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# Motivational Factors for Adult Education Participants: Gender, Age and Marital Status

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**Abstract** – In this paper, a comprehensive approach to adult education is being presented, focusing on the range of factors that can motivate adults to participate in any kind of educational program. Quantitative research was conducted with a questionnaire for adults in order to determine which factors influence their participation in lifelong learning. These factors have been found to vary, depending on gender, age and marital status. All of these elements play a decisive role in the educational process of adults and their further development.

**Keywords** – Adult Education, Motivational Factors, Adult Trainer.

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## I. INTRODUCTION

Factors that motivate adults to participate in educational programs are a timeless issue in lifelong learning. The adult is a complete personality, which, although often difficult to return to the classroom for many reasons, internal and external, is forced by the difficult conditions of everyday life to return to the field of education and act fast.

Factors that motivate an adult to participate in adult education programs are the need that arises from his or her effort not to remain unemployed and consequently not to be marginalized, to self-actualization, to be socially recognized and at the same time fulfill personal needs and ambitions, and to grow professionally and financially.

The main role in the effort of the adult learner is played by the trainer, who must treat the adult with sensitivity, respect his needs, orient the whole educational process with him in the center and based on the needs, expectations and peculiarities. Bringing his experiences to the forefront and turning them into a source of knowledge.

An attempt is made to confirm the theory with practice, regarding the factors that make it easier for adults to participate in an educational program [1].

## II. THEORY

### A. Factors Motivating Learners in Lifelong Learning

In the rat race of the modern age, the need for lifelong learning and ongoing training is undeniable. The reset of distances through globalized society, the spread of education on an ecumenical level, the existing gap of inequalities and the increased demands on the working class set education as a “ticket” to the labor market. But some internal reasons motivate adults to engage in further education and training. According to Boshier [2], the motivations for student participation are better communication and communication at the social level, vocational training and development, better communication with family members and therefore improving relationships, and gaining knowledge on any subject matter [1].

The term motivation is being used to describe a state in one’s inner world, which under appropriate conditions

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motivates adults to achieve their goals. Motivations are divided into internal and external. The former are related to personality, such as a person's personal interests and expectations, while external ones arise from factors such as motivation from external stimuli [3]. In addition, according to Kokko [4], internal motivations are the main foundations for adult participation in educational programs, because their self-esteem increases thanks to their effective participation with good performance at an educational level [5]. Meanwhile, external motivations affect the individual in the educational process through remuneration or punishment respectively [6].

Regarding adult characteristics, such as their educational background and their progress to date, their specialty, type of job, their abilities, the age group to which they belong, their motivations and the needs they have to participate in educational activities, as well as the theories of adult participation in education are taken into account [7]:

- i. The theory of dynamic fields, which is based on Maslow's theory. Trainees from lower social classes seek to train himself / herself to meet basic needs, as opposed to those of higher education who participate in educational programs for the sole purpose of self-actualization and success.
- ii. Identification theory, which deals with the motivations of learners according to Boshier's theory [2], in which reference was made above, (internal and external motivations).
- iii. "Expectancy-strength", which according to Rubenson [9] is related to the relationship between learners' expectations in relation to the results of their active participation in the educational process.
- iv. Transition theory, this theory is related to the changes in which adult life is subject, according to research by Aslanian & Brickell [10].
- v. Reference groups theory, according to which the trainees identify with the group which they belong to or with which they would like to belong to.
- vi. Social participation theory, in which the participation of adults in educational programs is related to their social participation.

The needs of the individual determine their movements, so that they can reach self-actualization, specifically in the field of mental needs in order to expand his knowledge and complete training.

Low social class trainees are limited to meeting their basic needs, while high social class individuals are interested in self-actualization. The social class that essentially pursues lifelong learning is the middle class, which in order to achieve its professional fullness has not only got the need for survival, security, social recognition, familiarity with technological means, but also the use of opportunities for learning that are presented, gaining contact with educational activities [11]. This implies that older people, or those with low qualifications, or those who do not need specialized jobs, put the effort to continue learning as lower priority, due to ignorance and lack of access to this type of education [11].

According to interviews conducted by Houle [4] on 22 people of both sexes, it was observed that adults participating in education are divided into three categories, a) those who are focused the goal - final result, b) those seeking learning and c) those interested in the educational activity itself.

For the first category, goal-oriented students are faced with the problem itself, as they seek to be trained as much as possible in specific issues that concern them and to acquire knowledge and the tools, with their ultimate

goal being achieving their goals. Regarding adults who belong to the category of learning process (learned oriented), there is a clear interest in any educational field. Learning for the sake of learning plays a key role in the educational process of adults, so it is an ongoing process. Referring to the third category, the activity-oriented educational activity, the participants of each program who are driven by the need for personal development, are consumed in the educational process itself, regardless of the degree they indulge in learning, in order to escape or even be admitted to a new field, whether it is professional, social or personal. In this case, there are mainly people who focus on changing their daily lives without this meaningful involvement in the subject of the educational process [12]. Therefore, we can conclude that the factors that motivate adults to participate in education are the social relationships in which they seek to meet people of the same and opposite sex, build up contacts and possibly friendship. An additional reason is the expectations from outside, in which the trainees obey or comply with instructions or instructions from others or higher. A third factor is social welfare, the need to be educated and offered to the whole. Then, the professional development / evolution that implies work prestige, efficiency and a sense of security, pushes employees to participate in programs and to be provided with skills that will enable them to cope with intense competition. The fourth factor is escape. This factor is a way out of everyday life and routine, providing interest in the lives of many everyday people. The last factor is the cognitive interest, i.e. the clear desire for learning and the interest for further education, which turns each learner into a competitive member of the professional society [4].

Participation is a learning process that involves a series of activities and responses during the educational process that are determined by the individual, depending on the social context in which they act, which may change over time, resulting in it changing their behavior proportionally. In order to achieve this learning process, the individual's participation in a series of assessments is required, such as the learner's self-assessment of his / her educational course and himself / herself as an individual, the learner's attitudes towards training, whether formal or informal, the importance of the objectives and the expectation that the participation will meet the objectives set by the trainee himself / herself, the transitions, which are submitted depending on the change of perceptions and adapt their attention to new data, the opportunities and obstacles they encounter in terms of their additional education, their information about the educational activities that take place and arouse their interest and lead them to the decision to participate in educational programs. The trainee having achieved a positive learning experience after each stage is more and more likely to participate in educational activities. However, the motivations and learning needs of each student should also be taken into account. [13]

Researchers are interested in the fact that adults are involved in education. This stems from the need for personal development. The researchers' interest is focused on the factors that lead adults to their active participation in such programs and in general educational and learning processes, but also in the understanding of these factors. The key role is played by participation factors [14], which implies not only the previous participation of the trainees in other training programs, but also the learning product and the motivations of the trainees. Learning is a system that consists of the process and the result, factors that are related and activated by the learner's goals, prospects and actions. By this logic, motivation precedes learning, but learning precedes motivation, as sometimes the factors that create motivation and the desire to participate in the educational process must first be activated.

These two elements change depending on the conditions in which the trainee moves, from the expectations they has, but also from their pre-existing experiences. Thus we can come up with two versions, on the one hand

the motivation to precede learning, i.e. the learning process and its results to be activated by the goals, actions and expectations of each learner and on the other hand, learning to precede of motivation, i.e. learning itself to awaken the factors that build the motivation for participation and effort for learning.

### III. RESEARCH METHODOLOGY

#### A. *Research Methodology and Research Tool*

This research deals with an issue that concerns a large part of the population and is indirectly related to the professional rehabilitation of adults in modern society, and specifically to the motivations of adults in lifelong learning, a fact that is significant due to rising unemployment and high qualifications and skills requirements in the workplace. This research is of interest to researchers in the field, but also to educators of adults, because the findings of the research can be a source of contemplation and improvement in the field of adult education.

It is very fascinating that for some adults, participation in education has a primary place in their lives, unlike others who avoid participating in this process due to some issues. The purpose of this research is to study the attitude of adult learners in relation to education based on theories which have already been noted by researchers in the field and the percentages of participation and distance from any educational process. The aim is to study the theory that reflects reality, to provide solutions to emerging problems and to clarify specific data, which are related to identifying the motivations for the participation of learners in lifelong learning, since adult education is a contemporary and timeless issue due to continuous and rapid changes in the labor market. A well-trained adult will find a job more easily and usually has corresponding financial rewards as opposed to someone who has been restricted in basic education, according to CEDEFOP research [15].

#### B. *Research Methodology and Research Tool*

In the present paper, which deals with the causes and effects of adult participation or abstinence from educational programs, the quantitative method is applied. Through this, a systematic investigation of this phenomenon is carried out in an objective, consistent and neutral way. Furthermore, two or more variables are related and based on specific questions; it proceeds to the analysis and formulation of some representative conclusions of the sample [16]. Therefore, the aim is to study the relationship between the motivations of adults and their participation in educational programs.

In order to collect the data for the study of the research, a questionnaire with closed-ended questions in *Likert* scales was used as a means to limit the sample's answers to specific, predefined answers, which the sample can answer quickly, without difficulty. The good thing about this self-completed questionnaire is that the respondents have the time to complete it in their own space and so it is easier for them to give a valid answer [17]. For this reason, it was sent by e-mail, giving them the opportunity to respond from any electronic device. Google forms was used to achieve this. Without entering an email, and completely anonymously, they had the opportunity to complete the questionnaire and send it with the “Submit” button. Based on this, the data is collected automatically when the answers are submitted. The data is collected in an excel file while creating charts. The questions in this questionnaire are designed in a specific way to achieve the purpose of the research, i.e. to provide us with accurate information and valid measurement of research questions and reliability [17].

As for the questionnaire, it was structured based on the characteristics of the sample, i.e. it is addressed to an

adult population that has attended an educational program and on the occasion of the bibliographic research carried out in this work. His questions are recorded in a simple and clear way, so that they can be understood by all, and in terms of scope they are relatively short, so as not to tire and discourage respondents from answering questions honestly. [17]

Regarding the answers, the Likert scale of five grades is used, with “Not at all” corresponding to 1, “A little” to 2, “Moderate” to 3, “Very” to 4 and “Too much” to 5.

Data analysis was performed using IBM SPSS software. The descriptive analysis describes the frequencies and percentages of the categorical variables and through the Likert, the frequencies, the percentages, the averages and the standard deviations. In order to select the appropriate statistical criteria, parametric or non-parametric, at the inductive stage it must be checked whether or not the values of the variables follow a normal distribution.

Since the regularity test with the Kolmogorov – Smirnov criterion revealed that there was no normal distribution ( $p < .05$ ), the following statistical criteria were selected: a) Mann-Whitney in case our independent variable is categorical with two categories (eg gender. ) and b) Kruskal-Wallis, if the independent variable has more than two categories (e.g. age).

## IV. RESULTS

### A. Results of Descriptive Analysis

According to the research carried out on the motivating factors of the trainees, some conclusions emerge at this point in the work.

There are some interesting facts about the reasons for motivating adults to participate in adult education programs. “Skill cultivation”, “personal development” and “personal satisfaction” are the strongest criteria for trainees, holding the highest percentages, as well as “certification”, “personal need”, “course schedule” and “Professional development” are equally important criteria, with high percentage positions, around 96% [12].

Those are followed by the “duration of the program”, the “acquisition of additional formal qualifications”, the “maximization of work efficiency”, the “increase in financial earnings”, the “topic of the program”, the “correct information”, “accessibility”, but also the “renewal of interest in work”, the “improvement of the employee's daily life”, the “workload”, the “running time” and the “increase of a sense of security” with a percentage of around 90%.

Additional criteria are “opportunity to interact with other people”, “free time”, “reputation and prestige of the organization”, “positive role model for children”, “rapporteur”, “acquaintance with young people” people”, and “social recognition”, with a percentage of around 75%

Last in line are the “possibility of coexistence with the company”, the “curiosity”, but also “obligation”, with a percentage of around 56%.

Regarding the factors for choosing an adult education program, the sample chose as the main criterion of all the program fees” with 100% unanimity and then with equally high percentages the criteria “thematic field”, “days and hours”, “implementation methodology” “Program duration”, “facilitation of participation from my w-

-ork” and “accessibility in the implementation area” follow with percentages of 90-98%.

In addition, the main criteria are “participation subsidy”, “reputation of the institution”, “reputation of the trainer”, and “training area” with percentages of 79-89% and in the last place comes as a criterion the “participation of colleagues from the same school” with a percentage of 57.5%.

As a key factor in the convenient planning of an adult program the main criteria are “Program exclusively on weekends”, “Program of 2 weekly meetings, longer duration. “And “Program of 3 weekly meetings, slightly longer” with percentages of 67-75%. Less convenient for trainees are “Program that will be implemented on any day of the week”, “Program exclusively within working days” and “Program of a weekly meeting, not very long-lasting” with percentages 53-58%. A very small incentive was the “Daily Meeting Program, very short-lived.” at just 40.6%.

Another element that shows the preferences of adult learners during their participation in the training process are some methodological techniques; mainly “Problem Solving”, “Simulation”, “Research – Action”, “Action Plan Method – project” and “Educational game”. These hold the first places in their selections with 90-93% percentages. The next options in the sample are “Field Research”, “Experimental Method”, “Work in Groups”, “Role Play”, “Lecture – Presentation” and “Ethical Dilemma Technique”, with equally high rates of 80-89 %. Last of their preferences are “Individual work”, “Theater techniques – dramatization” and “Storm of ideas” with percentages of 72-76%.

### *B. Inductive Analysis Results*

Concerning the statistically significant differences of adults who answered the questionnaire in relation to gender, the analysis of the data was carried out with the non-parametric criterion Mann Whitney - U test and the differences between men and women regarding the question of the questionnaire regarding the motivations for attending an adult education program concern the following statements.

“Because it is a personal need” ( $U = 2462,000$ ,  $p = .046$ ), it is observed that male learners ( $AVR = 3.57$ ) agree less than female learners ( $AVR = 3.88$ ). Another statement, in which a statistically significant difference is seen, is the “Acquisition of additional formal qualifications” ( $U = 2343,000$ ,  $p = .016$ ), in which men ( $AVR = 3.57$ ) agree equally less than women ( $AVR = 3.98$ ). There is an equally significant difference in the statement “Professional development” ( $U = 2273,000$ ,  $p = .003$ ) with men ( $AVR = 4.03$ ) again having a lower degree of agreement than women ( $AVR = 4.41$ ). The statement “Increased sense of security” ( $U = 2393,000$ ,  $p = .025$ ) shows a statistically significant difference, with men ( $AVR = 3.30$ ) considering the above statement to be less motivating than women ( $AVR = 3.66$ ) [18].

The statement of “Providing an opportunity to be absent from the workplace” ( $U = 2385,500$ ,  $p = .025$ ) finds the male ( $AVR = 2.65$ ) population of the sample to agree to a greater extent in contrast to the female population of the sample ( $AVR = 2.20$ ). “Credit Unit Recognition” ( $U = 2398, 500$ ,  $p = .027$ ) finds men ( $AVR = 3.57$ ) to agree less than women ( $AVR = 3.94$ ). Regarding the last statement of this question, “Certification” ( $U = 2367,000$ ,  $p = .016$ ) is an incentive for men ( $AVR = 4.05$ ) to a lesser extent than for women ( $AVR = 4.35$ ).

Equally statistically significant differences are observed in the statements in the fifth question about the motivating factors for adults to choose educational programs. As can be seen in the following statements, the male population of the sample agrees less than the female population on specific factors. The statement “Days

and hours” ( $U = 2502,500, p = .042$ ) finds men less agreeable ( $AVR = 3.90$ ) than women ( $AVR = 4.26$ ). The statement “Accessibility in the implementation area” ( $U = 2107,500, p = .001$ ) finds women ( $AVR = 4.11$ ) to disagree to a lesser extent than men ( $AVR = 3.56$ ). The last statement of the question “Participation subsidy” ( $U = 2441,500, p = .040$ ) is for men ( $AVR = 3.62$ ) a motivating reason for choosing an educational program to a lesser extent than for women ( $AVR = 3.99$ ).

Regarding the question related to the preferences of the trainees regarding the methodological techniques for the implementation of the educational programs, there is a statistically significant difference in three techniques. The “Experimental Method” ( $U = 2385,000, p = .023$ ) is preferred by men ( $AVR = 3.97$ ) to a greater extent than women ( $AVR = 3.62$ ). “Problem Solving” ( $U = 2429,000, p = .030$ ) is equally preferred over male trainees ( $AVR = 4.02$ ) as opposed to women ( $AVR = 3.71$ ) who prefer it less. In the same way, “Working in groups” ( $U = 2506,000, p = .047$ ) is less popular with women ( $AVR = 3.53$ ) than men ( $AVR = 3.85$ ) who prefer it.

On the age of the sample in relation to the statistically significant differences, these were analyzed with the non-parametric Kruskal-Wallis criterion - H test.

Regarding the question on the reasons for the incentives of adults to attend an adult education program, there are statistically significant differences in the following statements. “Satisfaction of personal interests” ( $H(5) = 11,148, p = .040$ ) is an incentive mainly for the population of the sample aged 20-29 ( $AVR = 4.15$ ), then for the population aged 40-49 ( $AVR = 4.10$ ) and for ages 50-59 ( $AVR = 4.00$ ). Less significant motivation for participation is for ages 30-39 ( $AVR = 3.98$ ), over 59 ( $AVR = 3.50$ ) and under 20 ( $AVR = 2.75$ ). Regarding the next statement “Acquaintance with young people” ( $H(5) = 11,086, p = .050$ ) the reason for motivation is mainly for the age group over 59 years ( $AVR = 4.50$ ), also for the trainees / under 20 years of age ( $AVR = 4.00$ ), as well as being slightly less motivated for the 40-49 age group ( $AVR = 3.71$ ). This statement is not largely motivated for ages 30-39 ( $AVR = 3.16$ ) and to a much lesser extent for ages 20-29 ( $AVR = 3.06$ ). It is also observed that for “Social Recognition” ( $H(5) = 11,181, p = .048$ ) are mainly interested the ages 40-49 ( $AVR = 3.85$ ), as well as the ages over 59 ( $AVR = 3.50$ ). To a lesser extent, it is an incentive for children under 20 ( $AVR = 3.25$ ) and 30 to 39 years old ( $AVR = 3.24$ ). Motivation is also regarded to a much lesser extent.

Regarding the question related to the preferences of the trainees regarding the methodological techniques selected in an adult education program, there is a statistically significant difference in the age of the sample population in relation to the “Storm of Ideas” technique ( $H(5) = 14,759, p = .011$ ), which is preferred by the age group over 59 ( $AVR = 4.00$ ). An equally popular method is for 40-49 year olds ( $AVR = 3.65$ ). Less popular technique is for ages 30-39 ( $AVR = 3.39$ ), for ages under 20 ( $AVR = 3.25$ ), 50-59 years also ( $AVR = 3.00$ ) and few will the ages were 20-29 ( $AVR = 2.81$ ).

In relation to the marital status of the trainees, the statistically significant differences of the population of the sample are presented following the application of the Kruskal-Wallis H test.

The question related to the reasons for motivating adults to attend an adult education program presents statistically significant differences, after the application of Kruskal-Wallis The test in the statement “Why it is a positive model for my children” ( $H(2) = 11,847, p = .003$ ). This statement is an important reason for motivation in the category of divorced ( $AVR = 4.67$ ), less important ratio compared to the category of married ( $AVR = 3.35$ ) and much less important reason for motivation is for singles ( $AVR = 3.35$ ) [10].

In addition, the statement “Opportunity for interaction with other people” ( $H(2) = 6,806$ ,  $p = .033$ ) is a reason for motivation mainly for the category of divorced ( $AVR = 4.00$ ), but also for the category of married ( $AVR = 3.45$ ) individuals. Among the three categories, the category of unmarried is the least interested in this factor ( $AVR = 3.08$ ).

Regarding the statement “The reputation and prestige of the organizing body” ( $H(2) = 6,479$ ,  $p = .039$ ) it is clear from the results that this is a very important reason for incentives for married people ( $AVR = 3,43$ ), for the free ones are quite an important motivator ( $AVR = 3,11$ ), while for the divorced they are not even a reason to encourage program selection ( $AVR = 1,67$ ).

Regarding the next statement “The subject of the program” ( $H(2) = 6,226$ ,  $p = .044$ ) is a reason for monitoring for married people to a very large extent ( $AVR = 4.27$ ), for the equally free to a very large extent ( $AVR = 4.04$ ), while for the divorced ( $AVR = 2.67$ ) it is a small incentive.

Regarding “rapporteur” ( $H(2) = 7,585$ ,  $p = .023$ ), the reason for encouraging the selection of an adult program is very large for married people ( $AVR = 3,57$ ), just as important for the unmarried ( $AVR = 3,51$ ), but almost not important for divorced people ( $AVR = 1,33$ ).

A very important reason for motivating to attend an educational program is for the unmarried ( $AVR = 3.92$ ) “The curriculum” ( $H(2) = 7,433$ ,  $p = .024$ ), just as important is for the married ( $AVR = 3.84$ ), but is a small incentive ratio for divorced people ( $AVR = 2.00$ ) according to the results.

For married people ( $AVR = 3.92$ ) the following statement “Credit Unit Recognition” ( $H(2) = 6,801$ ,  $p = .033$ ) is a very important reason to encourage the selection of a program, as well as for single people ( $AVR = 3,79$ ), in contrast to divorced persons who are not so affected by this statement ( $AVR = 2.00$ ).

The last statement of the question “Certification” ( $H(2) = 7,936$ ,  $p = .019$ ), is both for the unmarried and the married individuals ( $AVR = 4,27$ ) a very significant reason for motivating the choice of educational program for adults, as opposed to divorced people, for whom there is little incentive ( $AVR = 2.33$ ). The question related to the factors of choice of an adult education program, depending on the marital status, presents statistically significant differences, after application of Kruskal-Wallis The test in the statement “Reputation of the trainer” ( $H(2) = 5,946$ ,  $p = .050$ ) which is a fairly large criterion for the three categories. The reputation of the trainer has a primary place in the category of married people ( $AVR = 3.71$ ), then in the category of divorced people ( $AVR = 3.67$ ) and finally in the category of unmarried people ( $AVR = 3.31$ ).

Also, the “Program Cost” ( $H(2) = 6,439$ ,  $p = .040$ ) is a very important program selection factor ( $AVR = 4.49$ ) for both married and unmarried people, as opposed to divorced people. which do not find this statement a particularly important factor of choice ( $AVR = 3.33$ ).

The statement “Facilitate participation from my work” ( $H(2) = 7,988$ ,  $p = .018$ ) is particularly important for the category of divorced ( $AVR = 4.67$ ), as shown by the results important for married people ( $AVR = 4.24$ ), but not so much for the unmarried ( $AVR = 3.87$ ).

The question regarding the methodological techniques preferred by adults in an adult education program presents statistically significant differences, according to the application of the Kruskal-Wallis - H test. Specifically, the technique “Storm of ideas” ( $H(2) = 12,438$ ,  $p = .002$ ) is much preferred by the category of

married learners (AVR = 3.57), and equally as much by the category of unmarried trainees (AVR = 2.93) and to a large extent from the category of divorced trainees (AVR = 2.67) [18].

The next statement of the question “Experimental method” ( $H(2) = 8,939, p = .011$ ), in which a statistically significant difference is observed, seems to be very much in agreement with the category of married people (AVR = 4.08), the Experimental method seems to be preferred by unmarried people as a methodological technique (AVR = 3.61), while divorced people prefer it, but to a much lesser extent (AVR = 3.00).

## V. CONCLUSIONS

Adults’ interest in participating in adult education programs is strong, mainly from the female population due to their need for active participation in outdoor activities and even from a young age, mainly up to 29 years, who need work and therefore from training in order to achieve their professional goals.

Therefore, learning is directly related to their interests, as in this way they are able to learn better, especially when the subject is related to vocational, because this way they can be better trained, achieve a job and aim to improve, of their financial gains. Regarding their expectations, it is found in older people, between 40 and 49, especially the expectation of fulfilling personal ambitions, probably because the specific part of the sample already has a job and tries to fulfill specific goals based on it. Nor can the fact of the disposition for socialization, which is observed mainly in the graduates of primary education, be omitted.

After examining the sample, it is observed that the majority of the sample is a female population with a percentage of 61.7%. The increased rate of women’s participation is a fact that is observed in other adult education surveys [19], [20]. This may be due to the professional activity of women in the 20th century.

In addition, a relatively large share is recorded by people aged 20-29 years with a percentage of 48.8%. This may be due to young people’s appetite for further learning and their need to update their skills in order to enter the labor market dynamically, according to a study [22]. For the same reason, there is obviously a participation in them, mainly by university graduates with a percentage of 53.7%.

Also, according to the results of the survey, the percentage of unmarried people is 66.7%, which is the highest compared to the other categories, a fact that is justified by the young age of the majority of participants in these programs, but also according to study of [11]. This also justifies the participation of adults who do not have children at the rate of 75.3%. The element that makes an impression is the high percentage of employees (73.5%) who participate in adult education programs. The main reasons for motivation are cultivating skills, which they agree on almost unanimously, as well as the personal need that drives them and their personal development. Relatively younger ages are mobilized by their own interests, while married people are observed to be motivated mainly by their needs. An important factor that inspires adults is the renewal of their interest in work, but also financial motivation. A factor that makes it easier for them to participate is having a proper curriculum, easy access and certification.

Adults who are now well-formed personalities with a wealth of experience understand the way they want to learn, need to be at the center of the educational process, interact with the instructor and tend to be interested in specific methodological techniques. At this point, the role of the instructor is essential with his / her attitude towards the trainees, with the encouragement he/ she provides them, the feedback and the guidance in the educa-

-tional process.

Adult education is an important part not only in their professional but also in their personal lives. Through this, they are provided with opportunities for vocational training and support not only financially but also on a personal level. Therefore, they should be given more learning opportunities in order to achieve their goals.

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