

LEARNING AS LEISURE: MOTIVATION, OUTCOME, VALUE

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DEDICATION

This dissertation is dedicated to my parents, Phyllis and David Lorek, who valued education and worked to ensure that I always had high quality learning opportunities. I know you would both be proud of this accomplishment. Thank you for nurturing the gift of inquiry.

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ABSTRACT

Learning as Leisure: Motivation, Outcome, Value

The purpose of this study was to determine the motivational orientations of leisure learning participants and to determine what the perceived outcomes and ascribed value associated with learner participation in various leisure learning activities. To achieve this a multi-method design was used to collect and analyze both quantitative and qualitative data. A questionnaire was used to collect quantitative data on participant motivational orientations. Demographic items were also included on the questionnaire to generate independent variables for analysis. A follow-up telephone interview with volunteers who completed questionnaires provided for qualitative data.

Results of the questionnaire indicated three emergent primary motivational orientations: Social Contact, Cognitive Interest, and Social Stimulation. These orientations were different between younger and older adults, as well as between people who were taking courses which tended to be taken multiple times and people took classes which tended to be taken only once. The most salient outcome themes related to interpersonal ideas about interacting with others such as meeting new people and contact with social groups, and more individual intrapersonal outcomes such as pursuing interests, enrichment, health, and enjoyment. Learners indicated a general sense of good feeling, especially about themselves. Course experiences were also described as activating or relaxing processes. Opportunity to try new things was important to many interviewees for both outcome and value. Findings from the study contribute to the idea that learning as leisure is perceived by participants to be good for them and were valued by them. Findings also offer some understanding about the nature of leisure learning behavior.

TABLE OF CONTENTS

INTRODUCTION	1
Statement of the Problem.....	7
Purpose of the Study	8
Delimitations.....	9
Limitations	10
Assumptions.....	12
Definition of Terms.....	13
REVIEW OF THE RELATED LITERATURE	17
Adult Education	17
Motivation and Learning.....	19
Lifelong Learning	24
Nonformal Learning.....	25
Leisure Learning	27
Casual and Serious Leisure.....	29
Summary	31
METHODS	33
Setting	33
Subjects.....	35
Data Collection	36
Instrumentation	39
Research Design.....	45
Validation and Reliability	47

Data Analysis	49
Summary	53
ANALYSIS OF DATA.....	54
Quantitative Findings.....	55
Sample and Response Rate	55
Factor Analysis	63
Factor Reliability Assessment.....	71
Factors and Their Content.....	72
Multivariate Groupings and Tests.....	77
Research Question 1- Motivational Orientations.....	80
Summary	89
Qualitative Findings.....	90
Interviewee Sample Selection and Information	90
Research Question 1 – Motivational Orientation and Multivariate Variables.....	93
Research Question 2 – Participation Outcome Findings	94
Interpersonal	94
Intrapersonal	96
Summary	100
Research Question 3 – Participation Perceived Value Findings.....	100
Summary	103
DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.....	105
Summary of Study Procedures.....	105
Discussion of Findings.....	107

Limitations	111
Implications.....	113
Future Research	118
Conclusion	119
REFERENCES	121
Footnotes.....	135
APPENDIXES	136

LIST OF TABLES

Table 1	Summary of the Sample Group.....	57
Table 2	Summary of the Sample Demographics	59
Table 3	KMO and Bartlett's Test	65
Table 4	Total Variance Explained for Principal Axis Factor Analysis for EPS	67
Table 5	Rotated Factor Matrix	69
Table 6	Summary of Factor Reliability.....	71
Table 7	Summary of Factor Descriptive Statistics.....	74
Table 8	Factor Descriptive Statistics After Multivariate Outlier Case Deletion	76
Table 9	Within + Residual Correlations	80
Table 10	Within + Residual Statistics.....	80
Table 11	Multivariate Tests of Significance	83
Table 12	Age Analysis of Variance Results	85
Table 13	Class Type Analysis of Variance Results	86
Table 14	Marginal Means for Age and Social Stimulation	87
Table 15	Marginal Means for Repeater Class Type and Dependent Variables	89
Table 16	Interviewee Information.....	92

LIST OF FIGURES

Figure 1	Education Participation Scale Scree Plot.....	68
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LIST OF APPENDIXES

Appendix A	EPS Questionnaire.....	137
Appendix B	Telephone Interview Guide.....	140
Appendix C	Class Observation Notes Worksheet	142
Appendix D	Sample Group Descriptive Statistics.....	145
Appendix E	Class Type List.....	149
Appendix F	Factor Composition Loading and Cronbach's Alpha.....	151

INTRODUCTION

According to the U.S. Census Bureau (2006) baby boomers currently number 78.2 million people, about one third of United States citizens, with the projected number of adults over the age of 50 doubling by 2020. During the last twenty years professional conferences and journals have been rife with information about the coming retirement of the baby boomer cohort (cf. American Alliance for Health Physical Education, Recreation and Dance, National Recreation and Park Association, and Gerontological Society of America). This cohort represents a significant portion of the population that has and will continue to change the nature of American society. In 1998, the *Journal of Physical Education, Recreation and Dance* published a series of articles addressing some of the concerns and opportunities presented by this wave of adults (Arsenault & Anderson, 1998; Bodger, 1998; Gibson, 1998; Hopp, 1998; Linnehan & Naturale, 1998; MacNeil, 1998; Swedberg & Ostiguy, 1998). Addressing this sizable group of adults has prompted growth in programs targeted at seniors and retirees, especially programs labeled “lifelong learning” (MacNeil, 1998). In recent years understanding how baby boomers are reshaping leisure through use of their time, programs, and services has been central to anticipating the cohort needs as they approach and enter a different phase of life, later life (Cleaver & Muller, 2002; Lipschultz, Hilt, & Reilly, 2007; Ziegler, 2002). Research about these needs and resultant decision making of aging adults have helped to understand and address this cohort as they specifically interact with recreation and park professionals (Arsenault, Anderson, & Swedberg, 1998; Purdie & Boulton-Lewis, 2003; Roberson, 2005). The baby boomer cohort by its size alone within the population requires attention. Current understanding of the adult group indicates that their patterns of

behavior will alter perceptions of how adults spend later life (Dychtwald, 1999).

Opportunities to meet these changes will be prevalent as baby boomers shift to later adulthood and as a result, an important part of park and recreation service providers work.

The baby boomer population is the most educated set of adults to reach retirement; meeting the needs of these adults in leisure contexts continues to be both an opportunity and a challenge (Dychtwald, 1999; Rothschild & Accorsi, 2005; Ziegler, 2002). Traditionally, recreation programming has focused on youth and families; however baby boomers have and will continue to create some unique programming considerations. Increasingly, organizations such as Elderhostel, Inc., TraveLearn, and Grand Circle Travel have become popular as adult interests reflect the leisure interests of baby boomers: a desire to connect to themselves and the world (Lipschultz, et al., 2007). For example, in the 1990s Elderhostel, Inc. responded to increasing demand (and audience expansion) by altering a rule which changed the beginning age eligibility from 60 years of age to 55. A more recent initiative by Elderhostel, Inc. includes a new grouping of programs designed for adults of all ages (specifically the baby boomer cohort) called "Road Scholar," which emphasizes experiential learning through travel and exploration. The expansion of Elderhostel and the growing number of organizations oriented to adult leisure activities is expected to continue, with many of these organizations emphasizing active learning (Stein, 2000).

Some organizations have focused their programs on combining active learning with the leisure pursuit of travel (e.g., Elderhostel, Inc., TraveLearn) while other organizations have emphasized learning closer to home but still closely connected to

leisure activities (e.g., Michael's Arts and Crafts, Home Depot). These offerings are in part a result of commercial businesses (e.g., arts, crafts, cooking, or home supply stores) serving and expanding their customer base. As a market segment, ageing baby boomers are a valuable and necessary audience for businesses and advertisers (Lipschultz, et al., 2007). Other agencies and organizations will also find this client base to be a significant influence on services and offerings. As a result park and recreation entities need to expand traditional programming to include reconceived adult programming services for the coming wave of older adults. Furthermore, as the baby boomer cohort ages, distinctive differences will emerge between the older and younger boomers (Lipschultz, et al., 2007). Knowing how baby boomers are different will aid leisure service professionals in addressing the interests and choices of this segment of the population.

Given the growth and popularity of programs associated with adult learning and leisure, there is a need to systematically examine these programs to answer a variety of important questions such as: What are the motivational orientations of leisure learners as they approach middle and late adulthood? What are the outcomes of leisure learning participation? What makes it worthwhile to participants?

Typically recreation and leisure service providers offer topical classes and courses potentially interesting to the adult learning population. Classes are offered as a single event or multiple meeting events which occur over a period of days and/or weeks. Often courses are structured around a particular project (e.g., sewing, wreath making, faux painting), skill sets (e.g., pottery, painting, chopping/dicing), or special content (e.g., language, financial planning, Mediterranean cooking).¹ These classes and courses require little preparation or advance skills from the participants and are designed to be

pleasurable experiences. In some cases they are marketed and scheduled as “date night” activities for couples to do together (e.g., ballroom dancing scheduled on Friday evenings). Although some planning is needed to enroll in and attend class, much of the structure and setting offer opportunity for participants to sample a variety of activities and interests without the commitment of large blocks of time, attention, or money.

Casual leisure was first conceived as a contrast to serious leisure and included opposing behaviors and orientations (Stebbins, 1982). Leisure learning class participants embody both of these types of leisure behavior. Enrollment and participation in classes aligns closely with some level of commitment and skill building found in serious leisure expression. However, the temporal nature of classes and the limited skill needed for participation are more similar to casual leisure pursuits. Learning pursued as leisure expression offers a unique opportunity understand both serious and casual leisure concepts.

Stebbins (1997) defined casual leisure as “immediately, intrinsically rewarding, relatively short-lived pleasurable activity requiring little or no special training to enjoy it” (p. 18). A common behavioral expression, casual leisure warrants further attention, investigation, and understanding; especially as it relates to well-being and health (Hutchinson & Kleiber, 2005; Stebbins, 2001b). Research related to casual leisure’s benefits is especially important because of the commonplace nature of the activities. That is, leisure that is commonplace has payoffs that are important to individuals and are thus interesting to behaviorists (Samdahl, 1992). Trends indicate that people are tending to choose shorter, less absorbing leisure activities to match shorter blocks of free time (Godbey, 2006). These same characteristics coincide with those of casual leisure as

described by Stebbins (1997). As a result, understanding the nature and behavior associated with casual leisure is becoming more important for scholars and practitioners alike. A deeper understanding of casual leisure is relevant to the contemporary shifting nature of how people are using their time and the motives and needs in doing so.

Despite this importance, casual leisure has been neglected as an investigated concept (Stebbins, 1997). Studies that have addressed casual leisure have investigated primarily deviant behavior such as gambling, drinking and illegal drug use (e.g., Millen & Platt, 2001; Shinew & Parry, 2005). Other studies have investigated casual leisure's contribution to health and well-being (e.g., Hutchinson & Kleiber, 2005). This study seeks to build upon this emerging body of knowledge by investigating the pursuit of learning experiences as leisure in order to further understand outcomes associated with casual leisure.

Applying Stebbins definition of casual leisure to learning experiences participants cursorily engage in as activity without the intention of it becoming a hobby or regular pursuit; it is a dabbler pursuit. That is, the activity is attractive, which in the moment is pleasurable and interesting, but lacks skill requirements or commitment beyond temporary orientation. Examples of these experiences include participating in a short-term photography or cooking class, joining a guided museum tour, and attending a local public lecture. This dabbler-type approach to learning suggests a commitment to the role of learner rather than the particular program, content, or specific topic. The commitment demonstrated with this pattern of behavior points to gravitation towards lifelong learning, which has emerged as a new social movement with both individualistic and collective purposes (Jarvis, 2007).

Recent attention to lifelong learning over the last decade suggests that adults are choosing to be learners and participate in learning experiences in many aspects of their lives including both work and free time (Jarvis, 1995). Adult education and lifelong learning often occurs in contexts that are less formal than those typically experienced by children and youth (Kang, 2007; Tight, 1998). Coombs, Prosser, and Ahmed (1973) grouped learning into formal, nonformal, and informal activities and contexts. Formal learning incorporates elements of assessment and degrees or certifications in addition to a hierarchical structure between instructor and learner. Informal learning occurs in everyday interactions and contexts such as operating a new remote control on a television. Nonformal contexts and learning share elements of both formal and informal. Casual leisure can be either or both nonformal and informal learning types.

The specific focus of the proposed research is on nonformal learning which is structured with specific learning outcomes but includes no formalized assessment or degree/certification completion and occurs outside of traditional educational institutions and settings. In nonformal learning, the instructor-learner dynamic tends to be less hierarchical in nature, where teachers and learners act as peers to share expertise and knowledge. Examples of these types of learning experiences are craft or home maintenance retail store classes, park and recreation courses, and art and cultural organization programs. In these learning settings instructors offer class content expertise, but have little formal teacher training (Taylor, 2006). Instructors in nonformal learning settings orient themselves toward the specific interests and needs of the learners as well as emphasize informality, interactivity, hands-on learning, and limitations of class time (Taylor & Caldarelli, 2004, Taylor, 2005b).

Investigation of nonformal learning contexts such as specific, topic-oriented leisure programming (e.g., guided bird walks, night hikes) and home-craft classes (e.g., faux finishing) have been explored from the perspective of the instructor (Taylor, 2005b; Taylor, 2006; Taylor & Caldarelli, 2004). In these studies the nonformal learning setting, was investigated for teaching beliefs related to conceptualizing and clarifying the role of the nonformal-educator.

Additionally Purdie and Boulton-Lewis' (2003) investigation of older adult learner needs produced a greater understanding of the importance of participating in continuous learning as a strategy for remaining physically, mentally, and socially active. Purdie and Boulton-Lewis' findings rank ordered three types of learning needs: 1) health and safety learning, 2) leisure learning, and 3) technology learning. Participants prioritized leisure learning needs (i.e., learning new things about an interest and openness to new activities) second, falling just below health and safety needs (e.g., effects of medication, organizing transportation) and well above technology related learning (i.e., using the internet, using e-mail). Since leisure learning needs are important to older adult learners it is necessary to understand learning participation motivations. Further investigation is needed to explore nonformal leisure learning contexts relative to factors influencing motivation to participate, the experience of participation, and participation outcomes.

Statement of the Problem

This study was designed to determine the reasons why participants enter leisure learning experiences; their motivational orientations, outcomes, and the perceived value associated with their participation. It also endeavored to further the understanding of

learning as leisure. Specifically, this study attempted to address the following research questions:

- 1) What are the motivational orientations of leisure learning participants?
- 2) What are self-reported outcomes achieved from participation?
- 3) What are the perceived values of leisure learning experiences to its participants?

Purpose of the Study

Results of this study will add to the growing body of knowledge related to casual and serious leisure by focusing on the specific pursuit of leisure learning. As an understudied concept, casual leisure can offer an explanation about leisure expression that is predominant in people's lives and occupies most of our leisure (Stebbins, 2001a). More specifically, because of its qualities of relaxation, play, and socialization, leisure learning can be identified as a type of casual leisure. Key components of serious leisure are also relevant to leisure learning. Serious leisure has been identified as offering important personal and social rewards to its participants such as self actualization and group accomplishment (Stebbins, 2008). Leisure learning is increasingly being requested by adults (Arsenault, 1998). Understanding motivations for participation in these leisure learning experiences is immediately relevant to leisure service delivery as the baby boomer cohort approaches retirement age. Demand for leisure learning experiences and services will continue to increase as this wave of highly educated adults progresses through adulthood (Arsenault & Anderson, 1998). Further research on adults and older adults is needed to address the changing dynamics of the demand for leisure services by this audience. As a result, the purpose of this study is to determine the motivational

orientations of leisure learning participants, determine the perceived outcomes, and ascribed value associated with their participation in various leisure learning activities.

Delimitations

This study was conducted using a variety of methods and leisure learning contexts. Observation was used to collect information about each agency and the nonformal education context it provided. Study survey informants were recruited to complete a paper and pencil questionnaire to identify learner motivational orientations. At the end of the written questionnaire booklet participants were asked to provide contact information to indicate willingness to volunteer for a short in-person interview. As a result, contact was made only with people who volunteered their information. Interview volunteers were asked open-ended questions related to intended motivations, resultant outcomes and perceived value from class and course participation. Survey data were analyzed and are presented in summary fashion in Chapter 4. Qualitative data collected from observations and interviews were treated similarly and analyzed for themes and common threading of ideas.

The scope of this study was delimited to the following:

1. Adult men and women (over the age of 18) who are currently participating or who have enrolled within the past 12-months in nonformal education courses at People's University, Waldron Arts Center, and Bloomington Cooking School, in Bloomington, Indiana.
2. Questionnaires were completed by a minimum of 300 informants in order to facilitate an adequate sample size for quantitative analysis.

3. Informants who volunteered personal information served as the pool of individuals who were selected and contacted for a follow-up interview. As a result, interviewees were self nominated and a smaller cohort number than the informant group. Interviews were conducted with 22 interviewees.

4. Follow up interviews were conducted with self identified informants until data saturation occurred.

5. Data collection occurred in two blocks of time. The first block included visits to summer classes held in July and August of 2008. The second collection time block was conducted with visits to classes held during September and October of 2008.

6. Classes or courses selected for data collection were screened for events indicating certificate completion or earned “certified” status (e.g., Master Gardener, Grow Organic Educator courses) as specified in the course description. Courses associated with earning certifications were excluded from data collection.

7. Classes or courses advertised as family events where adults and children enroll together were excluded from this study since the scope of this study was oriented to adult learning contexts and experiences.

Limitations

The data collected for this study were obtained from three primary sources: People’s University, the John Waldron Arts Center, and the Bloomington Cooking School in Bloomington, Indiana. The audience served by People’s University is primarily middle class Caucasian women who have some college education and range in age between 25 and 55. The People’s University program is also a unique program offered by the City of Bloomington’s Park and Recreation department. This program uses

community members to propose classes or courses and serve as instructors; learners pay a nominal fee covering material costs. Instructors profit very little in this model and learners pay a fee that is meant to support essential program costs and facilitate access to all economic levels within the community. Examples of classes offered by People's University included Edible Landscaping, Beginning Steel Drums, American Sign Language, and Country Line Dancing.

Data were also collected from adult leisure courses organized and delivered by a local arts organization, the John Waldron Arts Center. The learning context was similar to that of People's University in that there were a wide range of topical courses offered for a period ranging from a single several hour class meeting, to several classes over a period of several weeks. Waldron Arts Center regularly delivers a range of adult courses including painting, pottery, sculpting, and dance. The informal professional agreement between the staff of the two organizations is that People's University classes and courses are meant to be the introductory and intermediate level course delivery, while the Arts Center, if offering courses with similar topics, focuses on advanced instruction. These organizations collaborate in order to avoid competition and better meet community needs and interests. The two organizations actively work to provide complementary programs and services.

The third data source was the Bloomington Cooking School, a business organization which offers classes that meet once (common) or multiple times (rare), based on various culinary topics or skill building orientations (e.g., Mediterranean cooking, knife skills). Classes are typically offered in the retail space and preparation kitchen of the School, however larger classes are offered at other community venues such

as a local winery facility. Instructors for the School are local professional and amateur chefs who may also be restaurateurs. The Bloomington Cooking School advertises and offers classes through People's University and Ivy Tech Community College – Center for Lifelong Learning, as well as independent of these organizations. The classes targeted for this study were classes offered through People's University or exclusively through the School. Special events such as “Moonlight Supper on Clear Creek Bridge” were excluded from the study since events targeted demonstrations rather than an interactive teaching style typical of regular classes.

Since there are many classes and courses offered to adults in many nonformal settings throughout Bloomington, surveys were distributed to the classes offered through these particular organizations and class participants enrolled in classes and courses between the months of July through October 2008. People's University courses are intended to be financially accessible to a wide range of Bloomington residents (some Bloomington Cooking School classes are offered through People's University) and Waldron Arts Center tends to offer courses that are at a higher price and thus accessible to a more limited socioeconomic audience.

Assumptions

The underlying assumptions that inform this study include:

1. Adults participating in adult leisure learning classes are voluntarily choosing to participate.
2. Adults completing the study survey and/or participating in the follow-up interviews will provide accurate and honest responses to the questions that they are asked.

Definition of Terms

Nonformal learning represents both the context and type of learning. Frequently these contexts include traditional leisure settings such as recreation centers, tours, and vacation destination sites and the perspective of the individual is often that the learning is “for fun.” Some studies in the past use the term “leisure education”, which reflects the perspective of the organization and provider of the program (Arsenault & Anderson, 1998). The attitude of the learner is relevant and key to both the motivation for participation and the outcome of the experience. As a result, the term “leisure learning” is used in this study to represent both the perspective of the learner and the leisure context. The emphasis of this study is with the learner engaged in the experience, rather than the organization and provider of the service.

For the purposes of this study the following terms are defined:

1. *Adult education* includes “activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self perception define them as adults” (Merriam & Brockett, 1997, p. 8).
2. *Adult learning* is the “cognitive process internal to the learner; it is what the learner does in a teaching-learning transaction, as opposed to what the educator does” (Merriam & Brockett, 1997, p. 6).
3. *Casual leisure* is “immediately, intrinsically rewarding, relatively short-lived pleasurable activity requiring little or no special training to enjoy it” (Stebbins, 1997, p. 18).

4. *Formal education* is “highly institutionalized, bureaucratic, curriculum driven, and formally recognized with grades, diplomas, or certificates” (Merriam, Caffarella, & Baumgartner, 2007, p. 29).

5. *Informal education* is the most common form of adult learning and is “the spontaneous, unstructured learning that goes on daily in the home and neighborhood... in the workplace and marketplace, library and museum, and through the various mass media” (Coombs, 1985, p 92).

6. *Leisure learners* are defined as “people who freely choose, as a form of leisure, to engage in a wide range of educational activities” (Arsenault, 1997, p. 64).

7. *Lifelong learning* is the “combination of processes throughout a lifetime whereby the whole person – body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses) – experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual persons biography resulting in a continually changing (or more experienced) person” (Jarvis, 2007, p. 1).

8. *Motivation*, from the Latin “movere”, to move, is “something that impels people to action and gives direction to that action” (Mannell & Kleiber, 1997, p. 188). Components of the motivation process progress from (a) needs or motives, to (b) behavior or activity, and (c) goals or satisfactions, using (d) feedback to cycle the process back to needs or motives.

9. *Nonformal education* is characterized as “present-time focused, responsive to localized needs, learner centered, less structured, and an assumed nonhierarchical relationship between learner and facilitator” (Taylor, 2005, p. 292).

10. *Nonformal learning* for this study is this study’s orientation to the learner’s experience within Nonformal Education.

11. *Outcomes* are the goals, satisfactions, or results of an activity within the motivation process. (See Motivation.)

12. *Serious leisure* is the systematic pursuit of an amateur, hobbyist, or volunteer core activity that people find so substantial, interesting, and fulfilling that, in the typical case, they launch themselves on a (leisure) career centered on acquiring and expressing a combination of its special skills, knowledge, and experience” (Stebbins, 2008, p. 5).

13. *Value* is defined as the worth, importance, or usefulness of something to someone (Encarta Dictionary).

Other terms

Related to the definitions described above, this study requires articulating the differences between several terms that may be confusing as discussion of the study progresses. For the purposes of clarifying written references and meaning, the following terms are used as indicated below:

1. *Course* is used to describe a planned leisure learning event that meets multiple days and times.

2. *Class* is used to describe a planned leisure learning event that meets on a single occasion.

3. *Participant(s)* and *learner(s)* is used interchangeably in this study and indicate a class or course enrollee who attended the leisure learning event.

4. *Informant* is used to reference the class or course participant who volunteered to receive and complete the study survey.

5. *Interviewee* is used to reference the survey informants who indicated that they were willing to volunteer to be interviewed and engage in the follow-up telephone interview.

Chapter 2

REVIEW OF THE RELATED LITERATURE

The purpose of this study was to (a) determine the motivational orientations of leisure learning participants, and to (b) determine the perceived outcomes and ascribed value associated with learner participation in various leisure learning activities.

The literature related to adult learning motivations, nonformal learning contexts, and casual and serious leisure is reviewed in this chapter. For organizational purposes, the literature is structured by the following topics: (a) adult education, (b) motivation (c) lifelong learning, (d) nonformal learning, (e) leisure learning, and (f) casual and serious leisure.

Adult Education

According to the National Center for Education Statistics, it is not only the volume but the rate at which adults participate in adult education programs that has increased over the last three decades (Kim & Creighton, 2000). A portion of these programs are categorized as personal development courses related to health, foreign languages, bible study, dance, music, and other recreation and leisure activities.

Leisure participation patterns over a life span indicate that as they age, many people continue to engage in the same activities through their lives, and a smaller portion of them “add,” “replace,” or “quit” their leisure activities (Searle, Mactavish, & Brayley, 1993). Importantly, the number of people who made up the “continuer” group increased with the age of the cohort grouping. If it is known that the rate of adult education participation is increasing and it is believed that people add, replace, or continue leisure

activities, then it can be expected that adults add, replace, and continue to engage in learning experiences for personal development or leisure expression.

According to Malcolm Knowles (1984), an “adult” is defined in four primary ways. First, an adult is defined biologically when individuals have the ability to reproduce. Second, “adult” is also defined legally when they can perform certain tasks (e.g., vote, marry and raise children, join the military). Third, an adult is socially defined when individuals act in adult roles such as spouse, parent, or full-time worker. Finally, an adult may be defined psychologically. This is when individuals accept responsibility for their decisions and lives. According to Knowles, it is this final definition of “adult” that is the key to adult education and learning, for which he applies the term andragogy (1968).

The cohort of adults born in the United States between 1946 and 1964 has been designated as the “Baby Boomer” generation (U.S. Census Bureau, 2006). This generation has been separated into older boomers (1946-1955) and younger boomers (1956-1964), with younger boomers vastly outnumbering the older boomers yet holding similar consumer group preferences (Reisenwitz & Iyer, 2007). The leisure industry has already felt the demand that this sized cohort requires (Cleaver & Muller, 2002; Gibson, 1998), and the interests that this cohort has already expressed as it has aged are not likely to change, instead demand will expand as boomers continue to age (Arsenault & Anderson, 1998). Consequently, the interests and preferences of this cohort offer opportunity for leisure professionals to design programming that adapts to the needs of this new ageing adult group.

The baby boomer generation, as it has aged, has also made significant demands on education systems (Putnam, 2000). As the age cohort has passed through primary and secondary, followed by post-secondary schools, each has been required to respond to the needs and wants as well as the volume of this generation. Boomers are also integrating learning with their leisure (Ziegler, 2002). Some adults are now returning to their alma maters or other formal higher education institutes for programs and services. This generation has established important and rapidly expanding leisure trends such as ecotourism and educational tourism as part of their impact on the leisure industry (Cleaver & Muller, 2002; Gibson, 1998).

Understanding leisure learner motivations, and possibly the typologies, may help to discover more about meaning making and the wisdom process adults explore as they age. Based on adult learning principles, specifically the role that experiences play in making sense of new information, educational travel and andragogy are ideal matches (Roberson, 2002). It has also been suggested that investigating leisure meanings can be most informative when viewed through the lens of the experiential paradigm (Watkins, 2000).

Motivation and Learning

Knowing more about the adults who participate in learning experiences as a leisure expression and why is important to leisure providers and policymakers. Since little research has been conducted about participants in nonformal education contexts (Merriam, Caffarella, & Baumgartner, 2007), studies conducted with more formal education settings can provide some guidance. Adults participating in educational programs such as lifelong learning, learning in retirement and Elderhostel can provide

understanding about this type of leisure behavior. Feinstein and Hammond (2004) examined the role that adult learning plays in health and social capital in England. This study involved using a cohort of adults all born within the same week in 1958 who were already participating in a longitudinal mortality study. This selection of adults crossed gender and economic demographic variables to include a range of experiences. The authors grouped learning experiences into “qualification” and “non-qualification” and employer provided. “Qualification” learning included both academic and vocational types of experiences that included some sort of certificate or diploma as an end product. Non-qualification learning experiences included all kinds of leisure learning experiences. Feinstein and Hammond found that pursuit of learning experiences had both individual and community-wide benefit. Further, participation in any learning experience played an important and positive role in personal and social development.

The United Kingdom’s policy for lifelong learning has supported numerous studies examining effects of such a policy to both individuals and country. One such study examined the intrinsic motivation and self-esteem of non-traditional university students (Murphy & Roopchand, 2003). Results of the research indicated that non-traditional students appeared to have higher self-esteem and intrinsic motivation than traditional students. While this study was framed in the formal learning of the university, results about the experience of the non-traditional students have implications about the people who seek learning experiences for leisure and otherwise. Creating a culture emphasizing lifelong learning in the United Kingdom suggests there is value in learning experiences. Results of this study and others also have implications for organizations and institutions that provide those experiences.

Purdie and McCrindle (2002) demonstrated that when individuals are purposeful, strategic, and persistent (self-regulation) they are more willing learners and, as a result, change health behaviors. These findings complement previously referenced principles of adult learning (i.e. self-directed, critical reflection, experiential, learning to learn). The authors cited the Protection Motivation Theory in their study. They explained that when faced with a potentially harmful event (including health threats), people make decisions to prevent or protect against a recurrence of that event (e.g., reducing salt intake to reduce high blood pressure, increasing physical activity to improve cardiovascular health). Although the learning experiences documented in this study may not have been entirely leisure in nature, findings suggest that self-efficacy and self-regulation are important factors in adult learning experiences.

University based continuing studies programs and classes in university environments primarily address adult learning audiences. For example, Fujita-Starck (1996) conducted a study to test Boshier's Education Participation Scale (EPS). EPS is an instrument designed to understand the motivations for participation in adult education experiences. Fujita-Stark learned that no single variable adequately explained adult student characteristics. Reasons for participating in learning experiences showed wide variation, but were similar within curricular grouping. The study suggested that a clearer understanding of motivations should occur by studying learner groups by curricula. Curricular groups were defined at professional development, personal development, and arts and leisure courses. This study was useful in the organization of literature on adult leisure learning motivations because it documented and reinforced the EPS as a useful instrument for measuring leisure learning motivations.

Elderhostel serves as a viable, exceedingly popular clearing house for programs designed with the adult learner in mind. Some research conducted with this audience included Davenport's (1986) study of learning style and gender among Elderhostel participants. The Gregorc's Style delineator was used to assess learning style and learning needs by gender. Davenport reported that male and female participants appreciate different types of teaching methods, likely because they learn differently. Participants preferred using workbooks, handouts, kits and computer-based education, as well as accompanying step-by-step instructions. Men reported valuing structured programs, lectures, advance reading materials and rational content; however, women reported a preference for less programmatic structure, group discussions, and human behavior content. Adult learners, especially those engaged in leisure learning experiences, may express needs that are consistent with adult learning principles yet there may be some divergences. Further research is needed to more fully understand participants who choose learning experiences in relation to their leisure.

Arsenault, Anderson, and Swedburg (1998) conducted a study involving decision-making leading up to the decision of Elderhostel as a venue for learning, and the consequential decisions on course selection, travel, and cost. Data were collected from 154 Elderhostel participants triangulated by questionnaires, focus groups, and in-depth interviews. Fourteen factors were found to influence the decision making process. As a result, the authors formed a typology of Elderhostel participants: activity-oriented, the geographical guru, the experimenter, the adventurer, the content-committed, and the opportunist. Future research can explore the relationship that motivational factors have in

the decision-making process and can compare Elderhostel with other learning experiences.

Though Elderhostel programs represent an important population of the adult leisure learners, opportunities are not limited to this organization. Research has been conducted on leisure learning designed and hosted by universities. One such program, called the Donovan Scholars Program at the University of Kentucky, Lexington offers university courses to adults over the age of 65 free of charge. Danner, Danner, and Kuder (1993) used Boshier's Education Participation Scale (EPS) to assess motivations of Donovan program enrollees. Results indicated that participants with higher education were more likely to enroll in regular academic courses and were motivated primarily by cognitive interests. Those with less education were more likely to enroll in the alternative courses and be motivated by social contact and social stimulation factors. Learners indicated that although they no longer remembered details, their life experiences gave them an advantage in understanding the academic material. This study supports the belief that adults bring a broad set of experience and self knowledge to the learning environment, which increases their ability to master and enjoy their learning experiences.

Kim and Merriam (2004) applied Boshier's EPS to build on existing motivation orientation data to assess adult motivation for participating in learning experiences. The Learning in Retirement Institute (LIR) offered by the University of Georgia offers academic, college-level courses on a non-credit basis for older adults. Kim and Merriam reported that adults enrolled in the LIR were influenced more by cognitive interests than any other motivational force. Social contact was the second most influential force. The

authors suggested that researchers use a qualitative approach to probe for deeper understanding of these motivational orientation forces.

Watkins (2000) argued that leisure meanings can best be understood through the lens of the experiential paradigm. The experiential perspective proposes that learning occurs when internal change occurs in the relationship between an individual's understanding and the experience. Studies examining participants of the LIR, Elderhostel, Donovan Scholars and other adult learning organizations demonstrate this relationship.

Lifelong Learning

Although “lifelong learning” and “a learning society” have been globally pervasive terms since the 1960s and 1970s, the United States has only recently embraced these and related concepts (Merriam, et al., 2007). The Commission for a Nation of Lifelong Learners (1997) reported five needed priorities, one of which was recognizing and allocating resources for improving the link between lifelong learning and global economic success. Some have critiqued the lifelong learning approach suggesting that the imposition of learning is occurring through the (often authoritarian) channels of employers and frequently towards those who are already marginalized by society (Boshier, 2005; Dale, Glowacki-Duda, & Hyslop-Margison, 2005). In other countries around the globe national policies exist that shape the concepts of lifelong learning. For example, United Kingdom Governments adopted lifelong learning policy initiatives to address labor force skill needs and unemployment (Jones & Symon, 2001). In these systems lifelong learning is closely aligned with workforce training and retraining. Post-secondary educational institutions tend to view lifelong learning as adult access to higher education (Merriam, et al, 2007). The United States is currently without a unifying

concept or system; lifelong learning is defined by whichever organization or institution addresses it. Despite the disagreement surrounding different interpretations of lifelong learning, the concepts that learning occurs: (a) broadly throughout a lifetime, (b) in many ways, and (c) across contexts, have emerged from new attention and consideration of lifelong learning (Merriam, et al; 2007).

Learning is progressive, and knowledge is gained and used over a lifetime (Driscoll, 2005). Focus on lifelong learning has developed in response to a rapidly changing (and thus uncertain) society (Jarvis, 1995). According to Jarvis (2007), the more learning is necessary for navigating and adapting to on-going change at work, home, and in leisure, the more individual lifelong learning is necessary. Wisdom is often associated with older adults (Hoyer & Roodin, 2003). While the idea of wisdom is complex and the topic of much research, wisdom is generally accepted as experience-based and expressed in social contexts (Hoyer & Roodin, 2003). Ardel (2000) acknowledged that lifelong learning is essential for adults who want to stay involved in a rapidly changing world and developed the idea by finding that the pursuit of wisdom-related knowledge is significant for aging well.

Nonformal Learning

Learning can also be understood in terms of different dimensions of setting. Informal learning is what occurs daily and across the life span. This kind of learning can be described as impromptu and unorganized in response to situations that emerge in daily living (Coombs, 1985). For example, conducting a search on the internet produces information or a resource that proves to be interesting or helpful can be considered informal learning. Formal learning is the learning that occurs in structured school systems

from elementary, middle, and high school environments as well as universities and colleges. Nonformal learning is educational activity offered outside of formal educational environments (e.g., cake decorating, summer cooking, and herb gardening). Leisure education and educational leisure travel are considered forms of nonformal learning.

The adult education literature characterizes nonformal adult learning as the type of learning that occurs outside of formal learning systems but has specific learners with identifiable learning goals (Merriam & Brockett, 1997). One essential difference between formal and nonformal learning is assessment. Other disciplines have designated this same type of education as informal learning or popular education (Livingstone, 1999; Jarvis, 1990). For the purposes of this investigation, this type of learning is referenced as nonformal for both learner and learner goals as well as descriptive of its setting. Study of nonformal learning presents not only the provision of learning opportunities for adults, but also for understanding more deeply how adults pursue learning as they age.

Within the adult education literature there is a dearth of research as it relates to instructors and instructional methods in nonformal learning environments. Research in this discipline has tended to focus on program evaluation and learner outcomes (Taylor, 2006). Often professional adult learning practitioners are the program managers rather than workshop or course instructors. Instructors are often selected because of their expertise in the content area; as a result, frequently these instructors have had very little formal training in instruction (Taylor, 2006). There is a need for examination of how nonformal learning events are organized, taught, and experienced so that learners can engage in meaningful learning experiences beyond problem solving to lifelong learning and skills.

Leisure Learning

Learning experiences selected as leisure are increasingly popular among adults (Arsenault, 1997/1998). Current forms of leisure learning are only the most recent expression of the bond between pursuit of knowledge and leisure and have their origins in classical Greek philosophy (Goodale & Godbey, 1988). Growth of organizations such as Elderhostel and programs such as Learning in Retirement (LIR) are indicative of increasing interest in nonformal learning as leisure. In addition, gerontological research has increasingly focused on the benefits of meaningful activity (Gibson, 2006). It has been articulated that learning as leisure affords meaningful investment for older adults (Adair & Moweslian, 1993; Kleiber, 2001); however, there has been little direct, specific examination of this phenomenon. In addition, the choice making process and patterns of participation by older adults in education is not well understood (Kim & Merriam, 2004), especially in leisure learning contexts.

Leisure in adulthood, as explored by Carpenter (1992), should be separate from life stages. Adulthood is a fluid process not defined by age stages; it is an ebb and flow of changing life structure and experiences. Some work surrounding leisure and learning organized the relationship in three general ways (Payne, 1991). *Learning as leisure* is pursuit of various learning experiences as desirable free-time activities (e.g., taking woodworking or photography courses for the enjoyment of learning). The topic of the experience is less important than the experience of learning. Second, *learning for leisure* is the designation of acquiring skills and knowledge in order to participate more fully in leisure activities (e.g., learning how to sail a boat in order to do so). Finally, *learning from leisure* is the concept that leisure experiences prompt opportunities to question life

purpose, self-identity, roles, and relationships (Payne, 1991). These three perspectives of the association between learning and leisure provide a framework for understanding leisure learners.

The principles of adult learning complement evidence generated by Payne's Hilltop case study (1991). Self directed learning has become an important component within Adult Education (Merriam, et al. 2007). Early work on this concept was maintained that adults progressively move toward self directing their learning as they mature (Knowles, 1973, 1984). Continued work suggests that this idea is complex but important to understanding adult education (Candy, 1991; Roberson, 2003). Payne's (1991) perspective of *learning as leisure* was characterized in terms of a workshop context where learners could use building facilities regardless of the class time frame, they could engage when they wanted to without need or desire for the course instructor. Another important component of adult learning is reflective practices, which are processes applied in formal, nonformal, and informal education. These practices are deliberate breaks in thinking in order to improve understanding and often these deeper understandings lead to change (York-Barr, Sommers, Ghore, & Montie, 2001). The second of Payne's perspectives, *learning for leisure*, presents the notion that where individuals can learn as adults is through the mechanism of adult education, often alongside work and life responsibilities. Adult education serves as an entry point for learning skills and obtaining knowledge which promotes opportunities to develop leisure activity involvement. *Learning from leisure* combines ideas adult education triggered by life transition (Aslanian & Brickell, 1980) and opportunities within leisure activities for understanding questions about life self (Mannell & Kleiber, 1997)

Deci and Ryan (1991) argued that humans are born with needs for autonomy, competence, and relatedness. While we have inborn self-determination; abilities and interests are determined by socialization rather than genetics. Socialization plays a key role in the development of leisure interests. Literature on the social nature of leisure by Kyle and Chick (2002) indicated that relationships with family and friends hold the key to personal relevance of leisure activities. Building on Deci and Ryan, socialization of the value and importance of these relationships is established early on. Consequently, individuals with similar socializations will tend to migrate towards one another.

Casual and Serious Leisure

Given that participation in adult education is increasing (Kim & Creighton, 2000), challenges and opportunities associated with this trend are important to consider (Arsenault & Anderson, 1998). Leisure learning experiences can be both casual and rich with personal meaning making. Stebbins' (1982) original work in serious leisure minimized significance of casual leisure, however reconsideration of casual leisure's importance has fostered new thinking and research (e.g., Giacomassi, Stitt, & Vandiver, 1998; Hutchinson & Kleiber, 2005; Shinew & Parry, 2005; Stebbins, 1997; 2001a). According to Stebbins' (1997) more recent work, casual leisure is often enjoyable and valuable. Similarly, Hutchinson and Kleiber (2005) described casual leisure's contribution to health and well-being, particularly in times of stress. Because learning and leisure ideals have origins together, it is worthwhile to pursue understanding of how casual learning participation contributes to leisure. Questions about costs of casual leisure as outlined by Stebbins (2001) are also relevant since participants overwhelmingly indicated fulfillment and meaningfulness with participation. Although limited by number

of participants, findings indicate that costs are not especially felt by participants. Studies examining learning as *leisure dabbling* may have unique contributions to understanding casual leisure.

According to Stebbins (1982) serious leisure, by definition, includes elements of social engagement as well as the acquisition and practice of new knowledge and skills. In later literature Stebbins (1996) clarified that the “systematic and enduring” (p. 949) pursuit of knowledge as leisure is a defining quality demonstrated by serious leisurists. People who participate in learning experiences as their leisure may qualify as serious leisurists, and their behavior may be explained, in part, by the serious leisure theory.

In his discussion of leisure Stebbins (1992) specified different categories of people based on amateur, hobbyist, or volunteer type activities. Stebbins (2001) later expanded the category of hobbyist to include liberal arts hobbyists. This subtype of hobbyists are people who, in their free time, engage in systematic acquisition of knowledge for its own sake (Stebbins, 2007). Within this group two kinds are theorized: consumers and buffs. Liberal arts *consumers* read about, attend, visit, and view events that facilitate acquisition of knowledge (e.g., literature, concerts, museums, sport events). Consumers engage in the activity for the purpose of participating in an entertaining or sensory liberal arts experience; therefore their participation is indicative of casual leisure. Alternately, liberal arts *buffs* participate in similar activities for the purpose of demonstrating expertise, a role often demonstrated during serious leisure. The literature on leisure learning experiences contributes to the illumination of the area of both serious and casual leisure research, especially as it relates to understanding liberal arts hobbyists.

Benefits and costs of serious and casual leisure pursuits have been articulated by Stebbins (2001ab, 2007). Benefits of serious leisure have been grouped into two domains: personal and social rewards. The seven personal rewards include personal enrichment, self-actualization, self expression, self image, self gratification, re-creation, and financial return. The three social rewards are social attraction, group accomplishment, and contribution to the maintenance and development of the group. Adult education as serious leisure has been explored specifically for its contribution to social capital from the perspective of the United Kingdom and lifelong learning as national policy (Jones & Symon, 2001). Because they tend to be activity specific, costs of serious leisure have not been identified (Stebbins, 2001b, 2007). Alternately, casual leisure benefits have been conceptualized as opportunity for creativity and discovery, “edutainment” or the combination of entertainment and education, regeneration, personal relationship maintenance, and wellbeing. The four costs of casual leisure are boredom, limited leisure identity development, engagement to the exclusion of serious leisure and thus an optimal leisure lifestyle, limited personal and community development (Stebbins, 1997, 2001a). These outcomes, both the benefits and costs, of casual and serious leisure serve as important components of understanding leisure motivations and the value assigned by activity participants.

Summary

As the rate of participation in adult education increases (Kim & Creighton, 2000) knowledge across each of the teaching and learning contexts is important. Although studies have been conducted that indicate that educational background positively correlates with participation in adult education activities (Merriam, et al., 2007),

knowledge about learners participating in nonformal contexts is limited, despite high rates of participation. Therefore, there is a need for further research to determine motivating factors of leisure learning experiences among adult participants and the perceived outcomes associated with participation.

Chapter 3

METHODS

The purpose of this study was to determine the motivational orientations of leisure learning participants, and to determine the perceived outcomes and ascribed value associated with learner participation in various leisure learning activities. The methods used to organize and conduct this study are described in the following sections: (a) setting, (b) subjects, (c) data collection, (d) instrumentation, (e) research design, (f) validation and reliability, (g) data organization and analysis, and (h) summary.

Setting

This study was conducted with several leisure learning class providers in Bloomington, Indiana, including People's University, Waldron Arts Center, and Bloomington Cooking School. People's University is a program offered by Bloomington Parks and Recreation Department. This designation stands apart from other program groupings by its specific emphasis on adult leisure education programming. According to the departmental *Program Guide* (Fall-Winter 2008) People's University is intended to "encourage lifelong learning in a relaxed environment" (p. 37). People's University is part of a municipal agency and offers programs that are modestly priced. Waldron Arts Center is a non-profit organization which offers courses related to fine arts, including drawing, painting, dance, and ceramics. Programs through Waldron Arts Center are often higher in cost than People's University courses. Reasons for this are often related to more class meetings and material costs. Bloomington Cooking School is a for-profit business that specializes in teaching topical culinary classes as well as basic cooking skills. A class is typically a one evening event and priced around \$45 or more per participant. These

organizations were selected in order to represent a range of leisure learning topics, opportunities, and affordability offered in the community and used by residents in the Bloomington area.

Following human subjects approval, data were collected from participants enrolled in courses provided by each of the designated organizations. Although data were collected only after granted approval, each organization's program manager or owner was contacted to investigate amenability to data collection, including anticipated timing and procedures of the study as well as the best strategy for access to classes and study participants. Personnel associated with the three organizations agreed to assist with access to students.

Since each of the three organizations regularly offer classes taught by a variety of instructors, it was also necessary to secure permission to attend classes from each of the different instructors. As a result, program managers and owners provided instructor names and contact information to facilitate the researcher's ability to secure another layer of permission and to negotiate optimal survey distribution timing. Since many courses taught during the data collection time frame met once or twice a week for several weeks there were many opportunities to collect data from a single class. This increased flexibility for both the instructor and the researcher to collect data at the most opportune time.

Observation was used as a strategy to enhance researcher understanding about each of the three agencies participating in this study. The researcher expanded familiarity with each agency by sitting in on classes given by different instructors from each agency. This permitted the ability to generally compare and contrast agency and class culture.

Subjects

Selection. Subjects were adult learning students recruited from courses sponsored by three organizations that provide adult learning classes: People's University, Waldron Arts Center, and Bloomington Cooking School. The combination of the three agencies provide a range of class and course topics, opportunities, as well as cost accessibility in the Bloomington community, and thus a diversity of subjects. Adult men and women who enrolled in and attended classes received a short oral introduction about the study before voluntarily completing a survey. Since adult courses are advertised for 16 or 18 years of age and older, 18 years of age was the minimum age to meet the "adult" requirement for this study. If participants indicated an age younger than 18, they were excluded from the final data set. Also, the oral introduction requested that participants 18 years and older volunteer for the study.

A study information document was provided to those who requested a copy after learning about it in the introduction. As a result of this process, subjects were a self selected sample (electing to enroll in a class or course as well as participate in the study) from the purposeful selection of leisure learning providers.

Sample size. The sample group included individuals who enrolled in different courses offered by People's University, Waldron Arts Center, and Bloomington Cooking School. Because course enrollment varied between roster development, class and course delivery, and the particular survey distribution day, the exact number of survey informants was determined by learners present on the day of distribution, and their election to participate. Of the 15 courses offered during the first data collection phase, July and August, People's University held five courses, the Waldron Arts Center listed

eight courses, and Bloomington Cooking School advertised two classes. A sample size of 80 was collected during the first half of the data collection phase. According to agency contacts, September and October classes and courses are typically the most popular of the year with more course offerings and the largest numbers of class participants. An additional 38 classes or courses were visited during the second half of data collection for an additional 261 questionnaires collected. A total of 341 questionnaires were collected for use in this study.

Relative to using a factor analysis, a sample size target of a minimum of 300 is preferred (Tabachnick & Fidell, 2001). Since this goal was not achieved during July and August, data collection during September and October was necessary. The sample size target was achieved during the second phase of the collection. Final roster and participant tallies were made for each course as questionnaire distribution occurred.

Communication was initiated with survey informants who indicated a willingness to be contacted for a semi-structured follow-up interview. A list of these volunteers was generated and used to schedule and conduct follow-up interviews. Over half of the informants volunteered personal contact information for interviews. After initiating contact and meeting scheduling considerations, semi-structured interviews were conducted with 22 volunteer informants.

Data Collection

Survey. Questionnaires were distributed to participants either before, during, or after class times, but only once per class or course. Questionnaire distribution timing was selected based on the convenience of the instructor, class participants, and in consideration for the flow of class content. Study volunteers were asked to complete the

42-item questionnaire. In addition to the 42-items, the instrument (see Appendix A) contained select demographic information queries and a request for a short follow-up telephone interview (see Appendix B for an interview guide). After questionnaires were completed they were collected by the researcher, bundled and coded with distribution date, class title, and meeting time. In a few cases at the request of the class instructor, the researcher was unable to collect all distributed questionnaires due to the nature of the class instruction. In these cases the course instructor placed completed questionnaires and any remaining blank questionnaires in a large envelope. The envelope was labeled with the agency name, instructor's name, class title, date of learning event, and number of questionnaires. The researcher retrieved the envelope from the instructor at a later, pre-determined time.

Interview. At the end of the survey informants were given the option to further volunteer for a 15 minute follow-up semi-structured telephone interview (see Appendix B for the interview guide). Telephone interviews for this study were conducted for qualitative comments related to participation outcomes and perceived value. Data collected from the interviews were transcribed, coded, and pseudonyms applied to individual interviewees in order to protect the confidentiality of study participants. A code was assigned to each follow-up interview and interviewee. This code was used to organize data collected in the study. Pseudonyms were used to document select interview quotations in written or oral reports. Interview recordings, transcripts, and researcher notes were kept in a secure cabinet for storage during the study and after the completion of the study. After the study, recordings, transcripts, and notes continue to be stored and protected until no longer needed, or study permissions expire.

Observation. Observation was employed as an auxiliary data collection method. It has been argued that observation has become a common technique of social scientists conducting research (Angrosino & Mays de Perez, 2003) despite concerns surrounding the potential for the observer to influence the study setting (Werner & Schoepfle, 1987). Since the purpose of this study was to understand motivations for participation, any influence the researcher had did not necessarily impact data documentation, since motives preceded course participation.

Observation as a research method in this study was for the exclusive purpose of enabling description of the nonformal education context and preparation for data collection. Understanding the general nature of each agency and how the learning experience was conducted enhanced the researcher's knowledge and improved understanding of the collected data. In effect, observation techniques strengthened connection with study informants and interviewees by facilitating exposure to the culture, norms, and tacit knowledge present but otherwise undocumented in this study. Collecting and reading published brochures, pamphlets, and other materials were included as part of the observation process. This data collection method complemented data collected through the survey and interviews by providing an auxiliary strategy for understanding the organizational context participants seek out in their leisure. As debated and emphasized in the literature, objectivity and "casual, nondirective" exchanges occurred during observation occasions (Adler & Adler, 1994, p. 380). The researcher tracked observations related to agency culture and norms using a field worksheet generated explicitly for this purpose (see Appendix C). Since the researcher's presence in the class

setting generated curiosity from class participants, casual identification of the researcher's role and study was made.

Instrumentation

Survey. Boshier's Education Participation Scale (EPS) was designed to determine types of adult learners presented by Cyril Houle (1961) in *The Inquiring Mind*. In this study, Houle interviewed 22 adult learners and grouped them into three types: (1) goal-oriented, (2) activity-oriented, and (3) learning-oriented. Although Houle's sample size was small, his work precipitated other research to further understand learning motivations of adult learners (Sheffield, 1964; Boshier, 1971). The first iteration of the EPS was used with learners in New Zealand and consisted of 48-items and 14-motivational factors. Morstain and Smart (1974) applied the EPS to adult learners in the United States and identified several gender and age related patterns of participation. Boshier (1991) revised and developed a new version of the EPS (A-form) which continues to be in use today. This form was tested for validity and reliability with 1,142 adult learners and found to be acceptable and useful in detecting motivational differences (Fujita-Starck, 1996). In this study Fujita-Starck examined three curricular groups within a noncredit continuing education program at the University of Hawaii. Students were believed to be very similar within the different curriculum program groups, but different between them. Students taking arts and leisure programs comprised 42%, personal development programs 36%, and professional development programs 22% of the sample. Using stepwise Discriminant Function Analysis, 40 of the 42 items loaded on to the appropriate factor. The exception was two items which both loaded together on another factor. Fujita-Starck (1996) discussed that the minor differences of the factor loading between her study and

Boshier's (1991) may be explained by the nature of the non-credit program. The results of this study indicated that EPS factors effectively distinguish between motivational orientations. The exception of the survey two items will be discussed later in Chapter 4.

The EPS has been used extensively for published and unpublished studies related to motivations for participation in adult education (Boshier, 2004). The published works document initial development of the scale and factors (Boshier, 1971; Boshier & Collins, 1982; Boshier & Riddell, 1978) as well as testing and replacing a newer, alternate form (Boshier, 1991). Related literature provides both critique and support for the EPS scale construction and validity (Fujita-Starck, 1996; Furst, 1986; Furst & Steele, 1986). The EPS scale has been used to understand the motivational orientations of adult learners in continuing or returning to formal education environments (Capozzoli, 1988; Denny, 1978; Fujita-Starck, 1996). The EPS has also been used to understand why older adults seek out formal educational experiences nearing or during retirement (Kim & Merriam, 2004; O'Connell, 1990; Russett, 1998). This instrument has been used with a variety of adult education audiences and serves service providers by providing helpful data that can be used to make informed decisions about policy and programs. Yet, it has had limited application in nonformal learning environments.

The current EPS instrument contains 42-items and seven motivation orientation factors: (1) communication improvement, (2) social contact, (3) educational preparation, (4) professional advancement, (5) family togetherness, (6) social stimulation, and (7) cognitive interest (Boshier, 1991). Study participants completed the survey by rating each of the 42-items on a 4-point Likert type response format: no, little, moderate, and much

influence on motivation to participate. Six individual items are used to comprise each one of the factors reflecting different motivational orientations.

Although it is difficult to capture every reason why a learner enters a learning situation, applying some categories for motivations can help inform leisure learning planners, managers and instructors to shape programs to their audience. The seven EPS factors assist with this goal.

A brief description for each factor is important to apply for a full understanding of the results of the study. As a result each factor is understood by the descriptions that follow.

1. *Communication improvement.* This factor reflects learners who seek educational experiences as an opportunity to improve language, speaking or writing skills. They also wish to learn more about local customs by taking courses (e.g., a newcomer to a community might take a class to learn more about the community in which they live).
2. *Social contact.* Individuals who score highly on the factor tend to be adult learners who participate because of a love of learning with others. They like learning in a group situation and seek out these types of experiences.
3. *Education preparation.* This factor indicates learners who come to the learning context because they would like to make up narrow or missing education or they are preparing themselves for further education.
4. *Professional advancement.* Individuals who score highly in this factor take classes because they believe it will help them in their careers, whether by

solidifying a current work situation or by assisting with skill building for acquiring the next job.

5. *Family togetherness*. Learners who are motivationally oriented by take classes because they want to connect with or keep up with children. They may also be preparing for family changes or accompanying a family member to class in order to do an activity together.
6. *Social stimulation*. The factor points to learners who choose to learn out of boredom or loneliness. These learners use the context of the class to meet social needs or improve social skills.
7. *Cognitive interest*. People who score highly with this factor love the experience of learning. According to Boshier (2004), they “participate in education for its own sake. For them, learning is life. They care less about how the new learning will be used. Rather it is the inherent joy of learning that impels their participation. For them, learning for its own sake is enough” (Education Participation Scale section, para. 7).

Recently a modified version of the EPS A-form was developed to understand adult learners participating in a university-based Learning in Retirement (LIR) program which was identified as a formal teaching and learning setting (Kim & Merriam, 2004). This study used the EPS A-form with adults engaged in nonformal leisure learning contexts. The instrument offers insights into motivations to participate in the courses and facilitates the ability to compare and contrast formal and informal learning motivational orientations. EPS A-form has been widely administered since its design (Capozzoli, 1988; Denny, 1978; Fujita-Starck, 1996; Kim & Merriam, 2004; O’Connell, 1990;

Russett, 1998). Since the EPS A-Form is specifically for adults engaged in learning contexts the instrument was a good match for this study.

In addition to using the EPS A-form, informants were asked demographic information including gender, age, education level, and ethnicity. This descriptive information was helpful in adequately describing the characteristics of learners, and further organizing and understanding the data, including determining differences from previous studies (Fujita-Starck, 1996; Kim & Merriam, 2004). The descriptions also provided the ability to compare and contrast learners within and between motivational orientation factors.

Levinson (1978, 1986) initially characterized ages 17-45 as *early* adulthood. Recently Arnett (2000) argued that *emerging* adulthood (18-25) is importantly distinctive from other times of life, especially demographically, subjectively, and with regard to identity exploration. Later, Arnett (2001) expanded the range of *emerging* adulthood to include ages up to 29. Based on this research the labels for this study are *Emerging Adult* (ages 18-29) and *Young Adult* (ages 30-39). Levinson's (1978, 1986) life span model designates a mid-life transition (ages 40 - 45), and mid life stage (ages 45 - 65) which ends with overlapping ages designated for late adulthood transition (60 - 65). As a result, for this study the "*Middle Adult*" category (ages 40 - 59) reflected Levinson's mid-life transition as well as mid-life adulthood, but excluded late adulthood transition. The final age category was also based on Levinson's life span model and his thinking on life transitions and life "seasons". The *later life adult* category in this study included Levinson's (1978, 1986) late adult transition and late adulthood grouping by including ages 60 and older.

Ethnicity categories selected are those used by the U.S. Census Bureau (2000). Education attainment levels were collapsed into categories similar to those used in previous studies (Fujita-Starck, 1996; Kim & Merriam, 2004) in order to provide a comparison between formal learners (previous studies) and nonformal learners (this study). The demographic data items collected were used as the independent variables in this study, the motivational orientation factors served as the dependent variables.

All EPS A-form surveys were numbered to document distribution date and destination. In addition, the supplementary demographic questions were included as introductory and concluding questions in the survey booklet (see Appendix A for the questionnaire).

Interview. Informants were also asked to further volunteer for a brief semi-structured follow-up telephone interview by completing an optional contact information request (see Appendix A for the questionnaire). If contact information was provided, the researcher contacted the volunteer within one month of completing the survey. Often this meant the interview was conducted after the course had been completed.

Volunteers were contacted to schedule a convenient time to conduct a brief 15 minute semi-structured interview. After scheduling a time, the interview was conducted with the informant, beginning with a repeated description of the study and another request for informed consent to participate. During the telephone conversation, qualitative comments were solicited for participation outcomes and perceived value. Questions such as “What did you hope to get out of the class/course that you took?” “Did you get anything from class that you didn’t expect?” and “What makes taking this class worth your time, money, and effort?” were used to elicit depth to initial participation

responses and foster understanding related specifically to individual outcomes and perceived benefits. Study informants who participated in the telephone interviews were asked to give permission for recording their responses. Recordings were made through use of a device attached to the telephone of the researcher. This device operated through the use of an on/off switch permitting the researcher to turn the recorder on after permission is granted. Digital audio recordings were transcribed and used as documentation of the interview content and conversation.

Research Design

A multi-method research design was used incorporating quantitative analysis of survey results, and qualitative analysis of transcribed semi-structured interviews and observations. Specific study methods were identified and matched to answer the study questions such that motivational orientations were assessed quantitatively, and outcome and value were assessed qualitatively. The combination of a structured, forced response survey instrument and the semi-structured interview facilitated the ability to document both the collective and individual nature of learning participation motivational orientations, outcomes, and value. The additional component of observation and document review provided research data associated with nonformal class context and agency culture. It was useful to note agency culture, which serve as the secondary setting for this study.

Surveys. Individuals come to the learning experience for a variety of reasons. The EPS A-form is structured to sort learners into general motivational orientations. As a result, the questionnaire served this study as a method to document leisure learner motivations. This approach is useful to leisure service providers and educational

designers so that they can shape programs more adequately toward the different orientations of the leisure learners. The EPS A-form responses permit sorting participants into seven learner motivation factors. The data collected and analyzed from this instrument provided insight into the learning as leisure behavior. Many of the qualities of casual leisure (intrinsically rewarding, short lived, pleasurable, little/no special training required) also characterize leisure learning experiences. Furthermore, understanding leisure learning motivational orientation helps understand the larger realm of casual leisure, its costs and benefits.

EPS A-Form responses permit comparisons of motivational factors. Correlations associated with motivation factors, and independent, prediction variables (descriptive demographic data, e.g., gender, length of time in area, age, education level, and ethnicity) will enhance understanding of the phenomena. Collection of demographic data offered more description about who the learners are and how that information relates to their motivational orientations.²

Interviews. The follow-up interviews permitted the researcher to probe further into whether expectations related to motivation were met through participation and the nature of perceived outcomes. Interview in this study served as a verification tool for quantitative results. Questions asked during this part of the study included (also see Appendix B for entire script and guide):

1. What did you hope to get out of the class that you took? (Something learned, friendship, etc.)
2. Did you get what you wanted out of class? Why/Why not?
3. Did you get anything out of class that you didn't expect? What was it?
4. What makes this worth your time/money/effort?
5. Have you taken more than one class? How many? If Yes, – Are they usually the same topic?"

Option 1

6. “If you stick to the same topic, what does this do for you? “

Option 2

6. “If you try various and new topics and classes, what does this do for you?”

Each of the above questions addressed elements of participation outcomes, patterns of leisure expression, and the perceived worth of the experience. Cognitive interest appears in study results as an important component of the learning experience for many learners (Arsenault, 1998; Davenport, Danner, and Kuder, 1993; Kim & Merriam, 2004). It was expected that this factor would emerge in the data set for the proposed study as well. Building upon the researcher’s work in a previous study (Lorek & McCormick, 2008); it is possible that pattern of participation for casual leisure “dabblers” closely align with the cognitive interest motivational orientation factor. Boshier’s description of this factor (see p. 39-40) matches leisure ideals. As a result the second method of this study, the interviews, offered an important opportunity to investigate notions of how these casual leisure learning experiences were thought to be worthwhile, and what those specific outcomes were.

Validation and Reliability

Survey. Questionnaires were distributed to adults participating in leisure learning courses at the selected organizations. It was assumed that class participants freely chose to attend class. In addition, it was assumed that they would honestly answer survey questions as they were relevant to themselves and their personal motivations. In addition to the measures detailed above, survey informants were asked to indicate whether they had already taken the distributed survey. Anticipating the possibility that course participants could have multiple enrollments across the three organizations, it was also

possible for a single informant to complete the survey more than once. A provision for this possibility was made at the beginning of the survey with a question asking if informants had completed the survey previously. Questionnaires completed by repeat participants were excluded from the study. However, these participants were noted and counted for a final tally of all class participants who encountered the study.

Questionnaires were distributed and collected by the researcher as well as class instructors. All surveys were returned to the researcher in a large envelope organized by class or course, as well as instructor and learning event date.

Interview. The second measure for improving data validity and reliability is planned recorded telephone interviews. Informants who elected to participate in follow-up interviews provided opportunity to verify and triangulate data results from survey responses. Qualitative interviews not only provided a follow-up event to validate motivational orientations, they also created an opportunity to collect and document individual reflections about leisure learning participation outcomes and the value associated with learning participation. Volunteers for this portion of the study indicated their willingness by providing contact information as part of questionnaire completion. When interviews began, the interviewee was asked to agree to the audio recording of the conversation. Recording the conversation permitted the researcher to accurately document responses to interview questions. No interviewee denied the research request. Brief hand notes were kept during all interviews.

To ensure data collection reliability an interview guide (Appendix B) was used for each interview conducted. However, the guide was used fluidly in order to take advantage of the flow of conversation and to pursue evolving points of conversation.

Interview questions were organized thematically by the study research question in an attempt to evoke similarly organized responses. Since qualitative research tends to be organic and interactive, using the interview guide served as a flexible yet consistent measure for collecting the qualitative data.

The core component of validity for qualitative data collection and analysis is truthfulness (Neumann, 2000). Triangulation is a validity research procedure for achieving an honest understanding and dissemination of qualitative data (Denzin & Lincoln, 2003). Consequently, this study's design used questionnaire results, interview transcripts, and observation notes as a method to achieve one level of validity. Triangulation within collected qualitative data served a similar purpose where convergence among multiple and different interviews framed the themes and subthemes of the study. Quotations presented in the data results were treated in a fair, honest, and balanced way in order to preserve both the context and content of the comments.

Data Analysis

The three methods of data collection required different organization and analysis strategies; each part building on results generated from the other methods resulting in a complex understanding of data. The three methods previously described for this study included: a survey instrument, interviews, and participant observation. Organization and analysis strategies for each method of collection are described below.

Surveys. The questionnaire produced data about motivations to participate in leisure learning courses. Although learners are varied in their wants and needs from an experience and it is limiting to narrow motivations to a single reason, establishing general orientations of learners helps leisure service providers with the ability to establish

effective programming for this audience. Responses provided data that helped to group informants into general motivational factors. Data were screened to detect missing items, outliers, and check multivariate assumptions (i.e., normality, linearity, multicollinearity and singularity). Cases where missing data occurred were deleted from the data set. Outlier cases occurred with the *Other Classes* variable and were coded and grouped to acknowledge many classes taken over a lifetime.

A factor analysis was performed in order to detect the structure of factors for this data set. Principal Axis Factor Analysis was used to extract the factors because it analyzes the common variance (covariance) through the exclusion of specific variance and error (Tabachnick & Fidell, 2001). Significant factors were initially identified using the Kaiser criterion, thus dropping all factors with eigenvalues less than one (1.0). However, since the Kaiser criterion tends to overestimate, a scree plot test was used to determine the final number of factors (Zwick & Velicer, 1982). As recommended by Zwick and Velicer, each retained factor should load with at least three variables and fall on the scree slope above the plot break. An orthogonal rotation (varimax) was used in order to facilitate interpretation of the results. According to Tabachnick and Fidell (2001) significant factor loading should meet at least the .40 level. Interviews guided the selection and combination of variables as it emerged from this data set. MANOVA tests were conducted on the variable combinations of interest. Wilks' Lambda was used to determine strength of association.

Multiple correlation tests were calculated to determine the strength of associations between selected descriptive data (e.g., gender, education level, age, educational level, ethnicity, employment status, repeat course participation, and length of time living in

area) and the factors; Wilks' Lambda was used as the final determinant of significance ($p \leq .01$). Significant interaction variables were then tested for where the interaction was occurring using ANOVA and post hoc tests.

Several of the independent variables required coding based on theoretical reasons (e.g., age), other variables were grouped based on the study data collected, and other variables were group for the combination of the two reasons. For example, grouping participation into first time (no other classes), novice (1-3 other classes), or repeated class participation (4 or more classes) facilitated the ability to group learners into two separate groups and learn more about frequency of participation. An additional level was created to account for the individuals who indicated high raw data numbers (e.g., 100, 200, 500 classes) or wrote a qualitative response (e.g., "Many", "A lot"). The survey question requesting length of time living in the (Bloomington) area assisted in developing the social contact factor which indicated that leisure learning agencies serve as a participant's strategy for orientating oneself to the community. According to the U.S. Census Bureau (1998), the median length of time people stay in the same residence is 5.2 years. Given this, and accounting for the general stay of students in a university town setting, cases were grouped into newcomers (0-4 years), residents (5-10 years), and longer residents (11+ years). Learning about length of residence in the area was helpful in addressing one of casual leisure's "costs," limited contribution to self and community, as theorized by Stebbins (2001).

Interview. Telephone interviews were recorded, transcribed, and checked for accuracy. In addition, open coding and a constant comparative method was used to organize data for themes and subthemes (Strauss, 1987). Each interview transcription was

read individually for threads and themes of ideas present in the text and context, and as they related to the research questions. Codes were assigned to important statements related to those ideas. Codes were initially applied liberally. After the first three interview transcripts were coded, themes were compared within and between interviews in order to begin establishing more common subthemes and overarching ideas.

There are few strict guidelines for ending data collection and sampling is often seen as a dynamic process in qualitative research (McMillan & Schumacher, 2001). Some general criteria include: 1) exhaustion of volunteer interviewees; 2) emergence of regularities (redundancies); and 3) overextension, or reaching beyond the purpose or focus of the research (McMillan & Schumacher, 2001). The procedure described for collecting qualitative comments for the present study was replicated until no new substantial information was being revealed and thus data saturation occurred, or the interviewee pool was exhausted. Past researcher experience indicated that sufficient data for common themes is present with 12 subject interviews (Lorek & McCormick, 2008). However, 22 interviews were conducted in order to reflect both phases of the data collection timeline and collect a representative sample group. The data gathered from these interviews provided additional depth for understanding motivational orientations, as well as data about the nature of participation outcomes. Interviews also served as an opportunity to probe for the perceived value of taking classes and courses.

Observation. Written field notes (see Appendix C for the notes worksheet) were used to document interactions and observations associated with participation in leisure learning classes. After class observation events the researcher also used a digital voice recorder to describe impressions and observations. Notes were transcribed and integrated

with other written observation documentation. These notes were treated similarly to interview data by grouping like ideas into themes and subthemes. Primarily, notes were used to assist in documenting participant interactions and exchanges as well as class environment resulting in contextual knowledge for the study. Note taking also served to document observations about the learning context and casual interactions held with participants during classes.

Summary

The multi-method approach for this study incorporated three strategies for collecting data. Each of the strategies offered a different and overlapping account of participants' leisure learning experience. A paper survey of participant motivations facilitated opportunity to document and thus, quantitatively sort participants into motivational orientations. Interviews with informants increased understanding of individual motivations by providing an opportunity to probe for learning outcomes as they relate to motivation and as they are perceived after the class or course has ended. The third method for understanding the phenomena, observation, was used to improve understanding of the learning context as well as the culture of leisure learning agency.

Chapter 4

ANALYSIS OF DATA

The purpose of this study was to (a) determine the motivational orientations of leisure learning participants and (b) to determine the perceived outcomes and ascribed value associated with learner participation in various leisure learning activities. To accomplish this purpose a multi-method design was used, incorporating both quantitative and qualitative research strategies.

The Education Participation Scale (EPS) was administered to collect quantitative data. The EPS is a questionnaire asking 42 questions of respondents to have them identify their learning motivational orientations. EPS data results were coded and factor analysis procedures conducted to determine important factors. Multivariate analysis of variance (MANOVA) was used to determine interactions with groupings of independent variables and important factors. Post hoc tests assisted with locating significant levels within the variables. Qualitative data were collected via semi-structured follow-up telephone interviews to allow the researcher to probe for depth of understanding related to class or course participation outcomes and assess learners' perceptions of the value of participation. Results from interviews informed the groupings of independent variables for the MANOVA. Data from follow-up interviews complemented the quantitative data by helping to assess validity of survey results and provide depth of understanding for two of the research questions (outcomes of participation and perceived value of this participation). This chapter begins with a presentation of results of the quantitative data analysis, including: (a) description of the sample, (b) assessment of reliability and factor structure of research instruments, and (c) emergent relationships between groups of

independent variables and the important factors. The chapter concludes with a presentation of the qualitative data analysis of participant interviews including themes associated with (a) outcomes from program participation and (b) perceived value of that participation.

Quantitative Findings

Sample and Response Rate

Exactly 408 participants from 53 different classes were approached and requested to complete the EPS. Forty-four class participants declined participation in the study. Twenty-two of the class learners were individuals who had previously encountered the study and completed surveys at another date and class. These informants were thanked and did not complete a second questionnaire. Two class participants indicated verbally that they were younger than the study age requirement and also did not complete questionnaires. As a result 342 questionnaires were collected for this study. Four class participants completed questionnaires but indicated ages that were younger than the study requirements and were thus excluded from data entry. One informant completed the questionnaire but indicated verbally and in writing that no question asked on the survey reflected her motives for class participation. This questionnaire was eliminated from the final data set; however, written notes from this participant and other hand written responses are discussed in the next section of this chapter. A total of 18 cases contained some element of missing demographic information; since these cases were incomplete, they were not analyzed. A total of 319 adult class participants completed usable questionnaires for an overall response rate of 78.2%.

A summary of the sample group related to agency participation, class type, and other variables is presented in Table 1. These statistics describe the sample group at large, and reflect participation at each of the agencies as well as the kinds of classes in which informants completed the questionnaire. A more detailed description of the sample group follows this table.

Table 1

Summary of the Sample Group (N=319)

Agency	Bloomington Cooking School	N=24 (7.5%)
	People's University	N=192 (60.2%)
	Waldron Arts Center	N=103 (32.3%)
Class Type	Crafts	N=18 (5.6%)
	Computers	N=6 (1.9%)
	Cooking	N=32 (10.0%)
	Dance	N=126 (39.5%)
	Fine Arts	N=68 (21.3%)
	Health/Movement	N=13 (4.1%)
	Home & Garden	N=17 (5.3%)
	Language	N=24 (7.5%)
	Music	N=15 (4.7%)
Interviews	No	N=147 (46.1%)
	Yes	N=172 (53.9%)

These data represent the sample group at large. A total of 53 classes were visited to distribute and collect questionnaires. Fifteen of these classes were held during July and August, and 38 classes were held in September and October. The classes that were visited included 24 offered by Waldron Arts Center, 25 with People's University, and four offered by Bloomington Cooking School. The number of people who completed

questionnaires taking classes from each of the agencies is included in Table 1. Over half of the informants (53.9%) volunteered to be contacted for a follow-up telephone interview.

Additionally, classes visited during data collection were grouped according to the content being taught, and thus span across delivery agencies. This variable was called *Class Type* and each category was labeled to reflect the unifying class content. *Class Type* summary information is presented in Table 1. The “Crafts” label indicates class content such as knitting and listed with People’s University. This is a distinct category from “Fine Arts” which includes class content such as drawing, painting, and ceramics and classes offered by Waldron Arts Center. One exception to this organizational strategy was a watercolor painting class offered by People’s University. Since multiple watercolor classes were also offered with Waldron Arts Center, this class was included with the Fine Arts group. “Cooking” includes classes taught by Bloomington Cooking School as well as a Dutch oven cooking class offered at People’s University. A list of class content and their class type label is included in Appendix E. Most study informants were enrolled in dance classes (N=126, 39.5%) and fine arts classes (N=68, 21.3%). The variable of *Class Type* emerged during data collection and resulted from the circumstances of classes offered during the data collection time frame. The resulting data reflects agency program offerings and timing. The *Class Type* characterizes the state of program participation for this time. The variable *Class Type* was regrouped for MANOVA based on program observation, written and oral feedback from informants, and interview results. Further discussion of this variable follows in the MANOVA section of this chapter.

A summary of demographic and frequency distribution data are presented in Table 2 at the end of the descriptive narrative. Each item listed in Table 2 was a data point on the distributed study questionnaire. Variable category groupings and their corresponding response frequencies and percents were listed. Further explanation about each variable's division into categories is offered in the narrative following Table 2.

Table 2

Summary of the Sample Demographics (Sample N=319)

Gender	Female	N= 224 (70.2%)
	Male	N=95 (29.8%)
Residence	0-4 years (Newcomer)	N=75 (23.5%)
	5-10 years (Resident)	N=71 (22.3%)
	11+ years (Longer Resident)	N=173 (54.2%)
Classes	No other classes (First time)	N=85 (26.6%)
	1-3 classes (Novice)	N=89 (27.9%)
	4-9 classes (Patterned)	N=57 (17.9%)
	10 classes or more (Experienced)	N=88 (27.6%)
Age	18-29 Emerging Adult	N=54 (16.9%)
	30-39 Young Adult	N=59 (18.5%)
	40-59 Middle Adult	N=125 (39.2%)
	60+ Later life Adult	N=81 (25.4%)

	12 years of school or less	N=17 (5.3%)
	Business or trade school	N=6 (1.9%)
	Some college	N=32 (10.0%)
Education	2 Year college	N=17 (5.3%)
	4 Year college	N=88 (27.6%)
	Graduate/Professional School	N=119 (37.3%)
	Doctorate degree	N=40 (12.5%)

	Part time	N=53 (16.6%)
Employment	Full Time	N=166 (52.0%)
	Not employed	N=35 (11.0%)
	Retired	N=65 (20.4%)

Ethnicity	White	N=295 (92.5%)
	Non-White	N=24 (7.5%)

The *Residence* variable is distinguished by categorizing the data in three general categories: newcomer, resident, and longer resident. Informants were asked to provide a numerical answer. “Newcomers” reflect informant responses between zero (fractions or months) to four years. This amount of time reflects the individual who is not only a new arrival to Bloomington, but also the traditional amount of time it takes an undergraduate or graduate student to complete a degree, or a short term appointment position by Indiana University (and thus all temporary residents). “Resident” is the label applied to people who indicated living in the Bloomington area for more than four but less than ten years

and have potentially established stronger connections in the community. The 2000 U.S. Census asked Americans to report whether they had moved in the last five years to establish residency mobility data. As a result, five and ten years were used to distinguish the break point between “Resident” and “Longer Resident”. Over half of the informants in this study (54.2%) listed number of years over ten and are considered “Longer Residents” of the Bloomington area. The remaining informants were similarly divided between the other two resident categories: Newcomer (23.5%), and Resident (22.3%).

Numerical responses to the question “Have you taken any other classes? (Circle One) No Yes, How many?” were divided with consideration to the three semester designations by the three agencies. People’s University, Waldron Arts Center, and Bloomington Cooking School each create and publish classes for fall, spring, and summer. Individuals in the “First time” category were informants who indicated they had taken no other classes. However, these learners encountered the questionnaire in a leisure class, and as a result, they were currently participating but had no other classes to report (N = 85, 26.6%). The “Novice” category reflected learners who indicated enrollment in one to three classes in their lifetime. This could also be an individual who may have recently started taking classes and enrolled once each semester for a year. Informants who indicated numbers between one and three totaled 27.9% (N = 89). The “Patterned” category reflects respondents (N = 57, 17.9%) who indicated between four and nine classes over a lifetime. Informants who indicated taking ten or more classes (N = 88, 27.6%) were categorized under the “Experienced” label, which reflected a more extensive history of participating in leisure learning classes.

During data collection the survey question which provoked the most queries as to how to answer was the question related to numbers of classes taken. When informants stated that they were unsure of how many classes they had taken in their lives because there had been so many, the researcher response was that if they reported that the number was more than ten classes, to write “10+”. Many informants wrote this specific response; in addition, some informants wrote as many as 50, 100, 500, and others wrote words such as “many” or “a lot”. These responses were grouped into the 10+ level of this variable. As a result this response grouping represents a high level of leisure learning participation over a lifetime.

Informants were asked to provide a number to indicate their age. Categories were theoretically established within the *Age* variable and described in Chapter 3. Of the study informants 54 (16.9%) were Emerging Adults, and 59 (18.5%) were Young Adults. Middle aged adults numbered 125 (39.2%), and later life adults numbered 81 (25.4%). Nine informants left this item blank and were deleted from the final data set. If the informant also indicated a willingness to serve as an interviewee this person was contacted via the telephone. Five interviewees were contacted and a follow-up request was made about age during the interview, each supplied a response thus reducing the missing data for this question. Each of the five interviewees commented that there was no particular reason for leaving the question blank and that they had no problem with supplying an answer. This question was the first item on the back of the questionnaire and comments from the five interviewees suggested that it had just been overlooked.

Informant demographic data on education and employment are also presented in Table 2. National averages for adults with a bachelor degree educational attainment are

estimated at 24.4 % (Bauman & Graf, 2003), higher levels were reflected in the responses. Over three quarters (N = 247, 77.4%) of informants had received at least a four year undergraduate degree or higher. Informants who were employed “Full-Time” represented 52.0% (N = 166) of the sample. Those who indicated being “Retired” comprised 20.4% (N = 65) of the sample. Several written responses associated with the “Not Employed” category provided more detail when informants wrote “student” or “Mom”. This group represented 11.0% (N = 35) of the sample. Finally, 16.6% (N = 53) of informants indicated that they had “Part-Time” employment.

The ethnic designation on the questionnaire provided opportunity for respondents to select from nine options. Most informants (92.5%) indicated that they were “White”. As a result, all other categories within this item were collapsed into “Non-white” (7.5%).

Factor Analysis

In addition to demographic data, informants were asked to rate each of the 42 items on a 4-point Likert-type response format (0 – No Influence, to 3 – Much Influence). Informants were asked to indicate the extent to which each item influenced participation in the particular class they were currently enrolled (where they encountered the study questionnaire). Data were available for factor analysis procedures for 319 informants.

Data met assumptions of normality, multicollinearity, and singularity. Missing data were deleted and outliers were checked. No univariate outliers were detected; however, multiple cases of multivariate outliers were produced using the Mahalanobis' Distance measure (using the criterion .001 level with 40 *df* the Chi Square is 73.402). Over 122 cases were marked for inspection and were compared to each item. Upon close inspection, the outliers present in the data set occurred with cases where multiple

motivational orientation factors were indicated. These cases were retained since there was no theoretical reason to delete them. It is also reasonable to conclude that individuals may have many motivations for their learning behavior (Merriam, et al, 2007).

The assumption of linearity was checked using scatterplots for various pairs of questionnaire items. When there is a high volume of variable pairings, spot checks are deemed to be a sufficient procedure (Tabachnick & Fidell, 2001). The nature of ordinal-categorical dependent variables predisposes results to violate the assumption of linearity. Debate about the use of Likert scales and response formats with parametric statistical analysis is ongoing (e.g., Jamieson, 2004, Carifio & Perla, 2007). This assumption is especially important for MANOVA tests. F-ratios are robust to violations of this assumption as they relate to Likert scales; however, violations have a multiplying effect with correlation coefficients (Carifio & Perla, 2007). As a result, this will be considered later in the analysis.

To determine the factor structure (i.e., number and importance) of the EPS, principal axis factor analysis with an orthogonal (varimax) rotation was performed to analyze the common variance. Exclusion of error and specific variance enhances clarity of extracted factors producing the leanest essential common variance needed (Tabachnick & Fidell, 2001). To demonstrate this, a comparison was conducted between Principal Components extraction (PC) and Principal Axis Factoring (PAF). The communalities in PAF were smaller than in PC. As a result, PAF was selected as the clearest representation of data since it removes specific and error variance from analysis. Orthogonal (varimax) rotation is preferred with this type of extraction in order to diversify the loading pattern

for each factor as much as possible (Tabachnick & Fidell, 2001). As a result, each factor has been maximized for singularity and improved interpretation.

The Kaiser-Meyer-Olkin (KMO) statistic, a measure of sampling adequacy which indicates correlations among variables, was obtained to indicate whether the factor analysis model was appropriate. KMO statistical values of .6 or greater indicate that correlations among the factors are small, and are likely to factor well (Tabachnick & Fidell, 2001). The KMO value for the EPS was .838, indicating appropriate use of factor analysis. Bartlett's Test of Sphericity, another statistical test sensitive to correlations, produced a non significant finding ($p < .001$). Results of both tests supported the appropriateness of factor analysis for this study. (See Table 3.)

Table 3

KMO and Bartlett's Test

<hr/>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.838
Bartlett's Test of Sphericity	Approx. Chi-Square	7663.124
	df	861
	Sig.	.000
<hr/>		

Results of PAF analysis produced an extracted eigenvalues sum of 7.4 for the first factor, accounting for 17.6% of the variance explained, and extracted eigenvalues sum of 5.5 for the second factor, accounting for 13.1% of the variance explained (Table 4).

Using the Kaiser criterion of 1.0, the typical cut off point and default in SPSS, seven factors met requirements for factor extraction. The first two were the strongest factors

and accounted for the most variance explained (30.7%) after extraction. Orthogonal (varimax) rotation decreased Factors 1 and 2 accounting of the percent of variance explained (12.0% and 10.9% respectively). Alternately, orthogonal rotation of the factors increased the amount of variance explained for factors 3 through 7 by producing larger eigenvalues and larger variance explained percentages than the initial extraction sums. After comparing the scree plot (Figure 1) to the total variance explained for extracted and rotated factors, five factors were determined to account for the most variance explained. Although the scree plot is less precise than the Kaiser criterion, Zwick and Velicer (1982) identified it as a superior method for determining factor extraction. Accordingly, results produced in the scree plot suggested five extracted factors that served as the basis for the next stages of analysis.

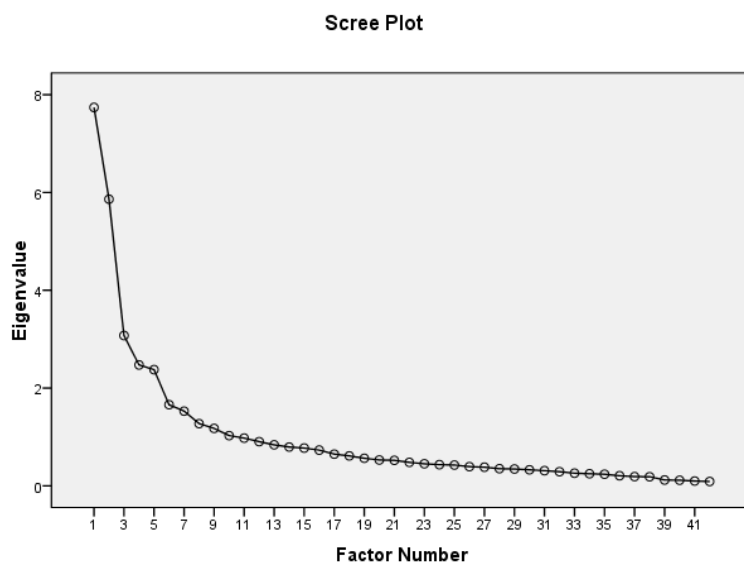
Table 4

Total Variance Explained for Principal Axis Factor Analysis for EPS

Factor	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	% of		Cumulative	% of		Cumulative	% of		Cumulative
	Total	Variance	%	Total	Variance	%	Total	Variance	%
1	7.755	18.465	18.465	7.389	17.593	17.593	5.032	11.982	11.982
2	5.821	13.860	32.325	5.510	13.119	30.713	4.572	10.886	22.868
3	3.081	7.336	39.661	2.741	6.527	37.240	3.253	7.744	30.612
4	2.535	6.036	45.697	2.124	5.056	42.296	3.016	7.181	37.793
5	2.435	5.797	51.494	2.073	4.935	47.230	2.412	5.743	43.536
6	1.680	4.001	55.495	1.294	3.080	50.311	1.979	4.712	48.249
7	1.503	3.579	59.074	1.127	2.683	52.994	1.364	3.248	51.497
8	1.278	3.042	62.116	.891	2.121	55.115	1.153	2.746	54.243
9	1.174	2.795	64.912	.673	1.603	56.718	.973	2.316	56.559
10	1.031	2.454	67.366	.580	1.380	58.098	.646	1.539	58.098
11	.997	2.373	69.739						
12	.892	2.124	71.863						
...						
41	.092	.219	99.792						
42	.087	.208	100.000						

Extraction Method: Principal Axis Factoring.

Figure 1

Education Participation Scale Scree Plot

A rotated factor matrix (Table 5) identified which questionnaire items loaded on each of the extracted factors. To eliminate variable cross loading on more than one factor, a .45 level was used to facilitate interpretation of results. Items loading at this level were considered “Fair” and in this case .45 was used to maximize items within a few factors while improving interpretation of each factor. Typically variables loading at or above the .32 level are interpreted and higher numbers improve interpretation (Tabachnick & Fidell, 2001). Selecting a higher level for this study clarified interpretation by producing a single loading for each item and at least three items for each factor.

Table 5

Rotated Factor Matrix

Item	Factor				
	1	2	3	4	5
Q25	.848				
Q18	.837				
Q32	.775				
Q39	.726				
Q4	.681				
Q11	.655				
Q24	.650				
Q38	.543				
Q17	.533				
Q30		.909			
Q37		.907			
Q23		.904			
Q16		.833			
Q2		.791			
Q9		.521			

Item	Factor				
	1	2	3	4	5
Q1			.920		
Q15			.895		
Q8			.779		
Q29			.652		
Q42				.793	
Q35				.750	
Q28				.748	
Q21				.572	
Q14				.505	
Q20					.852
Q34					.629
Q27					.624
Q6					.510
Q13					.489

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

Factor Reliability Assessment

Reliability testing was conducted using Cronbach's Alpha, a measure of internal consistency, to determine importance of inclusion for each item within each extracted factor. Numbers close to 1.0 are considered very good internal consistency (Cronk, 2008). Table 6 is a summary of each factor and its corollary overall reliability coefficient. In this test each item was measured for impact should the item be deleted from the factor. Factors 2 and 3 each contained an item that improved the factor's overall Cronbach's Alpha score; however, each did so by only .023 and .017 respectively and thereby did not have a large impact on the already *very good* reliability scores. As a result each item was retained for examination of the factor content composition. A complete list of item loadings and corresponding Cronbach's Alpha scores for factors if the item were to be deleted from the factor is found in Appendix E.

Table 6

Summary of Factor Reliability

	Cronbach's Alpha
Factor 1 (9 items)	.885
Factor 2 (6 items)	.928
Factor 3 (4 items)	.902
Factor 4 (5 items)	.822
Factor 5 (5 items)	.799

Factors and Their Content

Each factor that emerged from factor analysis procedures produced a collection of items which loaded on that factor. To better understand each factor, the collection of associated items was reviewed. In addition, the collection of items for each factor was compared to the EPS factorial design. The emergent five factors were labeled for appropriate reflection within this study based on factor composition and compatibility with the EPS factor concepts. The following discussion relates to the five factors. A detailed list of items for each factor composition is located in Appendix E.

Factor 1 contained nine items that corresponded to two separate factors within Boshier's motivational orientations and the design of the EPS. Similar to loadings in another study using the EPS (Fujita-Starck, 1996), items from both the Professional Advancement and Education Preparation motivational orientations emerged in this first factor. The combination of these items indicates that informants who completed the study questionnaire tended to recognize these questions as similar types of questions. This factor drew upon ideas related to pursuing learning experiences with an orientation toward supplemental education to be used either in workplace or toward other future formal education. This factor was labeled "Professional/Educational Advancement".

Factor 2 contained six items and corresponded directly with the EPS design for motivational orientation toward people who like to learn in groups and find class participation to meet both love of learning and social needs. This factor was labeled "Social Contact".

Factor 3 contained four items which drew from the EPS design for Communication Improvement as a motivational orientation. Learners in this orientation

were looking to improve language, speaking or writing skills. The title “Communication Improvement” was used.

Factor 4 was comprised of five items and corresponded to the original EPS motivational orientation design. Informants answered these items similarly and had the motivational orientation toward love of learning. “Cognitive Interest” was applied as the label for this factor.

Factor 5 loaded with five items related learning as an opportunity to do something different to relieve boredom, loneliness, or sharpen social skills. These items corresponded to the EPS design and factor “Social Stimulation”.

Factors are generated based on similarity of responses and thus correlate to each other and point to an underlying process or meaning. In this study five factors were extracted given the similarity of responses to correlating items in the EPS. The order of the factor loading is determined by the magnitude of the factor (Tabachnick & Fidell, 2001). Once reliability tests assured the accuracy of the factor content, it was necessary to examine the factor mean scores since although the first factor claimed the largest magnitude, the items, and thus the factor itself had the lowest mean score(s). Table 7 presents descriptive statistics for each of the five factors.

Table 7

Summary of Factor Descriptive Statistics

	Prof/Ed - Factor 1	SocCon - Factor 2	ComImp - Factor 3	CogInt - Factor 4	SocStim - Factor 5
N Valid	319	319	319	319	319
Missing	0	0	0	0	0
Mean	.2013	1.3020	.2708	1.8088	1.0063
SD	.4211	.8568	.5997	.8160	.7481
Variance	.177	.734	.360	.666	.560
Skewness	3.055	.338	2.336	-.330	.419
SE of Skewness	.137	.137	.137	.137	.137
Kurtosis	10.890	-.681	4.450	-.795	-.730
SE of Kurtosis	.272	.272	.272	.272	.272
Minimum	.00	.00	.00	.00	.00
Maximum	2.70	3.00	2.80	3.00	3.00

After completing the factor analysis and before conducting MANOVA procedures, data were examined for multivariate outliers associated with the factors. Mahalanobis' Distance measures (using the criterion .001 level with 5 *df* the Chi Squared is 20.515) produced five cases marked for inspection. Examination of these cases indicated they were each loading on four of the five factors. Since distinguishing factors

is central to factor analysis, these five cases were deleted from the data set. This change improved impact on Professional/Educational Advancement and Communication Improvement (Factors 1 and 3) related to skewness, kurtosis, but further decreased each factor's mean scores. Deletion of the five cases had very little impact on skewness, kurtosis, or mean scores of Social Contact, Cognitive Interest, and Social Stimulation (Factors 2, 4, and 5). The descriptive statistics for these changes can be found in Table 8.

Table 8

Factor Descriptive Statistics After Multivariate Outlier Case Deletion (N=314)

	Prof/Ed -	SocCon -	ComImp -	CogInt -	SocStim -
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
N Valid	314	314	314	314	314
Missing	0	0	0	0	0
Mean	.1736	1.2972	.2535	1.8000	1.0076
SD	.3399	.8566	.5752	.8169	.7493
Variance	.116	.734	.331	.667	.561
Skewness	2.464	.335	2.406	-.319	.419
SE of Skewness	.138	.138	.138	.138	.138
Kurtosis	6.098	-.685	4.761	-.807	-.732
SE of Kurtosis	.274	.274	.274	.274	.274
Minimum	.00	.00	.00	.00	.00
Maximum	1.70	3.00	2.60	3.00	3.00

The Professional/Education Advancement and Communication Improvement factors had mean scores of .25 or less. Interpreting both the loading order of the factors and mean scores close to zero informants responded to items in the factors similarly and close to “No Influence”. That is, informants agreed most consistently that they were not taking leisure learning classes for the purpose of professional or educational

advancement. Informants similarly responded to questions related to communication skills as not influencing their motivation to attend a class. As a result the factors Professional/Educational Advancement and Communication Improvement were set aside from further analysis to learn from factors that had a combination of strong factor loadings and high mean scores.

The extracted factors were Social Contact (Factor 2, Mean score = 1.3), Cognitive Interest (Factor 3, mean score = 1.8), and Social Stimulation (Factor 5, mean score = 1.0). Each of these factors loaded within the inclusion parameters of factor analysis and produced mean score results between “Little Influence” and “Moderate Influence” on the Likert-type response format. A cut off point of 1.0 was used since this coincided with the next level of influence (“Little”) that could be selected by informants and was a clear break from the two low mean score factors. The three remaining factors indicated informants’ motivational orientations. Further analysis includes three factors, Social Contact, Cognitive Interest, and Social Stimulation as dependent variables.

Multivariate Groupings and Tests

Since many independent variables were used in this study, selection and groupings of important independent variables were based on dialogue and responses during telephone interviews. Several variables were identified for further examination of the extracted factors. The most recurrent ideas referenced by interviewees were class type (N = 9) and age (N = 8). As interviews were conducted, interviewees offered information about other classes taken at different times in their lives as reference points to the questions. Some interviewees (as well as informants) indicated having repeatedly taken the same class or class type for years, which prompted further inquiry. In addition, class

type was identified as a situational variable, emerging as result of when data was collected but identified as relevant to the experience of interviewees. A third variable that emerged as important interviewees was age. Interviewees talked about the aging process and the desire to be cognitively engaged. Since this study focused on adults and their learning, this variable was useful to determine if there were differences in motivational orientation depending on their stage of adulthood.

A factorial MANOVA was conducted with the extracted motivational orientation factors and the two emergent independent variables: Class Type, the variable identifying core content of a class or course, and Age, the age grouping of the informants. To make the data manageable and to achieve adequate cell sizes regrouping the Class Type variable was needed. Nine levels were initially part of the emergent data. However, observation of classes during questionnaire distribution (participant interactions), written responses related to the questionnaire item about other classes taken, as well as interviewee comments converged as a study direction that class type could be regrouped by classes. This adjustment was organized by grouping courses which tended to engender repeat participation of the same course with the same instructor (e.g., dance, fine arts, and health/movement) and classes or courses that did not (e.g., home & garden, music, language). The resulting variables included dependent variables Social Contact, Cognitive Interest, and Social Stimulation, and the independent variables including the newly regrouped Class Type (two levels) and Age (four levels). This collection of variables for further tests addressed the first research question “What are the motivational orientations of leisure learning participants?” and provided depth of understanding related to the sample and the non-formal context of leisure classes.

Evaluating the assumptions of MANOVA tests produced reconfirmation that there was no missing data and both univariate and multivariate outliers had already been deleted from the data ($N = 314$). Regrouping the Class Type into two kinds of classes, those that tend to have participants who repeat the same class and those that do not, produced unequal groups. However, each cell contained at least 20 *df* needed for robustness, indicating further evidence for multivariate normality (Tabachnick & Fidell, 2001). The Roy-Bargmann stepdown analysis, a homogeneity of regression test, for the two-way design produced non-significant results for each step, demonstrating that the interaction between covariates and the main effect independent variables was appropriate and homogeneity was established. The assumption of homogeneity of variance-covariance was met using Box's M test, $F(42, 46.0431) = 1.0534, p = .377$. Stepdown analysis is appropriate since correlation between Social Contact and Social Stimulation (.4410) exceeds the .30 threshold (Tabachnick & Fidell, 2001). No substantial correlation occurred with the Cognitive Interest dependent variable (Table 9). Additionally, statistics for *Within plus Residuals* correlations further supported assumptions of singularity and multicollinearity (Table 10). Having met the assumptions of MANOVA tests, further results were needed to interpret the sample.

Table 9

Within + Residual Correlations

	SocCont2	CogInt4	SocStim5
SocCont2	.8428		
CogInt4	.2842	.8050	
SocStim5	.4410	.2808	.7160

Table 10

Within + Residual Statistics

Log(Determinant) = -.33374
Bartlett test of sphericity = 101.51112 with 3 <i>df</i>
Significance = .000

Research Question 1- Motivational Orientations

Results produced in the factor analysis indicated participants who take leisure learning classes are motivationally oriented in three ways: social contact, cognitive interest, and social stimulation. The items which loaded onto the Social Contact factor asked informants if they were motivated to make friends, meet new and different people, or to have a good time with friends. This factor addressed a learning orientation that is socially interactive for individuals who attend classes with their friends or those who wish to become acquainted with new people. According to Boshier's EPS design, the Social Contact factor also suggests an orientation toward learning in social contexts such as a language or cooking class. The Cognitive Interest factor contained items that

emphasized satisfying or expanding the informant's mind, seeking knowledge for its own sake, and learning for the joy of doing so. This factor's orientation is toward the acquisition of knowledge and participation in learning. The third important factor was Social Stimulation. Items that loaded on this factor addressed elements such as relief from boredom and loneliness, breaking from a routine and frustration of everyday living. This factor differs from the first socially oriented factor by a focus on escaping rather than seeking. The two factors were correlational and therefore necessitated stepdown procedures. Results indicate that informants were motivated primarily in these three ways.

Use of Wilks' criterion indicated the interaction between the two independent variables and the dependent variables was not significant, $F(9,740) = 1.21, p > .01$. Age was also insignificantly related to the dependent variables, $F(9,740) = 2.34, p = .013$. Closer inspection of both univariate and stepdown analyses reinforced the insignificant interaction of the independent with the dependent variables but produced a significant interaction between the main effect of age and a single dependent variable (Social Stimulation). The second main effect, Repeat Class Type, with the combination of the dependent variables, produced a significant multivariate Wilks' criterion, $F(3,304) = 12.72, p < .01$.

Correlation effect size is typically measured using r^2 , the coefficient of determination (Cronk, 2008). As discussed earlier in the chapter, data violated the assumption of linearity and although F-ratios are robust to this violation, correlation coefficients are not (Carifio & Perla, 2007). Since the coefficient of determination (r^2) reflects linear relationships and Eta Squared (η^2) can represent any type of relationship,

selection of this effect size measure is a better match for this study. Partial Eta Squared (partial η^2) is an even more precise measure to report and as a result this statistic will be used to gauge this study's effect size (Tabachnick & Fidell, 2001).

According to Cohen (1992), multiple and partial correlation estimates of .02 suggest a small effect, .15 a medium effect, and .35 a large effect. A small association between the main effect class type and combined dependent variables, partial $\eta^2 = .11$, was determined. Eleven percent of the total variation of dependent variables was accounted for by the variation in the variable class type. Once the interaction was eliminated from analysis, the effect size increased but was again small, partial $\eta^2 = .13$. The univariate relationship between the main effect age and the dependent variable Social Stimulation was less substantial, partial $\eta^2 = .02$. Only 2% of the total variance of the dependent variable Social Stimulation was accounted for by variation in age. A compilation of Wilks' Lambda and Partial Eta Squared statistics can be found in Table 11.

Table 11

Multivariate Tests of Significance

		Hypoth.		Error	Partial		
Effect		Value	F	df	df	Sig.	η^2
Intercept	Pillai's Trace	.840	5.324	3	304	.000	.840
	Wilks' Lambda	.160	5.324	3	304	.000	.840
	Hotelling's Trace	5.254	5.324	3	304	.000	.840
	Roy's Largest Root	5.254	5.324	3	304	.000	.840
RepeatClassType	Pillai's Trace	.112	12.723 ^a	3	304	.000	.112
	Wilks' Lambda	.888	12.723 ^a	3	304	.000	.112
	Hotelling's Trace	.126	12.723 ^a	3	304	.000	.112
	Roy's Largest Root	.126	12.723 ^a	3	304	.000	.112
Age	Pillai's Trace	.067	2.326	9	918	.014	.022
	Wilks' Lambda	.934	2.350	9	740	.013	.023
	Hotelling's Trace	.070	2.366	9	908	.012	.023
	Roy's Largest Root	.060	6.144 ^b	3	306	.000	.057
RepeatClassType * Age	Pillai's Trace	.035	1.211	9	918	.284	.012
	Wilks' Lambda	.965	1.208	9	740	.287	.012
	Hotelling's Trace	.036	1.204	9.000	908	.289	.012
	Roy's Largest Root	.020	2.019 ^b	3	306	.111	.019

Note. ^a Exact statistic, ^b The statistic is an upper bound on F that yields a lower bound on the significance level, and ^c Design: Intercept + RepeatClassType + Age + RepeatClassType * Age.

Step down analysis was conducted to investigate impact of independent variables with each dependent variable. Age was significant with exclusively the Social Stimulation motivational orientation dependent variable, $F(3, 304), p < .01$. Alternately, each of the three dependent variables significantly separated the two groups of class type when considered alone (univariate) and together (multivariate). People who participated in repeater types of classes were different motivational orientations than those who participated in other types of classes. Statistical results from this analysis are reported in Table 12 and Table 13.

Table 12

Age Analysis of Variance Results

EFFECT .. AGE Univariate F-tests with (3, 306) <i>df</i>						
Variable	Hypoth SS	Error MS	Hypoth MS	Error MS	F	Sig. of F
SocCont2	2.5294	217.3523	.8431	.7103	1.1870	.315
CogInt4	1.5610	198.3165	.5203	.6481	.8029	.493
SocStim5	8.7401	156.8668	2.9134	.5126	5.6831	.001
Roy-Bargman Stepdown F - tests						
Variable	Hypoth MS	Error MS	StepDown F	Hypoth df	Error df	Sig. of F
SocCont2	.8431	.7103	1.1870	3	306	.315
CogInt4	.3179	.5977	.5319	3	305	.661
SocStim5	2.1539	.4021	5.3570	3	304	.001

Table 13

Class Type Analysis of Variance Results

EFFECT .. REPEATCLASSTYPE Univariate F-tests with (3, 306) <i>df</i>						
Variable	Hypoth SS	Error MS	Hypoth MS	Error MS	F	Sig. of F
SocCont2	8.3808	217.3523	8.3808	.7103	11.7989	.001
CogInt4	6.5078	198.3165	6.5078	.6481	10.0414	.002
SocStim5	7.8256	156.8668	7.8256	.5126	15.2653	.000

Roy-Bargman Stepdown F - tests						
Variable	Hypoth MS	Error MS	StepDown F	Hypoth df	Error df	Sig. of F
SocCont2	8.3808	.7103	11.7989	1	306	.001
CogInt4	10.7220	.5977	17.9389	1	305	.000
SocStim5	4.4605	.4021	11.0940	1	304	.001

Examination of marginal means for the significant variables produced results for both main effects, Age and Repeat Class Type, with the three motivational orientation factors. Results of this analysis are presented in Table 14 and Table 15. Significant differences were found in a univariate comparison between age and the social stimulation dependent variable. Use of Tukey's post hoc test revealed that the difference occurred between *Emerging Adults* (ages 18-29) and *Later Life Adults* (ages 60 and older). *Emerging Adults* showed higher motivational orientation to participate in classes to escape boredom, loneliness, and frustrations of everyday living (mean Social Stimulation

= 1.24, SE = .10). *Later Life Adults* showed the least amount of Social Stimulation motivational orientation to enroll in classes (mean Social Stimulation=.78, SE = .08).

Table 14

Marginal Means Estimates for Age (IV) and Social Stimulation (DV)

Parameter	Coeff.	SE	t-Value	Sig. t	Lower - 95%	CL- Upper
Emerging Adults (18-29)	1.2423	.1023	12.1412	.0000	1.0410	1.4436
Young Adults (30-39)	1.0276	.0969	10.6062	.0000	.8370	1.2182
Middle Adults (40-59)	1.0439	.0665	15.6907	.0000	.9130	1.1748
Later Life Adults (60+)	.7877	.0810	9.6074	.0000	.6263	.9490

Significant differences were found with both univariate and multivariate comparisons between the Repeat Class Type variable and the three dependent variables. Examination of marginal means assisted in determining where differences occurred between informants who were in classes that tended to have participants take the same class with the same instructor repeatedly, in many cases for a year or years. Social Contact was the highest loading factor and had a factor mean of 1.30. MANOVA margin means estimates indicated that informants who were in classes such as dance, movement, and fine arts (repeater types of classes) were more motivationally oriented toward Social Contact (marginal mean = 1.34). Informants participating in other types of classes rated social contact factor items lower (marginal mean = 1.18). Variability of the Cognitive Interest factor was explained by the variation between informants in repeater types of

classes and those who participated in other types of classes. The Cognitive Interest factor had the highest mean average (mean score = 1.80) of all factors. Informants in repeater classes tended to be less motivated by Cognitive Interests (marginal mean = 1.63) than informants in other types of classes (marginal mean = 2.05). The Social Stimulation factor loaded fifth in magnitude during factor analysis and had the lowest mean of the three important dependent variables (mean score = 1.13). The variability of this factor was differentiated by the variability of the repeater type classes. People who were in classes which tended to be repeated were more motivated toward Social Stimulation (marginal mean = 1.17) than those people who participated in other kinds of classes (marginal mean = .80). A summary of these results are presented in Table 15.

To check and confirm these results using a nonparametric procedure specifically for ordinal data, the Spearman *rho* correlation coefficient was calculated for the relationships between significant independent variables and their significant univariate relationships to dependent variables. Results were similar to the effect size calculation interpretations. A reliable relationship was found between each of the reported relationships. A significant but weak and negative relationship was found between participants' age and social stimulation motivational orientation, ($\rho (312\ df) = -.175$, $p < .01$). Similarly, a significant but weak relationship was found between repeater class type and each dependent variable, social contact ($\rho (312\ df) = .191$, $p < .01$), social stimulation ($\rho (312\ df) = .212$, $p < .01$), and cognitive interest ($\rho (312\ df) = -.179$, $p < .01$).

Table 15

Marginal Means comparisons for Repeater Class Type (IV) and Dependent Variables

Estimates for SocCont2						
Parameter	Coeff.	S. E.	t-Value	Sig. t	Lower - 95%	CL- Upper
Other Classes	1.1815	.0715	16.5370	.0000	1.0410	1.3222
Repeat classes	1.3409	.0574	23.3669	.0000	1.2280	1.4539
Estimates for CogInt4						
Other Classes	2.0542	.0725	28.3498	.0000	1.9116	2.1968
Repeat classes	1.6302	.0580	28.1060	.0000	1.5161	1.7444
Estimates for SocStim5						
Other Classes	.8039	.0668	12.0311	.000	.6725	.9354
Repeat classes	1.1654	.0537	21.6925	.000	1.0597	1.2711

Summary

When considered together (multivariate) and separately (univariate) participants in adult learning are motivated by the three dependent variables, Social Contact, Cognitive Interest, and Social Stimulation. Further, Social Contact, Cognitive Interest, and Social Stimulation separated the two groups of Repeat Type Classes significantly. That is, people who participated in repeater types of courses were more highly influenced by Social Contact and Social Stimulation motivational orientations than Cognitive Interest ones. Additionally, Social Stimulation significantly separated emerging from later life adults within the Age variable. More specifically, younger adults age 18-29 tended to be

more oriented to social stimulation motives than older adults (age 60 and older). These analyses addressed the first research question presented in this study “What are the motivational orientations of leisure learning participants?” Two other research questions also contributed to the frame of the study. Data addressing these two research questions were collected via telephone interviews with results are presented in the following two sections of this chapter.

Qualitative Findings

Data from telephone interviews provided guidance on identifying independent variables or grouping of variables that were most helpful in understanding informant motivations. Interview questions were designed to provide data for answering two study questions: Question 2 - “What are the self-reported outcomes achieved from participation?”, and Question 3 - “What is the perceived value of participating in leisure learning experiences?” The following section addresses each of these components of the study and associated results.

Interviewee Sample Selection and Information

Twenty-two informants were interviewed. Ten interviews were conducted following summer data collection and twelve were conducted following fall data collection. Approximately 60% (N = 172) of informants provided information for the volunteer telephone interviews. Effort was made to purposefully select interviewees which represented various age groups, class types, and gender representation. An additional notation was made identifying informants who volunteered for interviews who also had missing data or written comments where numbers were needed (e.g., class frequency question response: “lots”) recorded on their questionnaire. In the case of

informants with missing data, a question was added to the interview to request the missing data (e.g., “I noticed that you wrote that you had taken “lots” of classes. Can you explain this further? Can you characterize this with a number?”, and “I noticed that you left your age blank on your questionnaire. Would you be willing to share this information with me?”) Descriptive data of the interviewee group is represented in Table 16.

As already indicated, a key experience during data collection was verbal commentary during some types of classes about how long informants had been participating in a particular class from a particular instructor. (This emanated from the questionnaire item “Have you taken any other classes? How many?”) In some cases, informants stated that they had been taking the very same class for years. This issue resurfaced in the interview phase with interviewees detailing the extent to which they had enrolled in the same class or similar classes with the same class content. Closer inspection of responses reinforced informant comments. A pattern emerged with Fine Arts, Dance, and Wellness/Movement classes. Interviewees who indicated this pattern are noted in Table 16 under the “Repeater” column. In some cases interviewees indicated having pursued a particular content for years (e.g., watercolor painting classes) but with several different organizations. In other cases interviewees indicated that they participated in the same class with the same instructor both repetitiously and sequentially (e.g., ballroom dancing classes). The latter kind of “Repeater” is indicated by the quantity or length of time enumerated within parentheses.

Table 16

Interviewee Information

	Gender	Age	Class	Class Type	Repeater ^a	Summer	Fall
S1	F	23	Ceramics	Fine Arts	Yes	X	
S2	F	76	Drawing	Fine Arts	No	X	
S3	F	52	Belly	Dance	Yes (3 yrs)	X	
S4	F	41	Salsa	Cooking	No	X	
S5	M	47	Venetian	Cooking	Yes (10 classes)	X	
S6	F	46	Swing	Dance	Yes	X	
S7	M	29	Painting	Fine Arts	Yes (2 years)	X	
S8	F	33	Painting	Fine Arts	Yes (3 years)	X	
S9	F	50	Venetian	Cooking	No	X	
S10	M	29	Landscaping	Home/Garden	Yes	X	
F11	F	28	Spanish	Language	No		X
F12	F	60	NIA	Movement	Yes (\approx 1 year)		X
F13	M	34	Tango	Dance	No		X
F14	F	68	Dutch oven	Cooking	No		X
F15	F	52	Ballroom	Dance	Yes (3-4 years)		X
F16	M	53	Blues guitar	Music	No		X
F17	F	53	Painting	Fine Arts	Yes		X
F18	F	65	Ballroom	Dance	Yes (5 years)		X
F19	F	50	Jewelry	Crafts	Yes		X

	Gender	Age	Class	Class Type	Repeater ^a	Summer	Fall
F20	F	61	Watercolor	Fine Arts	Yes		X
F21	F	63	Watercolor	Fine Arts	No		X
F22	F	51	American Sign	Language	No		X

^a The repeater category was generated based on comments related to taking multiple classes with the same type of content over time. Parentheses are used to indicate how long the individual repeated class if same instructor was also indicated.

Research Question 1 – Motivational Orientation and Multivariate Variables

Interview transcripts were read multiple times for comments related to the independent variables (e.g., age, employment, other classes, gender, length of residence, and education). The purpose for these readings was to become familiar with the data and identify important variables and relevant groupings of those variables. Responses were clustered to determine these important components. Several interviewees reflected on their age as it related to changing life dynamics (e.g., empty nest, retirement, and staying mentally active). Since this variable emerged from the interview transcripts as being important, it was identified as a variable for further application via MANOVA. Another variable that emerged was the repeater class variable. This variable was identified within each data collection method, but prominently within interviews. As noted in Table 16, over half (N = 13) of the interviewees described classes or class content in which they enrolled repeatedly. Seven of these interviewees organized their comments around a particular instructor and a particular class which they had been taking for an extended

period of time. Often this surfaced as part of the introductory comments and first question; “What did you hope to get out of the class that you took?” (see Interview Guide in Appendix B). Since this phenomenon was pervasive in each aspect of data collection a variable was created based on which class type tended to be associated with participants indicating that they had taken the class multiple times. Use of this variable (Repeat Class Type) along with Age formed the group of independent variables used for MANOVA. Results of this analysis were previously discussed in an earlier section of this chapter.

Research Question 2 – Participation Outcome Findings

Telephone interview questions probed for outcomes achieved from participation in leisure learning classes. Interview transcripts were read several times to become familiar with the data and to identify outcomes associated with class participation. A constant comparative method (Strauss, 1987) was used to interpret interview responses. Interviewees reported two different outcomes, interpersonal and intrapersonal. The *interpersonal* theme contained subthemes that were outwardly focused and relied upon interacting in the class environment with others such as: (a) meeting new people, and (b) social groups. The *intrapersonal* theme had subthemes that included outcomes more inwardly and individually focused such as: (a) interest, (b) enrichment, (c) health, and (d) enjoyment.

Interpersonal

This theme links differently nuanced ideas about leisure class contexts as opportunities to interact with others. The common thread was that the class experience facilitated these social connections. These same ideas were also present in the two motivational orientation factors present in the EPS design and found to be significant.

Meeting new people. Interviewees expressed the desire to meet new people when taking classes. An extension of this same idea was that class was an opportunity to connect with people. As one interviewee expressed, “I am very isolated in both my jobs so it’s a chance for some community” (S3). Another cooking informant expressed it differently saying, “When I meet people that are very interesting, that’s just a pleasure. You never know if you’re going to have an opportunity to really mingle or it’s just going to be all class time” (S4). At least one interviewee stated that she was new in town and viewed class as an opportunity to meet people.

Social groups. A second social component of leisure class experiences is that there are opportunities to participate as a social group, join a social group, or even link to an outside social group because of the class. Several interviewees expressed appreciation for participating in a class with their spouse (or friend). Class contexts facilitated an opportunity to share an experience with someone important to them. In some cases the class content was immaterial, but the opportunity to share time with one’s spouse was primary (S9): “I wouldn’t use those recipes again but that didn’t really matter to me and I was glad my husband wanted to do it... to spend time with my husband on something he wanted to do, that was unusual for him.” Interviewees also commented about the social experience within class: “I really enjoyed my instructor and the people that I attended class with, a lot of them are repeat offenders” (S1), and

I think a big part is that I really like the teacher and the students that continue to take the class; it kind of turned into a painting club in some ways. That’s keeping me going back... even more so than just the oil painting (S8).

Interviewees expressed enjoying the social dynamic that developed either temporarily for one class event or for the group that was established over time through multiple classes or courses.

The experience of social groups was not limited to within the class. A Spanish class interviewee commented that by taking the class “It’s bridging gaps generationally for me...back home, but then culturally too with people that are in [her work place]... it is rewarding to be able to do that” (F10). In this case, the class experience facilitated opportunities to have closer ties with people in her life outside of the class.

Intrapersonal

The intrapersonal theme threads together outcomes interviewees identified that reflected an individual and inward orientation. More specifically, this theme clustered comments organized into four subthemes: interest, self knowledge, self development, and enjoyment. Each of these idea groups contains different components of the larger intrapersonal outcome concept.

Interest. The most common response to the first question related to outcome was a specific reflection of the content of the class in which the interviewee was enrolled at the time they completed the questionnaire. Further commentary followed up this specificity by indicating a particular interest that the interviewee wanted to pursue. Interviewees indicated that participating in a class was an opportunity to try something new and different or to sample an interest. One class participant stated, “I love to learn things... I always look for something to learn” (F18). Similarly, another participant stated, “I just like a lot of things. I get bored. I’m very interested in a lot of different things and when I want to learn more I go out and look for a way to learn more” (F12). However, these

interests may not extend beyond an initial experience; “You try something with the intention that you are going to enjoy it and then you found that maybe you don’t so you try something else” (S6). Yet another aspect of this idea was expressed this way, “I like to dabble in a lot of different things. I enjoy cooking too. It’s fun to take a class because you learn so much more” (F17). Although many interviewees expressed preference for variety as an outcome, a few indicated focused interests on a few particular topics. Multiple course enrollments also offer opportunities to channel interests with the intent of different kinds of outcomes; “I am interested in different religions so I take classes to learn more about a specific religion. The jewelry is just something I enjoy” (F19).

This subtheme directly relates to the EPS motivational orientation “Cognitive Interest”. In many instances interviewee outcome comments were directly related to the EPS motivational orientations and in other cases the interviews resulted in important insights not indicated by responses to the EPS. For example, one interviewee (S2) indicated that she wanted to “draw a different way” (cognitive interest) but that an experience with another class participant was offensive to her. In this case, the preferred outcome was pursuit of an interest, but the real class experience was influenced by other aspects layered with the intended one. For this participant there was a disparity between the intended and actual outcomes. As one painting class interviewee explained, “I signed up for a class and then realized [it] really takes a lot to do what I thought I could do... and then I started to really enjoy it and the people in the class. And I have just kept on since then” (F17). It is these examples which inform not only why individuals come to the class, but also why they may stay or leave it. Knowledge about personal evaluation of

the experience also contributes to understanding of this component of intrapersonal outcomes.

Enrichment. Personal enrichment and continual improvement were often cited as an outcome of class participation. One interviewee joked that she is a Gemini and that classes offered her an opportunity to develop a different side of herself, “Yes, it’s a freeing experience” (S2). A painter expressed this idea by saying, “I wanted to ... learn how to paint... but when I was taking this class it opened my mind to so many more things, just with painting” (S7). Another interviewee developed the same idea further by saying, “It just opens your eyes and opens doors... and you find friends that are like you” (F20). A gardening class interviewee indicated that taking various classes as parts to a larger whole have had a collective outcome; “I feel much more confident... all together these courses have broadened me and I hope will sustain me in the years to come.” (S10). A dance participant captured it well when he reported that participation in classes “enlarges your perceptual horizons and just for the intrinsic appreciation of cultivating different aspects of yourself” (F13).

Health. Physical and mental health outcomes were both contributing concepts within this subtheme. Individuals enrolled in dance classes indicated that this was an important outcome; “I had hoped to do kind of an alternative physical activity” (F13), and another dancer commented, “You can work through some of the stress you pick up during the day... and the moving with the music feels good. It raises your spirits and you get some endorphins going” (S3). A ballroom dancer stated, “I was looking for something completely different and some kind of stress reducing thing that I could do” (F15). A movement class participant combined these ideas saying, “It keeps my body in

shape... movement does two things for me, it energizes me and it staves off any depression” (F12). Ideas about health were not limited to exercise. A participant in a cooking class clarified this point by saying, “We are going more green and trying to eat better. [Class content] is a part of that” (F14). Similar ideas to these are revisited in the next section of this chapter. The distinguishing feature between outcome and value was when interviewees gave responses to a specific question about what makes the activity worth their time, money, and effort. More ideas about health are reported in the next section on participant’s perceived value of classes.

Enjoyment. Layered within each of the previous subthemes was the expression of enjoyment as an important component of the experience and resultant outcome. One dancer stated, “I just wanted to have fun with my fiancé” (F13). Another interviewee stated, “When I get to class and things settle down in my mind...I have three hours built into the week where I can stop thinking about everything else and concentrate on something I really love doing, which is painting” (S8). A language class interviewee talked about the general experience of learning in this way, “I am a person who likes to learn, even if it is a short period of time and in an informal way. It’s just really stimulating” (F22). An interviewee who enrolled in the same class with the same instructor several times remarked, “I didn’t know what I was doing but [instructor] taught me different ways...and now I just do it on my own, it’s just wonderful. I enjoy that class so [much]” (S7). A dancer summed up her participation this way, “It is really a lot of fun. It is probably my favorite hour of the whole week” (F15).

Summary

This section summarized interview findings that helped to answer the second research question: “What are the self-reported outcomes achieved from participation?” Two over arching themes emerged from the subthemes. The *interpersonal* theme represented ideas about the outward focus of interviewees as they interacted in the class environment with others to meet new people as well as participate in various social groups. The *intrapersonal* theme characterized outcomes more inwardly, individually focused and included interests, enrichment, health, and enjoyment. Interviewees expressed overlapping ideas for outcomes and perceived value during the course of the interview. Results were organized so that responses related to outcome interview questions were included in the previous section. Responses to value interview questions are found in the next section.

Research Question 3 – Participation Perceived Value Findings

Toward the end of the interview volunteers were asked to answer “What makes taking class worth your time, money, and effort?” as a strategy to ascertaining the value interviewees placed on their leisure learning experience. A single over-arching theme with two primary subthemes emerged from responses to this question. Interviewees strongly emphasized that taking classes contributed to a sense of personal wellbeing.

The comment “It just makes me feel good” could be attributed to many interviewees in this study. For some this meant that physical activity facilitated an improved outlook or overall feeling. For others, learning new things or “even just to advance my knowledge in different areas” (F19) facilitated good feelings. Some interviewees extended this idea to relate specifically to the self. For example, a

participant in a ceramics class stated “it gives me a good feeling about myself—high self esteem... to be able to accomplish [making pottery]” (S1). Besides a general sense of good feeling, subthemes of wellbeing were defined more specifically by stimulating action or as a vehicle for relaxation.

Activation. This subtheme is composed of several ideas stemming from the single idea that learning events stimulated other important and valued experiences. Several interviewees mentioned that classes were valued as a creative outlet: “It is just an opportunity to expand my creativity” (S1). Another artist clarified this by indicating that it was the activity rather than the class event that facilitated the experience; “It gives life to [your] creativity, it puts it in a form” (F20). This same individual also commented that classmates contributed to this experience “[I am] an artsy-fartsy kind of girl [and] those are the kind of people I enjoy being around; the creative people who look at things a different way” (F20).

For other interviewees class events and learning class content were viewed as opportunities to improve their lives, especially as their life circumstance changed. A guitar player shared this thought, “all our kids are grown and you look for different things to keep yourself occupied and improve your life... maybe [I’ll] get a new hobby and something that makes me happy” (F16). Similarly, a painter said, “It is harder to get out in the winter. I have to push myself. I am a homebody so this [class] causes me to get my sorry self out there.” She explained further that classes were an opportunity “to stretch. Especially as we get older...I feel like I am more engaged in the world when I learn something I didn’t know before. It’s my fear that my horizons will become very narrow as I get older.” (F22). A self proclaimed “middle age” language class participant

expressed similar thoughts; “[I want to] forestall the effects of dementia... it just keeps your brain elastic; to take a class, to learn something new” (F22).

Although some participants indicated that class participation was valued as an illness preventative, another (and notably older) interviewee identified it more as a general life posture, “It doesn’t mean I am going to do any of them all the time or ever again...[taking a class] keeps the brain active—you have to be open always for new experiences” (S2). It was the experience of trying new and different things that was valued. According to one interviewee, “I’ll never live long enough to do everything I would like to do. So that’s just the way it is. I love trying new things” (F14). Perhaps one of the best representations of activation as a subtheme of wellbeing was stated by a self-identified “beginner” painter, “For me maybe my little bit of wildness in my life is just to try different things” (F17).

Relaxation. The second subtheme of wellbeing is represented by relaxation concepts. Results identified various aspects of relaxation. A cooking class participant said, “I don’t know if I can really say it’s a hobby but it’s certainly something I enjoy. Learning as well as de-stressing...you know, where you don’t feel stress and its very casual, very relaxed, just kind of down time” (S5). Another participant framed her response as a contrast to work stating, “I guess I think I’ll get benefits of relaxation and mental health, I mean... Something I’d enjoy rather than work, work, work, all the time” (S6). Two other interviewees reported that participation in the class “keeps me sane” (F12) and “It’s like therapy in a lot of ways, it’s a lot cheaper probably than therapy” (S8). One interviewee explained the difference between herself and her spouse, “we both have outlets... he’s very much a poker player, you know that mental thing, and I like to

escape into my classes” (S4). Another interviewee characterized his experience this way; “Just getting away from work, regular stuff... your mind just gets you away from everything when you are painting, you get in the zone” (S7). For these individuals, the activity of the class was well worth their time, money, and effort and served as relaxation or respite from daily life.

Summary

Although each interviewee response was unique, similar ideas about personal wellbeing emerged. Responses were organized into two groups; those which activated other processes (e.g., creativity, life improvement) or conversely, ideas relaxation. Results for outcomes overlapped and were similar to those expressed about value.

Results from both qualitative and quantitative analysis were complementary and supported ideas that leisure learning class participants participate in classes for varying singular and grouped motivations and outcomes. Participants reported social and cognitive reasons for their participation as well as their outcomes. However, interviewees also indicated that there were health, enrichment, and enjoyment components of their participation. Dance, fine arts, and movement types of classes tended to have repeat participants. Although this was not the case for all participants in these classes, as evidenced in the interview data, differences between repeater and non-repeater class types were significant in separating the motivational orientations. More specifically, participants enrolled in repeater types of classes were more oriented towards social motivations (both contact and stimulation) than cognitive ones. People who tended to participate in classes which do not tend to be repeated were more oriented to cognitive

motivations. Overall, these results provide further understanding about how participants enter the leisure learning class experiences and the value they place on those experiences.

Chapter 5

DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to (a) determine the motivational orientations of leisure learning participants and (b) to determine the perceived outcomes and ascribed value associated with learner participation in various leisure learning activities. To achieve the study purpose a multi-method design was used to collect and analyze both quantitative and qualitative data. A questionnaire was used to collect quantitative data on participant motivational orientations. Demographic items were also included on the questionnaire to generate independent variables for analysis. A follow-up telephone interview with volunteers who completed questionnaires was used to collect qualitative data. Analysis of the interviews resulted in identification of important independent variables collected on the questionnaires. This analysis was used to determine differences in motivational orientations of leisure learning participants. Interview transcript data were used to identify participation outcomes and associated perceived value of class participation. This chapter contains a summary of the study and discussion of the findings followed by identification of the limitations of the study. Theoretical and practical implications as well as recommendations for future research are also discussed.

Summary of Study Procedures

Data were collected using a 42-item questionnaire from 319 adult leisure learning class participants. Individuals who provide informed consent to participate in the study rated each item on a four point Likert-type response format (from No Influence to Much Influence). Informants also provided demographic data (e.g., gender, age, employment, length of residence in area). Results gathered from the questionnaire booklet were coded

and entered into SPSS 16.0 for analysis. Principal Axis factor analysis, a statistical technique for reducing data and summarizing correlation patterns, was used to identify central motivational orientation factors. Multivariate analysis of variance (MANOVA) procedures were performed with three significant motivational orientation factors and two independent variables. To investigate the impact of each main effect on individual significant factors, a Roy-Bargmann stepdown analysis was performed on the prioritized dependent variables.

Independent variables were identified during semi-structured follow-up interviews. In addition, interviews served as a method for understanding leisure learning participation outcomes and values. After completing the questionnaire informants were asked to provide contact information if they were willing to participate in a follow-up telephone interview. Over half of the informants provided these details. Interviews were conducted, recorded, and transcribed with 22 men and women who represented various ages, class types, employment and education profiles, as well as frequency of class participation. After several readings of interview transcriptions and using the constant comparative method (Strauss, 1987) age and class type were identified as important variables. Based on interview data the class type variable was regrouped into courses that tended to have participants who repeated the same type of class or the exact same class. These two variables were used to conduct additional statistical analyses that helped to determine differences between the significant motivational orientations. Follow-up interviews provided understanding about outcomes and value of leisure learning class participation.

Discussion of Findings

Since this study was organized by three research questions, discussion of the findings is also arranged in this manner. The following section includes each research question followed by a summary discussion of the findings for that question.

Research Question 1: What are the motivational orientations of leisure learning participants?

The Education Participation Scale A-Form (EPS) was distributed and collected from 319 informants. Principal Axis factor analysis was used to determine significant motivational orientation factors. Social Contact, Cognitive Interest, and Social Stimulation were determined to be the relevant factors for this sample. Univariate and multivariate analyses were conducted using the three factors and independent variables which emerged from interview data. A univariate relationship between Age and Social Stimulation was found to be significant. Post hoc tests detected differences between emerging adults (ages, 18-29) and later life adults (ages, 60+) in their Social Stimulation motivational orientation. Emerging adults had higher orientations towards leisure learning courses to ease boredom, loneliness, and meet social needs. Later life adults showed the least amount Social Stimulation motivational orientation towards enrolling in courses for these reasons.

A multivariate relationship was detected between the motivational factors and people who enrolled in courses that tended to be taken repeatedly and people who were enrolled in other types of courses. When considered together, the factors separated the people who were enrolled in repeater type courses and those who were not. Informants who participated in repeater types of courses were more highly influenced by Social

Contact and Social Stimulation motivational orientations than Cognitive Interest ones.

The two social motivational orientations were differentiated by orientations towards learning with groups (social contact) and learning as relief from boredom and loneliness (social stimulation). Cognitive interest orientations revolve around love of learning and participants in courses that tended to be taken only once indicated a higher level of motivational influence over those in repeater types of courses. Correlation tests were significant but weak among these groupings of variables ($p < .01$).

Findings in this study are both similar and different from other studies conducted with formal education contexts of universities. It is similar to studies which found that adults participating in (lifelong) learning programs identified participant motivation to be oriented toward social contact and cognitive interests (Brady & Lamb, 2005; Bynum & Seaman, 1993; Davenport, Danner, and Kuder, 1993; Kim & Merriam, 2004). This study was different from those mentioned because of the nonformal education context as well as differentiation for age and motivation associated with course patterns. Social contact, cognitive interest, and social stimulation were important motivational orientation factors. Furthermore, cognitive interest was more important to learners taking courses which tended to not be repeated and social contact was more important to people taking courses which were repeated. These similarities and differences may lend some understanding to the reasons why people choose nonformal leisure courses.

The groupings of courses within the Repeat Class Type variable differentiated between participants committed to a particular kind of experience and those participants who enrolled in courses which were relatively short term (two or three classes) and

tended to have more transient learners. These differences of commitment reflected the contrast between the casual and serious leisure perspectives.

The first research question addressed the motives of participants in leisure learning class experiences. Based on the results of the EPS questionnaire, three primary motivational orientations emerged: Social Contact, Cognitive Interest, and Social Stimulation. These orientations were different between younger and older adults as well as with people who were taking courses which were taken multiple times and people who were in other types of classes. These differences offer some understanding about the nature of leisure learning behavior.

Research Question 2: What are the self-reported outcomes achieved from participation?

Responses of 22 interviews concerning participation outcomes were grouped into two primary themes: interpersonal and intrapersonal outcomes. Reported interpersonal outcomes included meeting people and participating in various social groups. This theme associated with social groups identified an outwardly focused orientation and supported findings associated with the EPS Social Contact factor, learning in a group setting. In particular, interview data helped to identify the types of social groups that existed in these settings. Although courses were not advertised as opportunities to meet and interact with people of like interests, participants often reported viewing the course as opportunities to get together with friends, thus providing additional layers to the understanding of social contact.

The second primary theme was intrapersonal outcomes, those outcomes that were inwardly and individually focused. These outcomes included ideas about interests, personal enrichment, health, and enjoyment. Cognitive interest factor questions

represented more a love of learning and general interests rather than the specific knowledge or interest expressed in interviews. However, ideas expressed about personal enrichment more closely resembled the concepts present in cognitive interest questionnaire items. According to informants, engaging in learning experiences assisted with meeting the desire for personal growth. These findings provided insight into learner's perceived outcomes experienced in nonformal education settings. They also extended previous investigations which primarily focused on understanding the instructor's experience rather than the participant's experience (e.g., Taylor, 2005; Taylor & Caldarelli, 2004). In addition, interviewee responses about learning experiences as opportunities for physical and mental health outcomes supported the belief that these are leisure benefits.

Research Question 2 was asked to learn about participant outcomes from leisure learning class and course experiences. The most salient themes which emerged from the data related to interpersonal ideas about interacting with others such as meeting new people and contact with social groups, and more individual intrapersonal outcomes such as pursuing interests, enrichment, health, and enjoyment. Outcomes such as these serve as useful ways for understanding perceived leisure benefits.

Research Question 3: What is the perceived value of participating in leisure learning experiences?

Interviewees were asked to respond to the question "What makes taking this/a class worth your time, money, and effort?" Responses to this question helped to answer this research question. Learners indicated a general sense of good feeling, especially about themselves. Course experiences were also described as stimulating the processes of

activation or relaxation. Activation included opportunities for creativity, improving their lives, and/or trying new things. Relaxation occurred with reducing stress related to daily life and work, while providing a vehicle to escape from life in general.

Although valuation is often measured by costs and benefits, the valuation process (how an outcome becomes valued) is less clear (Mannell & Kleiber, 1997). The opportunity to try new things was important to many interviewees for both outcome and value. These findings contributed to the idea that learning as leisure is perceived by participants to be good for them and is valued by them.

Limitations

This study and interpretation of results were limited in several ways. The EPS has 42 questions to determine the motivational orientations of adult learners. None of the items or any of the factors addressed an important component that was detected in the interviews: a health motivational orientation. Multiple informants provided comments regarding their motivations and concerns associated with their participation not identified in the EPS data (i.e., exercise or specific health concerns such as high blood pressure and depression). Participants who tended to provide these types of responses typically were enrolled in dance, Tai Chi, and Neuromuscular Integrative Action (NIA) movement courses and were often repeat learners. Factor analysis and other statistical analyses did not detect or reflect this motivational orientation. The omission of this motivational orientation provides insight into the reason why all of the factor mean scores were below the “Moderate Influence” category (< 2.0). The leisure learning orientations of health and wellness were exclusively identified during the interviews. As a result, this motivational

orientation of health enhancement was identified by interviewees as desirable outcomes and what they valued about their participation in these educational programs.

This study employed a Likert-type response format and, therefore, generated ordinal categorical data. Debate about appropriateness of Likert scales for continuous data statistical procedures is ongoing, however measures can be taken to accommodate statistical problems which arise (Jamieson, 2004; Carifio & Perla, 2007). As reported in Chapter 4, although steps were taken to address these concerns using recommended strategies (e.g., a raised alpha level of .01, recognition of potential effect size inflation, parallel nonparametric tests); this issue remains a limitation for interpretation of results.

Data collection occurred during late summer and early fall. As a result, these data represent only a portion of the courses offered by these agencies and for a particular time of year. The study's findings represent a segment of the opportunities, learners, and seasons for adult leisure learning courses.

This study was conducted in the university town of Bloomington, Indiana. The national average for people 25 and older with Bachelor's degrees is 24.4% (U.S. Census, 2003). Bloomington Township's average is 54.8% (Indiana Business Research Center, 2001). As a result, people who reside in Bloomington may value education more than other types of communities. Since previous education attainment is a predictor of participation in adult education (Merriam, et al., 2007), this may have influenced participants' orientation toward the cognitive interest factor and learning as enrichment outcome.

Lastly, an item on the questionnaire booklet requested informants to answer "Have you taken any other courses? How many?" This open ended question was

confusing and prompted requests for clarification and a wide range of responses. As a result, this variable was deemed to be unreliable for testing across informants.

Implications

Theoretical

This investigation examined the phenomenon of learning as leisure and participants' perceived outcomes and values associated with the experience. This behavioral expression addresses concepts such as relaxation, enjoyment, health and wellbeing within the social context of an educational course. Results indicate that socially oriented motivations were important to the adult participants (i.e. Social Contact, Social Stimulation). Results also revealed that these participants reported a love of learning (i.e., Cognitive Interest). Although these findings are similar to results found in other studies (e.g., Kim & Merriam, 2004; Nimrod & Kleiber, 2007), these data provide insight into nontraditional contexts of teaching and learning that are common to leisure service providers (e.g., park, recreation, and tourism settings) and commercial businesses and non-profit agencies (e.g., kitchen retail shops, art and crafts supplies stores, wineries, and arts centers). Participants in this study reported that their experiences in these educational courses were considered to be leisure for them.

According to Aslanian and Brickell (1980), adult education is often triggered by a life transition. Adult education opportunities are often pursued during free time and are increasingly chosen as leisure experiences among adults (Arsenault, 1998; Ziegler, 2002). Payne (1991) differentiated the complexity of the relationship between adult education and leisure in three ways: adult education as (a) a leisure form, (b) preparation for leisure,

and (c) activity from which adults learn. Emergent themes in this study represented each of these aspects.

Learning as leisure. Respondents engaged in adult leisure learning courses indicated that their motivations were oriented toward social and cognitive motives and not toward professional and educational motives. Informants identified that the value of participation for them was to stimulate or enhance their creativity, enhance their lives, give them an opportunity to try new things, and reduce stressful life elements. Nimrod (2007) found that only certain types of leisure activities were associated with older adult wellbeing. Specifically, activities such as going to the theater, art exhibitions, and enrolling in courses were more positively associated with wellbeing than more sedentary activities such as viewing television and listening to the radio. Data from this study complemented Nimrod's conclusions.

Informants expressed belief that leisure learning experiences provided opportunities for them to explore their interests and to personally grow. Stebbins (2008) identified these types of individuals as hobbyists who systematically acquire knowledge for its own sake. The ability to try new activities and experiences was identified as being important to some interviewees. In this way, they reported that sampling new activities provided them with an opportunity to acquire initial experiences that in some cases led to further commitment (e.g., watercolor painting), and in other cases the experience satisfied a curiosity (e.g., drawing). Although considerable emphasis in the literature has been on identifying the importance of serious leisure (e.g., Stebbins, 1992, 2008), recently authors have begun to identify the importance of casual leisure (e.g., Hutchinson & Kleiber, 2005; Stebbins, 1997). Even though informants in this study identified some patterns

associated with serious leisure participation by enrolling in courses repetitiously, honing their skills, and forming social groups, they often described their motivations to be associated with the ability to sample or try new things, dabble in something, and experience enjoyment and fun. These are motivations associated with casual leisure. Though adult education often serves as a gateway to serious leisure (Stebbins, 2001b), it frequently becomes a context or catalyst for casual leisure.

Learning for leisure. Charles Brightbill (1961) suggested that leisure is more rewarding when individuals have experiences that enable them to develop skills and interests. Informants revealed that participating in educational courses may help them “*find a new hobby or something that makes [them] happy*”. The personal rewards that are gained by committing to a leisure activity motivate participants to continue to engage in that activity (Stebbins, 2008). Commitment is at the crux of wellbeing (Haworth, 1984, 1986; Stebbins, 1992). Although the nature of enrolling in and regularly attending courses is evidence of commitment through the investment of time, money, effort, commitment to specific courses is temporary. As a result, understanding learner enrollment patterns and engagement as a learner is paramount. In this study time, money, and effort were used to encourage interviewees to talk about what and how they valued their experience. Associations between value and commitment have been evaluated through an understanding of serious leisure perspective rewards (Stebbins, 2008). That is, providing educational opportunities for people to participate in casual and serious leisure activities benefit the individual and society. Godbey (1990) speculated that in the future it may be that the greatest developments in adult education will be in the area of education for leisure.

Learning from leisure. The third idea concerning learning and leisure is that leisure can prompt self reflection, self development, and creativity (Csikszentmihalyi, 1990; Mannell & Kleiber, 1997; Payne, 1990). Since life transitions also prompt pursuit of adult educational experiences (Aslanian & Brickell, 1980), leisure learning activities offer unique opportunities for reflection and self development related to life changes. Research exploring the connection between adult education and leisure have been limited (Stebbins, 2001b); however, there has been research examining adult learners enrolled in lifelong learning programs (typically university based or affiliated contexts) (e.g., Brady, Holt, & Welt, 2003; Kim & Merriam, 2004; Lamb & Brady, 2004; Nimrod & Kleiber, 2007). Studies of older adult learners indicate that intellectual stimulation and development of social opportunities/support networks are motivations for participation (Kim & Merriam, 2004; Lamb & Brady, 2004). Findings from this study suggest that adults of all ages participating in nonformal education contexts tend to have similar motivations to those in formal education contexts.

Lifelong learning has taken on many meanings in the United States (Maehl, 2000). Results of this study provided support for including leisure expressions as an aspect of the meaning of lifelong learning. As a result, there is support for providing educational programs in an attempt to promote learning as leisure, learning for leisure, and learning in leisure.

Professional Practice

Taylor (2006) observed that across the country and on most nights of the week, nonformal education events are being taught and attended in leisure contexts. Results of this study clearly indicated that informants enrolled in the educational courses for many

reasons. For these people, three factors helped to explain their motivational orientations: social contact, cognitive interest, and social stimulation. Leisure practitioners who offer these types of learning experiences may find this information helpful when planning adult learning events. Programs that address these motivational orientations may be better able to serve adult participants.

In this study, motivational orientations were reported to be similar across all age groups. However, a significant, though weak, correlation occurred with younger adults (ages, 18-29) who were more motivated to achieve social stimulation as compared to older adults (ages, 60 and older). Younger adults were more inclined to use leisure learning courses as a way of addressing social needs, boredom, and loneliness in their lives. This information may be helpful to practitioners as they market their programs and as they develop targeted strategies for specific groups (e.g., younger adults).

In addition, the people enrolled in courses that tended to be taken repeatedly reported having different motivations than those people who chose to participate in courses that were typically taken only once. Learners in repeater types of courses were more motivated toward social orientations while learners participating in other courses were more oriented for love of learning and interests. These differences indicated that to achieve the goal of meeting various adult motivational orientations it may be important to develop and offer two different types of leisure learning experiences: continuous (or contiguous) courses, and single class or short courses.

Findings also indicated that the experience of leisure learning was important and valued by its participants. Leisure learning experiences offered opportunities for interpersonal and intrapersonal outcomes as well as a sense of personal wellbeing. These

results offer support for practitioners who are attempting to develop a rationale for offering adult leisure learning opportunities.

Future Research

Learning as leisure expression warrants further investigation in several ways. The pattern of some participants enrolling in the same course repeatedly for years may contribute to the body of literature related to serious leisure. Further investigation of this pattern in contrast to learners who sample topics by taking different courses over the years could be helpful in clarifying the relationship between serious and casual leisure. This study included people who were participating in leisure learning for a variety of purposes including both for serious reasons and for casual ones. Exploration into why some participants continue to dabble in various topical learning experiences and why others make a stronger commitment to a single topic or content would expand the literature associated with serious and casual leisure.

Many questions were raised by participants relative to their valuing process associated with their participation. It is recommended that future research examine the valuation process to increase understanding about the benefits of learning activities as well as the process participants undergo to make decisions about those outcomes and benefits.

Since this study only examined individuals participating in adult education during the late summer and early fall, further research that examines courses completed during other seasons may provide additional insights. Motivational orientations may be influenced by seasonal offerings. For example, it would be interesting to determine if

learners who participate in courses during the winter months have motivations that are different from learners seeking course experiences in the summer.

The EPS did not capture health motivational orientations which are prevalent in leisure contexts but less so in typical adult education courses. These orientations and outcomes were identified through analysis of the semi-structured interviews.

Consequently, employing both qualitative and quantitative methods was helpful to understand the complexity of motivations and values associated with leisure learning. Based on the success of the multi-method approach to data collection in this study, researchers are advised to consider this approach.

Because of the confusion and variation in interpretation by participants related to the question “Have you taken any other courses? How many?” it is possible that more structured response categories could facilitate improved variable trustworthiness for collection of this particular type of data. For example, responses could be organized into categories such as (a) 1-3 courses, (b) 4-9 courses, and (c) 10 or more courses.

Conclusion

“On any given day, adults can be found engaging in a variety of nonformal learning activities” (Taylor, 2006, p. 291) including ballroom dancing, gardening, and learning to play steel drums. Given the current increased rate of participation in adult education (Kim & Creighton, 2000); there is a need to understand perceptions of participants so that services can be developed that meet their needs and interests. It is helpful for service providers to know the motivational orientations of leisure learners, their differences and similarities, so that they can anticipate how and when to make changes to their services. In addition, it is useful to understand contributions that result

for engaging in leisure learning experiences. This study supports the notion that adult learning can indeed be pursued as leisure and this leisure experience is highly valued by those participants.

Learning as a leisure pursuit has historical roots in classical Greek literature. As emphasized in many leisure studies textbooks, modern words such as “scholar” and “school” have origins in the Greek word for leisure, *scholē* (Goodale & Godbey, 1988; Russell, 2005). Plato’s writings emphasized the link between not only formal education but doing liberal arts beyond school and as part of living life (Hunnicut, 1990). Living a “virtuous life” for ancient Greeks involved both intellectual and physical pursuits. Therefore, it follows that learning experiences are used as an expression of leisure and that leisure classes, such as ballroom dancing and the associated mental and physical exercise, are perceived as healthy. Based on findings of this research, the contribution of leisure to the development of mind and body that had such relevance during ancient times continues to be relevant today.

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Footnotes

¹ The parenthetical listings are course topics from the most recent catalogues (Summer 2008) of the Bloomington Cooking School, People's University, and Waldron Arts Center.

² Previous studies indicate that higher levels of education predict participation in (formal) educational activities (Kim & Merriam, 2004; Manheimer, et al, 1995). What is unclear is whether this is also a predictor specifically for nonformal, leisure learning settings.

APPENDIXES

APPENDIX A

Education Participation Scale (EPS) Questionnaire

A few additional questions:

Age: _____

Education level (Mark One):

_____ 12 years of school or less	_____ Some college	_____ Graduate or professional school
_____ Business or trade school	_____ 2-year college	_____ Doctorate degree
	_____ 4-year college	

Employment status (Mark One): _____ Part-time _____ Full-time _____ Not employed _____ Retired

Ethnicity (Mark One):

_____ American Indian and Alaska Native _____ American Indian and Alaska Native and White
_____ Asian _____ Asian and White
_____ Black or African American _____ Black or African American and White
_____ Native Hawaiian and _____
_____ Other Pacific Islander _____ Other (please describe): _____
_____ White _____

Would you be willing to participate in a short follow up telephone interview?

If you are willing to be contacted for a short telephone interview please complete the following:

Name: _____

Email address: _____

Telephone Number: _____

Best time to reach you: _____

Thank you for participating in this study!

Leisure Learning Survey

Thank you for your willingness to participate in this study. Please review the study information sheet before beginning this survey.

After completing the survey, please return it to the researcher or course instructor. To begin, open this booklet. Be sure to read through to the end of the survey. Thank you for your time!

Start Here.

Have you taken this survey before today? (Circle One) No Yes, at _____

Gender (Circle One): Male Female

Length of residence in area: _____ years

Have you taken any other classes? (Circle One) No Yes, How many? _____

(Next page)

APPENDIX B

Motivations and Outcomes in Leisure Learning study: Telephone Interview Guide

"Hello, my name is Amy Lorek and I am a doctoral student at IU. I am conducting a study about motivations in participation in leisure learning classes. You completed a survey in _____ class indicating that you would be willing to participating in a 10-15 minute phone interview. Are you still willing to participate in an interview?

No: "Ok, thanks anyway, have a good day." [End]

Yes: "Is now is a good time to have our interview or if another time would be more convenient for you."

Another time: "Ok, let's schedule a time that works for you." [End]

Now: "Great. Let's get started. Is it ok if I record our conversation? I want to listen to what you have to say but will also want to refer back to our conversation so a recording will help me remember what we have talked about and what you said. The recordings will be for my use only."

No: "Ok, I have about 5 questions and I will be taking a few notes as you talk." Proceed to questions 1-5.

Yes: "Ok, I will begin recording now. Thanks for agreeing to have our conversation recorded. I have about 5 questions for you to respond to:

Question 1: What did you hope to get out of the class that you took? (something learned, friendship, etc.)

Question 2: Did you get what you wanted out of class? Please tell me more about what makes you say yes/no.

Question 3: Did you get anything out of class that you didn't expect? What was it?

Question 4: What makes this class worth your time/money/effort? Are there personal benefits you receive from participating in class?

Question 5: Have you taken more than one class like these? If Yes, – Are they usually the same topic?"

Based on the informant classes taking pattern ask none/one of the following questions—

(More than one class, same topic)

Question 6: "If you stick to the same topic, what does this do for you? "

-OR-

(More than one class, different topics)

Question 6: "If you try various and new topics and classes, what does this do for you?"

"Thank you for your time, I appreciate your comments and help with this study." [End]

APPENDIX C

Motivations and Outcomes in Leisure Learning study: Class observation notes worksheet

Date:

Class title:

Instructor:

Number of class participants:

General age estimates:

What is the general tone of the class environment? Can you tell which agency the class belongs to without knowing this ahead of time? How?

Are the values of the organization reflected in the class experience? What are they?

What is happening with the interactions between the instructor and the learners?

What is happening with the interactions between and among the learners?

What kinds of questions are being asked and answered?

What can you tell about the learners? Are these casual or serious learners? How can you tell?

Are the learners engaged in the class? With the content? The social aspects? The instructor's personality and knowledge? With the activity/mastering it?

Other Notes:

APPENDIX D

Sample Group Descriptive Statistics

Agency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bloomington Cooking School	24	7.5	7.5	7.5
	People's University	192	60.2	60.2	67.7
	Waldron Arts Center	103	32.3	32.3	100.0
	Total	319	100.0	100.0	

Class type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Crafts	18	5.6	5.6	5.6
	Computers	6	1.9	1.9	7.5
	Cooking	32	10.0	10.0	17.6
	Dance	126	39.5	39.5	57.1
	Fine Arts	68	21.3	21.3	78.4
	Health/Movement	13	4.1	4.1	82.4
	Home & Garden	17	5.3	5.3	87.8
	Language	24	7.5	7.5	95.3
	Music	15	4.7	4.7	100.0
	Total	319	100.0	100.0	

Residence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-4 years (newcomer)	75	23.5	23.5	23.5
	5-10 years (resident)	71	22.3	22.3	45.8
	11+ years (longer resident)	173	54.2	54.2	100.0
	Total	319	100.0	100.0	

Other classes 10+

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No other classes (First Time)	85	26.6	26.6	26.6
	1-3 classes (Novice)	89	27.9	27.9	54.5
	4-9 classes (Patterned)	57	17.9	17.9	72.4
	10 classes or more (10+ Experienced)	88	27.6	27.6	100.0
	Total	319	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	95	29.8	29.8	29.8
	Female	224	70.2	70.2	100.0
	Total	319	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-29 Emerging Adult	54	16.9	16.9	16.9
	30-39 Young Adult	59	18.5	18.5	35.4
	40-59 Middle Adult	125	39.2	39.2	74.6
	60+ Later life adult	81	25.4	25.4	100.0
	Total	319	100.0	100.0	

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12 years of school or less	17	5.3	5.3	5.3
	Business or trade school	6	1.9	1.9	7.2
	Some college	32	10.0	10.0	17.2
	2-year college	17	5.3	5.3	22.6
	4-year college	88	27.6	27.6	50.2
	Graduate or professional school	119	37.3	37.3	87.5
	Doctorate degree	40	12.5	12.5	100.0
	Total	319	100.0	100.0	

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	295	92.5	92.5	92.5
	Non-White	24	7.5	7.5	100.0
	Total	319	100.0	100.0	

Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part time	53	16.6	16.6	16.6
	Full time	166	52.0	52.0	68.7
	Not employed	35	11.0	11.0	79.6
	Retired	65	20.4	20.4	100.0
	Total	319	100.0	100.0	

Interview contact

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	147	46.1	46.1	46.1
	Yes	172	53.9	53.9	100.0
	Total	319	100.0	100.0	

APPENDIX E

Class Type List

Class Type	Agency	Content
Crafts – “Arts and Crafts” agency	PU	knitting
designation	PU	glass bead blowing
Computers	PU	QuickBooks software
Cooking – culinary topics and tools	BC	knife skills
	BC	salsa
	BC	pasta
	BC	Mediterranean
	PU	Dutch Oven
Dance ^R – various styles	PU/WA	belly
	PU/WA	ballroom
	PU	West African
	PU	salsa
	PU	country line
Fine Arts ^R	PU/WA	painting – watercolor, oils
	WA	drawing
	WA	ceramics
	WA	jewelry making

Class Type	Agency	Content
Health/movement ^R – “health and wellness” agency designation	PU	Neuromuscular Integrative Action
	PU	Tai Chi
Home & Garden	PU	home care/repair
	PU	landscaping
Language	PU	American Sign
	PU	Spanish
Music - various instruments	PU	African hand drum
	PU	steel drum
	PU	blues guitar

Agencies in this study include:

People’s University (PU)

Bloomington Cooking School (BC)

Waldron Arts Center (WA)

^R Dance, Fine Arts, and Health/Wellness courses were regrouped into “Repeat” courses since many participants in these classes indicated taking these courses repeatedly.

APPENDIX F

Factor Composition Loading Items and Cronbach's Alpha coefficient

Factor	Items	Factor alpha if deleted	EPS match
Factor 1- Professional/Educational	Q25	.871	PA
Advancement	Q18	.862	PA
	Q32	.872	PA
	Q39	.868	PA
	Q4	.866	PA
	Q11	.877	PA
	Q24	.870	EP
	Q38	.885	EP
	Q17	.882	EP
Factor 2 – Social Contact	Q23	.903	SC
	Q37	.905	SC
	Q30	.902	SC
	Q16	.910	SC
	Q2	.915	SC
	Q9 ^a	.952	SC

Factor	Items	Factor alpha if deleted	EPS match
Factor 3 – Communication Improvement	Q1	.832	CI
	Q15	.849	CI
	Q8	.885	CI
	Q29 ^a	.916	CI
Factor 4 – Cognitive Interest	Q42	.748	CN
	Q35	.773	CN
	Q28	.762	CN
	Q21	.816	CN
	Q14	.828	CN
Factor 5 – Social Stimulation	Q20	.715	SS
	Q34	.764	SS
	Q27	.747	SS
	Q6	.783	SS
	Q13	.789	SS

Note. EPS factor labels have the following code: Professional Advancement (PA), Social Contact (SC), Communication Improvement (CI), Cognitive Interest (CN), Social Stimulation (SS).

^a Deleting these items would increase the reliability coefficient if deleted from the related factor. Each item would increase the factor Cronbach's Alpha by approximately .02 if deleted.

Amy E. Lorek

Education

Doctoral Candidate, Leisure Behavior

Department of Recreation, Park, and Tourism Studies

School of Health, Physical Education, and Recreation

Indiana University, Bloomington, Indiana (2009)

Positions: Garrett G. Eppley Scholar, Visiting Lectureship, Research Associate,

Graduate and Professional Student Organization school representative, Ted Deppe

Departmental Administrative Intern, Departmental Outreach Scholar

Dissertation: *Learning as Leisure: Motivation, Outcome, Value*

Master of Arts, History Museum Studies

Cooperstown Graduate Program

State University of New York—Oneonta, Cooperstown, New York (2001)

Omicron Delta Kappa, leadership honor society; CGA Service Award;

Class President

Thesis: *An Interpretive Plan for the High Point Museum, High Point, North Carolina*

Bachelor of Arts, History, Criminal Justice

University of Saint Thomas, Saint Paul, Minnesota (1989)

Teaching Experience

Indiana University, Bloomington, Indiana

Undergraduate Instruction

- R236 Tourism and Commercial Recreation (Fall 2007, Spring 2008).
- R340 Leisure in Modern Society (Fall 2007, Spring 2008).
- R471 Human Resource Management in Leisure Services (Spring 2008).
- T301 Capital Campaign Fundraising (Fall semester 2004).

Eppley Institute for Parks and Public Lands, Bloomington, Indiana

National Park Service Instructor Training

- Resource Stewardship and Protection, Train-the-Trainer instructor training course (2005)
Sessions taught: The Adult Learner, Action learning, Problem-based learning, Lesson Plans.
- NPS Fundamentals program, Instructor Skills Course (2005, 2004).
Sessions taught: Instructor Competencies, Instructor Coaching, Active Listening and Feedback.

National Park Service Employee Training

- Instructor, Web-conferencing monthly leadership workshops, Facilities Manager Leaders Program, National Park Service (May, June, July, September 2007).
Description: Design, create, and facilitate of four (4) one hour workshops on various leadership topics.
- Facilitator, Web-conferencing training, Federal Real Property, Park

Facility Management Division, National Park Service (March, April, 2007).

Description: Facilitate and implement three (3) one hour workshops on understanding Federal Real Property reporting systems and mechanisms.

- Instructor, Mentoring Workshop, Facility Manager Leaders Program, Park Facility Management Division, National Park Service, Rocky Mountain National Park, Colorado (May 24-26, 2006).

Description: Two day workshop conducted to orient and train recruited mentors for assignment to Facilities Management Leaders Program participants, a year long course of study and internal leader development training program.

- Instructor, 23 courses, NPS Fundamentals II, National Park Service, Horace M. Albright Training Center, Grand Canyon, Arizona (2003-2004)

Sessions taught: Personal Responsibility and Leadership, Myers-Briggs Type Indicator, Envisioning the Future, Fundamental Values, Outside Looking In, Common Ground (48 hour field trip).

- Instructor, 17 courses, NPS Fundamentals V, National Park Service, Stephen T. Mather Training Center, Harpers Ferry, West Virginia (2002-2003)

Sessions taught: Expectations and Ground Rules, Team Effectiveness Model, Trusting Others, Team Roles, team inventory instrument, Vision Mission and Goal Setting, Managing Change, From Conflict to Cooperation, teambuilding, Group decision making and problem solving, running a meeting, team projects.

- Instructor, Adult learning workshop, National Conservation Training Center, Charles Town, West Virginia (2002).

Other teaching

- Professional Facilitator (2001-2002)

- Triangle Training, Inc., Pittsboro, North Carolina
- North Carolina Outward Bound Professional
- TeamQuest, University of North Carolina at Greensboro
- Challenge Discovery, Inc., Richmond, Virginia

Responsibilities: Design and facilitation of corporate, university, and community group teambuilding events

- Naturalist, Wolf Ridge Environmental Learning Center, Finland, Minnesota (2000)

Responsibilities: Elderhostel academic and adventure classes and programming to intergenerational groups.

- Intern, Norlands Living History Center, Washburn-Norlands Foundation, Livermore Falls, Maine (1990-1991)

Responsibilities: Historic living history interpretation and programming.

Research Experience

Independent /Academic Research projects

- “Learning as Leisure: Motivation, Outcome, Value” in cooperation with City of Bloomington Park and Recreation Department, The John Waldron Arts Center, and Bloomington Cooking School (2008-2009).
- “Creativity Survey of Adult Leisure Learners,” in cooperation with Bloomington Park and Recreation Department’s People’s University (2007).
- “Factors Influencing Leisure Learning Choices in Adults,” in cooperation with Indiana University’s Mini University program (2006-2007).

Eppley Institute for Parks and Public Lands, Bloomington, Indiana

Research Design

- 90-Day Course of Study Evaluation Strategy, NPS Facility Manager Leaders Program (Pilot Year), NPS Park Facility Management Division (2007)
Responsibilities: Research, develop, and propose appropriate methodological strategy and targets for employee competency evaluation.
- Career Field Training Needs Assessment, NPS Training and Development, Research methods and design proposal (2007)
Responsibilities: Research, justify, develop, and propose research strategy and timetable for addressing the training needs of five (5) distinct NPS career fields.

Program Analysis

- NPS Park Facility Management Division, Cost Estimating Software System Training Survey Report (2007)
Responsibilities: Data analysis and recommendations, report development and writing.
- NPS Science Research and Collection Permitting, Natural Resources Division, Course Analysis Report (2005)
Responsibilities: Partner interviews, analysis, and training design recommendations.
- NPS Structural Fire, Fire and Aviation Division, Course Analysis Report (2005)
Responsibilities: Partner interviews, analysis, and training design recommendations.
- Parks and Recreation Department, City of Anchorage, Alaska, Health Parks, Healthy People Strategic Plan 2005-2008 (2005)
Responsibilities: Stakeholder interviews, analysis and report development.

Course Evaluation

- NPS Fundamentals course of study quarterly reports (2006)
Responsibilities: Data analysis, report development, writing and production.
- Resource Stewardship and Protection, Interdisciplinary Resource Protection and Law, learner and instructor course evaluation (2006)
Learner evaluation responsibilities: instrumentation selection, distribution and collection, data analysis, and report development.

Instructor evaluation responsibilities: tool selection, facilitation of data collection, analysis, report development and production.

- Resource Stewardship and Protection Train-the-Trainer learner and instructor course evaluation (2005)

Learner evaluation responsibilities: instrumentation selection, distribution and collection, data analysis, and report development.

Instructor evaluation responsibilities: tool selection, facilitation of data collection, analysis, report development and production.

- NPS Fundamentals Instructor Skills learner and instructor course evaluation (2005)

Learner evaluation responsibilities: instrumentation selection, distribution and collection, data analysis, and report development.

Instructor evaluation responsibilities: tool selection, facilitation of data collection, analysis, and report development.

Other Research

- International Wolf Center, Ely, Minnesota (2001)
Responsibilities: Independent exhibition consultant for exhibition research, design and development for “Gray Wolf, Gray Matter.”
- The Farmer’s Museum, New York State Historical Association, Cooperstown, New York (1996)
Responsibilities: Post-graduate work on exhibit script writing, experimentation and documentation for historic wallpaper distemper paints and block printing, interpretation for “Paper, Pigment, and Press.”

Curriculum Supervision and Management Experience

Eppley Institute for Parks and Public Lands, Bloomington, Indiana

Course Development

- Leadership content curriculum design and implementation, NPS Facility Manager Leaders Program (2007).
- Course of study web site design and development, NPS Facility Manager Leaders Program (2007).
- Mentor Workshop training curriculum, NPS Facility Manager Leaders Program, workshop research, design, and development of instructor and participant materials (2006).
- Interdisciplinary Resource Protection and Law course content, instructor and student manual materials development for NPS Resource Stewardship and Protection (2005-2006).
- Structural Fire for Managers e-course design and writing for NPS Structural Fire branch (2005-2006).
- Science Research and Collection Permitting preliminary e-course design and content development (2005).
- NPS Fundamentals Train-the-Trainer Instructor Skills Course, course design, and implementation. Instructor coaching program development, testing, and implementation (2005, 2004).
- Resource Stewardship and Protection Train-the-Trainer, course design and development, instructor evaluation design and implementation (2005).

- T301 Capital Campaign Fundraising, course development, Indiana University (Fall semester 2004).
- NPS Fundamentals I, II, III, IV, V (5 part course of study) curriculum review and lesson plan revision (2003).

Instructor Supervision

- NPS Fundamentals II, 23 courses, National Park Service, Horace M. Albright Training Center, Grand Canyon, Arizona (2003-2004).
- NPS Fundamentals V, 17 courses, National Park Service, Stephen T. Mather Training Center, Harpers Ferry, West Virginia (2002-2003).

Course Manuals

- E-portfolio User Guide, content development and final editor, Facility Manager Leaders Program (2007).
- E-portfolio Mentor Guide, content development and final editor, Facility Manager Leaders Program (2007).
- User Manual, content revision and final editor, NPS Federal Real Property (2007).
- Student Workbook, development and final editor, Interdisciplinary Resource Protection and Law, NPS Resource Stewardship and Protection (2006).

Project Management Experience

Eppley Institute for Parks and Public Lands, Bloomington, Indiana

- Project lead; NPS Federal Real Property (2007)
Responsibilities: training materials evaluation, Subject Matter Expert management, final course training material production (manual and PowerPoint slide presentation), facilitation of web-conference training (live sessions).
- Project lead; Centers and Institutes research (2007)
Responsibilities: research facilitation, supervision of project staff and report generation.
- Project lead; NPS Resource Stewardship and Protection (2005-2006)
Responsibilities: Curriculum planning, development, implementation, and evaluation.
- Project lead; Park Board Member Training (2006)
Responsibilities: E-course development (two courses), assessment and course materials supervision, content editor.
- Project lead; NPS Fundamentals Revision Control (2005-2006)
Responsibilities: E-courses content revision, usability maintenance, evaluation, and reporting.
- Project lead; NPS Science Research and Collection Permitting (2005)
Responsibilities: Training development, implementation, and evaluation.
- Project co-lead; NPS Structural Fire (2005)
Responsibilities: Training analysis, implementation, and evaluation.

Project Proposals

- Career Field Training Needs Assessment, NPS Training and Development (Proposed 2006, Accepted 2007).

- Servicewide Instructor Skills Training, NPS Servicewide Training and Development (Proposed 2006, Accepted 2007).

Other Project Management

- Acting Assistant Director, Director of Interpretation; High Point Museum & Historical Park, High Point Historical Society, Inc., High Point, North Carolina (1997-2000)
Responsibilities: Interpretive and educational planning, design, and implementation, exhibition planning and development, budgeting, and grant writing.
- Curator of Education; Charles A. Grignon Mansion Outagamie County Historical Society, Inc., Appleton, Wisconsin (1991-1994).
Responsibilities: Interpretive and educational planning, design, and implementation, special events, and budgeting.

Service Experience

- **Served:** Teaching Learning Assessment Committee, School of Health, Physical Education, and Recreation (2007-2008).
- **Selected:** Committee member, Indiana University Library Web Advisory Committee (2007-2008).
- **Selected:** Facilitator, All School Strategic Planning Retreat, School of Health, Physical Education and Recreation, Indiana University (August 2007).
- **Selected and Awarded:** Ted Deppe Administrative Internship, Department of Recreation, Park, and Tourism Studies (2006-2007).
- **Selected:** Committee member and graduate student school representative, Dean Search and Screen Committee, School of Health, Physical Education, and Recreation (2006-2007).
- **Selected:** Graduate and Professional Student Organization school representative, Indiana University (2006-2008).
- **Served:** Performance evaluation tool selection committee member, Eppley Institute for Parks and Public Lands (2005).
- **Served:** Scholarship selection committee, Southeastern Museums Council (1999, 2000).
- **Selected:** Grant reviewer, American Association of Museums (2000).
- **Served:** Family Selection Committee member, Habitat for Humanity, High Point, North Carolina (1999-2000).
- **Served:** Gold Award Review Committee member, Tarheel Girl Scout Council, GSUSA (1998-2000).
- **Selected:** National Student Volunteer Coordinator, American Association for State and Local History Annual Meeting (1995).
- **Elected:** Board Member, Midwest Open-Air Museums Coordinating Council (1993-1996).

Awards and Grants

- **Awarded:** Garrett G. Eppley Scholarship, School of Health, Physical Education, and Recreation, Indiana University (2008-2009).

- **Awarded:** Faculty Podcasting Initiative grant, Indiana University (2008-2009).
- **Awarded:** Outreach Scholar, Department of Recreation Park, and Tourism Studies, Indiana University (2005-2006).
- **Awarded:** “Crystal Owl” Team Award for Training and Development Excellence, National Park Service (2005).
- **Awarded:** National Park Service STAR Performance Award for developing and delivering outstanding training (2004).
- **Awarded:** Grants from High Point Arts Alliance \$1000, High Point Junior League \$1000, North Carolina Arts Council \$500 (1997-2000).
- **Selected:** Challenge High Point, a leadership development program; High Point Chamber of Commerce, High Point, North Carolina (1999).
- **Awarded:** New Professional Scholarship, Southeastern Museums Council Annual Meeting (1998).
- **Written:** Grant to Bata Foundation for graduate field trip support; Cooperstown Graduate Program, Cooperstown, New York (1995).
- **Awarded:** H. J. Swinney Internship (competitive, \$3000 award); interpretative planning and exhibition development; Strong Museum, Inc., Rochester, New York (1995).

Professional Presentations

Invited presentations

- “Secrets of the Workplace,” Concurrent sessions, Great Lakes Park Training Institute (February 20, 2008).
- “Effective Followership,” Opening keynote session, Executive Development Program, Indiana University (April 15, 2007; 80 attendees).
- “Challenges of Change: An Exercise,” North Central Senior Management Meeting, Aetna Healthcare Inc. (February 28, 2007; 40 attendees).
- Panelist for “Campus Climate” workshop for new Indiana University Assistant Instructors given by Campus Instructional Consulting, Orientation Week (August, 2006; 250 attendees).
- “Followership,” General Session presented at Great Lakes Park Training Institute (February 24, 2005; 180 attendees).

Peer Reviewed presentations

- Poster Presentation: Factors Influencing Leisure Learning Choices in Adults, Leisure Research Symposium, National Recreation and Parks Association (October 2008).
- “Rethinking the Museum’s Role in the Community,” North Carolina Museums Council (November 1999).
- “Beyond Race and Ethnicity: Expanding the Definition of Diversity” North Carolina Museums Council (November 1999).
- “It’s Time for a Change: A Model for Strategic Education Planning,” American Association for State and Local History (September 1994).

Certifications

- Myers-Briggs Type Indicator, qualified (2002-current).