will address the specific CA, in which its participants were investigated. It must be noted, however, that even such a small-scale generalization is significant, as it sheds light into a vivid part of the Greek society and depicts a level of the Greek reality. In addition, it provides useful insights on the participants’ profiles, motives and preferences, which can be employed in future needs’ analysis and strategic planning of new courses offered in GAE. Lastly, such findings can be of use not only to the CA Board or other institutions designing and offering GAE courses but also to every adult education trainer who is called to work closely with adult learners.

1.6 Brief overview of the following chapters

Towards promoting a better understanding of the rest of this paper, its remaining parts are outlined in this paragraph. In chapter 2, parts of the existing literature
that describe lifelong learning in Greece, CA, profiles of adult learners and factors encouraging participation are reviewed. Chapter 3 provides the theoretical framework by which I have been inspired and on which this paper is based. Chapter 4 discusses issues of method and methodology of the social research employed. In chapter 5 the results of the survey are presented and a thorough discussion takes place, towards understanding the findings and answering the research questions. Finally, in chapter 6 all parts of this paper come together into drawing a conclusion and examining further options of future research on the subject or new potentials in non-formal lifelong learning participation.
Chapter 2 Literature review

In order to understand various aspects of the issue under investigation, it is useful to explore the context in which it has developed; adult education in general and CA more specifically. In addition, useful insights are provided by the exploration of previous researchers, studying the profile of the adult learner in Greece and the motives, or deterrents, that affect adults’ decision of participating in non-formal adult education courses. Though not inexhaustibly, this part presents the contexts and some major researches on the issues discussed.

2.1 A reference on adult education in Greece

In the introduction of this paper, it was mentioned that adult education in Greece dates back to 1929. However, according to Dimitrios Vergidis (2005) adult education activities up to 1980 were in fact “fetal” and kept into the fields of literacy and Greek language and culture. The courses offered were non-formal and were usually provided by local open popular universities controlled by the state. Also, based on the historical timeline provided by the General Secretariat of Lifelong Learning (2012), there were limited attempts by state institutions to provide other courses on family issues, religion, social skills, public health, popular literature reading etc. At this point, it is worth noted, that all adult education activities during the aforementioned era were highly centralized and authoritative. At times, according to the General Secretariat of Lifelong Learning (2012), in an attempt to promote adult learning on citizens, governments even imposed severe penalties for non-participating or resulted to police enforcement. As Alexis Kokkos (2008) states, among the reasons adult education was not popular until the early 1980s, is the fact that within the 20th
century Greece has experienced long periods of war, such as World Wars I & II and a Civil War (1946-1949) and political dominance by conservative powers leading to a dictatorship (1964-1974), which all caused prolonged socio-economic and political instability.

Since 1981, socialist and democratic parties have been governing Greece, bringing stability and prosperity, at least until 2010. This political shift has lead to a focus on education and specifically to an uprising of adult education; a new state institution, the General Secretariat of Popular Education (1985) which was later named to General Secretariat of Adult Education (2001) and then to General Secretariat of Lifelong Learning (2008) has taken control of adult education. In 2003 the first national training program for adult education trainers was established (Kokkos, 2008) and in the same year a new state institution, Adult Education Centers (Κ.Ε.Ε. in Greek), began providing non-general adult education courses. As mentioned by the European Commission (2003: 4), these Adult Education Centers were established so as to fill in the void of non-formal education in Greece and narrow the gap among formal, non-formal and informal education, as well as improve the Greek rating of non-formal adult education provision among the 27 EU member-countries.

At this point, it is worth mentioning that overall adult education in Greece has not been transformed over these past few decades. Its problems remain and they are quite grave. As Kokkos (2008) claims none of the socialist or democratic Governments since 1981 had a real interest in non-formal education or a responsible policy plan. Constantinos Tsamadias and Panagiotis Prontzas (2012) also conclude that the Greek Educational system is faced with a series of grave problems, from centralization, low quality educational programs, low effectiveness and low employability afterwards to brain drain, huge misallocation of resources, especially EU funds and grants, and reduced human
capital investments. Greece has failed to meet the goals and strategic planning of the Lisbon Treaty. Most often, any effort towards non-formal education policy implementation was motivated by absorbing EU funds, such as European Social Funds (ESF), and relocating the funds to other needs rather than effectively reforming adult education and gaining socioeconomic benefits (Panitsidou, 2011).

Currently, by Laws 3879/2010 and 3966/2011 the lifelong learning scene in Greece is as follows; it is framed, administered and superintended by the General Secretariat of Lifelong Learning. Every stakeholder, public, private etc., providing lifelong adult courses needs to be approved and verified by the State. As mentioned in the introduction, lifelong learning is distinguished in formal, non-formal and informal learning. Since the profile and motives of people participating in GAE courses is the object of investigation in this thesis, focus will be on non-formal learning. In fact, it includes Basic Vocational Training, Continuous Vocational Training and GAE. Lifelong learning providers include Public Institutions, such as Lifelong Learning Centers, Youth and Lifelong Learning Institute, Parenting School and Trade Unions, and Private Institutions, such as Universities and Colleges, non-Governmental Organization, CSOs and local citizens’ initiatives.

Funding comes from the national budget, EU funds and private donations, contributions and investments (General Secretariat of Lifelong Learning Report, 2012). Though a new strategic planning on lifelong learning is currently designed in Greece, there is a general citizens’ distrust towards adult education policies. According to the aforementioned current report, institutions and the State tend to have misconceived the concept of non-formal learning and they are not well informed on what adult education is in general; thus they can’t inform the citizens properly. Additionally, the entire mechanism providing or certifying
adult education providers is slow, input, output and course quality are not evaluated or certified, and, due to recurrent flow of funds, people do not consider public lifelong learning providers reliable anymore. Furthermore, the economic crisis and recession Greece has been into since 2010, the lack of entrepreneurship and the degradation of the educational system all contribute in the current untrustworthy situation lifelong learning in Greece is into nowadays.

As a note of hope, the National Lifelong Learning Program, the new strategic framework in education and training, aiming at 2020, (General Secretariat of Lifelong Learning, 2012) has laid the foundation for four ambitious pillars; lifelong learning and mobility implementation, qualitative and efficient education and training, social inclusion and active citizenship, and innovation, creativity and entrepreneurship promotion through lifelong learning processes. The State is beginning to support the idea that in time of such great recession GAE can lead to personal development, social cohesion and active citizenship. Still, as this framework has not been set in motion yet, other private institutions, non-governmental organizations, social movements and CSOs have been filling the gap in non-formal GAE; CA, which is researched in this paper, is one of the most popular and well-received in Greece.

2.2 Civil Academy

Civil Academy is a non-profit CSO, founded in the island of Mytilene, Greece, in October 2010. Its Legal Statute (2010: 1-6) proclaims that a group of natural persons and legal entities, from Greece and abroad, mainly consisting of academics, reputable professionals, well-established public and private Institutions and Enterprises, have decided to join forces so as to offer their services to the nation. Funding comes from the Organization’s Capital, provided
by the Board, inheritances and bequests, potential investment returns, donations and sponsorships, tuition fees and national or foreign subsidies.

The aims of the CA, as proclaimed on the Legal Statute (2010: 2) are the following:
1. Organize and carry out general courses of psychological, social and pedagogical content.
2. Organize and carry out vocational training courses on social welfare, quality of life, vulnerable groups, social inclusion, counseling, education and psychology.
3. Take up initiatives on multiculturalism, arts and literature, so as to sensitize and mobilize society.
4. Improve the access to information on pedagogy, psychology and education.
5. Spread the use of technological means in education and society.
6. Compose and disseminate informational and educational digital and imprinted material.
7. Design and promote local development programs.
8. Organize and conduct seminars, conferences, talks, plenary sessions in collaboration with reputable national and international organizations and institutions.
9. Take part in national and international social, humanitarian and educational activities and programs.
10. Record and analyze social and psychological trends in contemporary Greece through surveys and statistical models.

Additionally, according to the introduction included in its Proclamation (2012: 2), CA was founded so as to fill in the void currently existing in further adult non formal educational training, practically and directly address issues of social policy and welfare, and bring together people from Greece, Cyprus and
Germany who voluntarily socially participate in a cultural and communicative collective. Finally, the CA’s Booklet (2012: 3) declares that CA aims to bring about a change by offering free or symbolic-fee courses to citizens in a time of need, by turning back to ancient Greek civilization and its wise teachings, by embracing people from every background and including them in a big social circle, by offering updated, qualitative, certified courses, by offering professional psychological support to everyone in need in this time of the Greek Crisis and by promoting voluntary social work and philanthropy.

Towards these goals, CA (Student Hand Book, 2012: 25, 36) offers in Open Popular Universities, as they are called, semiannual, annual, biannual courses on a wide variety of subjects, including counseling, couple’s therapy, creative writing, tourism psychology, group therapy and psychodrama, life coaching, interpersonal relationships, child education, special needs education, art history, folklore, preventive medicine, social research methodology, statistics, journalism and sociology, business advisory planning, crisis management and labor law, environmental planning strategies, etc. On these topics, weekly lectures are given in various cities around Greece, Cyprus and Germany, as well. CA, all its courses, lectures and actions have an ISO 9001: 2008 quality certification by TÜV Hellas (Student Hand Book, 2012: 61). Courses and lectures are offered on afternoons and weekends and, since Greece consists of many islands and remote highland places, students can choose between in presentia and distance learning courses and occasionally lectures are also live streamed.

As stated by Dr Papanis, the CA’s founder and President, on the e-newspaper Epirusonline on March 2013 there are 64 active Open Popular Universities offering courses in cities in Greece, Germany and Cyprus and about 52 pending applications for the founding of new Open Popular Universities around Greece.
which will probably be approved and open from September 2013. Currently, about 10,000 participants are enrolled and actively attend.

People enrolled in CA do not restrict their activities to participating in courses and attending lectures only. Under the umbrella and support of CA, they have taken up social welfare activities; In Athens, participants organize handicraft bazaars and all assets are donated to social charities (Moysiadou, 2013). In Thessaloniki, they gather clothes, toys etc for the SOS Children’s Village, for orphans (Online journal ‘a-typos’, 2013). In Thermi they go on activist environmental field trips (ibid.). In Lesvos they have adapted an exchange economy system (Civil Academy, 2013). In Herakleion they have funded a fully equipped and furnished shelter for homeless people (Online Portal ‘Prismanews’, 2013) just to name a few of the activities.

Moreover, the CA’s Board has obtained discounts, offers and scholarships on daily products, clothing and house supplies, private colleges, services such as telecommunications and transportation, art events tickets and holiday packages for all participants enrolled in Open Popular Universities across Greece (Online journal ‘a-typos’, 2013). Last but not least, the participants have been given a social and political voice via the CA newspaper for participants, entitled a-typos, which stand for non-formal in Greek and a space for publishing scientific and cultural articles entitled skepsy, which stands for thinking in Greek.

2.3 The profile of the adult learner

One of the two research questions in this paper is who participates in CA non-formal GAE courses. There are not any previous investigations into this question, as CA is a recently founded civil society organization. However, a lot
of studies have explored the profile of this adult learner who participates in adult education and specifically to non formal learning courses provided by other institutions in Greece or abroad. Usually, the profile is explored in terms of gender, age, nationality, place of residence, marital status, educational background, occupational status, income, etc.; however, these variables are not constraining, as each researcher sets his/her own profile under investigation, mostly based on the theoretical framework he/she is drawing from. In this part of the paper, I look at the most current EU statistics and EU averages; discuss on a research done on private lifelong learning providers and another one conducted in the State lifelong learning provider, Adult Education Centers; due to professional interest I also comment on a research targeted on teachers and, finally, I examine a public opinion poll performed by a Public Opinion Research Company in Greece.

Within the EU various studies commissioned by EU Institutions have produced remarkable results. The European Commission’s Education and Training Monitor (2012) reports that, on EU average among adult population aged 25-64 participating in non-formal learning, females tend to participate more than males (9.6% as opposed to 8.2%). However, men prefer job-related non-formal learning in all EU countries (88% as opposed to 78.7%), which could reflect the higher labor market activity of men. It is worth mentioning that foreign-born population is more keen than natives in participating in non-formal adult courses (9.9% as opposed to 8.9%). In all EU countries, citizens educated below secondary level engage far less in non-formal adult learning, which is rather interesting, given the fact that these people are less likely active and competitive in the labor market and could use the acquisition of new skills to their benefit.

Eurostat’s previous survey, on 2007, revealed similar results. Nearly two thirds of the population in all EU countries does not participate in non-formal lifelong
learning courses. More than 70% of the people non-participating are the low educated and the low-skilled blue-collar workers. It is interesting to note that among white-collars, the low-skilled white-collars participated in adult education courses little more than high-skilled white collars. Younger people, aged 25-34 participate more, and then come people aged 35-54 and last come people over 55. Though on EU average men participated slightly more than women (36,1% as opposed to 35,4%) it appears that in countries with high participation rate women’s proportion of participation was clearly much higher than men’s.

Similar results come up from Greek surveys referring to non-formal GAE courses. Stavroula Antonopoulou (2009) investigated the profiles of people participating in non-formal general adult education courses provided by four different private, non-governmental lifelong learning providers. Women outnumbered men with a vast percentage of 82,9% as opposed to 17,1%. In relation to age, people between 35-44 and 45-54 were much more, though it is worth mentioning that 17,4% of the sample consisted of people beyond 54. It is somehow disappointing that only 7% were young people aged 18-24. Most people were employed in the private sector (28,4%) with public officers following at 19,1%. Students were the lowest rate of 4%. Over 67% of the sample lived in the suburbs or in high-class neighborhoods whereas 97,3% were Greeks. In terms of education most people had a Bachelor Degree (33,4%) whereas only 1% were educated on a primary school level. Most people has a good monthly net income of 10,000-15,000 Euros, though this number is currently somehow irrelevant or utopian, since the survey was conducted before the Greek Great Recession in 2010. Finally, most people were married with children (38,5%), with single people following up at a 26,8%. Leaving out the results on nationality, there are great similarities with EU researches and reports.
on participants profiles and Antonopoulou’s results tend towards the EU average.

Still, the Adult Education Centers were the main non-formal GAE provider in Greece until 2010, as mentioned in the previous section on adult education. Anastasia Tsiountou (2008) investigated the role of gender in relation to factors motivating participation in an Adult Education Center. Once again, women outnumbered men (63% as opposed to 37%). The majority of the sample had a University Degree (40%) whereas only 1% had a primary school education level. Most people were aged 25-34 (32%) whereas the least percentage represented the youth aged 18-24 (10%) and the people over 55 years old (10%). 67% of the people were employed as opposed to 33% of unemployed. 20% of the people were public officers and only 6% of the people were employed in the primary sector. In relation to income, most people considered their income “Good” (29%) whereas 21% thought it was “Low” and another 21% “Medium”. However, the researcher chose not to mention amounts of money, nor explain the way she constructed her income variables; therefore it is hard for another reader to draw objective conclusions. 59.46% of the people were married but only 19% of them had children. Most single people were women. Finally, 66% of the people lived downtown whereas 32% lived in a rural area. In relation to Antonopoulou’s (2009) research there are similarities in terms of gender, education level, profession and some variation in age, children, whereas income, nationality and high-class neighborhoods can’t be compared.

Due to my professional status and interests, I would also like to include facts from a research paper on the profile of compulsory education teachers participating in non-formal GAE courses. In her study, Christina Tsilfidou (2009) investigated the motives for participation in non-formal GAE courses among primary school teachers. 76% of the sample was women whereas 24%
were men. Average age of participation was 38.86 years old, in a span of 23-58 years old. Most people were married (67.7%) and single were 27.5%. A significant percentage of 77.8% were not in a managerial job post but wished to acquire one, whereas a 22.2% were primary school headmasters. What was interesting was the fact that it was mostly the men that pursued career advancement and wanted to raise their income; thus changing their profile and acquiring a higher one.

Finally, in 2011, one of the most significant and widely-recognized public opinion poll research companies in Greece, Public Issue, conducted a public opinion poll on lifelong learning issues, in the frame of the Operational Program on Education and Lifelong Learning of the Greek Ministry of education. Among other findings, only 26% of the sample had participated in a non-formal GAE course within that year. Most participants were aged up to 24 years old (48%) and were highly educated, at a University degree level, at a 39%. About 41% were public officers whereas 34% of the people were still working in any job. Most people (31%) resided in urban areas, considered their income quite good and their life satisfaction was up to 35%. The most popular subjects were related to social sciences (25%), economics and business administration (19%), new technologies (18%) and health (13%). In terms of gender, most participants were women. It also came up that women prefer courses on social sciences, culture and arts. Similarly, people over 65 years old prefer culture and art, whereas younger people, aged 25-34, prefer languages or new technologies. Another interesting thing is that most women stated that they are really satisfied with their personal profiles (32%) as opposed to men (19%). Data on marital status, income, nationality were missing, as the Ministry of Education had been investigating other variables, significant to the reformation being planned.
To sum up, all these researches presented in this part investigate a variety of variables on profile and share common points. Most variables explored include age, gender, education, occupational status. Not all of them examine nationality and place of residence or marital status, income or number of children, as they are more private indiscreet questions for some people. Additionally, some researches highly relate the profile to the choice of subjects in which people enroll. It is common ground in all researches that women outnumber men in participation in non-formal lifelong learning courses. In regards to age, the average moves around 25-45, with variations depending on the research. Most participants are married, educated above post-secondary education and either they occupy a good job post, according to them, or are satisfied with their income.

2.4 Factors motivating participation

The second of the two research questions in this paper relates to the factors motivating participation in CA non-formal GAE courses. Similarly to the profile of the CA adult learner, there are not any previous investigations into the second question either, as CA is a recently founded CSO. However, International Institutions and the EU conduct regular surveys on the issue; also, in Greece, there is a modest variety of research papers exploring factors motivating participation in non-formal GAE. Therefore, this part attempts to depict in brief some of the findings of research on the field of motivating factors of participation.

To begin with, in 2007, the Adult Education Survey conducted by Eurostat described the motives of participation in non-formal education and training, as provided by EU citizens in the 27 member-countries. Evidently, about 6.500
people answering in Greece declared that the two most important factors of motivation were to get knowledge and skills related to interesting subjects (76.7%) and perform better in their workplace or improve their career prospects (74.8%). Coming up with a 52.4% people wanted to get knowledge and skills useful for their everyday life. Factors such as entrepreneurship, decreasing the likelihood of getting fired or being obliged to participate were all in percentages below 20%, respectively 7.9%, 16% and 18.1%. However, it must be noted that these criteria are less likely to be generalized or applicable to the entire Greek population, in light of the fact that only about 10% of the population in fact participates in non-formal adult education anyway (Eurostat, 2009).

In addition, in 2012, the Education Policy Development Center of the Greek General Confederation of Labor conducted phone interviews on 1,200 people, so as to investigate the reasons why people in Greece do not participate in non-formal adult education. Among the variables defined were also the factors motivating participation. Most people (90%) responded that they enjoy acquiring new knowledge, 86.4% wanted to become more efficient in their workplace and 85.1% believed that education is an investment for life. Two other significant factors related to the increase of qualifications (79.2%) and to the increase of income (76.3%). The factor ranked last was to escape from personal or family problems which, however, got a noticeable 21.9%. An interesting fact in this survey is that job or financial related responses were ranked really high, which does not support previous researches that will be presented shortly. It remains to be examined whether the items of the survey had been biased by the Institution conducting the survey or whether, since this survey is almost contemporary, priorities have indeed changed greatly as the impacts of the Great Recession on people in Greece keep becoming more severe.
Furthermore, in the public opinion poll on lifelong learning issues, in the frame of the Operational Program on Education and Lifelong Learning of the Greek Ministry of education, Public issue (2011) did not examine only the profiles of the adults participating in non-formal GAE; participation factors were also surveyed. 44% of the respondents supported that they participated due to professional reasons, though 54% did so outside of their working hours, in their free time. Tuition fees were also an issue, so about 39% said that they chose a course because it was free of charge. However, about 33% self-financed the program they attended. Among the most significant motives mentioned were improving performances in the workplace (35%), increasing general knowledge (35%), personal satisfaction gained out of a new learning experience (27%) and potential professional development or promotion (19%). It must be noted that answers relating to profession and income were greatly given by men whereas women emphasized on personal satisfaction and the importance of education; for example personal satisfaction for women is at 34% whereas in men it is at a 19%. This survey also examined intention to future participation, in which the top three motives were increase general knowledge (52%), personal satisfaction (26%) and improves performance at the workplace (26%).

As also mentioned during the description of the profile of the adult learner in Greece, Antonopoulou (2009) carried out a research on people participating in non-formal GAE courses provided by four different private, non-governmental lifelong learning providers. In her findings, most people responded that their motives involve personal development (58,9%) and the acquisition of new knowledge (58,5%). Fun (41,5%) and relaxation (40,1%) were the motives next in line whereas too much free time to waste (9,7%) and acquisition of new skills in the pursuit of work (17,4%) ranked last in significance. In this light, it seems rational that people in general preferred attending general adult courses related to leisure time activities, such as photography, gardening, painting etc (47,2%)
instead of attending courses related to work, such economics, public affairs, advanced computer technologies, etc. (28,8%).

Among many, two other researchers investigated participation in Adult Education Centers, the main non-formal general adult education provider in Greece until 2010. Tsiountou (2008) concluded that most participants were motivated by their will to enhance their skills (66,67%), communicate more effectively with others (26,98%) and improve their personal everyday lives (19,05%). The author supported that opinion that this high rate of enhancement of skills relates to the fact that most people who took the survey were women, in their majority unemployed, staying at home to raise their children. Therefore, Tsiountou assumes, they were motivated by skilled enhancement as they probably wished to leave the house and find a job. Ioannis Stefanou (2012) performed a similar research in another Adult Education Center in Greece. 28,8% enjoyed acquiring new knowledge and learning about various topics. And 22,4% of the respondents wanted to improve their communication skills. 21,8% were hoping to promote their professional development. Among the respondents, only 7,7% were interested in expanding their social circle and 3,2% aimed at improving their family relations. It appears that in both papers, communication skills improvement is a high priority among participants as well as motives related to work-related skill enhancement.

Last but not least, I have included among the surveys discussed Tsilfidou’s work (2009) on teachers’ motives for participation in non-formal GAE. Her main findings conclude that teachers are motivated by their wish to realize what they really know, utilize their knowledge, offset a feeling of stagnancy and reaffirm their learning skills and abilities. These motives differ from other motives described in researches above, perhaps because the respondents were highly influenced by their profession while taking the survey within their work-place
environment, as the author also notices. However, Tsilfidou (2009) states that it is worth noting that for the respondents lifelong learning entailed a mean of escape from everyday problems, a way of relaxation, and satisfied their need for achievement. Teachers felt that through lifelong learning they got tangible, countable recognition and appraisal of their efforts and contribution in education. They also emphasized communication, spending free time creatively by learning something new, so as not to fell stale and outdated, and setting personal and professional development goals.

To sum up, it appears that the exploration of motivation factors requires a multidimensional approach and thorough investigation into many aspects of human behavior and activity. At a first glance, one could assume that depending on the Institution conducting the survey or the Institutions’ legal statuses offering the general adult education courses, findings varied and were more partial, as perhaps in the case of the Greek General Confederation of Labor survey or Tsilfidou’s survey on teachers. Another observation relates to the time when surveys were conducted. It seems that the findings in surveys conducted after 2010 indicate a shift from personal and intrapersonal motives towards more work-related or financial motives, perhaps due to the Great Recession in Greece since 2010. Of course, there are many more researchers on the issue and still more to come. Based on a researcher’s research questions, theoretical framework, method of research etc. findings could vary greatly. In the following chapter, I will introduce the theoretical framework this paper has been based on and pursue the answers to its research questions so as to conclude on the profile of the participants and the motives to participation in a recently established lifelong learning Institution in Greece, CA.
Chapter 3 Theoretical framework

Adult education has been a broad field of research and theory construction; similarly, participation in adult education has been investigated from a wide variety of perspectives, ranging from humanistic theories emphasizing on the human need of achieving one’s full potential, to socio-cultural perspectives stressing the continuous interaction between humans and their cultural or social context. Many theorists and researchers have also suggested wider models of participation, incorporating items from various theories, and others have designed Scales which include categories of a wide diversity of items that measure motives; one being Education Participation Scale by Roger Boshier (1991). This section of the paper introduces some widely acknowledged theories of participation which have influenced the researcher significantly and made an impact on the design of the questionnaire employed for this research and on the upcoming results and discussion.

3.1 Maslow’s Hierarchy of Needs

To begin with, Abraham Maslow (1947), supporting a humanist perspective, developed the *Hierarchy of Needs* in which he suggested that people are driven by their needs and their motivation varies according to the extent all these needs are met and balance among them. He designed five categories of needs: 1) physiological, 2) safety, 3) belongingness and love, 4) self-esteem, 5) self-actualization and suggested that unless the basic ones are met humans are not motivated to seek higher needs satisfaction. Cross (1981) applied this theory to adult education by claiming that people who are blue-collars will most likely seek education so as to survive; therefore, they will probably participate in adult basic programs. Whereas white-collars might seek education so as to gain
recognition, self-realization etc.; so, they will probably participate in lifelong learning courses not necessarily related to their work or leading to credits or certificates. However, at this point it must be noted that nowadays most people have adopted a blended life plan (Cross, 1981); this entails that most people do not have a linear life plan of the type education in youth-work in middle age-leisure in retirement anymore but rather chose to go through all three aspects concurrently. Thus, nowadays it has become rather challenging to distinguish or further explore the factors motivating people’s participation in non-formal adult learning strictly based on the Hierarchy of Needs model.

3.2 Houle’s typology

Among the first scholars who explored the patterns behind participation rather than the very act of participation itself and discussed self-directed learning is Cyril Orvin Houle (1961) in his work The Inquiring Mind. Houle successfully attempted to identify the patterns certain individuals keep demonstrating in their continuous engagement with lifelong learning activities. He managed to come up with a typology distinguishing learners in three major categories: 1) goal oriented, 2) activity-oriented and 3) learning oriented.

For goal oriented adults learning begins from a need or interest they have and is directed towards a specific goal or objective. Any method of learning, any learning opportunity that could satisfy the need, interest or goal and, of course, is available is acceptable and employed by these adults.

Activity oriented adults do not appear to have a well-defined goal that needs to be met, nor are they really interested into going deep into the learning course’s content and developing or enhancing a skill. These people probably seek social
interaction whilst re-confirming their own self-concept and reaching self-awareness. As it turned out from Houle’s sample, activity oriented adults were trying to avoid a real-life problem, perhaps felt lonely or even bored; they also felt that taking learning courses was a socially acceptable mean through which other needs could be satisfied, such as carrying on a family tradition of studying, meeting a potential spouse etc.

The third category, learning oriented adults, describes their eagerness to learn as a genetic constituent; an inner desire they’ve always had and uninterruptedly wish to satisfy. These adults cannot separate learning from their daily lives; they do not feel learning is part of some academic, professional or other responsibility or obligations they have but rather even feel learning is a form of entertainment, the joy in every activity they are involved with. As Houle (1961) argues, the adults constituting his sample appeared to have some common elements in their background; their families were well educated, their teachers had provided them excellent role-models, during formal schooling they had acquired positive learning experiences, they lived near public libraries which they often visited, their current occupation was satisfying to them and their friends rather supportive or with similar proneness to learning.

Of course, at this point it is worth mentioning that Houle faced some criticism on some aspects which later lead to the typology he developed; his research included 22 interviews of a rather homogeneous sample (all were middle class, well-educated and white, let alone one black individual) of people who were easily identified as prone and eager to participate in lifelong learning anyway, which some claim biased the results of the research. Still, Houle's work has been rather influential on posterior researchers on the theme of adult participation, such as Boshier (1971), Cross (1981), Knowles (1979), Sheffield (1964), Tough (1968) etc.
3.3 Miller’s Force-Field Theory

Harry Miller (1967) adapts the Hierarchy of Needs in his Force-Field Theory, which extends to the social world. He argues that there are positive and negative forces in the social environment of an individual, which in a way channel his needs. Social class, professional career, age, marital status, values, attitudes to education are only some of the forces in human society. The degree of positive or negative pressure on an individual defines his participation and persistence to pursue further adult education; for example a low-class young person might be motivated to enroll in a course, so as to gain a promotion and move to an upper class but, if his low-class family de-values the educational system, he may be negatively influenced in abandoning the effort altogether. In relation to Miller’s argument, Cross (1979) argued that education is addictive not only for individuals but for entire societies, as well. The more education people have the further more learning experiences they will pursue; especially if their parents and immediate social circle includes well-educated people, Cross argues that almost inevitably individuals will influence each other towards continuing learning.

3.4 Boshier’s Congruence Model

In 1973, Boshier presented his Congruence Model. He explored participation from a psychological and sociological perspective and supported the fundamental argument that the ways an individual perceives himself, the others and the educational environment surrounding him are determinant in motivating or obstructing him from participating in a learning activity. In his own words
“both adult education participation and dropout can be understood to occur as a function of the magnitude of the discrepancy between the participant’s self-concept and key aspects of the education environment” (1973: 260).

It appears that self-esteem or its lack carries a significant role in an adult’s decisions; Boshier suggests that individuals are growth-motivated or deficiency-motivated. Depending on the category they belong in they tend to be more autonomous and self-directed or rather influenced by external social and environmental forces respectively. Growth-motivated people are more likely to have met their basic needs, have inner balance and good relations with their immediate environment; thus they seek to satisfy higher needs, which can be achieved through lifelong learning. On the other hand, deficiency-motivated individuals usually feel they lack self-worth; thus, they are also worried or afraid of what other might think of them and consider their surrounding environment as hostile. Boshier claims that these people experience inner-incongruence due to lack of self-esteem that is being reflected in all aspects of their lives, including a learning environment; in simple words, inner-incongruence at some point becomes inter-incongruence and eventually leads to non-participation or drop-out from a learning experience.

The author’s suggestion is that adults, based on the category they belong in, should be placed in suitable educational environments; perhaps deficiency-motivated individuals would be more likely to participate in a learning activity where there are supporting, non-competitive peers, a well-defined learning plan moving towards specific goals, well-qualified education administrators etc. Boshier’s suggestions appear to be shared by Rubenson (1977), as well, who emphasizes on the importance of an individual’s self-esteem and its role in expecting success.
3.5 Rubenson’s Expectancy-Valence Model

In 1977, Kjell Rubenson went a step further from the innate human needs and the forces of the social world to linking education to achievement, in his *Expectancy-Valence Model*. As analyzed in Figure 1, for Rubenson, there are two driving forces, expectancy and valence, which define an individual’s decisions.

![Rubenson's Paradigm of Recruitment](image)

**Figure 1. Rubenson's Paradigm of Recruitment**

*Source* Rubenson, 1977: 35

*Expectancy* has two components; *self-efficacy* and *outcome value*. An individual’s self-esteem and the degree to which he believes he can really be successful in what he engages in, along with how useful or beneficial can the outcome of the learning experience be constitute the expectancy force of Rubenson’s paradigm and heavily influence the choice to participate. Of course, being a “learning-prone” personality and continuously experiencing successful learning situations highly affect the decision-making process as the individual is
not only confident but also optimistic and aspired as to the final learning outcome and long-term gains out of it. *Valence,* in simple words, could be translated into an individual’s vigor and eagerness to succeed in everything he engages in, including learning. Valence can be positive, negative or indifferent; its degree heavily relies on the value the individual assigns to participation and to its outcome. For example, according to Rubenson’s paradigm, if an individual does not care much about lifelong education, though he had always been schooled successfully in the past, but attending a course might significantly help him professionally, though taking time away from his family and hobbies, he will have to weigh the pros and cons and make a decision to participate or refrain.

What is interesting is that Rubenson does not seek or explore much external barriers to participation, as Cross (1981) does in the future. As shown in his work, previous experience, congenial properties and active preparedness make up for the expectancy force in his paradigm whereas an individual’s current needs and the way he perceives and experiences his needs constitute the valence of the education. Realistic environmental factors, demographic variables and social context, without being excluded, are not as significant as the manner the individual perceives the world around him and translates him according to his own personality. Of course, Rubenson (2007) in posterior researches mentions that demographics have a role in the decision to participate and, for example, stresses that as people age they are less likely to engage in lifelong learning activities; however, these suggestions do not reduce the strength of his paradigm, as even demographics, such as age, gender, education level, could closely relate to an individual’s self-esteem and self-efficacy, which Rubenson highly emphasizes as strong motives to participation.
3.6 Cross’s Chain-of-Response Model

As previously mentioned, in 1981 Cross developed the *Chain-Of-Response* (COR) *Model* for understanding participation in adult learning activities. Her basic premise is that the decision to participate or not in a lifelong learning activity is the result of the complex interplay of multiple factors; in fact “it is the result of a chain of responses, each based on an evaluation of the position of the individual in his or her environment” (1981: 125). As shown in Figure 2, there are six points which determine participation.

![Figure 2. Chain-of-Response Model for Understanding Participation in Adult Learning Activities](source)

*Source* Cross, 1981: 124

Self-evaluation (point A) relates to the image an individual has of himself and his abilities to learn and succeed, and closely relates to the notions of congruence or self-efficacy and self-esteem Boshier (1973) and Rubenson (1977) respectively emphasized in the past. A person with low self-esteem, afraid of or prone to failure is less likely to voluntarily continue his education throughout his life. Similarly his prior positive or negative educational experiences in combination with his social circle’s attitude towards education...
can be determinative (point B). However, in accordance to Rubenson’s Expectancy-Valence Paradigm, if the outcome of the learning activity is highly significant for the participant, satisfies his basic or higher needs and the goal can be achieved through reasonable effort, then the individual might decide to participate anyway (point C). Of course, there is an appropriate time and place for everyone and everything; in this light, going through a life transition (point D) might be a situation triggering the desire to learn or deterring it. For example, a retired person might finally have the free time to attend a course he desired for years whereas, on the other hand, a newborn baby in the family might deter a young mother from participating in lifelong learning activities etc. Barriers (point E) also influence participation heavily as when they are stronger that motives they obstruct the utilization of learning opportunities. Barriers fall into three elementary categories: situational, dispositional and institutional. *Situational barriers* relate to non-permanent life circumstances or phases, such as military service for men, unemployment, promotion, newborn children or general family responsibilities, retirement or even the fact that a course might be held during winter which increases the lack of mobility especially among the elderly etc. *Dispositional barriers* relate to personal values, attitudes, self-evaluation and self-awareness, such as whether a person deems education important in one’s life, feels he is qualified to enroll in a course and enable to complete it successfully or even whether he is de-motivated to attend because his job does not really require or calls for further education etc. Finally, *institutional barriers* relate to more practical issues and considerations, such as the location of the education center, transportation to and from home, the fees, the time schedule, the red-tape involved in enrollment, the cost of book and other material required for the course, the lack of clarity or usefulness of the course’s goals, accreditation etc. Finally, *information* (point F) involves the knowledge individuals acquire about available adult education courses and the level of access to update information on learning opportunities. Inevitably,
unless individuals have access to update information, they cannot enroll in a learning activity. In this case the issues raised include who controls the updated information flow, in what ways is it available or distributed to the public, which adults are most likely to have immediate access to it and whether there is any potential expediency in obstructing information flow. As a closing remark it is worth noting that most of these points mentioned in the COR Model interact with each other, as shown by the arrows, though they may not always be equally and continuously strong when affecting an individual’s decisions. As Cross suggests (1981: 97), “motives differ for different groups of learners, at different stages of life, and most individuals have not one but multiple reasons for learning”.

3.7 Boshier’s Education Participation Scale

Boshier, being influenced by Houle, published in 1971 the Education Participation Scale (EPS). By this instrument Boshier attempted to determine the motives individuals have when they chose to participate in a non-formal, non-credit adult course. Via a 48 item questionnaire with a nine point response scale he explored and then grouped the motives, so as to come down to seven clusters of motivation orientations. Through years of continuous research, in 1991 Boshier revised the EPS which consists of 42 close-ended questions, grouped in 7 distinct clusters of 6 items each. In brief the seven categories of factors included in the most recently updated EPS are: a) Communication improvement, b) Social contact, c) Educational preparation, d) Professional advancement, e) Family togetherness, f) Social stimulation and g) Cognitive interest. Communication improvement mainly motivates individuals who wish to improve their language skills (verbal and written) and acquire effective communication strategies. Social contact addresses individuals who enjoy being
part of a group, work closely together with other people, wish to expand their social circle and make new friends. Individuals who feel they have learning gaps from their prior education which need to be filled in or wish to advance in a higher level of education or specialize are motivated by the factor Boshier named *educational preparation*. Other individuals wish to solidify their current job post, get promoted or change job or career path, so they chose to participate in learning activities motivated by the *professional advancement* factor in the EPS. Of course, some individuals are more orientated towards family and keen relations; therefore in order to catch up with their children’s interests, for example in new technologies, or share time on a common experience with their spouse or friend they join in a learning activity in order to improve overall *family togetherness*. Other individuals might have gone through a crisis or transitional period in their lives, thus feeling lonely, unhappy or even bored. For those individuals participation in adult learning activities entails *social stimulation*, meeting other people with whom they can share what’s puzzling them and find comfort, or simply escape from thinking about their problems and cease boredom. Lastly, there are individuals who enjoy learning for the sake of learning, without having a specific goal to meet or a plan on how to use the knowledge acquired. Those people are driven by their innate *cognitive interest* and simply seek to satisfy their inquiring minds. The EPS has undergone several modifications since then and there is a wide variety of versions available; they still remain valid psychometric tools for researchers, educational stakeholders etc.

### 3.8 Summary of the theories

To sum up, the research process employed and described in this paper is based on and tests the following theoretical stances; adult learners participate in non-
formal general education courses so as to meet essential or higher level needs (Maslow, 1947); they could be distinguished in goal-oriented, activity-oriented, learning-oriented based on the motives that drive their decision to enroll in a lifelong learning course (Houle, 1961); their participation is influenced by positive and/or negative social forces that impact their decisions (Miller, 1967); they are less likely to drop out or not participate in a course if they have inner-congruence and are in harmony with their social and educational environment (Boshier, 1973); their positive prior learning experiences, self-esteem and their aim at further benefits and profits, as outcome of the learning process in the courses, without sacrificing much in other parts of their lives is critical in their decision to attend a lifelong learning activity (Rubenson, 1977); they participate because they have access to update information on learning opportunities (Cross, 1981); the learning opportunities they come across are greater/more significant them the barriers prohibiting their participation (Cross, 1981). Boshier (1991) heavily influenced by various theories, including the ones previously mentioned, has designed and enhanced the EPS, which still remains a significant psychometric tool.
Chapter 4 Method

This chapter provides information on the methodology guiding this paper whilst briefly mentions the theories on which the research is based upon. It also discusses on the research site in which the survey was conducted and the way the sample was defined. In addition, it presents the research tool employed, a self-completion questionnaire, and analyses its constituent parts and the way it was designed until its finalization. Data collection is then explained and data analysis is thoroughly analyzed. Finally, various considerations on the method employed are discussed.

4.1 Methodology

This thesis is mainly descriptive as it attempts to describe what happens in CA and, in particular, it explores the profile of the CA adult learner; it further looks into the sources of information on available learning opportunities, briefly mentions the GAE subjects adults seem to prefer engaging in and the types of institutions they mostly choose to enroll to; Still, in a manner, this research is also explanatory as it attempts to answer why people enroll and attend CA courses, by exploring their motives of participation, mainly drawing from theories, typologies and paradigms, as suggested by Boshier, 1971, 1973, 1991; Cross, 1981; Houle, 1961; Maslow, 1947; Miller, 1967; Rubenson, 1977. What is further explored in this paper is whether the profiles of the adult learners suggested in these models and the motives presented in them could be relevant in the case of the people participating in the CA under examination.

Since the object of this paper is to study an aspect of reality in a particular context, it employs an empirical research method. Social reality is described and
explained via a quantitative research strategy; specifically, a self-completion questionnaire was chosen as a research tool. Thus, the answers to the research questions are provided by quantified, measurable, numerically expressed data. It could be argued that quantitative research oversimplifies a rather complex reality or presents it in a static manner; however, it efficiently analyzes relations and dependencies among social phenomena and it, furthermore, allows for a long-term description of change.

4.2 Sample

The sample is rather crucial as it provides the data with which a researcher works. In this paper, the sample includes participants in CA courses held in Drama. Following Bryman’s (2012: 161) suggested process of quantitative research, the subjects/respondents as well as a research site had to be selected; both were selected randomly.

4.2.1 Research site

As previously mentioned, there are 64 CAs in Greece. As it would be challenging to conduct a survey in all of them, one CA was selected for the purposes of this research. The CA central administration provided a list of all the CAs and their location in the country. So, a number was assigned to each CA included in the list and then one CA was randomly selected with the help of an application on http://www.random.org/. This is a website offering an online free True random number generator. Numbers from 1 to 64 were inserted in the application and one number was randomly selected, once the generate button was pressed. This number corresponded to a CA situated in a middle-sized town,
Drama, in the North-East part of the country. Thus, the research site was selected.

Evidently, the use of a random selection process in the search for a research site does not guarantee that the selected CA is representative of all CAs in Greece as regards the number of people enrolled or the courses offered. Specifically, as it turned out, in Drama all participants attended the same course on counseling during the spring semester 2013. In fact, there was another course offered; a course on culture, folklore and tradition, which, however, was not preferred by any participant; therefore the course was withdrawn. In addition, it must be noted that out of the 65 people comprising the sample of this survey, only 5 had attended another CA course in the past. If another CA was randomly selected via the generator perhaps the courses were more, the number of enrolled people may had varied greatly or the people with previous experience with CA courses might have been more. However, it must be noted that the purpose, along with the limitations, of this paper do not give space for examination of the entire amount of CAs in the country nor of the entire population enrolled in all 64 CAs. Still, this research is important for various reasons; never before has any similar research being conducted in any CA; therefore, these results will imprint, for the first time, the characteristics of the CA participant’s profiles, their motivating factors and, on a second reading, the topics they prefer to attend in general adult education courses. Such insights could help the CA Board during the strategic planning of future courses, so as to target closely to the participants’ needs and interests.
4.2.2 Research respondents

Once the research site was selected, the administrator of this CA was contacted by the researcher and informed of the researcher’s intentions and aims, as well as of the CA Board’s written consent to conduct the survey. The administrator provided the data from the CA records in Drama that ultimately defined the population and sample size, but also informed the researcher of the course’s location, schedule, and breaks during each lesson.

In order to answer the research questions, focus should be on people who were most likely to provide feedback. Therefore, the researcher had to address participants that were not only enrolled in this CA but were also actively and regularly attending the courses. The reason this distinction had to be made is because the administrator confirmed that about 300 people were initially enrolled in this CA, but by the start of the spring semester only 130 were participating. As only the motives of participation, not the deterrents, are the objects under investigation in this paper and as it is difficult to track down the 170 people that had quit, dropped out or failed the semester due to absences, only 130 people remained that could potentially participate in the survey. They fulfilled the essential criteria of respondents’ selection: they had motives to participate in this CA and were doing it actively until the day the survey was conducted.

Among the 130 participants in the CA course, a probability, simple random sample (Bryman, 2012: 190) was used to select the respondents of the questionnaires. In this way, the sample is more representative of the population it comes from. The researcher had set the sample size to 65 people, which accounted for 50% of the total amount of people attending a course in spring semester. The following Index will help clarify the number of people enrolled
and participating in the CA course in Drama during the academic year 2012-2013:

<table>
<thead>
<tr>
<th>Index: Numbers related to CA courses in Drama (2012-2013) and to this survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People enrolled in school year 2012-2013</td>
</tr>
<tr>
<td>(2 semesters; fall and spring)</td>
</tr>
<tr>
<td>2. People dropping out of CA during the year</td>
</tr>
<tr>
<td>(prior to the survey)</td>
</tr>
<tr>
<td>3. People actively participating in the spring semester</td>
</tr>
<tr>
<td>(during the survey)</td>
</tr>
<tr>
<td>4. Sample size defined by researcher</td>
</tr>
<tr>
<td>(50% of spring semester participants)</td>
</tr>
</tbody>
</table>

Each questionnaire distributed was assigned a number. A computer application on http://www.random.org/, which is described above, generated random numbers, selecting \( n \) (65) different random numbers that lied between 1 and \( N \) (130). As it turned out, the response rate was 98%, based on the calculation suggested by Bryman (2012: 199), since people were very eager to participate in the survey, they had plenty of time to go through the questionnaire, they took it seriously and, after the check, there were no missing data in any of the questionnaires. Towards this direction and in order to obtain the best possible cooperation from them, participants in the survey were informed in advance about the official permission of conducting the survey, as a written consent to conduct the survey from the Civil Academy’s Board Members had been obtained and was displayed upon request.

An issue that needs to be stressed once again regards generalization. As previously mentioned, this survey is subjected to the limitations of a graduate
program. Additionally, questionnaires are voluntarily filled in and, in general, Greek society nowadays has become really introvert and cautious. In this light, it would be challenging to conduct the survey on all 130 of the population of this CA, as it is challenging to conduct the survey on all 64 CAs in Greece. Therefore, the findings of this survey aren’t representative of all CAs or generalized to all the 10.000 people participating in all 64 CAs. However, as Bryman (2012: 176, 198) also concludes, it is absolutely agreeable to generalize the findings of the survey to the specific population or institution from which the sample has been drawn. Therefore, generalizations will only be valid for the CA in Drama.

4.3 Questionnaire

This research employs as its main instrument of data gathering a self-completion questionnaire, provided to the respondents on the spot, while they were at the location where the CA course was taking place. Alan Aldridge and Ken Levine (2001) and Alan Bryman (1998, 2012) have been used as reference guides in the process of conducting the research. The researchers previously mentioned in Methodology have provided the theoretical models by which the design of the various parts of the questionnaires has been inspired by.

4.3.1 Advantages and disadvantages of the questionnaire

Questionnaires are one of the main instruments in social research. Some of the benefits questionnaires have include that they are usually cheap and quick to administer even in large populations, there is no interviewer who could affect the process and they are more convenient for the respondents to complete at
their own time, space and pace (Bryman, 2012: 233-4). However, according to Bryman (2012: 234-5) self-completion questionnaires have many disadvantages; they are difficult to ask a lot of questions or expect lengthy answers to open-ended questions. The researcher can’t collect additional data and occasionally there are missing data in some questionnaires. Finally, self-report can be fallible and response biases might be unavoidable.

4.3.2 Questionnaire design

As Aldridge and Levine (2001: 5) state “a social survey is a type of research strategy”. It involves a strategic decision regarding the way to set about gathering and analyzing data. The strategy involved in surveys is that we collect the same information about all the cases in the sample. The items of information are the variables. They can be classified in three major categories. The first category includes attributes; characteristics such as age, gender, marital status, previous education. Next category involves behavior (What? When? How often, if any?) whilst the last category includes opinions, beliefs, preferences, attitudes (respondents’ points of view).

In this light, in combination with the theoretical framework of this paper and the three research questions, as previously described, the questionnaire contained an introduction and 3 parts. The introductory part of the questionnaire included the purpose of the research and the survey’s duration and procedures. Then, the respondents were informed of their right to decline participation, assure regarding issues of confidentiality and anonymity and received the researcher’s contact info along with the declaration of availability of accessing the results of the survey as soon as the paper is submitted.
The 1st part explored the profile of the people participating in CA; gender, age, marital status, level of education, occupational status and individual annual net income. It included close questions, were only one possible answer was available. Initially some questions were more elaborate; for example data on income or occupation were not only explored in relation to status (employed, unemployed, retired) but also to work sector (public, private etc.) and type of employment (full-time, part-time etc.). But, after the questionnaire piloting, they become more simple and straightforward so as to avoid causing discomfort to the respondents by invading their privacy and right to personal data protection.

Then, behaviors were explored; so, the 2nd part began by including questions on the sources of information on CA learning opportunities. Respondents were informed that multiple responses were allowed for this close question. Following, there were some open and close questions exploring which course the respondents were attending and which courses, if any, had attended in the past. Results revealed that all respondents attended the same course on counseling and only 5 out of 65 had attended another CA course in the past. Next, there were close and open questions exploring when the survey respondents had participated in other non-formal GAE courses, which institutions provided these courses, what were the topics etc. Results indicated that 21 out of 65 people (32.3%) had in fact participated in other courses in the past, with preference to Health Education (10.8%), Career Counseling (9.2%) and Foreign Languages (6.2%) provided by Public Institutions. Parts 1 and 2 of the questionnaire in fact answer the first research question, on CA participant profile, and help in describing a background and a context that relates to participation and previous relevant literature from Greece.

The second research question involves the factors that motivate people to participate in non-formal adult learning courses. In order to address this
question, the 3\textsuperscript{rd} part of the questionnaire was designed, which included 40 statements measured in a Likert scale. These statements were inspired by the models, typologies, paradigms and the EPS provided by the researches introduced in chapter 3 on theoretical background; though they were grouped in clusters during the design of the questionnaire, they were randomly ordered in part 3, so as to avoid leading the respondents to particular answers, bore them or tire them. A further analysis of the variables included in the questionnaire will aid towards answering the third research question, which explores relations among participants’ profiles and motivation and theories of participation presented in this paper.

Though the post-graduate program, in which this thesis is part of, is conducted in English, the researcher is Greek and since the research was also performed in Greece the questionnaire was designed and administered in Greek. However, the data analysis, results and discussion, as well as the questionnaire (see Appendix B) were written in English, so as to be understood by the non-Greek speaking readers of this thesis; therefore the questionnaire had to be translated into English. The translation in English is not literal, since this wouldn’t secure referential and pragmatic equivalence to the original (Newman, 1981: 9). Especially when quoting greek sayings, the famous philosopher Aristotle, or greek proverbs that are all absent from the cultural repertoire of the English language or from the cultural contexts of speakers of other languages who will read this paper, word by word translation doesn’t necessarily promote communication; thus some carefully selected linguistic choices had to be made so as to create a hybrid end product in english, which would include traits of the original language provided in the most appropriate manner, so as to achieve natural linguistic flow and cultural understanding.
As design is essential to attracting respondents and avoiding non-response, it had to be taken under careful consideration. Though content, which was previously described in detail, is crucial in any survey, format is also important. The questionnaire consisted of four A4 size pages, printed in one-side. There were 3 distinct parts, each exploring a different aspect of this research paper. In addition, items were ordered in such way so as to avoid earlier questions priming answers to later questions; therefore, especially in the Likert scale items were placed in random order and not according to the cluster they belonged in. Fonts were consistent throughout the questionnaire and were large enough, thus taking into account people with possible vision impairments. Finally, piloting was an essential part of the design process, so as to make additional improvements or adjustments based on the volunteers’ feedback.

4.3.3 Questionnaire piloting

The questionnaire had been piloted with 7 people, participants in CA courses in the researcher’s hometown, who volunteered after the researcher’s suggestion to assist the survey. Those people belonged in a diverse group, varying in age, educational level and prior experience in other CA courses. They thought the questionnaire was easy to navigate through, clearly presented and written in easily understood language. For them, instructions were understandable, statements were brief and their wording was familiar to the respondents’ context. The length of the questionnaire was reasonable and it was quickly administered.

A remark made by several of the volunteers proved crucial during the design of the questionnaire; most of them felt that a lot of detailed questions should be avoided, especially in the first part on the participants’ profile. The volunteers
believed that the respondents would not be so willing to provide many details on their family status (number of dependant family members, handicapped people etc.), their location and condition of employment (total hours, salary, tax settlement, insurance etc.) and their income. Their main reasoning suggested that amidst the financial crisis in Greece, high unemployment rates and competitiveness, and a feeling on instability and insecurity, respondents might feel threatened, interrogated and suspicious of being asked too many details. Therefore, the finalized first part of the questionnaire explores the participants’ profile in a rather general manner, seeking for general tendencies and descriptions, without offending the respondent’s comfort zone and privacy.

4.4 Data collection

As previously mentioned, data was obtained through a questionnaire survey. The questionnaire was four pages long and it was duplicated into the amount of 130 copies matching the total number of active CA participants, prior to conducting the survey.

The survey was conducted in Drama, where the researcher traveled for the needs of the research. Before the scheduled lesson commenced, the participants were encouraged to respond to the survey by listening to the researcher explaining the importance of the research. They were also given instructions and were kindly asked to hand in completely answered questionnaires, which also eliminated the issue of missing data. Moreover, some elderly respondents who had vision problems and needed their glasses or a person to read out loud received help from the CA administrator and the researcher. By the end of the three-hour lesson, all questionnaires provided by volunteering participants were collected by the researcher.
After collecting the questionnaires, a check were run on partially filled in questionnaires and missing data. Also there was a check for rationally fallible responses, for example providing two oppositional answers in the same statement of the Likert scale or providing two answers in categories such as age, gender etc. Questionnaires that included many mistakes, had too many missing data or did not make sense in most of the open-ended questions were omitted from the upcoming data analysis process.

4.5 Data analysis

In order to analyze the data of the survey via statistical software, data needed to be coded. For each question (named variable in SPSS) some values were assigned, depending on the number of possible answers. For example, the gender variable can acquire 2 values; male and female. Of course, missing data are always possible, if someone chooses not to answer the question; therefore 0 is placed as value, too. All close questions were pre-coded whereas open-ended questions had to be coded after the completion of the survey. In the first part of the questionnaire all questions were closed, so respondents had to place a specific symbol (tick) next to the answer they considered more appropriate for each question. Only one answer could be provided for each question. The second part of the test included a pre-coded multiple choice question, inquiring sources of information about GAE courses. In this question respondents could were informed that they could choose more than one answer. Also, it included a set of open ended questions that were post-coded. Post-coding of open-ended questions involved putting all the answers respondents have given into major categories and tagging them, too (Bryman, 2012: 248). These answers involved the respondents’ previous experience with GAE courses provided by CA or
other institutions, the topics they had attended in the past and the number of previous courses. The third part of the test consisted of a Likert scale of 40 items. Respondents could choose among 5 options (strongly disagree, disagree, neutral, agree, strongly agree) and circle only the one that best responded to their way of thinking. Finally, there was an open ended question, investigating further motivating factors that the researcher hadn’t catered for.

Data analysis was performed after a database was designed on SPSS. Each question of the questionnaire was place in a column in the data viewer of the program. Each respondent’s answer was translated in a value that was placed in a row in the data viewer. Creating a data base involves various stages from giving names to the various variables and defining values for each variable to entering all the data from every questionnaire to the SPSS software, so as to create the database. Another important issue was to define the measure for each variable, which in this paper are either nominal or ordinal. Classifying the variables is very crucial, as it affects the analysis. Especially when choosing methods of bivariate analysis, one needs to take into account that not all types of variables can be processed between them in the same methods. Bryman (2012: 340) provides a table with recommendations on the most appropriate method of bivariate analysis, which was also a guide for the analysis of the data collected in the survey presented in this paper.

One of the main ways of data analysis on SPSS is to identify the frequencies for each variable. The characteristics of the profile of the adult participants were placed in tables, indicating frequency and percent or presented in figures; bar charts and pie charts. The findings on every table or figure were then discussed in contrast to the results presented in previous researches on the subject and in relation to factors motivating participation and widely acknowledged theories of participation.
The second part of the questionnaire included a question on sources of information on CA courses, which allowed for multiple responses, and some open ended questions regarding former participation in CA and other Adult Education Institutions. The findings were also presented in tables, including frequency and percent, and figures; pie charts. The results of this question were further discussed in relation to other profile characteristics, such as gender or age, and in relation to the context in which the survey took place, on local and national level. In addition, tables and figures presented the respondents’ background regarding participation in GAE in the past; whether they had previous learning experiences in CA or other institutions, if any how many, on what subjects etc. Lastly, there was an attempt to connect the previous experiences and the choices on subject made by the respondents with theories of participation and factors that not only motivated participation but also influenced the subject selected; whether it was work-related, involved skills development, or intrapersonal and interpersonal development.

Finally, the third part of the questionnaire was a 40-item Likert scale, with each item corresponding to a factor motivating participation. Items had been ordered randomly but they were all inspired by the theories of participation and the EPS discussed in this paper. The items were analyzed in groups; namely intrapersonal motivation, interpersonal motivation, perspectives on education, professional development, life circumstances, learning opportunities and facilitation offered by CA. For each group, a Bar chart was designed depicting all answers on all items from strongly disagree to strongly agree. Each group’s variables were compared and discussed in terms of cumulative agreement and disagreement, so as to light the greatest or less significant motivating factors for the respondents of the survey.
4.6 Method discussion

This chapter provided information on the method employed to conduct this social research. As mentioned, this paper includes an empirical study of the CA participants’ profile and their motivation to participate in CA’s non-formal GAE courses. Inspired by a wide variety of theories on participation the research moved rather deductively; however, not to test a hypothesis, but rather to describe the effect of these theories in the CA context and explore potential relations between theories of participation and the motives to participation, as described by the CA respondents. Towards these goals a quantitative research strategy was employed, utilizing self-completion questionnaires as a research tool.

As soon as the theoretical framework was set, research questions were defined, existing literature was reviewed and research strategy and tool were selected, a research site out of 64 potential ones and research subjects had to be found. In order to avoid sampling error as much as possible, both selections were made randomly; of course, this entails that generalization is only possible for the specific CA population out of which the sample was drawn. Still, this fact does not jeopardize the value of the research and its significant contribution to adult education studies in the Greek context.

Once a sampling framework and size were decided upon, the self-completion questionnaire was designed. It comprised an introduction and 3 parts; the introduction explained the purpose of the survey, provided procedural details and ensured strong ethics, especially in relation to informed consent, anonymity and confidentiality and respect of the respondents’ privacy. Ethics were also pointed out verbally by the researcher during her introduction to the respondents, before administering the questionnaire. The 3 parts of the
questionnaire included close and open questions, a multiple choice and a Likert Scale, exploring the respondents’ profile, sources of information on learning opportunities, preferences in subjects and institutions and, finally, motives to participation in the CA course. Of course, the questionnaire was piloted, and several items were rephrased, revised or dismissed altogether, until the questionnaire was finalized.

The questionnaire was administered by the researcher with the help of the CA administrator. Verbal guidelines and information were offered, upon request, so as to facilitate the process. The response rate was high thus making a follow-up on the non-respondents unnecessary.

As soon as data were collected, their process and analysis began. Missing data were few, if none. The questionnaire was pre-coded, apart from the items included in the open ended questions which had to be post-coded. When the data were translated into computer readable data and inserted in a database their analysis began via Microsoft Excel Spreadsheets and SPSS statistical software. Results on data collection and analysis process are presented in the upcoming chapter, followed by tables and figures, and then discussed in chapter six.
Chapter 5 Results

This part of the paper, as the title denotes, presents the results of the survey. The data analysis process, via statistical analysis tools, revealed findings which are presented in Tables and Figures in this chapter. Initially, results on the profile of the participants are presented, including data on gender, age, marital status, education level, occupation status and individual annual net income. Then, sources of information on CA learning opportunities are presented. Finally, factors motivating participation are grouped in categories depicting the general motivation tendencies in the CA context.

5.1 The profile of the Civil Academy participant

The sample consisted of 65 participants in Civil Academy in Drama. The variable gender assumed two values; 1 for female and 2 for male. There were no missing data and all 65 answers were valid. Females were more than males; 55 people were women (84.62%) whereas 10 people were men (15.38%).

It terms of age, there were no missing data either. This variable had five values, as shown in the vertical axes in Figure 3. Out of the sample of 65 respondents, 33 people (50.77%) were between 31-45 years old. Participants aged between 18-30 years old and 46-60 years old shared an equal percent of the sample (23.08%) which amounted to 15 respondents in each group, only 1 person (1.54%) was above 61 years old and 1 person chose not to reveal his/her age.
Marital status was also a variable of this survey, which largely helps identify potential barriers due to family responsibilities. There were 5 values defined for this variable, as shown in Table I. Once more there were no missing data. Most people participating in the survey were married, in a percentage of 44.6, which makes up for 29 out of the 65 participants. Another 22 people were single (33.8%) whereas 8 people were divorced (12.3%) and 4 people were widowed (6.2%). Two participants stated that their marital status was not included in the four aforementioned categories; however, out of discreetness and code of ethics there was not an open-ended question, asking them for further clarifications.

**TABLE I. Respondents' marital status**

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>33.8</td>
<td>22</td>
</tr>
<tr>
<td>Divorced</td>
<td>12.3</td>
<td>8</td>
</tr>
<tr>
<td>Married</td>
<td>44.6</td>
<td>29</td>
</tr>
<tr>
<td>Widowed</td>
<td>6.2</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>3.1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>65</td>
</tr>
</tbody>
</table>
Education is another essential characteristic of a person’s profile and a significant factor determining participation in non-formal adult learning courses. This variable had seven values, as shown in Table II. In the Civil Academy in Drama, 35 people, that is 53,8% of the participants, held a 4-year University Degree, either from Higher Education Institutions (AEI) or Technological Education Institutions (TEI). Second came Lyceum graduates in 21,5% (N= 14); lyceum corresponds to upper secondary education, from which students graduate at the age of 18. Post-secondary education amounted 10 participants (15,4%). High school graduates were a small percentage of 3,1% (N= 2). Primary school graduates, along with Master’s degree graduates were in the same percentage of 1,5% (N= 1), whereas 2 people chose to answer “other”, without specifying what they meant, even though this option was available to them.

**TABLE II. Respondents' educational level**

<table>
<thead>
<tr>
<th>Educational level</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td>1,5</td>
<td>1</td>
</tr>
<tr>
<td>High School</td>
<td>3,1</td>
<td>2</td>
</tr>
<tr>
<td>Lyceum</td>
<td>21,5</td>
<td>14</td>
</tr>
<tr>
<td>Post-Secondary Education</td>
<td>15,4</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor (AEI/TEI)</td>
<td>53,8</td>
<td>35</td>
</tr>
<tr>
<td>Master’s</td>
<td>1,5</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>3,1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100,0</td>
<td>65</td>
</tr>
</tbody>
</table>

In terms of occupational status, work sector, job profile, there was only one item included in the questionnaire, as people might be uncomfortable discussing this issue; especially in this era during which Greece in undergoing a grave recession and a lot of people face serious professional and survival issues. There were only 3 values, as shown in Figure 4; what was surveyed was whether people have a job, are unemployed or retired. As it appears, 27 out of 65 people were
currently out of work (41.5%) whereas 31 people were occupied in any kind of job (47.7%). Another 7 people out of 65 were pensioners (10.8%). Evidently, these data closely relate to the actual fiscal numbers and depict current Greek reality of high unemployment rates (Eurostat, 2013).

In relation to the respondents’ occupation status, the income was also explored, as shown in Figure 5. All 65 participants responded to the question, which had 6 values, though 2 people (3.1%) did not reveal their income. An equal amount of 21 respondents (32.3%) respectively ranges from 1 to 10,000 Euros and from 10,001-20,000 Euros. It is worth mentioning that 13 people (20%) responded that currently they have no income whereas 1 person (1.5%) declared that his/her income exceeds 30,000 Euros. Moreover, there are 7 people (10.8%) which declare that their income ranges from 20,001-30,000 Euros, which is a rather high income for Greece. However, it must be noted that as the cost of living is constantly changing, salaries vary greatly and job security has been suspended, these data can’t reflect anything more than the current reality.

Figure 4. Respondents’ occupational status
To sum up, it appears that the main profile of the participant in CA in Drama includes mostly females, aged between 18-60 years old. Family status ranges greatly with married people being the majority and single people following. To the greatest extent they have graduated from secondary education and, most of them, are also University degree holders. Though they belong in work-productive years and are well educated about half of them are unemployed. Finally, the greatest sum of participants has an income ranging from 0-20.000 Euros, which according to OECD’s Better Life Index (2013) is much lower than the OECD average in member-countries. It must be noted however, that the individual annual income as well as the unemployment rate registered in this survey, regardless of the education level and young age, are indicative of the recession the country has been in for some years now.

5.2 Sources of information on Civil Academy courses

In the second part of the questionnaire, the respondents were asked how they were informed about CA courses offered in Drama. All 65 participants
responded to this question; therefore there were no missing data. It must also be noted that multiple responses were allowed in this question, too. As it appears in Table III, about half of the people (43,8%) had been informed by friends. The second most popular source of information is the internet (28,1%); newspapers and colleagues are the next two sources of information, sharing an equal percentage of 7,9%. Radio (1,1%) and television (2,2%) were not popular, which is justified given the fact that CA has not employed these two means in its advertising campaign. Posters and flyers also received few responses (3,4%).

### TABLE III. Respondents' sources of information on CA courses

<table>
<thead>
<tr>
<th>Sources of information</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posters/flyers</td>
<td>3,4</td>
<td>3</td>
</tr>
<tr>
<td>Public services</td>
<td>2,2</td>
<td>2</td>
</tr>
<tr>
<td>The internet</td>
<td>28,1</td>
<td>25</td>
</tr>
<tr>
<td>Newspapers</td>
<td>7,9</td>
<td>7</td>
</tr>
<tr>
<td>Family</td>
<td>2,2</td>
<td>2</td>
</tr>
<tr>
<td>Radio</td>
<td>1,1</td>
<td>1</td>
</tr>
<tr>
<td>Colleagues</td>
<td>7,9</td>
<td>7</td>
</tr>
<tr>
<td>Television</td>
<td>2,2</td>
<td>2</td>
</tr>
<tr>
<td>Friends</td>
<td>43,8</td>
<td>39</td>
</tr>
<tr>
<td>Other sources</td>
<td>1,1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100,0</td>
<td>89</td>
</tr>
</tbody>
</table>

### 5.3 Factors motivating participation

In this part of the paper, the factors affecting adults in their decision to participate in CA are presented. As mentioned in chapter 4, respondents of the survey were expected to select their level of agreement in a Likert Scale, ranging from strongly disagree to strongly agree, in 40 items exploring motives and lack of barriers to participation in GEA. Presumably, there are many ways a
researcher could choose to cluster motives so as to present the results; however, for the purposes of this paper the forty items in the Likert Scale have been grouped in six clusters representing aspects of human personality and activity; the inner motives of an adult are explored, motives related to major aspects of human life such as interpersonal relationships, perspectives on education, professional development and other life circumstances, along with learning opportunities adults come across and the degree of facilitation offered by CA.

Intrapersonal motivation

To begin with, as shown in Figure 6, all 65 respondents stated that they feel from neutral to strongly certain that they are able to learn efficiently. This item is 1 out of 5 in the 40-item Likert Scale which comprised no negative responses. Similarly, all 65 respondents were not at all negative to learning and enjoy acquiring knowledge on any subject. For those people, participation derives from an inner desire to learn and their confidence that they are highly able to do so. In addition, 78.4% of the people (N=51) were positive that, in light of their learning eagerness, they also wish to remain up-to-date with current affairs. Though CA participants enjoy acquiring knowledge on any subject, only 57% of them (N=37) relate the attendance of the CA course to their hobbies and leisure time. Moreover, roughly 24.6% of the people (N=16) claimed that they can contribute with their knowledge and expertise on a course on counseling, whereas 58.5% of them (N=38) chose to respond neutral in this item, which is among the highest neutral responses recorded in this survey. Evidently, the respondents feel self-confident about their abilities and self-aware of their leaning needs but do not feel strongly about their ability to share their knowledge or disseminate ideas and opinions.
Interpersonal motivation

As mentioned above, the CA participants seem to be people who enjoy acquiring knowledge on any subject, remaining up-to-date and have a good image of themselves. Besides that, as shown in Figure 7, 83.1% of the respondents ($N=54$) agreed that they enjoy participating and learning in groups, not by self-studying at home. However, though group learning appeals to the CA participants, they do not appear confident that they can contribute with their expertise in the course and share knowledge with the rest of the group. In addition, only 41.5% of them ($N=27$) are interested in expanding their social circle whereas 44.6% of them ($N=29$) stated that they would love to make new friends during the course; out of discreetness, there was not an item regarding the hope of meeting a potential spouse included in the survey.
A person’s interactions with others, whether they are family, colleagues, friends, acquaintances, could also entail a degree of influence. In this survey, however, 23.1% of the respondents replied that friends’ encouragement influenced them little whereas 29.2% that family encouragement was slightly greater. So, friends’ and family’ encouragement to participate in CA were not motivating enough, as it appealed only to 15 and 19 people respectively. In addition, only 4.6% of the people (N=3) responded that they participated in a CA course so as to share an activity with a member of their family and bond. Still, this percent is raised to 24.6% when it comes to accompanying a friend to a CA course, as 16 people responded that they joined CA along with a friend, out of togetherness and solidarity. Evidently, though the survey respondents are in favor of group learning and social interaction, family and friends’ bonding do not appear to be of primary interest or great concern to them.
Perspectives on education

In this section, the respondents’ perception on the value of education and their previous learning experiences are depicted. As it derives from the data in Figure 8, CA participants think highly of education and value it greatly. Most participants (89.3%, N=58) believe that whatever one learns has a positive direct or indirect impact in one’s life, based on a Greek saying presented in Figure 8, whereas 87.7% of them (N=57) also consider education as an investment for life, as derived from Aristotle's saying. Similarly, 98.4% of the respondents (N=64) believe that education creates concerned, responsible and active citizens. In addition, 90.8% (N=59) hope that these educated active citizens will bring about social change. Having these positive perspectives on education, 92.3% of the respondents (N=60) agree that it is worth spending time on further education, though most of them stated they really don’t have much free time. Similarly, 90.7% of the respondents (N=59) claim that it is also worth spending money on further education, though they live in a period of crisis.

![Figure 8. Perspectives on education as motive to participation](image-url)
It is worth noting that though the CA participants perceive education as one’s valuable asset and investment, not the majority have good previous experiences from formal and non-formal education; evidently, only 53,8% ($N=35$) were somehow satisfied during their formal education whereas 50,7% ($N=33$) have a positive image of former non-formal education experiences. Still, they do not feel deterred and continue to pursue further education.

*Professional development*

Work-related motives were also explored in the survey presented in this paper; always taking into account that 47,7% of the respondents were employed whilst 41,5% were unemployed. As shown in Figure 9, 53,8% of the CA participants ($N=35$) wish to have a certificate upon successful completion of the course and intend to use it so as to enhance their curriculum vitae. However, only 26,2% of them ($N=17$) believe that this certificate will actually help them find a job. Out of the employed participants, 58,5% ($N=38$) claim that the knowledge gained in this CA course will help them improve in their work, though only 21,5% ($N=14$) hope that they will eventually get promoted. Similarly, only 18,4% ($N=12$) believe that attending this course will help them towards a career change. These results somehow contradict the fact that the participants are interested in getting a certificate and enhancing their curriculum vitae. Finally, results show that only 1 person claimed that his/her employer suggested attending this course (1,5%) whereas 84,6% of the people ($N=55$) responded that their participation in the CA course had no relation with their employer’s suggestion or will.
Among CA participants, though many of them are single and about half of them unemployed, only 29.2% \((N=19)\) responded that they have free time; therefore, it appears that they make compromises in their schedule so as to fit in adult learning courses. Family duties are not a barrier only for 36.9% of the people \((N=24)\) whereas the rest claim that they have pressuring family responsibilities, with which they manage to get through. All 27 unemployed respondents \((41.5\%)\) stated that they have no immediate duties, so work-related issues did not obstruct their attending the CA course. Similarly, out of the 31 employed people, 25 responded that they professional obligations \((38.5\%)\) did not cause problems in their participation in adult learning courses. So, though work was not an insurmountable obstacle for most of their participants, at least in relation to family responsibilities which are more prohibitive, most respondents still do not feel they have much free time. However, as shown in Figure 10, 53.9% of the respondents \((N=35)\) agree that regardless of the degree of pressuring...
responsibilities in their lives they choose to participate in the CA course so as to distract themselves from the stressful situations they are in and release the pressure.

![Graph showing life circumstances as motive to participation](image)

**Figure 10. Life circumstances as motive to participation**

*Learning opportunities and facilitation offered by CA*

Regardless of the motives or barriers one meets while deciding to participate in adult learning courses, it is presupposed that there are such courses offered in the place of his/her residence. In Figure 11, 95,4% of the respondents state that (N=62) CA gave them the opportunity to attend a course they are interested in whilst 73,8% respondents (N=48) claimed that they had some prior knowledge on the subject of counseling and via CA they could now go deep into it. Besides the availability of a course they like, 70,7% of the people (N=46) also consider the subject popular and current, which was also an incentive of participation.
Similarly, they appear to trust CA, as an education provider, since 75.4% people (N=49) believe that CA offers quality adults courses.

According to the results, this Education Institution also caters for procedures related to the courses offered; so, it facilitates adult participation. Enrollment is easy for 83% of the respondents (N=54) whereas the rest simply remained neutral; but, no one disagreed. The fees were reasonable for 84.6% of the participants (N=55). The course schedule suited the needs of 83.1% of the people (N=54) whilst 78.4% of them (N=51) considered the location the course was delivered very convenient for them. So, it seems that the overall opinion of the participants regarding enrollment and participation procedures was strongly positive.

To sum up, factors included in six clusters, representing aspects of human personality and activity, were presented in this part. Data analysis revealed that
CA participants are eager to acquire knowledge on any subject and remain updated on current affairs, whilst they are highly confident on their learning abilities, though their prior learning experiences in formal and non-formal education have not always been positive. They value education greatly, argue that it is an investment for life and consider it the milestone of active citizenship and social change; thus, for them money and time provided for education are well spent. The respondents believe that knowledge gained from this course will be useful in their work and the certificate they will receive will enhance their curriculum vitae. But, they also note that they are not really hoping that this certificate will help them find a job, change career or get a promotion. In addition, CA participants enjoy learning in groups and hope to make friends during the course. These new encounters feel that they might help them get distracted from other stressful situations in their lives, too. However, they argue that they didn’t enroll in the course so as to accompany a friend or a family member and have a bonding activity with them; nor were they encouraged much by family and friends to participate in CA. After all, most of them have little free time and pressuring professional engagements and family responsibilities. Other Institutional facilitations appear to have supported greatly the decision to participate in CA. The Institution’s good reputation of quality courses, the fact that the respondents feel counseling is popular, current and close to their interests along with practical issues such as easy enrolment process, reasonable fees, convenient schedule and location all were highly appreciated and motivational for the CA participants.
Chapter 6 Discussion

This chapter discusses the results of the survey in relation to findings on prior relevant researches in Greece and sketches the profile of the adult participant in CA, the source of information on learning opportunities and his/her background on GEA experiences. It further discusses the survey respondents’ motivation factors and explores their potential relation to well-renown theories on adult learning participation.

6.1 The profile of the Civil Academy participant

As it appeared in the results of the survey, female participants exceed male participants. Evidently, women are a significant majority, which could be explained in various ways. This result is in terms with the observation, already been noted in the literature review, that ample researches on General Adult Education in Greece reveal that most participants are in fact women, to a vast majority. In addition, in previous researches in Greece it came up that most men prefer job-related non-formal learning courses whereas women appear to be more interested in hobbies and personal development courses, such as the CA course on counseling, without of course this being the rule of the thumb.

Most respondents of the questionnaire (50,77%) were aged between 31-45. According to Rubenson (2007), as people age they are less likely to participate in adult education and training, which agrees with the fact that only 1 person was over 61 years old. It must be mentioned that the results on age do not agree with most of the researches, taken from the Greek context, mentioned in this paper. Still, it is worth noting that Antonopoulou’s (2009) research produced age
results similar to this survey, which is highly interesting given the fact that her paper, as well as this one, where the ones surveying people participating in private institutions offering General Adult Courses in Greece, whereas the other researches mostly refer to courses offered by Greek public institutions or by EU funded projects.

GEA courses appear popular among married people (44.6%). Evidently, married people nowadays have a blended life plan, in which they simultaneously combine family, education, and perhaps career without experiencing family life and its deriving responsibilities as a situational barrier, based on Cross (1981). In addition, 33.8% of the respondents were single and 18.5% were divorced or widowed. Many theorists, such as Boshier (1991) and Houle (1961), claim that those people join lifelong learning so as to expand their social circle, fight boredom or loneliness, make new friends and find a potential spouse; as it was also presented in the results on motives, many respondents agree with these theoretical suggestions and affirm boredom, loneliness, friendships and marriage as incentives.

Evidently, Stephen Brookfield’s (1986) claim that the typical adult learner is probably well educated highly relates to the findings of this paper, as most respondents have continued to Tertiary Education. This result also adds up to previous findings of researches conducted in Greece, which findings also attest that mostly well-educated people participate in lifelong learning. In most researches it appears, however, that a very insignificant number of people having being educated on a post-graduate level and upwards are really interested in lifelong learning; perhaps due to the fact that people engaged in postgraduate or doctorate studies are mainly involved in long-term research projects.
In terms of occupation status, the numbers of employed (47.7%) and unemployed (41.5%) respondents are not far away. This fact agrees with Eurostat’s (2013) findings that on March 2013 the unemployment rate in Greece was the highest in the EU, reaching 27.2%. However, it must be noted that the number of unemployed people in Greece is much higher as Eurostat’s rate actually depicts the percent of people entitled to unemployment fund; still, thousands of people are not entitled to one or are youth who have never worked in their lives. So they are not registered in the formal Eurostat rates. Similarly, the results on individual annual net income reveal that 55 out of 65 respondents in fact live under the average of OECD member-countries, according to the OECD’s Better Life Index (2013). Still, as it was previously presented in the results, it appears that the primary motive of participation in CA courses, as stated by the unemployed respondents with low income, does not relate to professional development, so as to cover a basic life need, as described by Maslow (1947) or perhaps gain a promotion and move to an upper class, as stated by Miller (1967). Instead, those respondents could be better described as learning-oriented adults (Houle, 1961) or growth-motivated (Boshier, 1973).

6.2 Sources of information on Civil Academy courses

As mentioned in the results, friends are the most popular source of information, whereas family and colleagues attracted much fewer responses. Perhaps the fact that people are informed by their friends and social circle can be explained if the social context in which the respondents belong is explored. Greece is a country of 10.815.197 people and most of its citizens are located in a few major urban areas; Drama is a mid-sized town located away from the capital (Hellenic Statistical Authority, 2012). Most of its citizens have known each other all their lives; many might have long-time relations and extended kinships. The members
of the community are close and cooperate on multiple levels, whilst dissemination of news, events and, of course, learning opportunities can be fast and penetrating. Therefore, in this light, the popularity of friendship as source of information does not appear uncommon.

Similarly, as we live in a technologically advance era, the prevalence of the Internet, as a primary source of information (28,1%), is more or less anticipated. In addition, this result can be explained due to the fact that the CA has launched a great internet campaign, with a constant vivid presence in many social media, including Facebook, LinkedIn, Google Circles etc as well as a variety of advertisements, interviews and articles in e-newspapers. After all, every CA has its own Facebook profile or Website, which are updated regularly (a list of all the CA websites is provided in CA’s main page, http://civilacademy.ucoz.org/. A simple search on social media will bring results for every CA, too). However, it must be noted that, though the Internet was second in preference among the respondents, it attracted only 25 out of 65 responses. This low percentage could be accounted for if we consider that the majority of CA participants are over 31 years old, and a significant number out of them is even over forty years old; therefore, many of the CA participants might not own a computer and internet access or might not be confident and highly skilled in using the Internet.

The internet, along with newspapers, are the two media that the CA Board has chosen to work with mostly towards promoting its activities, which justifies why posters or the radio are not popular sources mentioned by the respondents. Family and colleagues also received few responses, which could be explained if we consider that roughly 1 out of 2 respondents is not married and might not have a family; similarly, 41,5% of the respondents are unemployed, so inevitably colleagues can’t be a popular source of information. Finally, since CA
is a CSO it highly unlikely to be promoted or advertised by Public Services, though there are no public institutions offering similar courses at the moment.

6.3 Factors motivating participation

The results of the survey, conducted for the needs of this paper, revealed clusters of factors that were highly significant motives or unlikely barriers. In accordance with the Adult Education Survey (2007), Antonopoulou’s (2009) work on non-formal general adult education courses and the Education Policy Development Center of the Greek General Confederation of Labor phone interviews (2012) the CA participants identified getting knowledge and skills related to interesting subjects and enjoying acquiring new knowledge as key motives to their participation. Those people have a positive image of them; have self-esteem, feel confident about their learning abilities and, therefore, are eager to further develop their personalities. Though they have neutral or negative prior experiences in education, which according to Cross (1981) is a dispositional barrier, they enjoy studying, they are not tired of education, are conscious of what they are learning and where it leads. It could be argued that they are mostly learning-oriented adults (Houle, 1961) driven by an inner need of self-actualization that constantly seeks to be met.

Of course, this inner need is further reinforced by the respondents’ positive perspective on education. At a first glance, only about half of them stated that their prior experience with formal and non-formal education had been good, which could cause incongruity for the other half, according to Boshier (1973), and deter participation to lifelong education. However, these not so positive prior experiences appear to be balanced by the fact that almost all of the respondents acknowledge education’s value as an asset and an investment for
life. As philosophy, science, arts and crafts have a long history in Greece and have been embedded in the Greek education system, most people seem to have been nurtured on appreciating the value of education; thus, could be explained the high popularity of Aristotle’s sayings on the value of education. Evidently, the entire society’s attitude towards education appears to be determinative in the decision to pursue further learning, as Cross (1981) supports in her C-O-R Model, too. In addition to the society’s positive stance, the respondents, to a vast majority, also supported the idea that education creates responsible, concerned and active citizens, which can eventually subsume power to bring about changes. This entails that there might be a positive social force, motivating for participation in further education, as Miller (1967) also argues; especially during the current difficult era Greece is in, social forces seems to persist on further education as a lever for change and pressure for mobilization.

As previously mentioned, the respondents’ social context, with its needs and aspirations in general, appears to be highly influential in the decision to pursue further education. However, as it turns out from the results of the survey individual influence by a family member or a friend on an adult is rather low. Most respondents stated that, though friends and family informed them about the CA courses, they didn’t encourage them much to participate. Especially family togetherness, which Boshier (1991) identified as a motive to participation was not a significant factor at all, neither doing an activity with friends so as to bond. Still, the respondents to a vast majority consider themselves people who enjoy participating and learning in groups and most of them do not mind making social contacts, expanding their social circle and making new friends. However, it must be noted that though they are sociable, they do not wish to share their knowledge with others, perhaps due to lack of confidence in their ability to doing so. It could be assumed from all the previous results that the respondents are interested in participating actively in their social context and they wish to
change it but they are not so eager in bringing new people close to them or engaging in further education with their friends, colleagues and family, as an activity mutually shared by their closer social circle.

Of course, participation in learning groups can not only be motivated by inner needs, social circles or greater aspirations for social change. The results showed that more than half of the respondents were enrolled in CA so as to escape from stressful situations in their lives. Boshier (1991) argued that some people, going through a crisis or transitional period in their lives, might feel lonely, unhappy or even bored. Social stimulation could be an incentive for them; meeting new people, discussing with absolute strangers, sharing problems and concerns. It is worth noting that though the respondents face several situational barriers (Cross, 1981) such as unemployment, urgent family and professional responsibilities, they are motivated more by social stimulation. This fact could be further explained by looking at the profile of the participants; about one third of them is single or widowed, which might make them bored or lonely. Half of them are married and employed and, though they claim they have no free time and carry a lot of family and professional responsibilities, still they attend the CA course regularly. On the other hand a little less than half of the respondents are unemployed, which might add extra pressure on them, so counseling could be a potential distraction or even help for them. Cross (1981) argued that life transitions have a significant impact on participation, both motivating and deterring it. At this point, it should be noted that the high response the “escape from stressful situations” and related items received could explain the fact that the participants in Drama chose to enroll in counseling, thus completely ignoring the other course being offered, folk culture and tradition.

In relation to life crises or transitions, work seems to be an issue of concern for the CA participants, though they do not feel their attendance of a CA course will
make great difference in this aspect. Specifically, more than half of the respondents acknowledge that the course is useful and interesting and they could use this experience and its outcome in their work. They also want to receive a certificate of successful attendance in order to enhance their curriculum vitae but they realize that this certificate will not really help them find a job, change careers or get promoted, if they already have work. Therefore, it appears that regardless of the financial or occupational status of the respondents, they do not really participate in CA so as to satisfy the basic need of survival (Maslow, 1947) or increase job satisfaction. In addition, besides 1 person, the rest claimed that their employers did not interfere nor had any role in their decision to attend CA, which could be explained by the fact that more than half of the respondents are unemployed or retired whereas the rest, employed individuals, do not even consider the certificate a really significant qualification for their work. Thus, professional development and income increase are not highly related to CA participation nor seem to affect the decision to attend the specific subject of counseling.

As pointed out in previous chapters, Greece is currently undergoing a difficult era, during which learning opportunities of non-formal adult education are rather scarce. However, as it comes out from the results, CA is not only considered an established Institution offering good quality courses but also provides courses on current, popular, interesting subjects throughout Greece. Therefore, in a small remote town, such as Drama, most participants agree that they are highly satisfied that they have the opportunity to attend a course they are interested in and also elaborate and go deep into it. Besides the availability of such courses in their town, they acknowledge that fact that CA facilitates the entire learning process, from enrolment to participation and completion. Most respondents consider the fees reasonable and the enrolment process easy. They face no institutional barriers (Cross, 1981) such as inconvenient course schedule, class
hours or unreachable course location. Evidently, for these people the lack of barriers along with the availability of good quality courses can help balance other deterrents, such as urgent responsibilities, and provide a further argument towards a positive decision to participate in further education.

To sum up, CA participants are highly motivated individuals driven by inner needs of self-fulfillment and satisfaction and, to a lesser degree, by basic needs of survival and togetherness (Maslow, 1947). They are rather learning oriented (Houle, 1961) and growth-motivated (Boshier, 1973); they are self-aware of their capabilities and confident regarding positive outcomes of their efforts. Social forces have an impact on their decision to pursue further education only when seen from the extended larger picture of activism and social change; on the contrary, smaller social circles and everyday contacts, such as friends, colleagues and family do not have a strong influence as individuals (Miller, 1967). Family togetherness and bonding with friends also do not appear as significant motives whilst social contact and stimulation are more valued by the respondents (Boshier, 1991). Similarly, their eagerness to participate and succeed does not relate tightly to communication improvement, educational preparation or even professional development (Boshier, 1991). Though their prior learning experiences had not always been good, their opinion on their self-efficacy, their positive perspective on education and the life investing value of what is to be gained out of the outcome upon successful completion of the course, all increase the respondents’ valence, their eagerness to succeed; thus, the path towards participating and successfully completing a CA course resembles much Rubenson’s (1977) Paradigm of Recruitment. Access to information on learning opportunities, especially the role of friends in a remote small town such as Drama and the Internet, facilitate updating and, eventually, the decision to engage in lifelong learning; of course, provided there are available courses in reasonable prices, location and schedule. Therefore, besides
the lack of dispositional barriers, the lack of institutional barriers is also crucial; otherwise, participation in further education would be prohibited anyway. Though Cross (1981) argues that situational barriers also exist and, indeed, the CA participants state that they face a significant amount of them, evidently, self-evaluation, attitudes towards education, life transitions, learning opportunities and expected outcomes overcome other obstacles and prevail.
Chapter 7 Conclusion

Nowadays, there is a worldwide increasing call for lifelong learning; regardless of whether it is formal education on advanced levels, in-service training, non-formal adult learning courses and even informal learning experiences, all forms of further education are in most cases welcome and encouraged. However, in non-formal education, which is the realm of this study, Greece holds a negative record among all EU and OECD member-countries as, currently, there are no strategic, long-term, resonant public projects of lifelong learning. In this context, a CSO named Civil Academy, which offers GEA courses, has been advancing in popularity for 3 consecutive years; thus, it gaps the void in lifelong learning courses availability. In the light of these facts and events, this paper explored the profile of the adults enrolled and actively engaged in CA courses; it also investigated their preferences in subjects and types of institutions and what motivates their participation; furthermore, it examined the profiles and factors in relation to similar researches conducted in other non-formal education providers formerly enterprising in Greece as well as to well-known theories of participation.

In order to explore participants’ profiles, preference in subject and institutions and motives encouraging the participants towards lifelong learning a quantitative research strategy was selected. A 3-part questionnaire was designed, inspired by a variety of theories on adult participation; and then piloted in the CA in the researcher’s hometown. Via random selection, another CA in the town of Drama, at the North part of Greece was selected as the place where the survey would be conducted; the sample size consisted of 65 CA participants. As soon as data collection was completed, data analysis began via statistical software. Results were presented in Tables and Figures and further analyzed, according to
the three distinct parts of the questionnaire; 1) profile, 2) sources of information, preferences in subject and institution and 3) motives to participation.

The results revealed that females outrun men in the CA in Drama. Most participants are between 31-45 years old and, overall, they belong in the active, productive years of life; they are not pensioners over 60 years old. However, employed and unemployed people represent about half the sample size each, perhaps due to the great recession in Greece and the high unemployment rates. Consequently, income is registered below the average standard of OECD countries and also about 1 respondent out of 5 states null income. The majority are married whilst single people are about one third of the sample. In terms of education, the level is above secondary education and in most cases it is cycle A in tertiary education. So, it appears that regardless of occupational status and family responsibilities, which occupy two extremes in about the same percent, CA participants are mostly women, young or middle aged, already well-educated and have rather low income.

In terms of sources of information on learning opportunities, friends and social circle are the major means of disseminating news and information, which in a way is justified given the fact that Drama is a small remote town where almost everyone knows each other. Of course technological advances have infiltrated this society too, as the Internet is the second major source of information and remains highly popular especially among younger participants. CA participants prefer subjects on health, psychology and languages, leaving behind skills development and popular hobbies; thus, the CA participants chose to participate in a course in counseling. Only about one third of them have participated in non-formal learning courses in the past, which could be explained by the fact that advantageous non-formal learning opportunities are few in Greece anyway; let alone in remote towns were they are scarce or unavailable.
Motivation and barriers to participation revealed that that there were specific tendencies, expressing the majority of the participants. Specifically, the people comprising the sample were self-confident individuals, who love learning and are strongly driven by their inner needs of self-actualization. Their prior learning experiences may not have been the best but still they insist pursuing further education as they consider education a valuable investment for life and hope for active citizenship and social change. They are group learners but making friends, meeting potential spouses or attending courses as a family and friend bonding activity are not high on their list of motives; still, they seek social interaction so as to escape from the stressful situations in their lives and share their troubles, thus finding comfort. Especially during this critical era Greece is in counseling and comfort is highly sought for by the population. On the contrary, since the CA course is certified but non-credited, most people stated that they do not attend out of hope of finding a job, changing careers or getting a promotion, though they are interested in receiving and adding the certificate to their curriculum vitae. In terms of barriers, the majority did not face dispositional or institutional barriers; they claim that CA had significantly facilitated their participation by providing interesting, up-to-date, quality courses at reasonable fees in reachable locations and convenient schedule. The only barriers that remained high related to professional and family responsibilities which left little free time to the respondents. Evidently, regardless of these deterrents and other critical and stressful life situations the participants stated they were in, the motives outweighed in number and significance thus eagerly supporting participation in the CA course.

These results apply to a particular research context, the CA in Drama, but manage to represent a part of Greek society and depict aspects of everyday reality in Greece. Since the Greek recession started, a few years ago, and most
public and private non-formal education attempts halted or were cancelled indefinitely, there had been no other researches on public non-formal education providers in Greece. Similarly, as CA was founded recently in 2010, in order to fill in the vacancy in GEA, there still has been no research on this Institution. This paper provides useful insights on the participants’ profiles, motives and preferences, which can be employed in future needs’ analysis and strategic planning of new courses offered not only by CA but by any Institution enterprising in GEA. Such findings can also be of use to every adult education trainer who is called to work closely with adult learners and aims at high quality adult education services. In addition, since Drama is a quiet, middle size town, facing fewer problems than populous urban areas around Greece, it would be interesting to explore the profile of the participants and the factors that motivate them in other CAs situated in great industrial cities or the capital of Greece. Furthermore, as the recession in Greece is deepening and social problems tend to multiply, it might also be interesting to explore the same variables in the same CA in Drama year after year, so as to note down the changes in the participants’ profiles and the shifts in the factors that motivate them in participating in lifelong learning.
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Appendices
Appendix A: Affirmation letter

Affirmation letter

It is affirmed that Mrs Maria Thomas Gkountouma, English Language and Literature teacher and graduate student in Linköping University, Sweden, in International Master Program Adult Learning and Global Change, which awards a Master in Social Sciences, has been granted permission to distribute questionnaires in all regional Civil Academy sub-centers (these questionnaire will be self-completed voluntarily and anonymously by Civil Academy participants).

Simultaneously, she is granted permission to quote (followed by references) Civil Academy legal statute, aims, and any other supporting material published and provided by the Civil Academy (some of which are also included in Civil Academy’s official website http://civilacademy.ucoz.org/).
Appendix B: The questionnaire

Linköping University
Department of Behavioural Sciences and Learning
International Master Program Adult Learning and Global Change

Maria Gkountouma

Self-completion questionnaire

Dear Sir/Madam,

This questionnaire addresses participants currently enrolled and actively attending Civil Academy courses. It is part of my research on the factors motivating adults in participating in non-formal adult learning courses and, in particular, courses provided by a civil society organization, Civil Academy. It is my firm belief that your contribution to this research is highly valuable towards understanding adult educational, social and professional needs and contributing to the improvement of non-formal adult learning courses.

This questionnaire is filled in voluntarily and anonymously. Any piece of information provided in it, will be strictly used only for the aims of this research. You are encouraged to answer carefully, honestly and straightforwardly. I sincerely thank you for your time.

Part 1: Respondent’s profile

Please, tick (✓) the most appropriate answer for you

Gender  ____ Female  ____ Male

Age  ____ 18 – 30  ____ 31 – 45  ____ 46 – 60  ____ 61 +

What is your marital status?  ____ Divorced  ____ Single
 ____ Living with partner  ____ Widowed
 ____ Married  ____ Other

What is your highest level of education?  ____ Primary School  ____ Bachelor (AEI/TEI)
 ____ High school  ____ Master’s
 ____ Lyceum  ____ Doctorate
 ____ Post-secondary education  ____ Other

What is your occupational status?  ____ Employed
 ____ Unemployed
 ____ Pensioner
What is your individual annual net income? (in Euros)

___ 0 ___ 1 – 10.000 ___ 10.001 – 20.000 ___ 20.001 – 30.000 ___ 30.001 +

Part 2: Civil Academy

Please, tick (✔️) or provide the most appropriate answer(s) for you

How did you find out about the Civil Academy courses?

___ Posters/Flyers ___ Private Institutions ___ Television
___ Public services ___ Family ___ Friends
___ Internet ___ Radio ___ Other
___ Newspaper ___ Colleagues

Which course(s) are you currently attending?

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Have you attended a Civil Academy course in the past? ___ Yes
___ No

If your answer is “Yes”, which course(s) have you attended in the past and which year?

<table>
<thead>
<tr>
<th>Course title</th>
<th>Year of attendance</th>
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<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Have you attended any other non formal adult learning course ___ Yes in the past?
___ No

If your answer is “Yes”, which course(s) have you attended, which year, and which institution provided the course(s)?

<table>
<thead>
<tr>
<th>Course title</th>
<th>Year</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part 3: Motivation to Participation**

To what extent do you relate to each statement? (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been motivated in participating in Civil Academy courses because:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I have plenty of free time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I hope this certified course will help me towards a career change</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. A member of my family asked me to join him/her</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I agree with the Greek saying “learn it anyway; you never know when you might need it”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I could use the knowledge gained in this course in my work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Civil Academies offer good-quality courses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. My family encouraged me to participate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I agree with Aristotle who said “Education is the best provision for old age”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I wish to remain up-to-date with current affairs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. This course’s topic is current and popular</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I have no immediate family duties</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. My friends asked me to join them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. It is worth spending time on further education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. My employer suggested/asked from me to participate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I have no pressuring professional engagements</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. My friends encouraged me to participate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. The course distracts me from other stressful situations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. It is worth spending money on further education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. I enjoy acquiring knowledge on any subject</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. I have no immediate professional engagements</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. The course schedule suits my needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. I enjoy participating and learning in groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. I am very interested in the course’s topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have been motivated in participating in Civil Academy courses because:</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>24. I am hoping to go deep into the course’s topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. I believe that education creates responsible and active citizens</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. I hope this certified course will help me find a job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. The course’s topic relates to my hobbies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. The course takes place in a very convenient location</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. I feel confident about my learning abilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. I want to enhance my curriculum vitae</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. I can contribute in this course with my knowledge and expertise</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32. I wish to expand my social circle</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>33. I had good experiences in earlier formal education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>34. Upon successful completion I receive a certificate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>35. The course fees are reasonable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36. I have good experiences in earlier non-formal education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. I wish to make new friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. I believe that education can help bring about social change</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>39. I hope this certified course will help me get promoted</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. It is easy to enroll in the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please, provide any further factors that motivated you in participating in Civil Academy courses:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you very much for your time and cooperation!

The results of this research will be available, upon request on gkountouma@yahoo.com
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