

MOTIVATIONAL FACTORS INFLUENCING OLDER WOMEN
TO PARTICIPATE IN STRUCTURED
LEARNING ACTIVITIES

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CHAPTER I

INTRODUCTION

"Everyday 4,000 Americans reach age sixty-five " (Heinrich 1982, p.1). In the past two decades, the over 65 age population of older people grew twice as fast as the rest of the population and the over age 85 population is expected to triple in size between 1980 and 2020. According to the Special Committee on Aging, the US Census indicated that there were 50.2 million people over age 55 and 28 million people over age 65. By the year 2000, the prediction is that 21 percent of our population will be over age 55 (Bureau of Census, 1984). The causes of this increasingly large population of older people are due to high birth rates before 1920 and following World War II as well as increased longevity. Death rates in 1983 reached an all time low. People are living longer and healthier. Four of five elderly people describe their health as positive or "better than that of other people" (NCOA 1984, p.3). One in five elderly people have some mild disability. Over 50 percent have no disability although the potential for health related problems does increase with age. Only 5 percent of the elderly live in nursing homes, but the elderly are the highest users of health services. Although they represent only 11 percent of the population, they account for one-third of this country's personal health care expenditures.

years, but projections indicate that women's life expectancy will be 86.1 by the year 2010. While life expectancy has increased 50 percent since 1900, average numbers of years in retirement has increased 11 percent. The number of women over 85 years old is expected to double. Although women live longer, statistics indicate that they do not necessarily have longer periods of good health (Berardocco, 1987). In a survey conducted for the National Council on Aging, Louis Harris and Associates (1984) profiled the older American as: 15 percent of the U.S. population, 59 percent women and predominately living in rural areas. These surveys revealed that 63 percent of these older people had less than a high school education. The median income for retired persons was \$8,700 with large numbers of people making incomes just above the poverty level. Three-fourths of the labor force would prefer to continue to work after age 65, however two-thirds of older workers retire before age 65. Among the elderly surveyed, ninety percent of the elderly were white. Blacks and other ethnic minorities were significantly lower in population numbers, education level and income level. The survey also indicated that interest in religion was shown to increase with age, peaking during the ages 55-79 and dropping off slightly thereafter. Twenty-three percent of the older people surveyed did volunteer work in the community representing some 4.5 million volunteer workers. There was a large untapped pool of potential volunteers, however in the survey older people overwhelmingly stated that "if work was worth doing, it deserved a paycheck" (Harris, 1985. p.12).

Since the 1971 White House Conference on Aging, there has been an upsurge of interest by education institutions and other

organizations to develop education programs for older adults (Timmerman 1979). Older adult participation in higher education is increasing. In the years 1969-1975 there was a 55.2 percent increase in the number of adults over age 55 participating in organized adult education. According to the Center for Statistics (1981), 12.8 percent of the adult population participated in some education experience. Harris (1984), reported that eleven percent of the age 55-65 group participated in structured education while only five percent of the over age 65 group participated (Harris, 1984). Persons under age 25 and over age 45 accounted for less than 20 percent of the total number of people in adult education. Adult education participants took a total of 37.4 million courses in 1981 (U.S. Department of Education, 1981). Apparently adult education programs attract anywhere from 4-30 percent of older adults depending on the nature of the programs (Spouse, 1981).

Educational attainment is an index to participation. Goodrow (1975) reported that individuals aged 65-85 have a mean level of 10.6 years of formal education. Studies (Barton, 1982) indicate that persons with less than high school education participate in adult education at in much lower numbers than those who attend some college or graduate. It is not surprising that people who had the most education when they were young want more education when they get older. The U.S. Bureau of the census (1982) indicated that 12 percent of those persons age 55-64 attended some college and 11 percent graduated. The percentages drop for the older adults: age 65-74, 10 percent some college and 9 percent graduate. Age 75 plus, 8 percent attended some college and 7 percent graduated from college.

One of the barriers which prevent older women's participation in education is their role as caregivers. Millions of older people need home based care. In 1982, 4.6 million persons over age 65 were considered disabled; 65 percent of these are women. These statistics also indicate that this home care is done by unpaid women who can expect to spend as many years caring for parents or spouse as they did caring for dependent children. The average age of the caregiver is age 57 with one in three over age 65. Many women who might want to participate in education are involved as caregivers and will not be able to participate except, perhaps by television. (Older Womens League, 1987).

In summary, older women participate less in structured educational activities than the population in general however, women who are more educated continue to seek educational experiences more than women with less education. Women are living longer, healthier lives, which allows them more time for leisure activities and educational opportunities.

Problem

The percentage of older women enrolled in learning experiences continues to be lower than the general population. There is a need to identify factors which attract older women into structured learning programs and to determine which factors serve as motivators for continuation in those programs.

Purpose

The purpose of this research was to analyze and compare motivational orientations of older women in three age groupings to determine why they participate in the educational programs they enjoy.

Objectives

To accomplish the purpose, the following objectives had to be attained: (1) to analyze the motivational factors which older women identify as influencing their participation in structured learning activities and (2) to identify where older women chose to attend educational experiences.

Definitions

Older People: people over the age of fifty-five years.

Structured Educational Experiences: any class or group meeting for the purpose of education; to include informal hobby classes, support groups, non-credit courses in educational institutions and formal college classes.

Motivation-"A function of the interaction between internal psychological factors and external environmental variables or at least the participant's perception and interpretation of environmental factors" (Boshier 1971, p. 107).

Population

Three hundred twenty-six women, aged 18 and older from all parts of Oklahoma who were surveyed during the annual School of Christian Missions sponsored by the United Methodist Church. The event

was held on the campus of Oklahoma City University. Participants selected from three major studies: Bible study, social action issue, and an indepth study of one country

Assumptions

The respondents will give accurate and honest answers to the questionnaire.

Because the participants were enrolled in the workshop, it was assumed that they represented women who were actively involved in educational activities.

Limitations

The survey did not collect information about the participant's formal education so no connections could be made relating their past experience to future anticipated participation.

Respondents to the survey were predominately from the United Methodist demonination. Due to this factor, most women were from the middle socio-economic group with no low income women included.

CHAPTER II

REVIEW OF LITERATURE

Section Titles

Literature was reviewed which focused on: 1. Education and Motivation: Its relation to the older person, 2. Motivational factors affecting women and 3. The Education Participation Scale: measurement of participation.

Education and Motivation:

Its Relation to the

Older Person

Education for the young has many purposes among which the economic factors clearly dominate (Spouse, 1981). Adult education for the older person also has many purposes however the economic factor is not the most dominate. For the age 55 to 65 person, one goal may be to upgrade job skills or train for a second career. A second purpose for adult education might be recreational; classes that teach hobbies, games, or exercise. A third educational goal might be pre-retirement training such as when to apply for Social Security or maintaining health. Often, the learning experience provides a socialization opportunity. Finally, there may be a desire for academic or liberal arts education in which knowledge is imparted just for the sake of learning.

Many writers view education as a process, part of a life-long

developmental process. Havighurst (1976) stressed the value of educational opportunities for older adults, stating that learning is crucial throughout life as a result of continuing new developmental, societal, and environmental changes affecting the normal aging process.

"Life-Stage" theorists, such as Sheehey, Havighurst,, and others have tended to describe the older adult as a person who derives meaning in life by reflecting on the past. Fortunately, there is a growing field of theorists who are interested in knowledge about the ability of older people to cope with stressful, situational and age related life events during the second half of life (Costa & McCrae, 1980; Fiske, 1980; Palmore, 1979; Thomae, 1980). Clayton and Birren (1980) suggest that the later decades of life offer the person an opportunity to cultivate wisdom, which may be described as a quest to understand the meaning and purpose of life. Many authors agree that older adults seek to develop themselves.

Priorities of older adults do seem to shift from achievement orientation to self-evaluative orientations. In women this may be a nurturing orientation to one of one of self-development (Jacobowitz, 1982).

According to Birren and Woodruff (1973), older adults should be motivated to participate in education opportunities because of increased life span, increased societal changes, changes in career patterns, expansion on the roles of women, and attitudes toward education for older adults. Adults must grow if they are to cope with life's challenges. Sheehey and others have proposed that life is not a long, uneventful plateau but is dotted with change events that produce stress. The common element in all these theories is

"adjustment." The role of education for the older person may be one of learning new ways to adjust or cope with changes never before experienced.

Older adults perceive their educational needs to be:
(1) coping by self help, (2) exercising influence,
(3) improving communication and calculating skills,
(4) caring for people, (5) belonging, (6) recreation or
self expression and (7) coping by learning (Wade, 1978 p.9).

Older people, according to theorists from different perspectives, are still capable of learning, want to contribute and complete their life's goals.

Rosemary Orgren (1981) suggests that adult education can increase "breadth" of perspective (range of alternative solutions a person can bring to mind when presented with a problem) and hence assist a person to maintain control of his or her life in the face of new problems for which old solutions are not adequate.

If education is important to and for older adults, what motivational barriers have been identified? Some theorists express concern for "role loss and functioning" which may accompany aging. This role loss may set up a condition for dilemma in late life causing a decrease in social participation and a decrease in life satisfaction (Pierce, 1980). Still others, such as Lipman and Smith (1968) have studied "disengagement" in which older adults decrease social interaction, withdraw, and accept or even desire a decrease in interaction with other people. Disengagement may be a natural process, however the consequences lead to isolation.

According to Long (1972, p. 84), "researchers have accepted that intelligence does not decline but the older person's personality characteristics may vary even more than intellectual capabilities." He

is concerned that reduced "ego energy" may result in lower capacity for effecting involvement with other people, processes and things. Long summarizes by noting that attitudes toward self can change, but that personal values and vocational interests do not change.

Recent research in the social sciences, particularly in the area of life-span development, has challenged negative self and other perspectives of the aged intelligence and personality spheres. Generalizations cannot easily be made about older adults, but a wide diversity exists. "Inaccurate misconceptions of decreased learning ability in later adulthood may have reduced the motivation of older adults," reports McClusky (1974.P. 45). In fact, findings of some researchers show that older adults can do well, if not better than younger adults after they have properly encoded and understood new information (Horn & Donaldson, 1980).

Very little was known about motivational factors which influence older people to participate in learning experiences until Houle (1961) developed the orientation model to study education participation. Houle classified learners and their orientations into three categories: Goal-Oriented, Activity-Oriented and Learning-Oriented. These typologies offer a framework for the study of motives of learning in adults. The implications of Houle's typology are that people are consistently motivated by characteristic orientations to learning which remain somewhat the same through their lives.

As discussed in Cross (1981), Tough conducted interviews with adults to learn what caused them to participate in education. He concluded that every learner has multiple reasons for participation.

Adults are motivated by the desire to use or apply knowledge or skill, and that curiosity about issues that are important leads them to learn more.

Morstain and Smart's (1974) study validated Houle's study but also added clusters of reasons for participating in education while Houle classified groups of people in his study. Their studies suggested that more than one motivation exists within the individual person and that motivations change from time to time.

Other motivational factors have been identified in studies which have shown that people who do not have good jobs want to advance and seek education for that reason. Interest in job-related goals begins to decline at age 50 and drops off sharply after age 60 according to Cross (1981). About one-third of learners express personal satisfaction as their main reason for seeking education. Interestingly, about two-thirds of adults indicated they want some form of recognition for participation; such as certification, degree, or certificate of completion (Cross, 1981).

In a recent study of older adults, a high level of anomia (defined as individual uncertainty as to proper action and belief) may inhibit either learning or participation of adults in education-related activities. Learning is dependent upon an individual's established expectancy for control. Utilizing the Srole Anomia Scale, Life Satisfaction Scale and other tests, Fisher (1979) concluded that the relationship between anomia and life satisfaction is that life satisfaction between older adults is inversely related to alienation, powerlessness, and uncertainty. Participation in education-related activities serves as a vehicle for the expression of enthusiasm and

confidence and conversely, a lack of participation is associated with alienation, powerlessness and isolation. Fischer's findings reinforce the need for a strong social dimension in educational activities in order to mitigate the effects of personal isolation felt by older adults. Fischer suggests that program planners need to discover ways to address the older adult powerlessness and alienation in order to serve them with education-related activities.

According to a study by Brockett (1985) independence appears to be a major determinant of successful aging. Older people who perceive themselves as being in charge of their own lives are likely to ascribe a greater satisfaction to their later years than those individuals who feel they have lost control of their life situations. Brockett asserts that people who perceive themselves to be highly satisfied with their lives will also demonstrate a high level of readiness for self-directed learning and that this has a positive correlation with educational attainment.

Motivational Factors Affecting Women

According to O'Neil (1983) women have particular needs for raising their self-esteem and for developing intelligence and personal autonomy by studying issues that affect women. Women need to understand use of power and develop skills to cope with discrimination. Coping with problems raised by combining life style roles (wife, mother, career, etc.) is an expressed need. Many women need re-training for entry into employment or career advancement skills.

According to Papalia (1981), women may have a great apprehension of the formal education structure combined with negative adolescent

experience. Some women may exhibit dependent personalities, passivity, and inferiority feelings which inhibit participation in educational programs. Conversely, Ekstrom (1980) notes that some women even express fear of success.

Another factor which causes a barrier to participation is whether a person lives in a rural or urban area. Many adults, particularly women, the elderly and people in remote rural areas indicate that escape from routine is one reason for seeking educational experiences. Those learners are likely to choose crafts, hobbies, or recreational subjects (Hamilton, 1980).

Often women dropped out of education to marry and rear children. They may be reluctant to reenter formal education because their prior learning experience was so long ago. Women are less likely to have the financial ability to pay for education and some have no access to money offered by employers because they are not in the job market.

In summary, according to Spouse (1981), older adults need to view education as a process, not a product, in which education is life-long and integrated into other aspects of life. Neugarten (1964), characterizes society as moving toward "age irrelevancy" that is, age is not the determining factor related to participation in education or other aspects of society. Educators suggest that in the future older adults will demand a larger role in the community as worker and volunteer. Although older adults may prefer an informal learning situation, they will continue to seek information and knowledge.

Education Participation Scale:

Measurement of

Participation

The typical study of education related to older adults is descriptive and examines either the characteristics of the learners, barriers to learning, or evaluation of the programs available for the adult learner (Spouse, 1981 and Papalia-Finlay, 1981).. The obvious gap is that of motivation, a difficult factor to identify because it interacts with so many other psychological, social, physical, and environmental variables. Boshier (1971) developed the concept of "motivational orientation" which is used to specify the multiple motivations which influence adult education participation. Boshier proposed that motivational orientations are more than just superficial clusters of reasons for enrollment. They are derived from needs and interests, and seem to be surface manifestations of psychological states, which are, in turn probably related to psychosocial conditions in various age and socio-economic groups (Spouse, 1981). In other words, Boshier labels the motivational orientations reported by older learners into factors which are generated from the Education Participation Scale (E.P.S.). Program planners can accurately determine why different groups of people are attending their programs, and design future programs which will appeal to the adult learner.

Boshier labeled his factors according to whether they reflect growth tendencies (life-space motives) or deficiency tendencies (life-chance motives). Life-space oriented people participate in education for expression. Life-chance oriented people participate in order to

cope with life and meet basic needs. There is some overlap because of each person's own perspective.

The Education Participation Scale is made up of 40 questions. The E.P.S. items are scored zero for "No Influence," 1 for "Little Influence," 2 for "Moderate Influence" and 3 for "Much Influence." These scores are tallied and separated into factors which have been determined by the Boshier. Boshier's first studies used 6 factors which were: Escape/Stimulation, Social Welfare, Social Contact, Professional Advancement, External Expectations and Cognitive Interest. Escape/stimulation, External Expectations and Professional Advancement were designated as life-chance factors. Social Welfare and Cognitive Interest were identified as life-space factors. Boshier recognized that Social Contact was independent and reflected both motivations (Table 3).

Two studies, Spouse (1981) and Morstain (1973) were studied to analyze their use of the Education Participation Scale. Spouse used the scale to consider age-integration vs age-segregation in adult education. Spouse's results indicate four variables strongly related to education participation: age, education level, organization affiliation, and number of classes. As education level increased, so did tendency to participate in adult education. A person's previous experience in education was a good predictor of continuing participation. Spouse's study indicated that age-integrated learners had the strongest interest in the cognitive dimension. Age-segregated learners were more oriented to social contact. Morstain and Smart also used the E.P.S to study two groups, one in the USA and one in New Zealand. This study determined age-sex differences in motivational

TABLE I
E.P.S. ITEMS ARRANGED ACCORDING
TO FACTORS

Item number

Factor 1: Escape/Stimulation

- 5 To get relief from boredom.
- 6 To carry out the recommendation of some authority.
- 8 To overcome the frustration of day-to-day living.
- 9 To be accepted by others.
- 11 To supplement a narrow previous education
- 12 To stop myself becoming a "vegetable."
- 15 To keep up with competition
- 19 To gain insight into my personal problems.
- 21 To escape television.
- 24 To have a few hours away from responsibilities.
- 27 To provide a contrast to the rest of my life.
- 28 To get a break in the routine of home or work.
- 30 To keep up with others.
- 33 To maintain or improve my social position.
- 34 To escape an unhappy relationship.
- 35 To provide a contrast to my previous education.
- 36 To comply with the suggestion of someone else.
- 40 To comply with instructions from someone else.

Factor 2: Social Welfare

- 2 To share a common interest with my spouse or friend.
- 4 To become more effective as a citizen.
- 13 To acquire knowledge to help with other educational courses.
- 22 To prepare for community service.
- 23 To gain insight into human relations.
- 29 To improve my ability to serve humankind.
- 39 To improve my ability to participate in community work.

TABLE I (Continued)

Item number

Factor 3: Social Contact

- 4 To fulfill a need for personal associations and friendships.
- 17 To participate in group activity
- 26 To become acquainted with congenial people.
- 31 To improve my social relationships.
- 38 To make new friends.

Factor 4: Cognitive Interest

- 1 To seek knowledge for its own sake.
- 7 To satisfy an inquiring mind.
- 16 To escape the intellectual narrowness of my occupation.
- 25 To learn just for the joy of learning.
- 37 To learn just for the sake of learning.

Factor 5: Formal Requirements

- 3 To secure professional advancement
 - 10 To give me a higher status in my job
 - 18 To increase my job competence.
 - 20 To help me earn a degree, diploma or certificate
 - 32 To meet formal requirements.
-

influences. One of the most salient factors of motivation was "Social Contact." Individuals who scored high on this dimension stated a need for personal associations, making new friends. They also expressed concern for gaining insight into their personal problems, being accepted by others, and sharing an interest with acquaintances. Morstain's second group was entitled "External Expectations." These people reflected a desire to pursue part-time study and scored high on seeking to fulfill expectations of others as opposed to their own intrinsic needs. The third dimension was "Social Welfare." People who scored high sought preparation for community affairs and service in general. The fourth dimension labeled was "Professional Advancement." This area indicated concern for advance in ones profession. Factor V, "Escape/Stimulation" included people who wanted to escape from dull or boring situations. Factor VI, "Cognitive Interest" was low in rank due to few questions related to this dimension. For women, Social Contact was the most salient definer. Women scored somewhat higher on Cognitive than men. For men, Social Contact and External Expectations were the largest motivators.

Boshier and Riddell (1978) conducted a study of older adults. They determined that some needs and motives were irrelevant to the older person particularly the Professional Advancement items. It was determined that a new form would be used with older people, deleting the the job related items but maintaining a clear factor structure with simple factor scoring. In this study External Expectations loaded on the Escape/Stimulation factor. Results indicated that participants who were motivated by Escape/stimulation reported lower levels of social participation and were significantly less satisfied with their lives as

older adults and more poorly adjusted to developmental tasks of later life. This information was derived by correlating E.P.S. scores with the Adjustment to Later Life Scale which was designed by Kurtz and Wolk and a Social Participation scale. Social Contact continued to be an independent factor not related with social participation. The purpose of the study was to validate the new 35 question E.P.S. form to be used with older adults, The Escape/Stimulation factor showed the strongest correlation in all three tests. Cognitive Interest was the most powerful motivator, followed by Social Interest and Social Welfare.

Summary of Literature

Adult education must be viewed as a "process" of life-long learning experiences; part of the many changing aspects of aging. Learning to cope with changes in society, the changing roles of women, career patterns, and attitudes is a goal of adult education.

Barriers to motivation of the older adult learner are: perceived loss of intellectual ability, social isolation, dissatisfaction with later life and low self esteem.

Studies indicate that as educational levels increase, the tendency to participate in educational related experiences also increases. Likewise, successful experiences in education increase the tendency for further participation.

Motivation has been studied beginning with Houle's three typologies in 1961 and then moving to the use of the Educational Participation Scale, by Boshier. The E.P.S. studies motivations which can be factor analyzed as: Escape/Stimulation, Cognitive Interest, Social Welfare, and Social Interest in older adults.

CHAPTER III

PROCEDURES

Design of the Study

The design of the study was to gather information about older women and the factors which motivate them to participate in structured learning experiences. A questionnaire was designed to gather demographic information about age, county of residence, and location of classes attended in the past. Because adult women of all ages attended the workshop, it was decided to survey all women in attendance. Ages were categorized into the following groupings: (Under age 25, 25-35, 36-45, 46-55, 56-65, 66-75, 76-85 and over age 85.) The demographic instrument was juried by a group of five older women attending a class at a local Senior Citizen Center. Some changes were made to clarify the demographic questions.

The Education Participation Scale (E.P.S.) (Boshier, 1971) was adapted by typesetting the forty questions in large print for easy reading by older persons. The survey was administered on July 17, 1987 at a study workshop sponsored by the United Methodist Church in Oklahoma City. There was anonymity in the responses. The manner in which they were distributed was determined by the Committee responsible for the planning of the workshop. They selected the evening session which had the most time flexibility for filling out the survey. The surveys were handed out at the door as people entered the session.

They were given brief instructions by the facilitator of the workshop just prior to the end of the session so that they could spend extra time after the closing for filling out the survey.

Demographic information included; sex, age grouping, county of residence and where the person had attended other educational experiences. Analysis of the demographic information included charting participants by county of residence to see if people were representative of all counties in the state. (Appendix A, P.45) Some men were present at the workshops, but their surveys were excluded from this study.

Questionnaires were divided into age categories. The responses of the younger women were analyzed for comparison purposes only, since the study was directed specifically to older women and the factor influencing their participation. Information about the "other classes" which women indicated that they attended were tabulated and a simple percentage used in analysis. A listing of all classes which they named was compiled by younger and older groupings.

Method of Analysis

The basic forty item E.P.S. was used for the study. Because younger and older women were being surveyed, it was determined not to eliminate the Professional Advancement factor items. All items were scored although previous studies had shown that older persons did not respond significantly to the Professional Advancement items. E.P.S items were scored 0 for "No Influence," 1 for "Little Influence," 2 for "Moderate Influence" and 3 for "Much Influence."

E.P.S. item scores for the 326 surveys were tallied. The E.P.S.

item scores for the 326 respondents were summed across for the five factors to be considered. Each age group's total score was divided by the number of items in each factor (i.e. eighteen items for Escape/Stimulation, 7 items for Social Welfare, five items for Social Interest, four items for Cognitive Interest and six items for Formal Requirements.) Each total score was then divided by the number of individual persons (i.e. under age 25, 2 women; age 25-35, 22 women; age 36-45, 39 women; age 46-55, 65 women; age 66-75, 74 women; age 76-85, 34 women; and over age 84, 2 women). This procedure is the same one used by Morstain and Smart (cited in Boshier, 1978) and although it does not have absolute regard to the contribution of each item to a factor, it is satisfactory for most purposes.

CHAPTER IV

FINDINGS

Return Rate

Five hundred survey forms were distributed, with 326 returned. This represents a 65 percent return rate.

Characteristics of Respondents

People who participated in the survey were 92 percent female and 8 percent male. Only the women respondents were included in the study. All respondents resided in Oklahoma with the highest population areas being Oklahoma County (24%) Tulsa County (11%) Cleveland County (6%) and Okmulgee and Stephens (4% each.) Of 77 counties in Oklahoma, women were represented from 54 counties or 70 percent of the total counties

Thirty-nine percent of the respondents were under age 55 while sixty percent were age 55 and old. One percent did not list an age (Figure 3). Those with no age listed were not included in the study.

Other Structured Educational Classes

The respondents indicated places where they had taken other classes. Sixty percent of the responses were from the over age 55 group. Both younger and older women named churches as their primary place to attend classes. More older women than younger attended

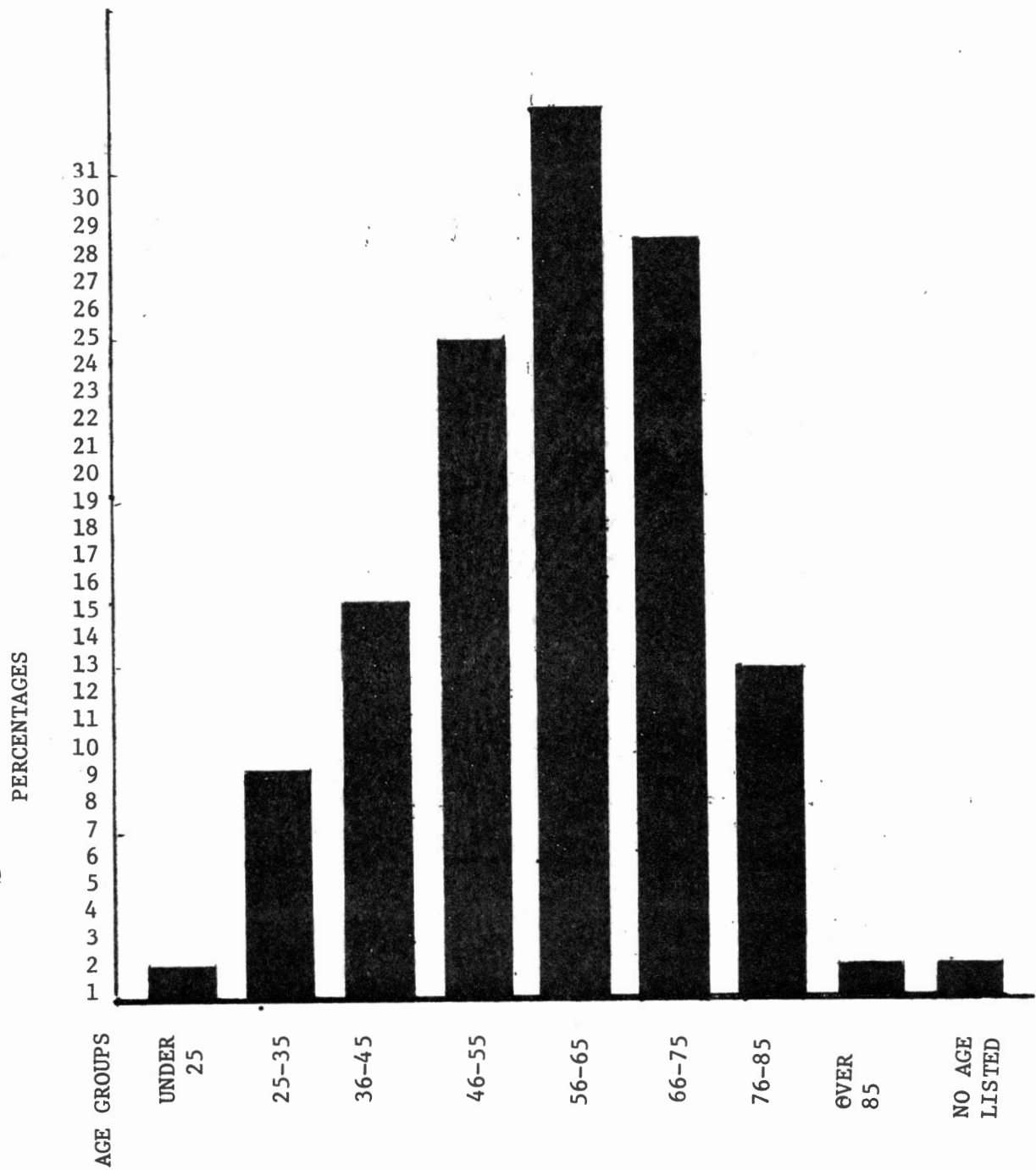


Figure 1. AGE OF DISTRIBUTION OF RESPONDENTS

community classes in museums, YMCA, and libraries. Senior Citizen Centers were almost exclusively attended by the older group of women. A larger percentage of the young women attended college classes (19%) than did the older women (10%). Some of the "other" places listed where they attended classes were: Home extension offices, at work, conferences held at camps, lodges, or hotels, and volunteer training at various agencies. Although not requested, the women mentioned a wide variety of interests from crafts, political action, travel seminars, CPR, and in-service training for their jobs (Figure 2 and Table II.)

Education Participation Scale

A informal overview of the E.P.S. by the researcher revealed that there was not much response to the Professional Advancement items by older women as anticipated. Two items related to job performance were motivators for the youngest women particularly (to meet formal requirements and to increase my job competence). During a report to the workshop committee which allowed the survey to be done, this group interpreted that response to these items indicated young women had understood the workshop to be a way to enhance their job as officers and that the women wanted to increase their teaching skills when they returned home to teach similar studies in their communities (Table III).

Several women apparently thought the survey was an evaluation of the workshop because they added comments to the form about the workshop (i.e. the music was too loud, too much business and not enough time for the main speaker.)

Figure 2. CLASSES WHERE RESPONDENTS PARTICIPATE

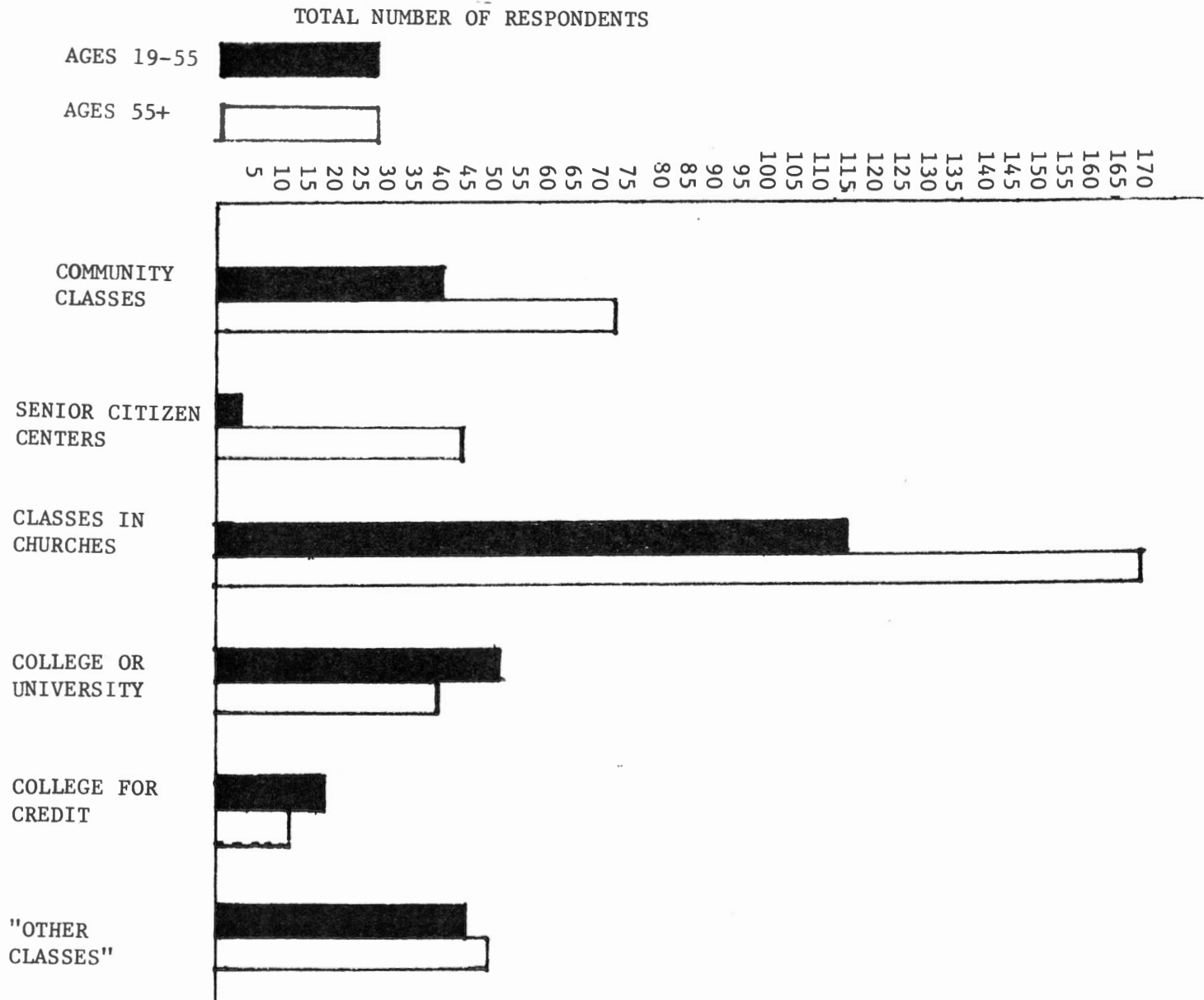


TABLE II

CLASSES ATTENDED BY WORKSHOP PARTICIPANTS

 OLDER WOMEN

Home Extension Office
 Social Service agencies
 Real Estate Board
 Homes
 Red Cross
 Retreat Centers
 Vo-Tech schools
 Elderhostels
 Seminary
 Nursing homes
 Cafeterias
 Lodge
 Womens Clubs
 Hospitals
 Businesses

 YOUNGER WOMEN

Home Extension Office
 Social Service Agencies
 Chamber of Commerce
 Homes
 Red Cross
 Retreat Centers
 Votech schools
 Hotels
 Political headquarters
 Stores
 Public Schools
 State Legislature
 At Work
 Hospitals
 Travel Seminars

TABLE III

EDUCATION PARTICIPATION SCALE: AVERAGE
INDIVIDUAL FACTOR SCORES

Escape/Stimulation Factor	
Under age 25 . . . . .	.78
Age 25-35 . . . . .	.54
Age 36-45 . . . . .	.51
Age 46-55 . . . . .	.48
Age 56-65 . . . . .	.44
Age 66-75 . . . . .	.41
Age 76-85 . . . . .	.31
Over age 85 . . . . .	.00
Social Welfare Factor	
Under age 25	2.15
Age 25-35	1.65
Age 36-45	1.60
Age 46-55	1.46
Age 56-65	1.50
Age 66-75	1.49
Age 76-85	1.34
Over age 85 . . . . .	.00
Social Contact Factor	
Under age 25	1.50
Age 25-35	1.60
Age 36-45	1.40
Age 46-55	1.18
Age 56-65	1.14
Age 66-75	1.23
Age 76-85	1.09
Over age 85 . . . . .	.30
Cognitive Interest Factor	
Under age 25	2.60
Age 25-35	2.30
Age 36-45	2.17
Age 46-55	2.18
Age 56-65	2.07
Age 66-75	2.08
Age 76-85	1.99
Over age 85 . . . . .	.30
Professional Advancement	
Under age 25	1.00
Age 25-35 . . . . .	.27
Age 36-45 . . . . .	.45
Age 46-55 . . . . .	.49
Age 56-65 . . . . .	.35
Age 66-75 . . . . .	.26
Age 76-85 . . . . .	.29
Over age 85 . . . . .	.00

Motivational Factors Influencing Participation

An examination of the motivational factors of the four older age groups determined that each of the groups ranked Cognitive Interest as their highest motivator, followed by Social Welfare and Social Interest. Escape/Stimulation ranked fourth with Formal Requirements ranked as lowest motivator.

Because the older age groups did not vary significantly, it was decided to study the younger women in order to identify any variation in their motivations. The younger ages of women ranked Cognitive Interest as the highest motivator, followed by Social Welfare and Social Interest. These results are consistent with those named by the older women however, Cognitive Interest and Social Welfare were equal influences for the under age 45 groups. The fifth and lowest influencing factors (Escape/Stimulation) was least motivational for the under age 25 group and the age 46-55 age group. Professional Advancement ranked lowest for the ages 25-45 (Figure 5 and Table 4).

The most important findings about the 326 women respondents were the extremely high rankings of Cognitive Interest and Social Welfare for the older women. Escape/Stimulation was not an important reason for participating in learning activities.

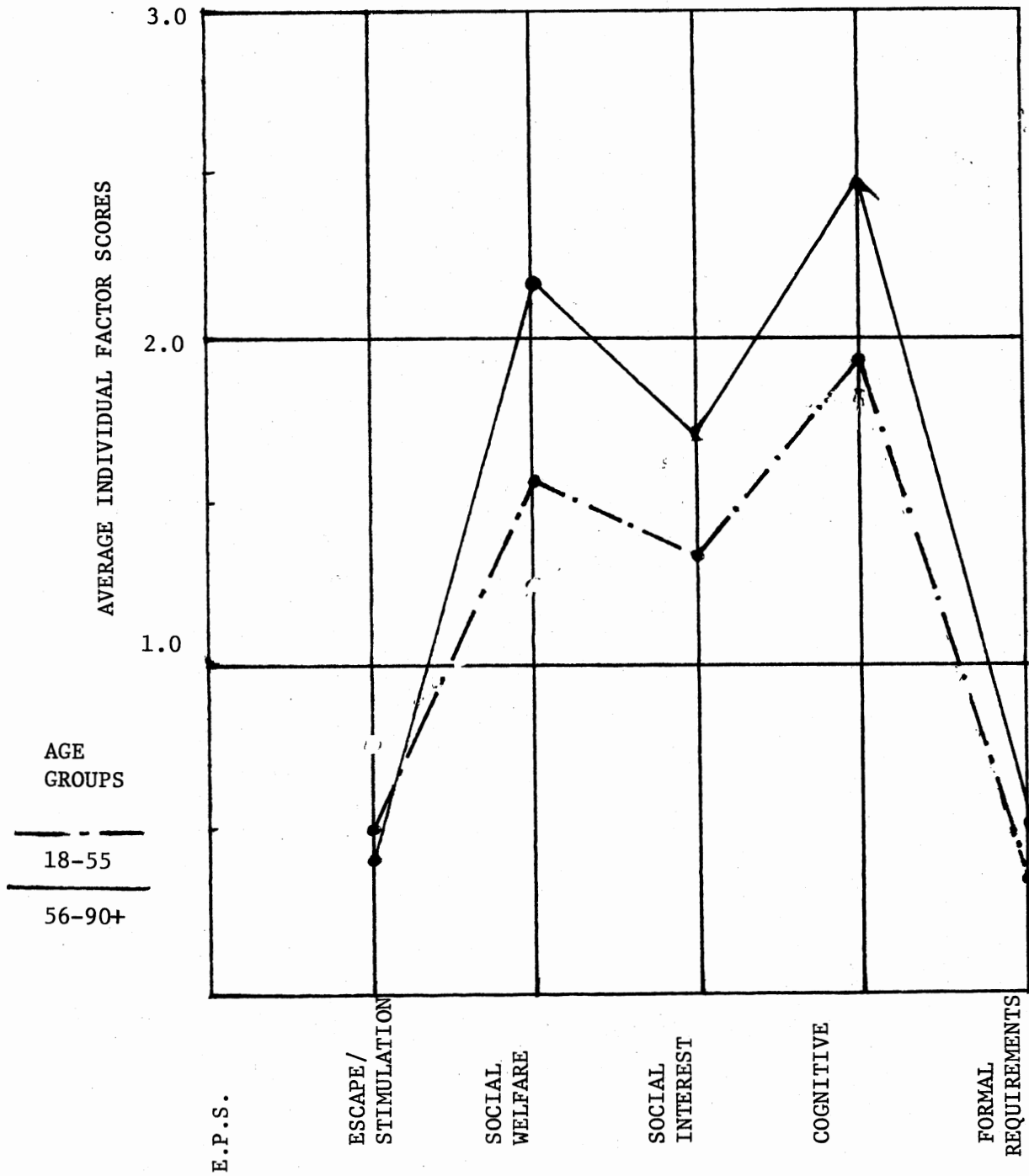


Figure 3. Comparison of Factor Scores for Younger and Older Women

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The women who attended this workshop and participated in the E.P.S. survey were from Oklahoma, predominately from the most densely populated counties in the central and eastern part of the state. Most of the women were over age 46 with the highest participation from the age 56-65 age group.. Older women were very active in educational programs particularly classes held in churches or community locations.

The E.P.S. results indicated that all the women participating in the survey were motivated by Cognitive Interests, that is the desire to learn just for the sake of learning, but also they seek social contacts and have a desire to better the world in which they live.

Conclusions

Older women continue to be interested in educational and social activities. Churches have a continuing role to play in the education of older women in the community.

If we accept Roger Boshier's "life satisfaction" definitions, we can conclude that these women were quite active socially, involved in educational activities and committed to some degree to social

issues in their communities. They are coping well with the changes related to aging.

Recommendations

Because women indicate that churches are places where they attend most educational classes, churches need to be aware of the needs of women in the community and seek to serve them with more education and socialization opportunities.

As America ages, greater numbers of older people are available to participate in education. More and more older people will not have access to community education because of lack of mobility and health problems. Educators and program planners need to be more aware of television as a way to provide educational opportunities to frail older people or caregivers who cannot get out of their homes.

Program planners might consider giving more recognition for participation in workshops and classes; such as a certificate for hours completed or other special recognition. Participation in social issues is important and might also have more recognition or certification

More education opportunities might be identified or provided in rural areas.

Recommendations for Future Study

Future studies of older women and why they participate in structured education should include more women over age 85. Also, it would be important to ask respondents about their level of formal education completed so that projections could be made on future participation.

In depth-studies of subject matter preferred by older women could help educators focus on cognitive learning. It would be helpful to know which study areas interest women, such as: sociology, history, or others.

A study could be made of types and amount of educational opportunities available in rural versus urban areas. Rural areas may offer adult education, but are older women aware of its availability?

The United Methodist Church conducts Schools of Christian Mission in seventy-three conferences all over the United States. This survey could be replicated in order to further study similar groups of women.

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APPENDIXES

APPENDIX A

RESPONDENTS BY COUNTY

TABLE IV
RESPONDENTS BY COUNTY

COUNTY	NUMBER	COUNTY	NUMBER	COUNTY	NUMBER
Adair	0	Grady	10	Nowata	0
Alfalfa	4	Grant	2	Okfuskee	0
Atoka	2	Greer	3	Oklahoma	77
Beaver	2	Harmon	0	Okmulgee	13
Beckham	2	Harper	0	Osage	2
Blaine	2	Haskell	0	Ottawa	3
Bryan	1	Hughes	0	Pawnee	4
Caddo	1	Jackson	1	Payne	3
Canadian	8	Jefferson	0	Pittsburg	0
Carter	0	Johnston	0	Pontotoc	6
Cherokee	5	Kay	6	Pottawatomie	3
Choctaw	0	Kingfisher	1	Pushmataha	0
Cimmaron	1	Kiowa	5	Roger Mills	0
Cleveland	18	Lattimer	0	Rogers	2
Coal	0	LeFlore	0	Seminole	3
Comanche	4	Lincoln	2	Sequoyah	2
Cotton	0	Logan	1	Stephens	12
Craig	4	Love	1	Texas	3
Creek	2	McClain	2	Tillman	0
Custer	6	McCurtain	1	Tulsa	36
Delaware	0	McIntosh	1	Wagoner	3
Dewey	1	Major	0	Washington	19
Ellis	1	Marshall	4	Washita	1
Garfield	3	Mayes	2	Woods	3
Garvin	3	Murray	0	Woodward	0
		Muskogee	6	No county	15
		Noble	1	Listed	

Total 326

APPENDIX B

LETTER TO BOSHIER

2413 W. Oklahoma Pl.
Tulsa, Oklahoma 74127
June 20, 1987

Roger Boshier
University of British Columbia
5760 Toronto Rd.
Vancouver, B.C.
Canada V6T1L2A

Dear Mr. Boshier;

Presently, I am a graduate student at Oklahoma State University in Stillwater, Oklahoma. In researching my masters thesis topic, I came across your Education Participation Scale. This scale appears to be about the only good way to assess motivation and I believe it would be helpful in my study. Dr. Nolan made an effort to call your office but they were unsure of your whereabouts. We understand you have an island hideaway, so perhaps you will not even see this letter until fall.

My study topic is "Motivational Factors Influencing Older Women to Participate in Structured Learning Experiences." We have not been able to locate any studies using the EPS with older women. Because I have an opportunity to use it July 17, 1987 with a group of 500 women, we are hoping to get your permission to do so.

Dr. Nolan has a copy of the instrument, but we are not sure it is your latest version. Would you send us a copy and also a listing people who have utilized the EPS in their studies.

We understand that you are very involved in the anti-nuclear movement. We too have great concern about this issue. If you are ever in this area, please plan to stop off and share with us.

Thank you for your assistance in this project.

Sincerely,

Linda Hair

APPENDIX C

EDUCATION PARTICIPATION SCALE

SURVEY OF EDUCATION PARTICIPATION

PLEASE DESCRIBE YOURSELF BY ANSWERING THESE QUESTIONS:

WHERE DO YOU LIVE? (Name of county only) _____

AGE GROUP: (Check one) under age 25_____ Age 25-35_____ Age 36-45_____

Age 46-55_____ Age 56-65_____ Age 66-75_____

Age 76-85_____ Over age 85_____

IN THE PAST TWO YEARS, HAVE YOU ATTENDED ANY OF THE FOLLOWING TYPES OF CLASSES? (Check any that you have attended)

____Community Classes (YMCA, museums, library, etc.)

____Senior Citizen Centers

____Classes held in Churches (not counting Church School Classes)

____University or College Classes

____Others, please name _____

FOR YOUR HELP IN THIS PROJECT, A BIG THANK-YOU!

EDUCATION PARTICIPATION SCALE

Think back to when you enrolled for the School of Christian Missions this year and indicate the extent to which each of the reasons listed below influenced you to participate.

There are 40 reasons listed. Circle the category which best reflects the extent to which each reason influenced you to come.

Sometimes the "much influenced" category is on the right-hand side of the page, sometimes it is on the left.

No reason for enrolling is more or less desirable than any other reason. Please be as honest as possible. There are no right or wrong answers!

EXAMPLE:

0.	To be inspired about mission needs in my community	Much Influence	<u>Moderate Influence</u>	Little Influence	No Influence
1.	To seek knowledge for its own sake	Much influence	Moderate influence	Little influence	No influence
2.	To share a common interest with my spouse or friend	No influence	Little influence	Moderate influence	Much influence
3.	To secure professional advancement	Much influence	Moderate influence	Little influence	No influence
4.	To become more effective as a citizen	No influence	Little influence	Moderate influence	Much influence
5.	To get relief from boredom	Much influence	Moderate influence	Little influence	No influence
6.	To carry out the recommendation of some authority	No influence	Little influence	Moderate influence	Much influence
7.	To satisfy an inquiring mind	Much influence	Moderate influence	Little influence	No influence
8.	To overcome the frustration of day to day living	No influence	Little influence	Moderate influence	Much influence

19. To gain insight into my personal problems	No influence	Little influence	Moderate influence	Much influence
20. To help me earn a degree, diploma or certificate	No influence	Little influence	Moderate influence	Much influence
21. To escape television	No influence	Little influence	Moderate influence	Much influence
22. To prepare for community service	No influence	Little influence	Moderate influence	Much influence
23. To gain insight into human relations	No influence	Little influence	Moderate influence	Much influence
24. To have a few hours away from responsibilities	No influence	Little influence	Moderate influence	Much influence
25. To learn just for the joy of learning	No influence	Little influence	Moderate influence	Much influence
26. To become acquainted with congenial people	No influence	Little influence	Moderate influence	Much influence
27. To provide a contrast to the rest of my life	No influence	Little influence	Moderate influence	Much influence
28. To get a break in the routine of home or work	No influence	Little influence	Moderate influence	Much influence
29. To improve my ability to serve humankind	No influence	Little influence	Moderate influence	Much influence
30. To keep up with others	No influence	Little influence	Moderate influence	Much influence
31. To improve my social relationships	No influence	Little influence	Moderate influence	Much influence
32. To meet formal requirements	No influence	Little influence	Moderate influence	Much influence
33. To maintain or improve my social position	No influence	Little influence	Moderate influence	Much influence
34. To escape an unhappy relationship	No influence	Little influence	Moderate influence	Much influence
35. To provide a contrast to my previous education	No influence	Little influence	Moderate influence	Much influence
36. To comply with the suggestions of someone else	No influence	Little influence	Moderate influence	Much influence
37. To learn just for the sake of learning	No influence	Little influence	Moderate influence	Much influence
38. To make new friends	No influence	Little influence	Moderate influence	Much influence
39. To improve my ability to participate in community work	No influence	Little influence	Moderate influence	Much influence
40. To comply with instructions from someone else	No influence	Little influence	Moderate influence	Much influence

VITA ²

Linda Hair

Candidate for the Degree of

Master of Science

Thesis: MOTIVATIONAL FACTORS INFLUENCING OLDER WOMEN TO PARTICIPATE
IN STRUCTURED LEARNING ACTIVITIES

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Biographical:

Personal Data: Born in Richardson, Texas the wife of David E.
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Education: Graduated from Richardson High School, Richardson,
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Completed requirements for Master of Science Degree in
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Professional Experience: Home Economics teacher in Dallas and
Austin, Texas. Community Developer, Frakes, Kentucky.
Food coordinator, Frances E. Willard Home for Girls, Tulsa,
Oklahoma, Youth Services of Tulsa, Teacher.

Tulsa Senior Services-Supervisor of Senior Citizen Centers,
Supervisor of Information and Referral, Editor of the Vintage
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Volunteer Experiences: Local, District, Conference officer
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1980-1984 PTA, Girl Scout leader, Cub Scout Leader, Museum
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