

**PARTICIPATION AND NON-PARTICIPATION IN FORMAL ADULT EDUCATION: A
STUDY OF DETERRENENTS FOR AN ORGANIZATIONAL LEADERSHIP
DEVELOPMENT PROGRAM**

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ABSTRACT

Organizations are increasingly supporting employee's educational pursuits, especially when continuing education is used as a strategy to achieve organizational goals or groom future executives. Fulmer and Wagner (1999) found that best-practice organizations developed their own leaders and that senior executives were products of internal leadership development systems. This quantitative study was designed to better understand deterrents to participation in formal adult education from the perspective of mid- to upper-level professional, technical, executive, administrative, and managerial employees who participated in a quasi-governmental organization's leadership development program.

The program consisted of three phases. The first two took place within the confines of the organization over a one-year period, and completion rates were almost one-hundred percent. For phase three, the formal education component of the program where three years were allotted to achieve the objectives, the completion rates were much lower. As a result, fifty-nine percent of all participants failed to complete the program in its entirety.

Three questions were explored in the study: (a) despite efforts of the employer to address major deterrents (time, costs, family responsibilities, access, and employer support), (b) to what extent do employees perceive any of these deterrents still exist, and (c) what other deterrents do employees face as they approach or become active in the formal adult education segment (Phase III) of the leadership development program?

A slightly modified Deterrents to Participation Scale-General (DPS-G) augmented with three open-ended questions was used to collect data from eight hundred and thirty-three respondents. Sixty-seven percent had completed all three phases of the leadership development program. Multivariate analysis of variance and

content analysis were the primary analytical methods used. Results revealed that typical deterrents to participation in formal adult education were not very problematic for the respondents in this study; however, findings here reinforce those in the literature regarding the critical need for organizational support.

The results have implications for the subject organization and may also apply to smaller organizations, global enterprise, and private industry, where leadership development programs with a formal education component exist or may be implemented.

DEDICATION

To Zodie A. Johnson, who never knew of my journey and departed this life before I reached the pinnacle. You were instrumental in my achievements every step of the way.

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CHAPTER I

INTRODUCTION

In today's highly competitive business arena, a key strategy for achieving and maintaining a competitive edge is the continuous development of the workforce (Meister, 1998; Vincere & Fulmer, 1998). As such, employing organizations are ready and willing to advance employees' educational needs (Boesel & Johnson, 1988; McQuigg, 1983).

Whereas training is usually related to upgrading or maintaining job skills, it is generally understood that a workforce comprised of continuous learners is critical to long-term success (Meister, 1998; Schwandt & Marquardt, 2000). Moreover, promoting adult education is recognized as a meaningful way for organizations to develop future leaders (Brungardt, 1996; Collins, 2001; Lynham, 2000). Kaagan (1998) maintains that,

Over the past century, as organizations have grown and their numbers spread across the landscape of human endeavor, concern with leadership development has widened and deepened. In fact, it is fair to say that the quality of leadership available to organizations and institutions has reached the threshold of becoming a major preoccupation within industrialized nations. (p. 74)

Indeed, "many organizations are concerned about leadership inadequacies of their employees, and as a result, are committing to education and training that deepen the skills, perspectives, and competencies of their leaders" (Collins, 2001, p. 43). Consequently, we also find that more employers are willing to fund learning activities related to leadership development (Collins, 2001; Ingraham & Getha-Taylor, 2004; Lynham, 2000; Vincere & Fulmer, 1998), and there is additional emphasis on growing leaders from within organizations (Ingraham, & Getha-Taylor, 2004).

According to Meyers (1994), "promoting continued education is not necessarily a new concept for corporate America" (p. 62), and the importance of formal education has led to a noticeable increase of corporate universities and academic partnerships (Medsker, 2001; Meister, 1998; National Center for Education Statistics, 2003; Vincere & Fulmer, 1998).

Based on my experience as a professional in the field of study, I am aware that many employees receive direct and indirect support from employers that enables them to participate in adult education. These *enablers* include tuition assistance (Boesel & Johnson, 1988; Charner, 1980; Eatman, 1992), flexible work schedules, dependent care, and transportation provisions,

among others. All in all, the enablers benefit employees who would otherwise forgo additional education when faced with any number of deterrents to participation.

Unfortunately, deterrents inhibit or otherwise obstruct participation in education for many adult learners (Cross, 1979, 1981; Scanlan, 1982; Scanlan & Darkenwald, 1984; Valentine, 1997). In the context of this research, adult learners are those pursuing formal adult education. Included in this category are employees who view education as the means to highly coveted positions in employing organizations (Covert, 2002).

Despite the fact that deterrents take on many forms and are recognized for their ability to adversely influence participation decisions, research has revealed that job-related reasons were some of the foremost motives people gave for undertaking adult education pursuits (Apps, 1981; Charner & Fraser, 1986; Cross, 1981; Henry & Basile, 1994; Merriam & Caffarella, 1999; Valentine, 1997). Moreover, the top two reasons for participation in adult education by professional and non-professional employees were job, and career-related. Notwithstanding the importance of intrinsic motivation, external motivation is a critical element in the decision to participate in adult education courses.

Ultimately, the enablers counteract or minimize deterrents to participation in adult education. Be that as it may, results from a number of studies have shown that not all employees avidly embrace employer-sponsored educational opportunities (Covert, 2002; Eatman, 1992).

Background of the Problem

According to Ingraham and Getha-Taylor (2004), employers are more willing than ever to commit financial and human capital resources to address current and future leadership needs. However, aspiring leaders oftentimes do not participate in adult education, even to meet job advancement and promotion criteria established by the organization.

A case-in-point follows, which serves as the basis of this study: Several years ago, a large quasi-government agency (500,000+ employees) implemented a leadership development program. The program consisted of three phases; the first two focused on self-development, knowledge of the organization, leadership skills, and executive competencies. Participants attended sessions within the confines of the organization. The third phase, however, was to take place at a college or university where program participants could obtain 15 semester hours or 20

quarter hours of business-related credits. Participants were free to determine where they would attend as long as the institution was accredited. They also needed to attain a grade of “B” or better in each course.

Since its inception, the leadership development program has maintained stringent requirements for eligibility, participation, and completion. The cost per program participant ranged from \$7,500 to \$9,500 for the first two phases. Funding for the third phase was variable, according to which college or university the participant chose to attend. Based on the overall costs, which could exceed \$20,000, entry into the program required that the applicant-nominee, sponsor, and vice-president sign a contract acknowledging requirements for the three-phase development process.

As elaborated upon later, a number of incentives and artifacts were presented to leadership development program participants during each phase of the program. These items were recognized as status symbols throughout the organization. Upon graduating from the program, a highly coveted trophy was bestowed for successfully completing all requirements.

Graduations were quite auspicious events. They were formal affairs with much pomp and circumstance, and included a march across the stage by graduates to receive certificates of completion. Officers and high level executives throughout the organization were on hand to applaud and recognize achievements. To cap it all off, graduation ceremonies were followed by receptions, photo opportunities, and elaborate dinners.

Retroactive academic credit could be granted for courses completed no more than two years prior to entering the program; otherwise, participants could commence formal education at any time during Phases I, II, or III. Funding was provided for coursework, and many participants had the option of flexible work schedules in order to attend classes. Moreover, the organization allowed participants up to three years, after completing Phase I and II, to complete the third phase of the program.

Several segments of the organization’s leadership development program were sufficient enough in Phase I and II to meet higher learning standards set by one of the national college-credit granting institutions. As a result, any PTEAM employee who completed the first two phases of the program would be granted 12 undergraduate credit hours upon request to the institution. These credits, along with the 15 semester hour or 20 quarter hours earned to meet

formal academic requirements, could then be applied to college and university degree programs. Altogether, this offered a great opportunity to launch into the degree of one's dreams.

Leadership development program participants were professional, technical, executive, administrative, and managerial (PTEAM) employees. According to the literature, employees in these job categories are most likely to participate in formal education, receive encouragement from managers, and receive funding and other types of support. It was noticed in April 2004, however, that 1,464 (59%) out of 2,500 participants failed to complete the formal education requirements for Phase III, within the three-year timeframe, in order to graduate from the program.

Of the total number of participants in the leadership development program, three groups were initially identified:

Group 1: Completers. This group consisted of employees who completed all three phases of the program, including the formal education needed in order to graduate from the program.

Group 2: Non-Completers with Intention to Complete. Employees in this group had completed at least the first two phases of the program and still had time to meet the academic requirements and/or have received some retroactive credit for courses taken within two years preceding program entry.

Group 3: Non-Completers with No Projected Intention to Complete. Employees in this group had not completed Phase III requirements and either indicated that had no intentions of doing so or their three-year timeframe had expired and were no longer eligible to complete formal academic requirements. As it relates to the formal education component of the program, employees in this group exhibited characteristics used to describe *non-participants* (Valentine, 1997) in the literature, as discussed further in Chapter II.

Given that participants were in a leadership development program, one might assume that they had some expectation of achieving job advancement or promotion, and were at the very least motivated by that goal. Moreover, it seemed reasonable that participants would take full advantage of formal educational opportunities linked directly to the goal, when the employer had addressed several of the major deterrents to participation.

Whether or not the non-participants in Phase III succumbed to deterrents was previously unknown, a factor precipitating the need for this study. However, it was gleaned from the

literature that deterrents were some of the foremost inhibitors of adults' participation in education activities. Hence, a basic assumption of the government program was that as deterrents decreased, there would be a corresponding increase in participation. Figure 1.1 depicts this hypothesis.

With less than one-half (1,036) of the total number of participants (2,500) graduating the leadership development program, a logical question to ask at this point is: since the same opportunity was afforded to program participants, what were the perceived deterrents that resulted in non-participation to meet the formal academic requirement?

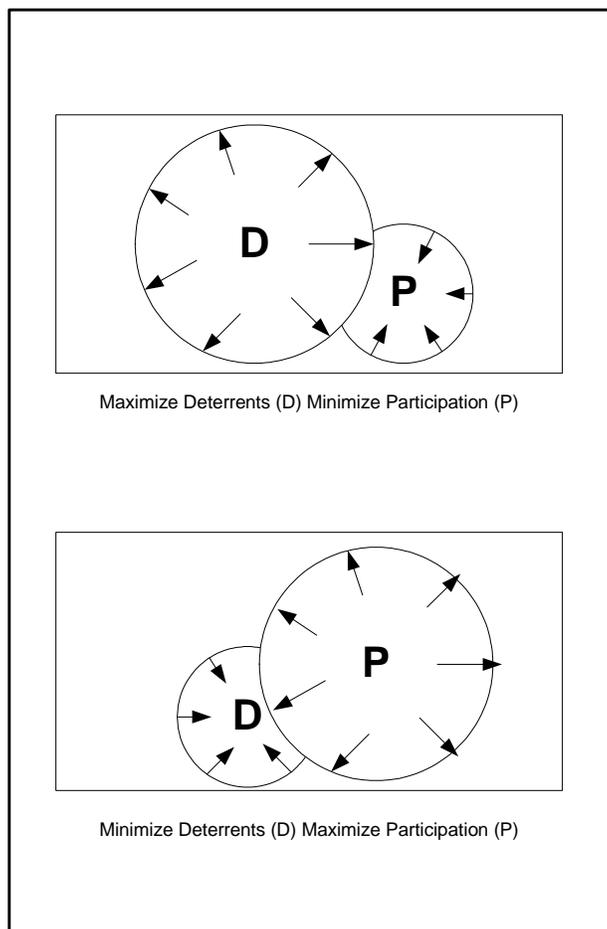


Figure 1.1. Hypothetical outcomes for decreasing deterrents

Statement of the Problem

Observations such as those above have provided the impetus for a plethora of studies designed to better understand why some adults participate in adult education while others do not (Cross, 1981; Darkenwald & Valentine, 1985; Duquette, Painchaud & Blais, 1987; Eatman, 1992; Gnoth & Juric, 1996; Henry & Basile, 1994; McQuigg, 1983; Robinson-Horne & Jackson, 2000; Scanlan, 1982). Given that major deterrents, such as time, costs, family responsibilities, employer support, and access to courses and facilities, were found to inhibit participation, it is logical to assume that eliminating as many as possible would stimulate participation by employees who are motivated to achieve job advancement or promotion.

The literature, to the extent that it identified employees' perceptions of major deterrents thought to have been addressed via funding, work schedule flexibility, and other means of employer support, was found to be limited as it relates to formal educational requirements for leadership development. In the case of leadership development participants in this study, not only were they failing to participate in formal education, they were also failing to adhere to the signed agreement for program entry. This was a unique phenomenon where non-conformance behavior was openly exhibited by employees in an organization where conformance was woven into the very fabric of the culture. Moreover, what was occurring was contrary to prior studies where findings showed PTEAM-type employees comprise the group most likely to participate in adult education. These findings were worthy of additional research, and augments what was previously known about deterrents to participation in formal adult education.

Purpose of the Study

Deterrents, such as time, cost, family responsibilities, access to courses, and employer support were cited as the foremost reasons for non-participation in adult education. Although these deterrents were known to decrease the likelihood of participation, the government-employer in the current study had attempted to alleviate as many as possible, so that employees in their leadership development program would complete formal academic requirements. Even though the employer was proactive in this regard, 1,464 (59%) out of 2,500 employees in the program failed to complete formal academic requirements, in order to graduate from the program. These statistics encompass the period from the onset of the leadership development program in February 1998, to April 2004, the month of my initial curiosity. The total number of

participants entering the program had increased to 2,828 by December 2006. However, due to attrition, promotion, and other such events, only 2,183 leadership development program participants were available by the time this study was conducted in January 2007

The purpose of this study was to better understand deterrents for adults pursuing formal education, with special emphasis on the perspectives of employees in the government-sponsored leadership development program. Due to the proprietary nature of data and information for leadership development programs in individual government agencies, not much could be found that specifically addressed deterrents. The exceptions were mostly related to studies conducted for the military, and aggregate studies conducted under the auspices of government departments. As such, this study builds on prior research related to participation in adult education in general, and expands upon what is currently known about leadership development programs that require a formal academic component.

Research Questions

The thrust of this study was to better understand deterrents that resulted in non-participation in the formal academic education component for a group of quasi-government employees. To that end, a set of five deterrents of major importance were discerned during a comprehensive review of the literature. These deterrents were: time, cost, family responsibilities, employer support, and access to courses and facilities. The five deterrents were identified repeatedly in the literature, and found to be the foremost reasons for non-participation in adult education.

The employer in the current study had attempted to alleviate deterrents for participants of its leadership development program, but experienced less than mediocre (41%) completion rates for the formal education component. Findings from this study provide insight to the following questions:

1. *Despite efforts of the employer to address major deterrents (time, costs, family responsibilities, access, and employer support) to what extent do employees perceive any of these deterrents still exist?*
2. *What other deterrents do employees face as they approach or become active in the formal adult education segment (Phase III) of the leadership development program?*

3. *What do employees perceive as enablers provided by the employer?*

Significance of the Research

The research contained herein contributes to the field of study by extending theories of what is currently known about deterrents to participation in formal adult education. From a practitioner's viewpoint, findings from a study such as this provide implications for practice, and insight for the organization.

Defining Terms and Concepts

Adult Education

In his book, *The Making of an Adult Educator* (1989), Malcolm Knowles discusses earlier works and defines adult education. For purposes of this paper, his collective definition works best: "...a popular movement that includes all the wide variety of mature individuals learning in infinite ways under innumerable auspices...." (Knowles, 1989, p. 158). Within Knowles' broad definition, the area of interest for this research is adult education related to formal academic study.

Barriers

A "barrier connotes an absolute blockage, a static and insurmountable obstacle that prevents an otherwise willing adult from participating in adult education" (Valentine & Darkenwald, 1990, p. 30). As such, *deterrents*, a preferable term, is used in its place. The term deterrent also seems to be more palatable, because it represents something that inhibits or poses a challenge, but may not be insurmountable.

Sage researcher, K. Patricia Cross (1981), suggested that barriers to adult learning were situational, institutional, and dispositional. Together, these three classifications include issues related to time, child care, home responsibilities, and transportation among others. The barriers posited by Cross also apply to other adult education activities. As such, these barriers likewise impede an adult's ability to participate in formal education.

Deterrents

The construct, *deterrents*, is a multidimensional concept (Kerka, 1986; Scanlan, 1982; Scanlan & Darkenwald, 1984) which encompasses clusters of variables that are influenced by prospective learners' perceptions of their magnitude. Irrespective of size, deterrents serve as obstacles that inhibit participation in adult education.

A deterrent is also a dynamic and less conclusive force that works mostly in combination with other positive and negative forces, to affect participation decisions (Valentine & Darkenwald, 1990).

The five barriers/deterrents most often identified in the literature reviewed on this subject were: time, cost, family responsibilities, employer support, and access to courses and facilities. As it relates to this research, these five deterrents have been removed by the organization for adult participants in the current study.

Enablers

Enablers related to this research were the employer-provided means by which adults were able to participate in formal education. In many instances, these enablers include tuition assistance (Eatman, 1992; Boesel & Johnson, 1988; Charner, 1980), flexible work schedules, dependent care, transportation provisions, and university partnerships.

According to the National Center for Education Statistics (2003), 91 percent of employed adults received financial support from employers for work-related education. Moreover, 66 percent of employees who participated in for-credit education received employer financial support, and 74 percent of all employees received time off work with pay. These types of enablers ultimately counteract or minimize deterrents to participation in adult education. The concept of enablers in this study is used in a positive sense, rather than the concept of enabling as employed in the social science literature, which refers to aiding and abetting an individual detrimentally.

Motivation

“Motivation deals with the question of why we do whatever we do...motivation is what arouses, energizes or moves us into action...” (Grabowski, 1976, p. 217). Hence, a person who is motivated moves to do something (Ryan & Deci, 2000).

As it is used in this research, motivation is synonymous with motive, which is defined in the Webster II New College Dictionary (2001) as "an impulse, as an emotion, desire, or physiological need, acting as incitement to action...causing or able to cause motion" (p. 715). It is this very impulse that is presumed to lead adults to participation in learning activities (Burgess, 1971) which include formal education, continuing education, and lifelong learning.

Motivation consists of two components: intrinsic and extrinsic. Each component is influential in the decision to participate in adult education.

Intrinsic. Intrinsic motivation serves as a personal or internal stimulus leading to an action or behavior. As it relates to adult education, intrinsic motives lead students to participate for reasons such as enjoyment of learning, fascination with degree studies, and love of learning (Bennett, 2004). Intrinsic motivation is discussed as it relates to participation in adult education, for purposes of clarification, and for its role in decision-making.

Extrinsic. Extrinsic motivation is driven by external influences. Gilley and Maycunich (2000) wrote that "adult learners are very responsive to external motivation such as promotions, advancements, increased compensation, recognition, and other rewards" (p. 138). Of particular interest to this research were the relationships between deterrents to participation in adult education and extrinsic motivation.

Participation

As it is defined in the International Encyclopedia of Adult Education (Bensemen, 2005), participation refers to formal enrollment in adult education programs, as opposed to completion. Participation in the current study, however, is not only concerned with formal enrollment in adult education, it is focused on participation in formal education that results in completion of academic requirements set forth in a quasi-government's leadership development program. Stipulations are that 15 semester hours or 20 quarter hours be achieved in order to graduate from the program, and formal enrollment in a college or university is necessary to fulfill the requirement. While employees in this study had enrolled in adult education, vis-à-vis the leadership development program, many failed to participate in formal adult education as stipulated.

PTEAM

An acronym used in this study to represent employees in specific job categories. The categories are: professional, technical, executive, administrative, and managerial.

Chapter Summary

This chapter introduced adult education and explored how organizations benefit from employee participation in formal education. Also presented in this chapter was the background of the problem, purpose of the study and how it will contribute to the field, and descriptions of various factors that impede or enable adult participation in education.

CHAPTER II

LITERATURE REVIEW

A review of existing literature that focused on aspects of deterrents and participation in adult education is presented in this chapter. Additionally, this chapter contains the conceptual framework for the study, and an overview of the organizational culture and behavioral characteristics for study participants. The balance of Chapter II consists of a number of theories, practices, and findings related to the deterrents construct, and an in-depth discussion of participation factors.

Prelude

Cultural Characteristics

Understanding organizational culture, especially that of individuals within organizations, has been the subject of much research in the past (Gilley & Maycunich, 2000; Luthans, 1995; Morgan, 1997; National Defense University, n.d.; Schein, 1996; Scholl, 2006; Schwandt & Marquardt, 2000). Organizational culture has a number of characteristics that include standards of behavior (norms), and values that an organization advocates and expects employees to share (Luthans, 1995).

The organization in which the study took place had a strong culture of conformance. Employees were goal-driven and tended to exhibit behaviors of adherence that would achieve desired outcomes, especially as it related to productivity. Contrary to conformance behavior, the professional, technical, executive, administrative, and managerial (PTEAM) employees in the study exhibited inconsistencies in conformance during phase three of the three phase leadership development program.

In phase one and two of the program, participants functioned in small (5-10 members) and large (30-40 members) group settings. Developmental activities took place within the confines of the organization, and group members shared responsibility for achieving objectives. Few, if any, participants failed to complete these two phases. The opposite was found for the third phase of the program, where participants functioned independently, and they alone were responsible for achieving formal academic objectives in an external setting (i.e. college or

university). This occurred even though employees in the program were allowed time off from work to achieve the academic requirement.

While it is certainly plausible for individuals to function better in a group environment, and thereby complete the first two phases of the program, according to Gilley and Maycunich (2000), prevailing beliefs, behaviors, and assumptions of an organization drive the appropriate or inappropriate actions for both individuals and groups. My knowledge of the organization is that its employees exhibited conformance behavior whether dependently or independently striving to achieve established goals and objectives. Moreover, while group work or teamwork is at times encouraged, the organization mostly recognizes and rewards individual accomplishments. Thus, it is difficult to say that the group environment fostered better participation for individuals in the current study, or if they were more accustomed to the regiment in the first two phases of the program.

Behavioral Characteristics

Valentine (1997) provided a summary of characteristics peculiar to non-participants of adult education. Based on what is known by the researcher, few if any leadership development program participants in the current study fit the characteristics:

- Immigrants to the United States,
- Low literacy abilities,
- Work in non-supervisory positions,
- Employed and work for a small company

In the present study, participants are mid- to upper-level professional, technical, executive, administrative, and managerial (PTEAM) employees with responsibilities that include supervision. They are employees of a large, (500,000+ employees) quasi-government organization, where even entry-level positions have established standards for literacy. When it came to completing the formal education requirements in Phase III of the leadership development program, however, the outcome was similar to that of non-participants in general. The incongruence between what is occurring in Phase III of the leadership development program, and what is known about characteristics of non-participants aroused my curiosity.

Conceptual Framework

An extensive review of the literature confirmed that motivation, deterrents, and participation in adult education have been examined from a number of perspectives, but not to the extent of the current interest: What are the perceived barriers for leadership development program participants that resulted in almost one-hundred percent completion rates for internal educational activities, but less than fifty percent completion rates for external educational activities (15 semester hours or 20 quarter hours of college/university credits required). In addition to the above occurrence, which conflicted with my knowledge of adult learning theory, I was unable to find anything in the existing literature that discussed such outcomes in public or private organizations.

In setting the stage for what is presented in this chapter, it should be noted that from the many studies reviewed deterrents were determined to be the main inhibitors to participation in adult education. In addition to motivation and participation theories, my review uncovered aspects that *enable* adults to participate in formal education in order to achieve personal and professional goals (Figure 2.1).

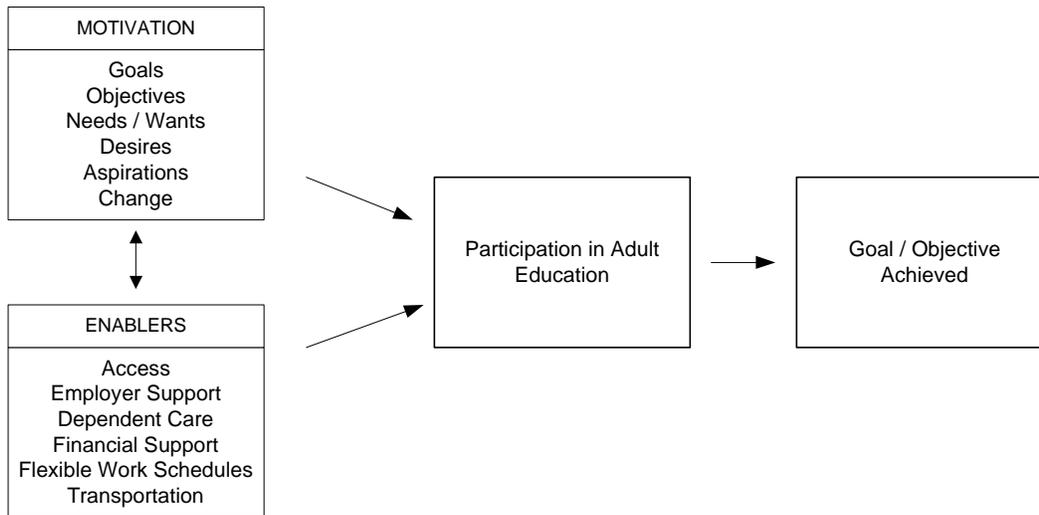


Figure 2.1. Aspects of participation

Given the findings in the literature that deterrents such as time, costs, family responsibilities, employer support, and access to courses inhibited participation, I found it logical to assume that removing them would result in much higher completion rates for participants in the leadership development program. I especially thought this should be the case for employees in a program geared towards job advancement and promotion. Hence, the following literature review consists of theories and studies presented in three parts: *motivation* (Section One) that drives participation, *deterrents* (Section Two) that inhibit participation, and *enablers* (Section Three) that facilitate participation.

Section One

Motivation

The role of intrinsic motivation as it relates to adult education is included in the literature review; however, most helpful to the researcher were studies involving participation in formal education to achieve extrinsic goals. Focusing on both types of motivation in the broader sense provides more insight into motivation before narrowing the focus to job-related motivation for advancement or promotion.

It was noted early on in the review of available literature that relative consistency existed among motivation and deterrent factors thought to affect participation in adult education and other learning activities. While the order of importance for the deterrents fluctuated somewhat from study to study, the factors themselves tended to remain the same. Whether cost was the first or fourth deterrent aspect identified, it only differed according to the context in which it was studied (Cross, 1979).

Motivation and the Decision to Participate

Houle (1963) is among several sage theorists who examined the role of motivation and participation in education. He is recognized for his typology of adult learner motivation orientations: activity-oriented, goal-oriented, and learning-oriented. In 1983, Long wrote of Houle's work in *Reasons, Motives, and Barriers to Participation* (1983). Considered by Long to be a classic analytical study, he wrote that Houle's work preceded that of other well known researchers and theorists such as Morstain and Smart (1974), Sheffield (1964), and Dickenson

and Clark (1975). The topic of motivation was the catalyst for many studies during the 1960s and 1970s.

Although most theorists and researchers focused on motivation or deterrents separately, in order to understand how adults decide to participate in education it is necessary to look at factors that make up motivation, and those that comprise deterrents to participation (Henry & Basile, 1994). According to Henry and Basile, “both types of factors expected to

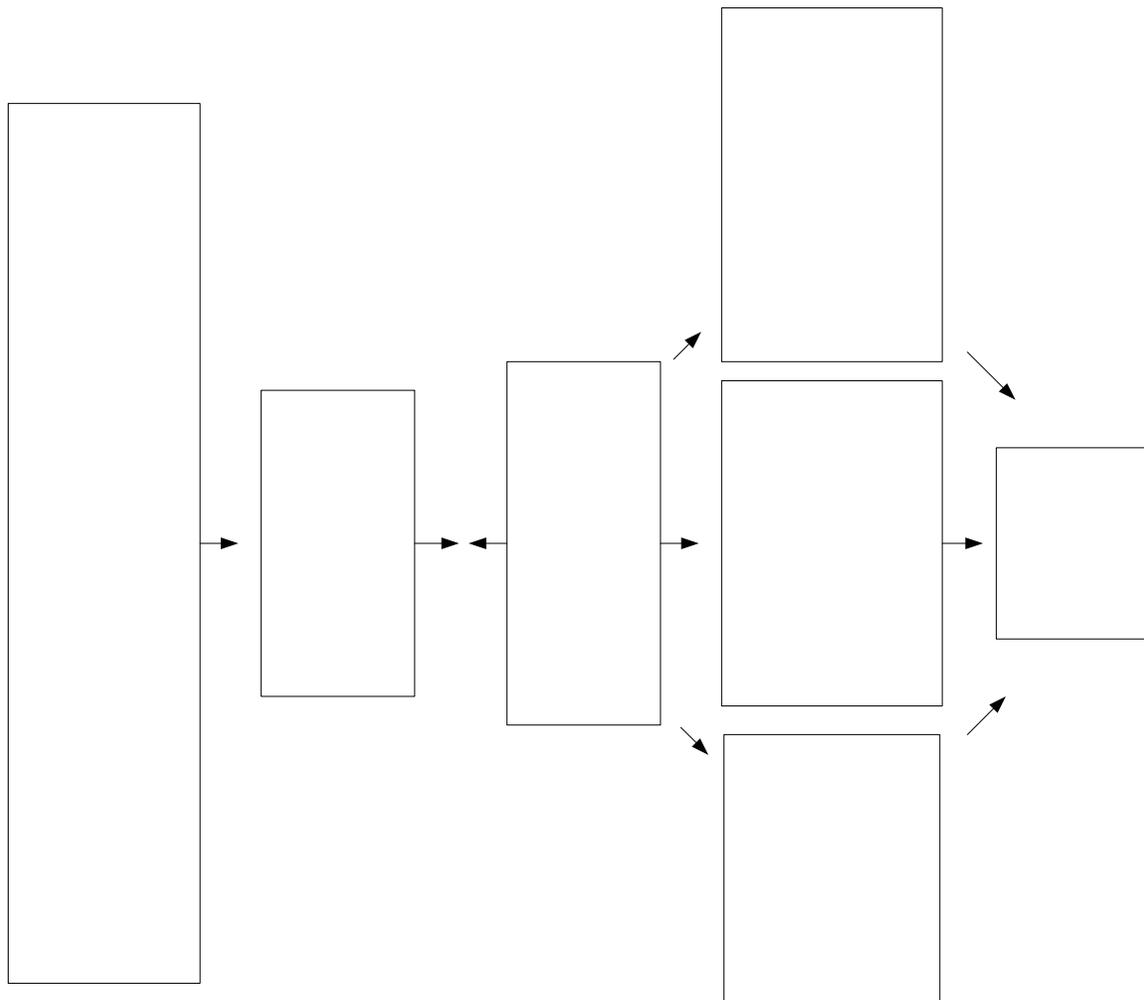


Figure 2.2. Making the decision to participate.¹

¹ Henry, G.T., & Basile, K.C. (1994). Understanding the decision to participate in formal adult education. *Adult Education Quarterly*, 44(2), p.71. Used with permission from publisher (Appendix A).

influence decision-making must be addressed to conduct an empirical investigation that unearths which factors hold greater significance in the decision” (p.70). As shown in Figure 2.2, the convergence of these factors is critical to the decision-making process.

Theories of Motivation

According to Cross (1981), “motives differ for different groups of learners, at different stages of life, and most individuals have not one but multiple reasons for learning”, p. 97). Perhaps this is one of the reasons why there is an abundance of literature that exists to explain why adults do or do not participate in education and learning activities (Brookfield, 1986; Grabowski, 1976; Houle, 1963; Knowles, 1980; Peters & Boshier, 1976; Scanlan, 1982). Many of these explanations stem from theories of motivation (Bennett, 2004; Burgess, 1971; Courtney, 1992; Cross, 1979; Cullen, 1998; Gnoth & Juric, 1996; Grabowski, 1976; Grotelueschen, 1985; Henry & Basile, 1994; Houle, 1963; McQuigg, 1983; Murphy & Roopchand, 2003). Moreover, it was discernable from the literature that the same participation theories were situated in studies of adult learning, adult education, and continuing education as well (Courtney, 1992; Henry & Basile, 1994; McCracken & Watson, 2000; Merriam & Caffarella, 1999; Rubenson, 1982).

Over the years, there has been a meshing of various theories of motivation and participation based on psychological, cognitive, behaviorist, and other schools of thought. Take for example how Malcolm Knowles (1980), the father of andragogy, related motivation for learning to Maslow’s (1970) theory of human needs. Knowles determined that individuals learned firstly to satisfy basic survival needs, such as acquiring competencies to provide themselves with food and shelter. Secondly, Knowles wrote that individuals elevate their needs and goals to a higher level of abstraction, and thereby use learning to achieve objectives such as to make more money or get along better with people. According to Knowles, an ultimate learning goal for individuals is to achieve complete self-identity by developing their full potential.

Defining Motivation

As it is used in this research, motivation is synonymous with motive, which is defined in Webster’s II New College Dictionary (2001) as “an impulse, as an emotion, desire, or

physiological need, acting as incitement to action...causing or able to cause motion” (p. 715). It is this very impulse that moves adults to participate in education and other learning activities.

Peters and Boshier (1976) interpreted motivation as the movement to close an identified gap, and that acting upon one’s needs and desires led to actual enrollment in a program. Similarly, Burgess (1971) defined a factor or reason as a deeper and more meaningful *interest* or *felt need* which moves adults to seek out and pursue learning activities. Accordingly, both needs and desires determine the motives for participating in adult education.

A Meta-analysis of Motives

In 1976, Peters and Boshier conducted analyses of various studies, and found that motives were clustered into categories such as:

- *Escape/Stimulation* – relieving boredom or remedying deficiencies in social life.
- *Professional Advancement* – gaining knowledge, attitudes, and skills to facilitate job advancement.
- *Social Welfare* - acquiring knowledge, skills, and attitudes applicable to social and community objectives.
- *Social Contact* - meeting new friends, enjoying social activities with groups, or as in the category or *escape/stimulation*, to remedy social deficiencies.
- *External Expectation* - meeting expectations of authority figures, including friends, physicians, and employers.
- *Cognitive Interest* - learning for the sake of learning.

Intrinsic and Extrinsic Motivation

Murphy and Roopchand (2003) defined intrinsic motivation as the internal need to achieve and expand knowledge and experience. On the other hand, they characterized extrinsic motivation as a product of the demands of external situations and sources.

An extensive review of the literature uncovered use of intrinsic and extrinsic motivation in the context of an introductory marketing program (Gnoth & Juric, 1996), in correlation with self-esteem and the belief of being successful in higher-education as a returning student (Murphy & Roopchand, 2003), and in relationship to students’ motives for enrolling in business degree

programs (Bennett, 2004). In each instance, motivation is used to explain participation in formal education programs.

Intrinsic Motivation. According to Ryan and Deci (2000), intrinsic motivation is an important phenomenon for educators as this natural tendency is a critical element in cognitive, social, and physical development. Furthermore, acting on one's inherent interests results in high-quality learning and creativity necessary (Ryan & Deci).

In a study of intrinsic motivation and self-esteem, Murphy and Roopchand (2003) found that women reported higher levels of intrinsic motivation than men, and that mature women over the age of 21 reported the highest level of intrinsic motivation. They also found that younger students were most likely motivated externally by social relations and parental expectations. These findings support those from an earlier study conducted by Justice and Dornan (2001), who wrote that older students (24-64 years of age) in higher education were more likely to participate for intrinsic reasons such as self-esteem and cognitive interests. Similarly, Kasworm (2003) reported that students returning to colleges and universities after extended periods of absence had more intrinsic reasons for attending. A common theme observed in the Kasworm study, was that adults over the age of 20 seemed to have more intrinsic motives for pursuing education in general.

Extrinsic Motivation. In 2004, Bennett studied intrinsic and extrinsic motivation as it related to student enrollment in a business degree program. Using previously identified factors, Bennett developed a model for assessing goals, activities, and learning orientations. After testing the model's ability to predict adult student motivation, he found that extrinsic factors such as job prospects, earnings opportunities, and parental pressures were highly important motives for enrollment. On the other hand, intrinsic motives such as enjoyment of learning, fascination with degree studies, and love of studying had a significant, but secondary, impact on enrollment. Bennett (2004) concluded that the strongest motives for participation in higher education were associated with goal orientations, i.e., beliefs about better job prospects, higher pay, and status.

Work-Related Motivation

According to Wirt, Choy, Rooney, Provasnik, Sen, and Tobin (2004), adults were more likely to report participation in formal work-related courses and college or university degree programs for work-related reasons, as opposed to participation for the love of learning. The

researchers defined formal work-related courses as training, workshops, seminars, and classes taken for work-related reasons.

Posits by Wirt, Choy, Rooney, Provasnick, Sen, and Tobin (2004) were consistent with findings related to extrinsic motivation suggested by Bennett (2004), but conflicted with findings of Murphy and Roopchand (2003), and Justice and Dornan (2001). Wirt et al. and Bennett identified extrinsic factors as the strongest motive for participating in higher education. The factors, such as job attainment, promotion, higher pay, and parental pressure, were associated with goal-oriented behavior. In contrast, studies by Murphy and Roopchand, and Justice and Dornan concluded that intrinsic motivation, especially for mature female students was the stronger motive. Interestingly enough, results from both of the latter studies, where interactions for gender and intrinsic motivation were analyzed together, yielded the same findings (Table 2.1).

In a study of adults returning to college, the findings of Apps (1981) identified that 53 percent of survey respondents gave job-related reasons for participation in adult education courses. Further, he reported that 38.9 percent participated to either improve or advance in their current job. Similar research also unveiled job-related reasons as some of the foremost motives people gave for undertaking adult education pursuits (Charner & Fraser, 1986; Cross, 1981; Henry & Basile, 1994; Merriam & Caffarella, 1999; Valentine, 1997).

Table 2.1. Intrinsic Motivation to Participate by Gender

	Male Student Traditional Age	Female Student Traditional Age	Male Student Non-Traditional Age	Female Student Non-Traditional Age
	<i>Mean / SD</i>	<i>Mean / SD</i>	<i>Mean / SD</i>	<i>Mean / SD</i>
Justice & Dornan	5.04 / 0.77	5.01 / 1.08	4.90 / 1.27	5.82 / 1.13
Murphy & Roopchand	35.33 / 4.76	36.10 / 4.71	37.32 / 3.44	41.72 / 5.18

Sixteen years after the Apps (1981) study, a job-related participation trend was likewise identified for adult learning in general. Bélanger and Valdivielso (1997) reported that job-related reasons were consistently higher in most major countries (Table 2.2). The United States tops the list.

In a study preceding that of Bélanger and Valdivielso (1997), Henry and Basile (1994) found that over 70 percent of participants and non-participants selected job-relatedness as the most popular reason for considering enrollment in a college course.

Many individuals who make decisions to participate base them partially on their employer and work situation, and their ability to gain from the course completion...work-related factors pile up in favor of participation: typical is a person who has a job-related interest, received a course brochure at work, and has an employer who is willing to pay the course fees. The perception of the average formal adult education participant is as a directed, job-oriented individual whose main purpose in taking a course is to enhance a career and increase the probability of promotion. (p. 80)

Henry and Basile (1994) cautioned that job-related interests did not necessarily lead to enrollment in a course.

Job Related Participation Patterns. Valentine (1997) conducted a study of participation and non-participation in relationship to learning for the job. By using U.S. Department of Commerce Bureau of the Census data from 1995, Valentine was able to identify patterns among three large racial/ethnic groups in the United States. As such, the study focused on 83.2 percent of the population comprised of Whites, African Americans, and people of Hispanic origin.

Chi-Square analyses used for the Valentine (1997) study revealed statistical significance for aspects of participation, which he titled *personal attributes*. Findings for these attributes suggested that participants were more likely to be highly educated (62%), younger than age 54 (74%), married as opposed to single (66%), live outside urban areas (44%), employed or seeking employment (75%), and the employed were in jobs with supervisory responsibility (62%). Valentine found that “among employed adults, those working in large companies are much more likely to attend than those in small companies” (Valentine, 1997, p. 100). He also analyzed factors thought to influence participation, and ranked *suggested by employer* and *self-initiated* in first and second place. In addition, he found that approximately 91% of educational activities occurring over a twelve-month period were career or job-related.

Table 2.2.**Reasons for Participating by Country**

	Canada	Switzerland (German)	Switzerland (French)	United States	Netherlands	Sweden	Poland
Career	79.2	58.9	64.4	87.6	64.3	38.9	75.6
Personal	18.7	38.6	34.2	9.1	28.1	48.9	20.2
N=	2,844	905	670	1,910	1,456	373	497

P. Bélanger, & S. Valdivielso. (1997). The amplitude and the diversity of organized adult learning: An overview of the adult education participation in industrialized countries. In P. Bélanger & S. Valdivielso (Eds.), *The emergence of learning societies: Who participates in adult learning?* (pp 12-17). Oxford, UK: Pergamon and UNESCO Institute for Education. Permission granted by Elsevier, Ltd., January, 2007 (Appendix B).

Consistent with Valentine's (1997) findings, job and career-related factors appear most often within the literature, and were some of the main reasons for participation in adult education (Bélanger & Valdivielso, 1997; Covert, 2002; Darkenwald, Kim & Stowe, 1998; Kopka & Peng, 1993; Valentine, 1997). The literature revealed, however, that "those who have not completed high school and those who occupy manual, blue-collar occupations were less likely to be represented among the ranks of the educationally participating" (Courtney, 1992, p.5). This finding is consistent with those reported by Charner and Fraser, (1986); Korb, Chandler, and West (1991), and Wirt, Choy, Rooney, Provasnik, Sen, and Tobin (2004). Further, it was apparent from a U.S. Census Bureau (2004-2005) study that participation in adult education for all employed adults for the time period 1994-95 to 2000-2001, was highest among professional, technical, executive, administrative, and managerial (PTEAM) employee categories (See Figure 2.3). Apps (1981) and Houle (1963) contributed similar findings early on.

Aside from classifications by job type mentioned in Figure 2.3, Darkenwald et al. (1998) reported the following characteristics for adult participation and non-participation in work-related courses:

- College graduates were twice as likely to participate in work-related courses compared to those who only graduated from high school.
- Adults under 25 and over 56 years of age were less likely to participate.
- In general, persons in professional or managerial occupations had higher rates of participation.
- Employed adults were more likely to participate than the unemployed.

The study participants hold jobs in professional, technical, executive, administrative, and managerial (PTEAM) classifications. According to the literature, PTEAM employees were more likely to participate in adult education, receive encouragement from managers in the organization, and also receive funding and support.

Licensing and Certification Mandates. Kim, Collins, Stowe, and Chandler (1995) observed that adult education is generally regarded as non-compulsory or post-compulsory; however, continuing education credits were usually required for professional and technical

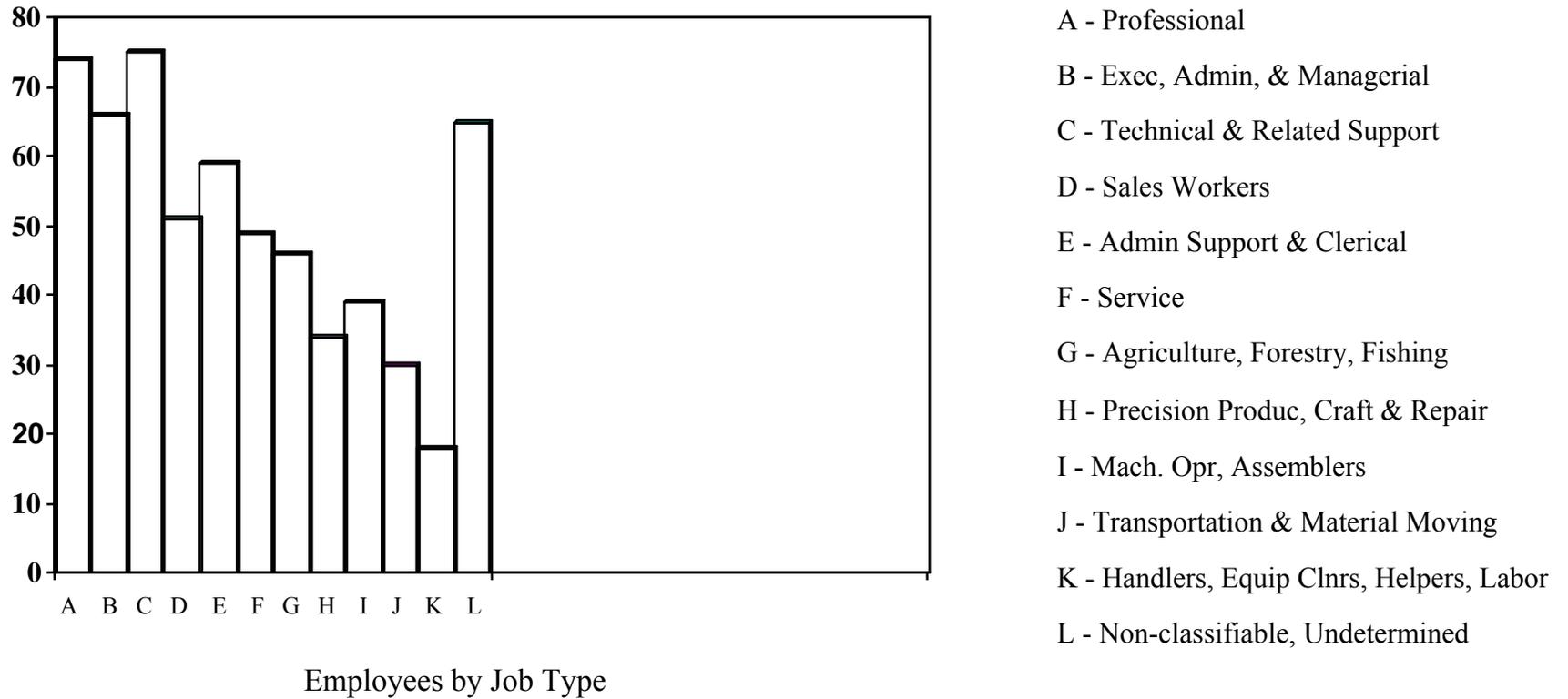


Figure 2.3. Participation in adult education. Adapted from U.S. Census Bureau Statistical Abstract of the United States: 2004-2005 (No. 288). (2004). *Participation in Adult Education: 1994-95 to 2000-2001*.

employees to maintain professional licenses and certifications (Apps, 1981; Cervero, 1989; Cross, 1981; Cullen, 1998; Darkenwald et al., 1998; Grotelueschen, 1985; Hughes, 2005; Rockhill, 1981, 1983).

According to Darkenwald et al. (1998), professional and technical employee groups include physicians, nurses, physical therapists, teachers, engineers, and scientists. In professions such as these, the requirement is inherent in the particular field of work. As a consequence, a person who fails to adhere jeopardizes not only their credential, but also their job. Despite the risk, it was noted that the decision to participate *to meet legal or professional requirements* ranked a distant third (7.2 percent), compared to *suggested by employer* (48.5 percent) and *self-initiated* (48.0 percent) (Valentine, 1997). These findings support the notion that employees who participate in education were more likely to do so for reasons other than licensing and certification.

Transition and Change Motivations

The literature also provided insight into far more complex methods of explaining motivation that resulted in adults enrolling in college. Apps (1981) wrote that changes occurring in life situations often combine with other reasons, and serve as motivation for returning students. Similarly, Kasworm (2003) proposed that motivation stemmed from life transitions and change. Given Kasworm's perspective, adults were either influenced by internal life developmental changes, external planning to create a different future life, or a combination of both life-context motivators.

Peters and Boshier (1976) wrote that adult education participants were either motivated by *life-chance* or *life-space*. To that end, they suggested that *life-chance* participants enroll and participate in education sporadically and only then to meet specific goals. According to the researchers, however, *life-space* participants demonstrate participatory behavior that is more even and continuous. As a result, Peters and Boshier view professional advancement as one of the factors indicative of *life-chance* motivation.

Although no single reason was derived to explain why adults return to school (Apps, 1981), the number of returning students continues to rise, and may be based on a wide-range of variables. Irrespective of motivations, this growing trend of reentering students has generated a great deal of interest from college and university administrators tasked with meeting their needs

(Bennett, 2004; Grabowski, 1976). While transition and change motivations were not divided into categories like those of other researchers, (i.e., Peters & Boshier, 1976), they represent a variation of popular theory.

Summary of Motivation

Motivation consists of two components, intrinsic and extrinsic. Intrinsic motivation serves as a *personal* stimulus leading to an action or behavior, and extrinsic motivation is *driven* by external influences. While each component of motivation has an important role in whether or not adults participate in education activities, of particular interest for this research is the extrinsic or goal-related type. An example of this comes about when the desire for promotion, advancement, or to obtain a job serves as the impetus that spurs one to action (Covert, 2002). As such, "...adults may find that participation in work-related courses increases opportunities for advancement" (Darkenwald et al., 1998, p 3).

A variety of reasons or motives provide insight into adult participation in education. As a consequence, no single theory or factor was identifiable from the literature. Furthermore, the interjection of various other factors such as gender, age, and life-stage motivation, although enlightening, added to the complexity.

The above summation of the literature is consistent with posits by Merriam and Cafferella (1999) who wrote that, "when one considers the myriad psychological and sociological variables and the relationships between them that affect participation, it is not surprising that there is as yet no single theory or model to explain or predict participation in adult education" (p. 60).

In general, participation in continuing education should be voluntary (Grotelueschen, 1985; Smith, 1982). Rockhill (1981), however, considers continuing education that is tied to job advancement and salary incentives a more subtle form of compulsion. According to the literature, education to obtain either salary or advancement appeared to be a non-issue for most adults. Indeed, it was rather easy to ascertain from the literature that the top two reasons for participation in adult education by professional and non-professional employees were job and career related.

The number of adults participating in job-related courses continues to climb (Bélanger & Valdivielso, 1997; Valentine, 1997), despite the fact that major deterrents such as time and cost,

have remained consistent over time (Cross, 1979, 1981; Darkenwald et al., 1998; Grabowski, 1976, Merriam & Caffarella, 1999). These findings were significant to this research since the cost, family responsibilities, access, and employer support deterrents have been removed for the participants in the current study.

Section Two

Deterrents

Writing about continuing education for athletic trainers, Hughes (2005) suggested that deterring factors were characteristics that help explain why adults respond negatively to gaining more education. Hughes also advised that obstacles or deterrents encountered by adults warrant further investigation.

Based on prior research and theory development (Scanlan, 1982), Darkenwald and Valentine (1985) defined the *deterrents* construct as an impediment that inhibits or presents obstacles to participation in adult education. Several years earlier, Charner (1980) identified barriers as the conditions that function as deterrents to participation. Darkenwald and Valentine (1985) subsequently concluded that,

Barrier connotes an absolute blockage, a static and insurmountable obstacle that prevents an otherwise willing adult from participation in adult education – an attractive but simplistic notion. Deterrent, on the other hand, suggests a more dynamic and less conclusive force, one that works largely in combination with other forces, both positive and negative, in affecting the participation decision. (p. 30)

In 1981, K. Patricia Cross developed a model from which a host of deterrents to participation in adult learning activities were identified. Many other researchers described below identified similar, if not identical, deterrents as inhibitors of participation in education. Much of the research that followed cited Cross and similarly categorized deterrents as situational, institutional, and dispositional. It was observed during my research that the categories are still popular, and continue to be used in current studies.

Ellsworth, Pierson, Welborn, and Frost (1991) identified family responsibilities, time, and institutional encouragement as deterrent factors for a group of college students. For women in particular, the lack of reward or benefit, passivity, incidental costs, relevance, and conflicting role demands were all deterrents to adult education (Blais, Duquette, & Painchaud, 1989;

Duquette, Painchaud, & Blais, 1987). Lack of confidence was also a factor, according to Ellsworth, Pierson, Welborn, and Frost (1991). Together, these factors resulted in low priority being placed on participation in adult education

In a 1997 study, Valentine identified deterrents for adults who reported unfulfilled job-related learning goals. The top six deterrents along with the percentages from his study, with the exception of the catchall category entitled *Other*, are displayed in Table 2.3. Consistent with much of what was found in the literature, the most obvious deterrents relate to time and cost.

Table 2.3.

Top Six Deterrents to Job-related Participation

Barrier	Job-related education percent
Too busy/Lack of time	45.0
Too expensive/no money	33.4
Family responsibilities	18.4
Too busy at work	16.8
Course offered at inconvenient time	8.9
Lack of employer support	6.2

Valentine, T. (1997). Percentage of respondents experiencing barriers to participation in job-related and non-job-related education (multiple responses permitted). In P. Bélanger & S. Valdivielso (Eds.), *The emergence of learning societies: Who participates in adult learning?* (p. 106). Oxford, UK: Pergamon and UNESCO Institute for Education. Permission granted by Elsevier, Ltd., November, 2007 (Appendix C).

Contextually, deterrents were not confined to any one type of adult education activity. It was apparent from the literature that deterrents to participation shared some of the same commonalities whether studied in the context of adult education, adult learning, continuing education, or lifelong learning. Hence, costs, time, family responsibilities, access, and employer support were but a few factors considered by current and potential students. Table 2.4 provides a chronology of studies, derived from the review of empirical literature, in which similar deterrents were identified in various contexts. The chronology shows the consistency with which categories of deterrents to participation in adult education were reported by adults in various contexts. It is

Table 2.4.**A Chronology of Related Studies Involving Deterrents to Participation for Adults**

Researchers/ Theorists	Deterrents According to Rank	Study Information
Marienau & Klinger 1977	<ul style="list-style-type: none"> • Access to educational facilities • Family responsibilities • Finances • Time • Motivation 	<ul style="list-style-type: none"> • Qualitative (Ethnographic) study • 42 adults at the post-secondary level in Minnesota
McQuigg 1983	<ul style="list-style-type: none"> • Not enough time • Costs • Home responsibilities • Courses at inconvenient time • Lack of employer encouragement or reward 	<ul style="list-style-type: none"> • Quantitative study of tuition-aid • 400 non-participants and 230 participants at the Chesapeake & Potomac Telephone Company
Ericksen 1990	<ul style="list-style-type: none"> • Transportation • Course structure • Lack of confidence • Time 	<ul style="list-style-type: none"> • Quantitative study • Small business managers in rural Nebraska
Valentine 1997	<ul style="list-style-type: none"> • Too busy/lack of time • Too expensive/no money • Family responsibilities • Too busy at work • Courses at inconvenient time 	<ul style="list-style-type: none"> • Quantitative study • UNESCO data

Table 2.4. (Continued)

Researchers/ Theorists	Deterrents According to Rank	Study Information
Cullen 1998	<ul style="list-style-type: none"> • Disengagement • Cost • Family constraints • Lack of benefits • Work constraints 	<ul style="list-style-type: none"> • Quantitative study • Continuing education for registered nurses in Delaware
Darkenwald, Kim, & Stowe 1998	<ul style="list-style-type: none"> • Time • Cost • Lack of self-confidence • Fear of being too old • Personal problems (i.e., illness/disability) 	<ul style="list-style-type: none"> • Quantitative study • 1995 National Household Education Survey • Random sample (national)
Robinson-Horne & Jackson 2000	<ul style="list-style-type: none"> • Inconvenient location • Inconvenient time • Time away from family • Lack of time for studying • Time required to finish 	<ul style="list-style-type: none"> • Quantitative study • Extension agents in the Southern region

no small wonder that deterrents take on many forms and were recognized for their ability to adversely influence participation decisions.

The Five Major Deterrents Factors

Following are details for those deterrents applicable to this study. They appeared most frequently in the literature and were therefore designated as the five major deterrents to formal adult education. The deterrents are: time, cost, family responsibilities, access, and employer support. Two of the five most often cited deterrents were time and cost (Cross, 1979, 1981; Cullen, 1998; Darkenwald et al., 1998; Ericksen, 1990; Grabowski, 1976; McQuigg, 1983; Marienau & Klinger, 1977; Merriam & Caffarella, 1999; Valentine, 1997).

Time

The time factor consists of work-time and personal leisure-time. Family-time is considered under the “family responsibilities” category. Valentine and Darkenwald (1990) posited that “on the broadest possible level, adult educators need to recognize that time constraints represent a serious and nearly universal deterrent to participation in adult education” (p. 40).

Cost

This factor includes money for tuition, fees, books, and course-related supplies. In 1994, Langsner identified cost as the number one deterrent to participation factor. The cost factor was followed by work constraint, lack of quality, and lack of benefit. Langsner posited that these deterrents could interfere with professionals’ ability to meet requirements for recertification. Based on a similar study, Henry and Basile (1994) concluded that “participants who are able to deflect costs to employers are more likely to enroll, which may also reinforce the job-related motivation” (p. 73).

Family Responsibilities

Included in this factor is child-care, care for aging parents, spousal duties, and expectations of participating in activities and leisure time with family. Unlike most studies where time and cost were identified as the most often reported deterrents to participation in adult education, results from a University of Minnesota, Morris Learning Center (1975) study, showed

that family responsibilities were the primary deterrents for degree seekers and non-degree seekers. It appears that having a family and working full or part-time makes it almost impossible to undertake off-work educational activities (Duquette, Painchaud & Blais, 1987). The magnitude of the family responsibilities deterrent is compounded when there are young children in the home (Duquette, Painchaud & Blais, 1987).

Access

Access in this instance relates to proximity and to the physical locations where adult education is offered (Marienau & Klinger, 1977). This factor also includes the availability of needed or desired courses. While access to courses and facilities was one of the most frequently cited deterrents, Merriam and Brockett (1997) concluded that making courses cost-free or hosting them on-site has little overall effect on increasing participation.

Employer Support

Employer support is a critical component for employees seeking upward mobility within an organization, whether it is along the path of academia or other means. Perceptions of employer support run the gamut from full engagement including provisions for educational funding to lack of encouragement and disregard for excessive workload (McQuigg, 1983; Valentine, 1997).

Summary of Deterrents

The terms *barrier* and *deterrent* are used interchangeably by researchers. The latter term is used most often. It is well documented that deterrents inhibit participation in education for participants as well as non-participants (Blais, Duquette & Painchaud, 1989; Cross, 1981, 1979; Duquette, Painchaud, & Blais, 1987; Eatman, 1992; Ellsworth, Pierson, Welborn, & Frost, 1991; Grabowski, 1976; Henry & Basile, 1994; Langsner, 1994; McQuigg, 1983; Marienau & Klinger, 1977; Robinson-Horne & Jackson, 2000; Smith, 1982).

The deterrents mentioned most frequently in the literature reviewed on the subject were: costs (Merriam & Caffarella, 1999; Cross, 1979, 1981; Grabowski, 1976), time (Duquette, Painchaud, & Blais, 1987; Merriam & Caffarella, 1999; Cross, 1979, 1981; Grabowski, 1976; Valentine & Darkenwald, 1990), family responsibilities (Grabowski, 1976; Robinson-Horne &

Jackson, 2000; University of Minnesota, 1975; Valentine & Darkenwald, 1990), lack of employer support (Valentine, 1997), and access to courses or facilities (Marienau & Klinger, 1977). The most current literature revealed that the same deterrents continue to plague us today.

Deterrents seldom act alone (Darkenwald & Valentine, 1985; Marienau & Klinger, 1977). There is a synergistic effect for deterrents such as the five noted above, in addition to many others that compound the problem. For example, money used to pay tuition may take away from paying for child-care and thereby impact family leisure-time activities.

Section Three

Enablers

Based upon the literature, it follows that any of the above factors, in addition to numerous others, present serious implications for adults. However, I assumed that employer support for participation in adult education had increased over the years. Indeed, the following information was identified in a 2003 report from the National Center for Education Statistics (NCES):

- 69 percent of adults reported participation in education as an employer requirement.
- A higher percentage (87%) of employed adults received employer financial support for *work-related* education. Of that number, 82 percent received financial support in the form of tuition, and 74 percent received paid time off from work.
- Employers only provided financial support for 18 percent of employees taking *non-work-related* education.
- Among employed adults (ages 25-64), who participated in *non-credit* activities, 91 percent received employer financial support. Only 66 percent of employees who participated in *for-credit* education received employer financial support.

A stipulation to the above benefits was noted for various occupational groups, which received little or no support. These groups included employees working in small firms of 24 or fewer employees, and employees who had not completed high school.

Tuition Aid/Reimbursement

Just as overall employer support has increased, so has their financial support which is in the form of tuition assistance. Originally conceived as a means to upgrade job-related skills, tuition assistance has been around since the turn of the century (Charner, 1980). It is one of the major methods of reducing costs for employees who choose to participate in adult education.

Tuition funds were typically administered through employer-instituted programs (Boesel & Johnson, 1988; Eatman, 1992). As such, employers paid for courses, in whole or in part, after students receive satisfactory grades. Payment could also be made in advance, depending upon program criteria. Based on a study of 7,133 employees at U.S. West, Eatman (1992) found that less than 20 percent participated in a program specifically designed to promote lifelong learning through education. Eatman also found that for the period January 1, 1990 to July 29, 1991, the average spent for tuition reimbursement was \$600.00 per person. This amount was below the individual spending cap established by the company. As a result of the above findings, Eatman concluded that few workers participate in tuition reimbursement programs and they also fail to utilize the maximum amount of available funding.

Summary of Enablers

Cost and *time* were the most often mentioned deterrents to participation in adult education. However, with regard to the leadership development program, which is the focus of the present study, the organization provides full funding for courses, books, fees and related materials, and reimburses transportation expense. Employees also have flexibility for setting work schedules, which means courses could be taken during normal work hours, thus mediating the *family responsibilities* deterrents.

With regard to the *employer support* deterrent in the present study, it is thought that the nomination process addresses this particular variable. Indeed, an employee must be sponsored by a supervisor or manager and garner concurrence from a vice-president in the organization. From all appearances, this part of the process provides acknowledgement of program requirements and commitment of funding and on-going support. In addition, an individual development plan (IDP) is constructed by the participant and sponsor, to ensure opportunities for

applying learning on the job. Access to courses and/or facilities is considered to be a moot point; this due to modern technology and the ability to take classes on-line.

Observations

There were several key findings about the literature reviewed for this chapter:

- The preponderance of research focused on participants rather than non-participants; except those studies of low-income, high school drop outs, or unionized and blue-collar workers.
- Most instruments used for the various studies were for aspects of participation.
- Researchers tended to use existing instruments for their studies.
- No really new or radical theories were discovered; pretty much, just slight deviations.
- Most notably absent were studies focused on large quasi-government organizations.

The current study relates to the literature in the following ways:

- Study participants were professional, technical, executive, administrative, and managerial (PTEAM) employees. The job categories consist of employees most likely to participate in adult education.
- Study participants were in a leadership development program, possibly leading to job advancement or promotion. Job advancement and promotion were found to be the most-highly rated reasons for participation in adult education.
- Study participants were supposedly extrinsically motivated to seek advancement or promotion.
- The organization seemed to have provided a number of enablers to counteract deterrents to participation in formal adult education.
- As it relates to participation in the formal adult education, study participants displayed characteristics that typically describe non-participants.

The literature on the subject of participation and non-participation in adult education provides the foundation for understanding the variables, such as motivation and deterrents, at work in the decision-making process. The study that follows will expand upon what is currently known about participation in formal adult education, by explicating the perception of deterrents for quasi-government employees in a leadership development program.

CHAPTER III

METHOD

This chapter provides information on the context, participants, design, instrument, data collection, and data analysis for the current study. The study was designed to answer research questions on deterrents to participation in formal adult education. As such, a survey method was employed for data collection in this quantitative study (Creswell, 2003). Both quantitative data, which allowed for statistical analyses, and qualitative data from open-ended questions were collected via questionnaire.

Research Context

Data collection in the current study took place over a one-week period, January 5, 2007, through January 12, 2007, in a large quasi-government organization of 500,000+ employees. In 1998, the organization implemented a leadership development program for mid- to -upper level professional, technical, executive, administrative, and managerial (PTEAM) employees. The population of interest consisted of 2,828 employees, divided into 71 groups who participated in the program between February 23, 1998 and December 31, 2006.

Participants

Initially, agents of the organization granted permission for a census of currently employed program participants to be conducted (2,828 employees). It was agreed that I would receive contact information for all leadership development program participants once the list was updated to remove names of employees no longer with the organization (645).

When the questionnaire was finally made available in January 2007, invitations were extended to 2183 remaining PTEAM employees across the United States. Employees who received the electronic mail (email) invitation were graduates and non-graduates of the program who had completed at least the first of the three-phase program. Each participant, by virtue of signing the contract by which entry to the program was granted, had thereby also agreed to complete all phases of the program.

Instrument

An existing instrument, the Deterrents to Participation Scale-General (DPS-G), was selected, but modified for the current study based on its excellent track record for deriving six sub-scale factors that inhibit participation in organized education. Additionally, the DPS-G instrument was the only one identified through an extensive review of the literature that focused solely on the deterrents construct. In addition to demographics, a number of researcher-designed questions, including those that make up part one of the questionnaire, augment the DPS-G instrument. The questionnaire for the current study is located in Appendix F.

In its totality, the instrument used in the current study consists of four parts: *status and participation*, *challenges to participation*, *enablers of participation*, and, *demographic information*. Part I of the survey questionnaire contained the following six items and was designed to collect information about program entry and the status of study participants:

- *How were you nominated to the leadership development program?* Choices were *self*, *supervisor/manager*, or *other*.
- *What is your current status in the leadership development program?* Choices were *completed*, *currently enrolled*, *will enroll*, or *will not complete*.
- *If you have not completed the university requirement, please select the reason as to why you have not completed the full requirement.* Choices were *I can no longer enroll because time has expired*, *I have decided not to complete course work*, or *not applicable*.
- *Please select the number of credits you have completed.* Options were *none to 20+*.
- *Were you granted retroactive credit for courses taken at a college/university?* Choices were *yes*, *no*, or *not applicable*.
- *If yes please select the number (0 to 20+) of credits granted.* Options were *none to 20+*.

Open-ended Questions

A total of three open-ended questions appeared in the survey questionnaire. According to Merriam and Simpson (1995), open-form questionnaires allow participants to diverge, reflect, and respond in more unique ways than through forced-choice questionnaires or interviews. While citing the limitations of open-form questionnaires, Merriam and Simpson did state that the

advantage offered by this type of data gathering technique is that it allows the researcher to assess facts, attitudes, and opinions of research participants. The following open-ended questions allowed study participants to elaborate on their experiences:

1. *In your opinion what are/were the most difficult challenges to meeting the Phase III requirements?*
2. *In your opinion, what is/was most helpful for completing Phase III requirements?*
3. *In your opinion, how did the organization support you in the program?*

Deterrents to Participation Scale-General (DPS-G)

To better understand perceptions of deterrents for study participants, the Deterrents to Participation Scale–General (Darkenwald & Valentine, 1985) was selected for use in Part II of the questionnaire. The Deterrents to Participation Scale-General (DPS-G) was created by Darkenwald and Valentine in 1985, and uses a 5-point Likert rating system for 34 forced-choice statements. Only 31 of the 34 statements were used in the current study in order to retain the subscale structure that resulted from Darkenwald and Valentine’s factor analysis.

Slight modifications were made to wording in the 31 statements contained in the DPS-G instrument. In addition, verbiage for the response scale was changed from *not important, slightly important, somewhat important, quite important, and very important*, to *strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, and strongly disagree*. Survey participants were then asked to state their level of agreement in terms of the extent to which the statements were relevant, with respect to meeting formal education requirements. The modified instrument was used to collect standardized data for challenges perceived by program participants.

Definition of Construct and Rationale for Creating the DPS-G

Based on prior research and theory development, Darkenwald and Valentine defined the “deterrents” construct as the *opposite* of motivation. These were aspects that deterred or otherwise inhibited participation in education for adults. Using Scanlan’s (1982) DPS concept, Darkenwald and Valentine (1985) developed the Deterrents to Participation Scale-General (DPS-G). It was proposed that DPS-G be a generic tool for measuring deterrents to participation in

organized education, for the “general” adult population. They found this necessary due to the limited external validity of the DPS. Unfortunately, they were unable to build on Scanlan’s DPS, and had to start at the beginning, using exploratory factor analysis.

Method and Rationale for Selecting Initial Set of Items. Darkenwald and Valentine used the following steps to develop the initial set of items:

- *Interviewed 72 adults of diverse backgrounds and socioeconomic status to identify a list of deterrents to participation; also examined items in the DPS instrument and performed an exhaustive search of the literature.*
- *Random sample of 2,000 households selected from total population in Somerset County, New Jersey.*
- *Questionnaire modeled from original DPS instrument distributed in booklet form via U.S. Mail by commercial mailer.*
- *215 usable questionnaires received from respondents 18-76 years of age; mean age was 42.6; 62 percent female.*
- *Information collected on deterrents to participation during interviews, examination of original DPS instrument, and via exhaustive literature search.*
- *Developed prototype DPS-G, consisting of 58 items after eliminating idiosyncrasies and the semantical equivalents.*

Method for Evaluating and Modifying Initial Set of Items. Following are the procedures used by Darkenwald and Valentine (1985) to evaluate and modify the initial set of items:

- *Conducted a critique for clarity with a second sample group, which also completed the prototype DPS-G.*
- *Revised several items as a result of pre-test; deleted 4 of the original 58 items.*

Data Analysis. The following steps were employed to derive factors:

- *Used Principal Component Analysis to extract factors, and orthogonal and oblique rotations (Varimax and Promax).*

- *Developed standardized factor scores.*
- *Conducted correlation analyses (including Spearman's) to look at relationships between socio-demographic characteristics and deterrents to participation factors.*

Darkenwald and Valentine found that a six-factor solution offered the most meaningful representation of the data (53% of variance explained). The factors or subscales appear in Table 3.1. Three items, *did not know about courses available for adults*, *transportation problems*, and *prefer to learn on my own*, failed to load during the factor analysis.

Reliability, Validity, and Social Desirability. Darkenwald and Valentine (1985) reported .86 reliability for the DPS-G instrument. In a subsequent study, Kowalik (1989) assessed the validity of the DPS-G instrument by determining its factor replicability, predictive power, and effect on social desirability. He concluded that the dimensions measured by the instrument appeared to be robust across populations, and did not appear to be contaminated by social desirability.

However, Kowalik considered the predictive power of the DPS-G instrument to be weak. One should be mindful that prediction is not the objective in this study. One year later, Ericksen (1990) tested the reliability and validity of the instrument, and found it to be consistent for use with small business managers in diverse environments. In addition to the Ericksen study, Table 3.2 shows other researchers have used the DPS-G instrument for various adult populations.

Demographic Information

While the latter portion of the original DPS-G instrument asked for respondents' gender, age, highest education credential, income, place of residence, and employment status, it was necessary to make several changes. Table 3.3 contains the demographic variables used in this study.

Table 3.1. DPS-G Factors and Subscale Items

Subscales	Items
Lack of Confidence	1. Because I felt I couldn't compete with younger students. 2. Because I was not confident of my learning ability. 3. Because I felt I was too old to take the course. 4. Because I felt unprepared for the course. 5. Because I didn't think I would be able to finish the course. 6. Because my friends did not encourage my participation. 7. Because I didn't meet the requirements for the course. 8. Because my family did not encourage participation.
Lack of Course Relevance	9. Because the available courses did not seem useful or practical. 10. Because I didn't think the course would meet my needs. 11. Because the courses available did not seem interesting. 12. Because the courses available were of poor quality. 13. Because I wanted to learn something specific, but the course was too general. 14. Because the course was not on the right level for me.
Time Constraint	15. Because of the amount of time required to finish the course. 16. Because I didn't think I could attend regularly. 17. Because I didn't have the time for the studying required. 18. Because the course was scheduled at an inconvenient time. 19. Because the course was offered at an inconvenient location.
Low Personal Priority	20. Because I'm not that interested in taking courses. 21. Because I wasn't willing to give up my leisure time. 22. Because I don't enjoy studying. 23. Because participation would take away from time with my family. 24. Because education would not help me in my job.
Cost	25. Because I couldn't afford miscellaneous expenses like travel, books, etc. 26. Because I couldn't afford the registration or course fees. 27. Because my employer would not provide financial assistance or reimbursement.
Personal Problems	28. Because I had trouble arranging for child care. 29. Because of family problems. 30. Because of a personal health problem or handicap. 31. Because the course was offered in an unsafe area.

SOURCE: Factor Structure of Deterrents to Public Participation in Adult Education (Darkenwald & Valentine, 1985). Used with publisher's permission (Appendix D).

Table 3.2. Studies Using DPS-G and Participant Type

Author(s)	Date	Study Participants	Cronbach's Alpha Coefficient
Hughes, J.B.	2005	Certified Athletic Trainers (N = 1,200)	-
Johnson, D.C., Harrison, B.C., Burnett, M.F. & Emerson, P.	2003	Adults in Parenting Education Programs (N = 249)	.91
Robinson-Horne, J.P. & Jackson, K.W.	2000	Cooperative Extension System Agents (N = 520)	-
Ericksen, C.G.	1990	Small Business Managers (N = 600)	.90
Kowalik, T.F.	1989	Large Public University Alumni (N = 1,000)	.83
Darkenwald, G.G. & Valentine, T.	1984	Adult Public-Somerset County, NJ (N = 2,000)	.86

Table 3.3. Demographic Questions

Variables	Values
Gender	1 = Female 2 = Male
Age	
Education	a = High school diploma b = Some college c = Associates degree d = Bachelor degree e = Master's degree f = Doctorate
Number of years seniority	
Year last promoted	
Years in current position	
Professional grade level for current position	

Dependent and Independent Variables.

There were a total of six dependent variables and one independent variable that were part of this study. The dependent variables were derived from the Deterrents to Participation Scale-General, which yielded six subscale factors for 31 items. The subscales are:

- *Lack of Confidence*
- *Lack of Course Relevance*
- *Time Constraints*
- *Low Personal Priority*
- *Cost*
- *Personal Problems*

The main independent variable resulted from study participants' status in the leadership development program. The categories were:

- *Completed*
- *Currently Enrolled*
- *Plan to Enroll*
- *No Intentions to Complete*

Data Collection Procedures

In April 2004, I met with agents of the organization who acknowledged that 1,464 out of 2,500 (59%) leadership development program participants failed to enroll in courses and/or complete the third phase (formal education) of the program.

Approval Process for the Study

Authorization from Subject Organization. In August 2004, I made inquiry to the organization's approval authority about the possibility of studying participants of the leadership development program. My inquiry was warmly accepted and it was recommended that I submit a proposal at the appropriate time. I submitted the requisite proposal in May 2005, and a month later I was granted permission to conduct the study with a few stipulations.

In mid-December 2005, I notified the approving authority that I was experiencing a significant delay in reaching the point of administering the survey questionnaire. I inquired as to what effect the delay would have on the previously-granted approval. The response was considerate of my delay and provided the go-ahead I needed to continue with the study.

Approximately mid-year of 2006, there were several changes in the executive and officer ranks of the subject organization. In August of that year, I was informed of changes to the process by which I received approval, but was assured the necessary support was in place and by no means was the survey in jeopardy. Moreover, I was strongly encouraged to continue my work towards administering the survey to leadership development program participants. It was also during this period that I was asked to utilize the QuestionPro.com website, as opposed to Surveymonkey.com, due to negative connotations associated with the term *monkey*. I

immediately opened an account and constructed the survey questionnaire on the QuestionPro.com website, where it remained for three months.

As I waited to administer the survey, my phone calls and email messages went unanswered. Finally, after a month of being incommunicado, I was informed that decision-makers in the organization reconsidered, and I once again received permission to go forward with the survey with the caveat that I share the data. However, it was not until October 11 that I received a response to an email message sent on September 29. In that, I was informed of a new program manager who was brought onboard to head-up a review of the leadership development program, which could be revamped or eliminated altogether. The program manager, who was copied on the message, also sent a message conveying interest in my work. I was asked to resend the original proposal for review, and later received positive feedback on its importance to the organization. In early November, however, I was informed by the program manager that the organization would begin conducting its own survey--starting with Phase I of the program. As a consequence of this latest information, my study would either be postponed for months or not take place at all.

At some point, decision-makers in the organization must have realized the benefit of going forward with my study. I was contacted late in November and notified of that fact. However, instead of proceeding as planned, the stipulations were that I distance myself from the entire process, and allow the organization to host the survey on the QuestionPro.com website under its corporate account. In return, I would be given the raw data shortly after the survey closed. I provided the program manager with the link to the questionnaire, it was copied over, and I closed out my QuestionPro.com account.

The questionnaire was posted to the QuestionPro.com website, with limited access to agents of the organization. I was granted access one time, for the explicit purpose of providing feedback. No pilot testing took place.

Institutional Review Board Authorization. After acceptance of my proposal for the study by the subject organization, I requested approval to study human subjects from Virginia Polytechnic Institute and State University (Virginia Tech). The following actions were required by the Institutional Review Board (IRB):

- Complete and submit application for initial review
- Complete and submit request for exempt study status

- Provide copy of survey invitation and questionnaire
- Submit investigator(s) bio-sketch
- Provide documentation showing completion of training in human subjects protection; on the following topics: (a) historical basis for regulating human subjects research; (b) the Belmont Report; and, (c) federal and Virginia Tech regulatory entities, policies, and procedures.

Approval to conduct this study was granted by Virginia Tech's Office of Research Compliance on September 21, 2006 (See Appendix H).

Administering the Questionnaire

Cobanoglu, Warde, and Moreo (2001) found that data collection procedures that used electronic mail (email) with a web-based survey were efficient, cost effective, and yielded high response rates. In light of those high probabilities, I had developed a plan to contact potential survey participants via email messaging and subsequently collect the data via a web-based survey questionnaire. That part of the plan did not change, however, and the program manager extended email invitations (Appendix G) to leadership development participants on January 5, 2007. In addition to providing advisement of voluntary participation, the message contained a link to the web-based questionnaire (Appendix F) and instructions for completion. To preserve confidentiality, only system-generated identification codes were assigned to study participants, once they entered the QuestionPro.com website.

Data Collection Schedule

The timeline for opening the survey to participants was predicated on the availability of the organization's resources for administering the questionnaire online. After a number of setbacks, the web-based questionnaire was made available for seven days, January 5, 2007 through January 12, 2007.

Posting the questionnaire to the QuestionPro.com website provided 24 hour accessibility and the ability to complete the survey in 10 to 15 minutes. Additionally, participants were allowed to take the survey during work hours.

Analyses

The organization that was studied attempted to alleviate deterrents to formal education for participants of its leadership development program, with less than mediocre results. As such, the focus was on what occurred by posing the following questions:

1. *Despite efforts of the employer to address major deterrents (time, costs, family responsibilities, access, and employer support) to what extent do employees perceive any of these deterrents still exist?*
2. *What other deterrents do employees face as they approach or become active in the formal adult education segment (Phase III) of the leadership development program?*
3. *What do employees perceive as enablers provided by the employer?*

Once the data were collected, initial data reduction and analyses were performed within the QuestionPro.com environment. The data were then subjected to further reduction and analyses using SPSS, Version 12.0 statistical software according to the following procedures.

The first statistical procedure, descriptive analysis, was used to understand participants' characteristics by using demographic variables such as age, gender, and race/ethnicity. Descriptive statistics reduces large amounts of data into simpler summaries that allow us to see how the data were distributed, measures of central tendencies, and dispersion (Trochim, 2005).

Descriptive analyses were also used to identify study participants' characteristics according to employment and status in the leadership development program. These data were displayed in table format and illustrated in Chapter IV. Demographic and program status variables were utilized in this procedure.

In the second statistical procedure using SPSS, individual items contained in the DPS-G instrument were transformed into the six subscale variables identified by Darkenwald and Valentine (1985). The items within the subscales were then ranked according to *mean* values. This procedure allowed me to identify which items in the subscales were greater deterrents. These data were also displayed in table format and discussed further in Chapter IV.

Multivariate analysis of variance (MANOVA) was performed as the third statistical procedure. In this instance, SPSS was used to explore relationships among the independent and

dependant variables (Table 3.4). According to Grimm and Yarnold (1995), MANOVA is appropriate for factorial study designs having one or more categorical variables and two or more continuous variables. Grimm and Yarnold also made known that the MANOVA provided users with the ability to simultaneously test across all dependent variables. Raw data, means, standard deviations, and percentages were displayed in tables and matrices.

In the fourth procedure, responses to the three open-ended questions were interpreted and content analyzed to identify similarities and unique or repetitive phrases that expanded upon numerical findings. This process allowed me to develop themes from the data and augment the numbers with distinctive voices.

Table 3.4. Variables Analyzed Using MANOVA

Dependent Variables

- Lack of Confidence
- Lack of Course Relevance
- Time Constraints
- Low Personal Priority
- Cost
- Personal Problems

Independent Variable – Program Status Representing 2 Groups:

- Group 1 Completed
 - Group 2 Currently Enrolled
 - Some Credits
 - Plan to Enroll
 - No Intentions to Complete
-

Summary

This chapter provided details for the study to better understand PTEAM employees in a leadership development program and their perception of deterrents to participation in formal education. A survey was conducted to collect data, which according to Hutchinson (2004), is a medium for gathering information typically used for purely descriptive purposes and examining relationships among variables. Each of the statistical procedures outlined above was useful for

managing large amounts of data. Results of the data collection process and analytical procedures appear in the next chapter and are discussed further in Chapter V.

CHAPTER IV

RESULTS

The purpose of this study was to better understand deterrents to participation in formal adult education from the perspective of mid- to -upper level professional, technical, executive, administrative, and managerial (PTEAM) employees. The study participants were employees of a quasi-government organization who participated in its leadership development program. They overwhelmingly completed the first two phases of the program that were held in-house. Off-site, however, it was quite a different story for the third, and final, phase, where 1,464 out of 2,500 program participants (59%) failed to enroll and/or complete the formal education phase of the program. This phenomenon occurred even though the subject organization was proactive in addressing several major deterrents to participation.

This chapter provides information about participants, response rates, demographics, and program statistics for the current study. It also includes qualitative interpretations of the three open-ended questions and statistical analysis of the 34 forced-choice items contained in the Deterrents to Participation Scale-General (DPS-G). The chapter ends with a brief summary.

Participants

In April 2004, the population of interest for this study was 2,500 employees in the subject organization who participated in its leadership development program. By December 31, 2006, the total population of participants entering the program had grown to 2,828. These professional, technical, executive, administrative, and managerial (PTEAM) employees from across the United States participated in 71 cohort groups, consisting of 36 to 42 members each. Of that number, 2,183 were still employed with the organization, and became part of the potential group of participants for this study.

The sampling strategy was designed to afford the opportunity to participate in the current study to all eligible leadership development program participants. Anyone still employed by the organization was considered eligible. Once the list was established for eligible employees, internal email addressees were acquired. Thus, the entire population of 2,183 eligible employees were able to voluntarily participate in the present study, but were under no obligation to do so.

Invitees were graduates and non-graduates of the program, in mid- to upper-level professional, technical, executive, administrative, and managerial positions who had completed at least the first phase of the three phase program.

Response Rate

According to the organization's program manager, invitations to participate in the survey were extended to the total population (2,183) of current and past participants of the leadership development program who were still employed by the organization. This was done via electronic mail (email), which contained instructions and a link to the questionnaire. A total of 833 (38%) self-selected to participate in the survey.

The questionnaire was accessible 24 hours a day for a period of seven days, January 5-12, 2007. This was necessary because the study participants resided in different time zones across the nation, and many worked in operations outside of the traditional 9:00 a.m. to 5:00 p.m. business hours. No reminders were sent out by the organization.

Demographic Profile

Respondents were primarily Caucasian (76%), male (63%), and possessed at least a college degree (64%; See Table 4.1). Although the median age was 50, almost two-thirds (60%) of the 694 respondents answering the question were between the ages of 50 and 59. Notably, government employees in that age bracket are part of the baby-boom generation, whose sheer volume of anticipated retirements was the catalyst for creating the leadership development program in the first place.

Table 4.2 contains job related characteristics. These data for *government grade level*, *years of service*, *years in current position*, and *last promotion* were collected to better understand leadership development participants' workplace profiles. Each variable will be discussed separately.

Grade Level. Quasi-government grade levels for employees in the subject organization were similar to those of federal government in general, i.e., GS-12 through GS-15. Employees

Table 4.1. Demographic Characteristics

Variable	N	%
Gender (N=714)		
Male	448	63.0
Female	266	37.0
Education (N=717)		
High school	8	1.1
Some college	188	26.2
Associates Degree	59	8.2
Bachelor's Degree	215	30.1
Master's Degree	232	32.3
Doctorate	15	2.0
Race/Ethnicity (N=709)		
White/Caucasian	537	76.0
Black/African American	96	13.5
Hispanic	38	5.3
Asian/Pacific Islander	18	2.5
Native American	8	1.1
Other	12	1.7
Age (N=694)		
30-39	21	3.0
40-49	247	35.6
50-59	408	58.8
60-70	18	2.6

who reached such levels typically found themselves without further advancement opportunities, other than promotion to executive or officer ranks. It should be noted that the leadership development program was developed for *PTEAM Target 1* and *PTEAM Target 2* employees, as shown in Table 4.2. The PTEAM target designations were employed in this instance as a way to protect the job level identifiers that could possibly be used to identify the subject organization. Nonetheless, it is safe to say that employees in Target 1 comprised the most-desired audience, for which the leadership development program was developed. Those employees in the Target 2 category held higher-level jobs, but were still considered leadership material. The “*Other*”

Table 4.2. Job-related Characteristics

Variables	N	%
Government grade level (N=705)		
Lower level	41	5.82
PTEAM Target Level 1	191	27.1
PTEAM Target Level 2	367	52.1
Executive	82	11.6
Other	24	3.4
Years seniority (N=716)		
9 or less	19	2.7
10-17	52	7.3
18-25	248	34.6
26-33	317	44.3
34+	80	11.2
Years in current position (N=697)		
Less than 1	115	16.5
1-4	351	50.4
5-8	131	18.8
9-12	44	6.3
13-15	53	7.6
16+	3	0.4
Last promoted (N=697)		
1982-1986	6	0.9
1987-1991	19	2.7
1992-1996	75	10.8
1997-2001	168	24.1
2002-2006	429	61.5

category consists of respondents who were in pay-bands with blended grade levels, or special job designations.

Years of Service. For the 716 study participants responding to this question, the mean number of years employed in the organization was 25.8 with a standard deviation of 6.8. They had anywhere from 2 years to 41 years of service, and surprisingly, 61% (436) were within 5 years of reaching retirement age (55years of age with 30 years of service), were at retirement age, or had exceeded the target age for retirement. Again, the leadership development program was created to prepare others to move up the executive ladder in response to the impending crisis caused by the mass exodus of baby-boomers heading into retirement.

A small number of respondents entered plus signs (+) after entering number of years. The signs were removed, for ease of calculation, but the numbers were left unchanged. Changes were made, however, for entries such as 17.5, 22.8, 31.4, and 35.1. Numbers such as those were rounded up or down in accordance with arithmetic principles.

Whether or not respondents included time spent in the military was unknown; however, occurrences of that nature could have inflated the number of years seniority reported.

Promotion and Years in Position. The data showed that the year 2006 saw the highest level of promotions (108) for a one year period since 1982; no promotions were reported from 1970 until 1982. Nearly all (86%) of the 697 respondents received promotions between 1997 and 2006, with the bulk of those (429 or 62%) between the years 2002 and 2006.

Leadership Development Program

This section provides the results from respondents who answered questions regarding their status in the program, challenges to participating in formal adult education, and enablers provided by their employer.

Status and Participation

Based on survey responses, almost three-quarters of participants were nominated by their supervisor or manager (73%), while only 10% were self-nominated (see Table 4.3). It is interesting to note that 14% were nominated in other ways. Contrary to what was identified by managers of the leadership development program at the start of my research, two-thirds of respondents completed all three phases of the program (67%), which included the 15 semester hour/20 quarter hour formal education requirement.

Challenges to Participation

Using response data from the 31 items in Darkenwald and Valentine's (1985) Deterrents to Participation Scale-General (DPS-G), six subscale scores were computed. These six subscales were included in a one-way multivariate analysis of variance (MANOVA), comparing the group who completed the program (n=501) to the other four groups (n=206). The four groups consisted of those who were *enrolled, planned to enroll, had some credits (retroactive, earned during the program, or in-progress), or had no intention to complete*. These groups were

Table 4.3. Program Status (N=833)

Variables	<i>N</i>	%
Nominated By		
Self	82	10
Supv/Mgr	605	73
Other	115	14
Missing	31	3
Current Program Status		
Completed	557	67
Curr. Enrolled	62	7
Will Enroll	39	5
Will Not Complete	49	6
Some Cr. Hrs	83	10
Missing	43	5
# Credits Completed		
1-5	34	4
6-10	56	7
11-15	149	18
16-20+	229	27
None	53	6
Missing	312	37
Retro Credits Received		
Yes	68	8
No	576	69
N/A	120	14
Missing	69	8

(Missing = not applicable or no response)

combined for analysis, because their numbers ($n=29, 46, 57,$ and $74,$ respectively) were much too small to yield useful results when compared to the 501 *completers*. Moreover, a comparison of the four groups indicated only minor differences.

Results showed that the groups differed in a statistically significant manner overall (Hotelling's Trace = .303, $p<.001$) as well as for each dependent separately. Box's test of equal covariance matrices indicated that this assumption (that dependent variables were equal across groups) was not met (Box's M = 233.055, $p<.001$). Likewise, the univariate equality of variance

assumption was not met by any of the six dependent variables (p values for Levene’s test were all <.001).

Table 4.4 provides the mean scores for each dependent variable along with the univariate F-tests. The higher the subscale mean the *less* of a deterrent factor, since the larger number on the Likert scale (5) represents the level of disagreement. To that end, participants *strongly disagreed* that *lack of confidence* was a deterrent for them. Conversely, they did not *disagree* as much when rating *low priority* as a deterrent.

The subscale means for those who completed were all higher than for non-completers. In addition, the standard deviation for the individual subscales shows less dispersion from the means for completers than for non-completers.

Table 4.4. MANOVA Results for Dependent Variables According to Means

Dependent	Total (n=707)		Completed (n=501)		Not Completed (n=206)		F
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	
Lack of Confidence	4.67	.55	4.77	.43	4.44	.70	82.8*
Personal Problems	4.51	.66	4.64	.54	4.19	.80	71.8*
Lack of Relevance	4.45	.77	4.63	.61	4.03	.95	129.5*
Costs	4.38	.90	4.53	.81	4.01	1.0	22.2*
Time Constraints	3.97	1.1	4.28	.83	3.22	1.2	65.4*
Low Priority	3.92	.89	4.06	.80	3.59	1.0	17.9*

* $p < .001$ for all tests; responses ranged from 1 = Strongly Agree to 5 = Strongly Disagree.

Surprisingly, low priority has the lowest mean for completers, which shows the highest level of agreement as a deterrent. The non-completers however, perceive time constraints as the deterrent with the highest level of agreement. For this group, time constraints not only has the lowest mean, it also has the widest spread of data points from the mean.

Individual Items Within the Subscales. Overwhelmingly, survey participants *somewhat disagreed* or *strongly disagreed* with virtually all of the 31 deterrents statements. In some instances, two negative responses together equaled as much as 95%. However, responses to

several of the statements had a wider dispersion across the five possible answers. For example, statement number 17, *I did not have time for the studying required*, 24% of respondents *somewhat agreed* and another 6.5% *strongly agreed*, indicating that about one-third of respondents felt they *did not have the time for the studying required*.

The only statement where respondents deviated from the *strongly disagree* to *somewhat disagree* norm was statement number 23, *Participation would take me away from time with my family*. Over 51% (367) of the responses to this question were in the *somewhat agree* and *strongly agree* categories. Thirty-eight percent of survey participants were concerned with *not having the time for required study*, and 37% were concerned about the *amount of time required to finish courses*. In both instances they either *strongly agreed*, *somewhat agreed*, or were *neutral* in their responses. In addition, 32% *somewhat agreed*, *strongly agreed*, or were *neutral* in their thinking that *participation would not help me in my job*.

Findings for this study were somewhat on par in comparison to three prior studies that were identified in the literature (Table 4.5). Responses to the Johnson, Harrison, Burnett, and Emerson (2003) study differed somewhat from the others due to participant type (parents) and the nature of the study (attending/not attending parenting classes). Table 4.6 shows comparisons of means and ranks for this study, the Darkenwald and Valentine (1985) study, and the two more recent studies identified in the literature review. While the more appropriate measure of central tendency for single item scales is the *median*, the *mean* was used to allow for comparison with published results.

In comparison with each other, the Robinson-Horne and Jackson (2000) study, and the Darkenwald and Valentine (1985) study had four of the top five items in common:

- *courses scheduled at inconvenient time;*
- *courses offered at inconvenient location;*
- *did not have time for studying required; and*
- *participation would take away from time with family.*

Johnson, Harrison, Burnett, and Emerson had two of the top five items in common with the Robinson-Horne and Jackson, and Darkenwald and Valentine (1985) studies.

- *courses scheduled at inconvenient time, and*
- *courses offered at inconvenient location.*

Table 4.5. Top Five Subscale Items for Studies Using the DPS-G

Item	Current Study	Darkenwald & Valentine	Robinson-Horne & Jackson	Johnson, Harrison, Burnett & Emerson
Participation would take away from time with my family	1	5	3	-
I did not have time for the studying required.	2	3	5	-
Participation would not help me in my job.	3	-	-	-
I did not think I could attend regularly.	4	4	-	-
The amount of time required to finish the courses.	5	-	4	-
The courses were scheduled at an inconvenient time.	-	1	2	3
The courses were offered at an inconvenient location.	-	2	1	4
I had trouble arranging for child care.	-	-	-	1
Because I did not know about the courses available (for parents)	-	-	-	2
I could not afford miscellaneous expenses like travel, books, etc.	-	-	-	5

Table 4.6. Results from Studies Using the Deterrents to Participation Scale-General

Subscales	Items	Current Study		Darkenwald & Valentine		Robinson-Horne & Jackson		Johnson, Harrison, Burnett & Emerson	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Lack of Confidence	I did not meet the requirements for courses.	2.96	31	1.41	31	1.68	26.5*	2.18	20*
	I felt I couldn't compete with younger students.	3.85	29*	1.47	26.5*	1.12	34	1.80	26
	I felt I was too old to take courses.	3.85	29*	1.42	29	1.35	31	1.69	27
	I was not confident of my learning ability.	3.86	26	1.62	19	1.44	30	1.88	24
	I felt unprepared for courses.	3.88	27	1.46	28			2.36	15
	I did not think I would be able to finish courses.	4.02	25	1.63	18			2.74	10
	My family did not encourage participation.	4.25	23	1.47	26.5*			2.17	21
	My friends did not encourage my participation.	4.32	18	1.22	33	1.28	33	1.62	28
Lack of Course Relevance	The courses available were of poor quality.	4.26	22	1.57	21			2.01	23
	The courses available did not seem interesting.	4.30	19	1.94	11			2.38	13
	The available courses did not seem useful or practical	4.37	17*	1.98	9			2.30	17*
	The course was not at the right level for me.	4.37	17*	1.78	15			2.25	19
	I did not think the courses would meet my needs.	4.37	17*	2.00	8			2.18	20*
	I wanted to learn something specific, but the courses were too general.	4.42	14	1.83	12			2.18	20*
Time Constraints	The courses were offered at an inconvenient location.	4.53	10	3.00	2	3.49	1	3.05	4
	The courses were scheduled at an inconvenient time.	4.62	7	3.02	1	3.28	2	3.23	3
	The amount of time required to finish the courses.	4.69	5	2.40	6	2.83	4.5*	2.74	10
	I did not think I could attend regularly.	4.71	4	2.54	4	2.51	11.5	2.90	7
	I did not have time for the studying required.	4.81	2	2.93	3	2.83	4.5*	2.78	9

Table 4.6. (Continued)

Subscales	Items	Current Study		Darkenwald & Valentine		Robinson-Horne & Jackson		Johnson, Harrison, Burnett & Emerson	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Low Personal Priority	I not that interested in taking courses.	4.29	20	1.56	22			1.95	25
	I was not willing to give up my leisure time.	4.61	8	2.03	7			2.05	22
	I do not enjoy studying.	4.63	6	1.64	17			2.37	14
	Participation would not help me in my job.	4.72	3	1.49	25			2.18	20*
	Participation would take away from time with my family.	4.85	1	2.47	5	2.84	3	2.95	6
Cost	My employer would not provide financial assistance or reimbursement.	4.27	21	1.55	23			2.59	11
	I could not afford miscellaneous expenses like travel, books, etc.	4.46	12	1.60	20			2.97	5
	I could not afford the registration or course fees.	4.51	11	1.82	13.5			2.88	8
Personal Problems	The courses were offered in an unsafe area.	3.66	30	1.95	10			2.30	17*
	Personal health problem or handicap.	4.10	24	1.19	34	1.32	32	1.58	29
	I had trouble arranging for child care.	4.45	13	1.73	16			3.32	1
	My family commitments prohibited me from taking courses.	4.60	9	1.44	30	1.68	26.5*	2.28	18
Omitted Items	Because I did not know about the courses available for parents							3.27	2
	Because of transportation problems							2.42	12
	Because I prefer to learn on my own							1.95	25

*Denotes a tie in the rankings according to individual study results listed under column headings.

SOURCE: Factor Structure of Deterrents to Public Participation in Adult Education (Darkenwald & Valentine, 1985); Factors Deterring Participation in Professional Activities (Robinson-Horne & Jackson, 2000); Deterrents to Participation in Parenting Education (Johnson, Harrison, Burnett & Emerson, 2003)

Continuing along the path of analysis, four of the top five items and two from the Johnson study were contained in the *Time Constraints* subscale. None of the top five from the Johnson, Harrison, Burnett, and Emerson study were in this subscale. In comparison to the aforementioned studies, nine of the top ten items in the current study were spread between *Low Personal Priority* and *Time Constraints* subscales.

Comments from Participants

Only 13% of the 696 participants responding to the question, *In your opinion what are/were the most difficult challenges to meeting the Phase III requirements*, said they experienced no challenges. This is a very small number compared to the 606 (87%) whose challenges were content analyzed to identify the most often repeated words, concepts, terms, and phrases. These items were placed in categories, quantified, and labeled accordingly (Trochim, 2005; 2004). As a result, four distinct categories of challenges emerged: *Time, Work/Job, Family/Personal, and Money* (Figure 4.1).

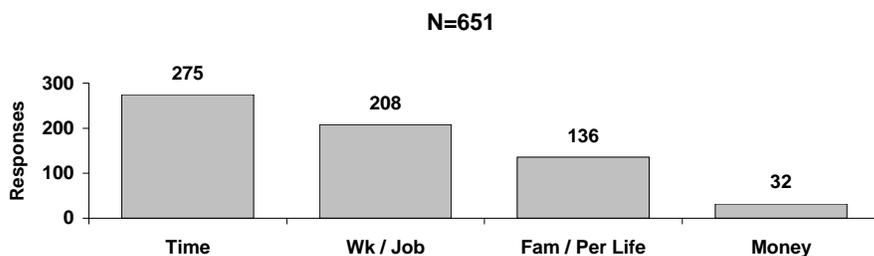


Figure 4.1. Most difficult challenges (multiple responses allowed)

Clearly, *Time* was the major deterrent cited by almost 300 respondents. The *Time* category of comments includes *inconvenient location* and *inconvenient course time*, which are elements that correlate with the *Access* aspect of deterrents to participation. The following comments give voice to some of the challenges faced by respondents:

- “*Making time for reading and homework, in addition to a 10 hour workday, was an issue I had to resolve.*”
- “*What makes it harder is knowing that participation...does not guarantee promotion.*”
- “*[I] already had a master’s degree in management... [I] don’t need this for my job.*”

- *“For me it was just finding a program that seemed interesting and getting enrolled.”*
- *“Even though I had a[n] MBA degree from a top university, I still had to go back and take 15 credits in order to graduate...I felt this was bogus.”*
- *“...the time commitment when you are already putting in a 10-12 hour day on the job.”*
- *“The commitment in time was tremendous. It cost me over two months of vacation time...”*
- *“The amount of time I had to devote to course work and my job was sometimes overwhelming. I had no social life and did not spend enough time with family. Weekends and a few evenings a week were completely taken up with course work.”*
- *“I would rather spend time with my children than work eight hours, attend class, and do the required study.”*
- *Since, I already had an MBA, the requirement to go back and attend a university seemed like a waste of time.”*
- *“Finding good classes, at the right times, and then getting admitted. Many classes were full or at poor times.”*
- *“The most difficult challenge for me was to have the self discipline to get the work done.”*
- *“What is more ironic (talking about continuous learning) was that this candidate was a professor teaching the same business classes at another college. Yet, they would not waive the session for him... [They] would rather pay another college for this professor to sit down as a student and learn from them what he has been teaching.”*
- *“It’s hard enough to find time for the family. Enough is enough.”*

While a large number of study participants found online classes alleviated the commute and actual classroom attendance, the *time* issue was still a top factor.

Enablers of Participation

Two open-ended questions were posed to study participants, which illuminate their perception of enablers of participation in ways that expand beyond Likert scale responses. It should be noted that 12% of study participants chose to not respond; however, 88% did.

Following are results by category (Figure 4.2), and relevant comments for the questions: *In your*

opinion, what is/was most helpful for completing Phase III requirements? and In your opinion, how did your employer support you in the program?

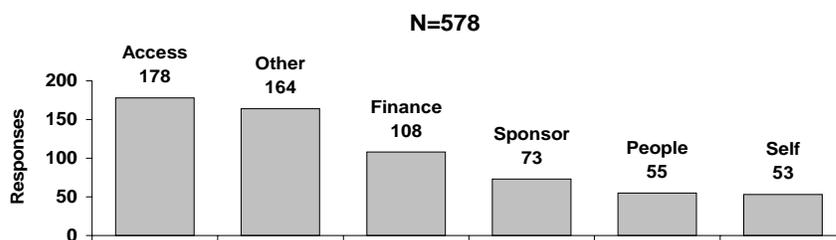


Figure 4.2. Enablers that facilitated participation (multiple responses allowed)

The number one *enabler of participation* in formal adult education was *access*. Close to 180 respondents touted the availability of online, on-location, and accelerated courses as reasons why they were able to participate. From the numerous responses, a few of the noteworthy comments were:

- “Without any reservation, it was the availability of accredited online courses.”
- “Taking condensed courses – one week, weekends, etc.”
- “The only way these requirements could be met was to give up evening and weekend time. Without the university programs for adults, it would have been impossible to complete this program and meet the demands of our jobs.”
- “The courses I am taking are [part of a] five-week high-paced program. This limits the amount of time I have to take away from my family. I would rather do a five-week course than conventional courses.”
- “It was very helpful to have the instructor give the class at our facility.”
- “Courses were finally offered that took place at the job location, making it convenient to attend.”

Although survey participants cited the close proximity of a college or university to their home, as an aspect that made it easier to attend, they recognized the employer’s role as an *enabler*. Positive comments regarding *support* outweighed negative responses by a margin of 3 to 1, and *financing* was by far the major *enabler* provided by the employer.

Positive and negative comments were categorized according to content, quantified, and appear in Figure 4.3.

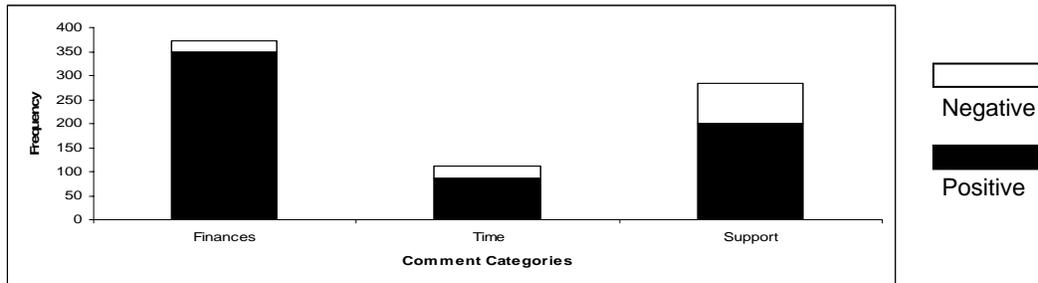


Figure 4.3. Distribution of positive and negative comments by category

Negative comments ranged from *no support* and *increased workload* to *job-related travel*. These comments included:

- “...*the organization puts little emphasis on the completion of this course in selecting applicants for promotion.*”
- “*They paid for the actual tuition, but it still cost me a tremendous amount when you figure the incidental costs and amount of vacation time taken.*”
- “*All of my work was done off the clock as opposed to others that were permitted to attend on the clock, which in my opinion is not right.*”

There were also comments made about what appeared to be disparities in financial support and types of academic institutions one could attend:

- “*...paid for about 40% of [the] 15 credit [hour] requirement – left me with about \$7,000 to fund on my own....*”
- “*...my manager would only pay for courses taken at a community college.*”
- “*...I lost support because I was not selected by the district I moved to, so they were not willing to assist with tuition.*”
- “*Full support, except for not paying for online classes.*”

- *“I was not supported. I paid for my own and went to school at night.”*
- *“It has been extremely difficult to get the financial support from management to take these courses.”*
- *“I am very appreciative of their partial reimbursement, but bitter about the disparity in who got complete degree reimbursement (course fees and books).”*

While most were appreciative, others went as far as to say the money set aside to support the formal education phase of the leadership development program could be better spent elsewhere.

Participants in the study were certainly not shy about commenting on both positive and negative aspects related to the educational requirement. Given that so many comments (94%) were in reference to the types of obstacles faced and what was done to overcome them (86%), it is safe to say that for this study group the five major deterrents, in addition to others, were perceived to exist.

CHAPTER V

SUMMARY AND DISCUSSION

This chapter provides the reader with a synopsis and discussion of the results for this quantitative study of deterrents to participation in formal adult education. In addition, implications and recommendations for future research comprise the latter part of the chapter.

Participants

According to the literature, the group most likely to participate in formal adult education is comprised of professional, technical, executive, administrative, and managerial (PTEAM) employees (Apps, 1981; Houle, 1963; U.S. Census Bureau, 2004-2005). In most instances they do so for work-related reasons, such as to obtain advancement or promotion (Bélanger & Valdivielso, 1997; Covert, 2002; Darkenwald, Kim & Stowe, 1998; Kopka & Peng, 1993; Valentine, 1997; Wirt, Choy, Rooney, Provasnick, Sen, and Tobin, 2004). These findings in the literature are consistent with the type of participants one would expect to find in a leadership development program, and also in the current study.

The population of interest consisted of 2,828 PTEAM employees, in one quasi-government organization, who participated in a leadership development program between February 23, 1998 and December 31, 2006. Of that number, 2,183 were available (still remaining with the organization) and afforded the opportunity to participate in this study. A total of 833 (38%) self-selected to voluntarily participate.

The program consisted of three parts, with the third component being equivalent to 15 semester hours of college/university courses. Sixty-seven percent of the respondents indicated that they had completed all three phases of the program; thirty-three percent had not. Over a third (35%) of the respondents reported taking more than 20 credit hours, and 24% reported taking 15 credit hours, which is the exact number required to complete the formal education component. Twenty-one percent completed up to 14 credit hours, 10% completed between 16 and 20 hours, and less than 10% of respondents reported taking no classes at all.

Nine percent of the 764 respondents who answered the question said they received retroactive credit for courses previously taken at a college/university. Of those, 33% received between 12 and 15 credit hours, and 39% received three to nine credit hours. Ultimately, survey

participants fell into one of the following categories: *Completers, Currently Enrolled, Will Enroll, Some Credits, and No Intention to Complete*. For data analysis purposes the latter three categories, having very small numbers, were collapsed into one.

Summary of Results

Challenges to Participation: DPS-G

The Deterrence to Participation Scale-General (DPS-G) provides scale scores for six areas typically cited as deterrents to participation in adult education. On a scale from one, representing a strong deterrent, to five, representing a non-deterrent, the six subscale means in this study ranged from 3.9 to 4.7. Essentially, all six deterrents were deemed as very weak or non-existent for respondents in this study. The rank ordering of the six constraints from most to least problematic is as follows:

1. *Low Priority*
2. *Time Constraints*
3. *Costs*
4. *Lack of Relevance*
5. *Personal Problems*
6. *Lack of Confidence*

Responses to the 31 items that made up the six subscales of the DPS-G instrument were also analyzed. Overwhelmingly, respondents *strongly disagreed* or *somewhat disagreed* with almost all of the items, indicating that they did not view them as deterrents to participation in adult education. There were three exceptions:

- Over half (51%) of the respondents either *strongly* or *somewhat agreed* that *participation would take away time with family*.
- Over one-third (37%) of the respondents expressed concern with *the amount of time required to finish courses*; and
- 32% alluded to the fact that *participation would not help them in their job*.

Although the average scale scores indicated the lack of strong deterrents to educational participation in general, a subset of participants responded to the open-ended question: *what were the most difficult challenges to meeting the academic requirements*. Responses revealed four distinct categories: *Time, Work/Job, Family/Personal, and Money*, resonating in part with *time and costs*, the most often cited deterrents in the literature (Cross, 1979, 1981; Cullen, 1998; Darkenwald et al., 1998; Erickson, 1990; Grabowski, 1976, McQuigg, 1983; Marienau & Klinger, 1977; Merriam & Caffarella, 1999; Valentine, 1997).

The second question, *what other deterrents do employees face as they approach or become active in the formal adult education segment (Phase III) of the leadership development program*, yielded responses such as *increased job-related travel, increased workload, and having to put in long hours*. These were variants of the *time* issue.

Study participants cited incurring debt to pay for courses, only being allowed to take the exact number of credits required by the program (15 semester hours), and having tuition withheld for attending any institution of higher learning other than community college, despite the fact that the entire program is funded at the headquarters level. It is assumed that costs containment was the reason for dissuading attendance at a four-year college or university, and that these are variants of the *costs/money* issue. Other deterrents to participation in adult education, which may well exemplify lack of true *employer support*, were perceived by some members of this study group as:

- *Inconsistencies in the program*. Loss of support/sponsor due to change in the organization or relocation;
- *Mixed messages*. Having bonuses and raises withheld due to receiving funds for courses;
- *False hope*. No clear path, plan, or promise of promotion;
- *Personal penalties*. Exhausting vacation time in order to attend classes or complete course assignments; and
- *Isolation and mental anguish*. Being maligned and regarded as less than a team player

Several of these elements were referenced by Henry and Basile (1994) as critical to making the decision to participate in formal adult education. Even as job-related participation in courses continues to climb (Bélanger & Valdivielso, 1997; Valentine, 1997), the desire for promotion or advancement proved to be insufficient motivation for leadership development participants to complete the program. These deterring factors are valuable to note, because they help explain why adults respond negatively to gaining more education (Hughes, 2005).

There are two salient findings with regard to challenges for participants in this study. The first is that there is a *saturation point* and once it is reached it affects one's willingness to participate further in formal adult education. Those who have achieved higher-level academic degrees, i.e., bachelors, masters, and doctorates may not see much value in acquiring 15 additional semester hours of credit. The second finding is that deterrents do not necessarily appear at the beginning of the journey, where the initial decision to participate is made, but continue to influence decision-making at any point along the way. It is unclear as to how often the decision-making process occurs; however, it may well be a cyclical process, recurring with each approaching term or semester of formal adult education.

Enablers of Participation

The data for research question three, *what do employees perceive as enablers provided by the employer*, were collected via a two-part open-ended question where participants were asked *what was most helpful for completing the academic requirements*, and *how the employer provided support*.

Six categories of enabling factors were identified from comments provided by study participants: *access, finance, sponsor, people, self, and other*. The most often mentioned *enabler* of participation in formal adult education was *access*, which includes on-location, online, and accelerated courses. *Financing* was the second most positive aspect derived from textual comments. Even though a number of participants credited the employer with providing financing necessary for completing the program, *employer support* was the one category that was mentioned the most in a negative manner. Survey participants felt that financing was critical to their success; yet, a large number mentioned having to pay upfront for classes, which made it extremely difficult and served as a deterrent to completing educational requirements.

Conclusions

Organizations are increasingly supporting employee's educational pursuits. Moreover, this is a strategy used to achieve organizational goals and groom future executives. Fulmer and Wagner (1999) found that best-practice organizations developed their own leaders and that senior executives were products of internal leadership development systems. Further, Fulmer and Wagner posit that "best-practice partners develop their leaders internally because of powerful and distinct cultures, which are critical to continued success (p. 31)".

Based on the responses in this study, it would appear that organizational support does make a difference. According to this set of respondents, the typical deterrents to participation in adult education were not very problematic for them. While results from this study did not provide any new insight for understanding deterrents to participation in formal adult education, the data did reveal it was because the organization did a good job of mitigating some of the major deterrents that were identified in the literature (*time, costs, family responsibilities, access to courses, and employer support*). However, when answers to the three research questions were analyzed in conjunction with aspects of deterrents, such as *travel, workload, and long hours*, all were found to be within the employer's control. To further complicate matters, there were numerous instances of disparate treatment, mostly along the lines of how and when tuition was paid.

Further Considerations of Fit with the Literature

Perceptions of employer support run the gamut from full engagement and provisional funding to total disregard for excessive work load. These were also findings by McQuigg (1983) and Valentine (1997). It appears that these issues gain credibility as participants share their perceptions throughout the organization.

The leadership development program's nomination process was designed to facilitate *employer support*, which is typically given as one of the five major deterrents to participation in adult education. A number of studies appearing in Chapter II of this manuscript reinforced the notion that *lack of employer support* made it that much harder to accomplish educational goals. Results from the survey showed that 73% of survey participants were nominated by their supervisor or manager. According to Valentine (1997), this is the number one factor thought to influence participation.

Contrary to findings discussed by Merriam and Brockett (1997) that making courses free or hosting them on-site has little overall effect on increasing participation, these were the very same *access* enablers that helped participants overcome other deterrent factors, such as *time*.

Time or the lack thereof impacts everything we do. Participants in this study identified it as the number one deterrent to participation in formal adult education. Based on this study, time must be shared between family, work, personal leisure, and so forth. Consequently, there is even less time available for educational pursuits, even when it may assist in reaching a goal in one's career.

Additionally, participants in the leadership development program hold key jobs in the organization. There are usually no contingencies for covering their position during absences. Moreover, day-to-day needs of the organization take precedence over personal development. Even though the great majority of study participants were able to overcome the *time* deterrent, the importance is that they felt compelled to mention it.

Implications for Practice

While this study has direct applicability only to quasi-government employees who are now or who did participate in the subject organization's leadership development program, the conclusions may none-the-less be worthwhile in other applications. For example, results may apply to smaller organizations, global enterprise, and private industry, where leadership development is not directly tied to promotion. Based on the literature reviewed for this study, a guarantee of advancement could do much towards encouraging participation by extrinsically motivated employees.

PTEAM employees in this study received mixed messages regarding what is truly valued in the organization. If the intent of formal adult education is to enrich minds and broaden horizons, then limiting participation to the community college or undergraduate level, especially for employees already in possession of advanced degrees, is detrimental at best. Moreover, it suggests a lack of *true* employer support. The piece that seems to be missing here is the appreciation of existing educational achievements and the establishment of believable goals for continuous learning.

For purposes of practical application, it is suggested that proactive attempts be made to further moderate deterrents for employees who participate in formal adult education. One way

of doing this is by assessing an individual's needs upfront, and then periodically thereafter. Doing so may help uncover potential deterrents that can be addressed early on. Taking actions such as these can be especially helpful when an organization's strategic plan is predicated on successful outcomes for sponsored programs such as leadership development.

Implications and Recommendations for the Organization

Again, the number of leadership development program participants who completed the academic requirement was surprisingly high. The number that completed should not be taken for granted by those in the organization that manage the program. There remains ample opportunity to increase current and future completion rates. In order to do that, three aspects that have impeded participation in the third phase of the program must be addressed. The aspects are: *time, the value of education to the organization, and recognition of existing education levels achieved.*

Basically, the issue of *time* is a major one; managers need to be cognizant that failing to address this issue for participants may be sabotaging the leadership development program as a whole. Time also negatively impacts *access*, perhaps leaving program participants with no option other than to share the remaining time with family, instead of virtual or physical classrooms. After all, there is no penalty for failing to complete the program. Moreover, there is no guarantee of promotion upon completion.

Continuing education as mandated in the leadership development program is highly touted. Indeed, higher education is viewed as one of the most desirable competencies for executive leaders in the organization. However, one must surely wonder about the true intent of the formal education requirement, when a great number of program participants already hold terminal degrees in the subject matter taught in the very classes they attend. This begs the question of the *value of education* in the organization. Additionally, the question arises as to the two year limit for recognizing prior education completed. Answers to the aforementioned questions will do much to alleviate the mixed-messages that confuse program participants, and lead to poor choices. Potential remedies to the above issues may rest on:

- Assessment of prior education against a set of quality indicators, and
- Applying the 12 credit hours granted by the American Council of Education to the academic requirement in the third program phase.

On a final note, there may be an additional opportunity to enhance the value of the 12 hours of undergraduate credit for completing the first two phases. The organization can petition the Council to re-accredit coursework for additional hours and advancement to graduate standings. It is thought that doing so will more appropriately reflect the rigor of courses held during in-house sessions of the program.

Recommendations for Future Research

There are a number of recommendations for future research, including a study of other influences at work, such as disappointment with the first course, or failure to achieve a grade of “B” or better. However, before moving any further, it is imperative that I address the overarching question that led to this study: *why do leadership development participants fail to complete academic requirements of the program when it appears that the major deterrents have been removed?* While the following observations were gleaned from comments contributed by respondents, it appears from the results that the question was only partially answered:

- No penalty exists for failing to complete any phase of the program
- There is no effect on future *promotability*
- Employees without benefit of the program or higher education are promoted equally as well
- There is no stigma attached to non-completion
- No appearance of usefulness of education once attained
- The goal was getting into such an auspicious program
- There is the appearance of devaluation of current education levels

Additional work is needed in order to fully answer the overarching question, thus, creating an opportunity for future study.

Based on the number of PTEAM employees (2,183) who were afforded the opportunity to participate in this study and did not (62%), it is possible that perhaps they likewise did not complete the leadership development program. Moreover, the number of non-participants in the study differs by only 3% from non-completers (59%) in the leadership development program that

were identified in April 2004. While much can be gleaned from adults who overcame deterrents to reach formal education goals, the data that were most desired were that from PTEAM employees who failed to complete the program. The value of these data would be useful for understanding the magnitude of perceived deterrents, and any new ones that may have come into being. Therefore, it is recommended that work continue along these lines.

It is also recommended that future research be conducted to better understand how deterrents, which may not appear at the beginning of the formal academic journey, affect the ongoing decision to participate. There is a question as to how often the decision-making process occurs, and whether it is a cyclical process recurring with each approaching term or semester of formal adult education. There is also an opportunity to explore *saturation points* for adults pursuing higher education. Having a degree posed a challenge for a number of study participants who were required to attain even more education. This is somewhat contrary to findings in the literature, which suggests that pursuing additional education is more likely to be undertaken by adults who already have higher-level academic standing or degrees. The recommendation, therefore, is to better understand *saturation*, its frequency of occurrence, and the extent to which it occurs which was outside of the boundaries for this study. Further recommendations are as follows:

- Qualitative study (interviews, focus groups, etc.) to allow themes to develop for completers as well as non-completers.
- Culture and completion rates in government organizations compared to military.
- The role of values in motivation to participate in programs such as leadership development.
- Alignment of the organization's values statement with individuals.
- Alignment of corporate culture and values of the organization.

Regarding the instrument. I took the liberty of modifying some of the questions contained in the DPS-G instrument, so they were applicable to current and past participants of the leadership development program. These were mostly cosmetic changes that did not change the essence of the question, but allowed me to also capture any deterrents for those who had completed formal academic program requirements. The original instrument, as well as the

modified version, is contained in Appendix E and F, respectively. While the original DPS-G instrument was modified somewhat, its use as a data collection tool is highly recommended.

Regarding the data collection. At this juncture, it is only fair to advise future researchers of situations where permissions are needed from large organizations to conduct studies. I experienced significant delays due to changes in executive ranks, and inability to directly access program participants in order to administer the survey. From the very beginning, I was required to meet very stringent requirements and conditions, which is probably not unlike policies in other organizations. However, between the time I received approval for the study and was ready to administer it, those who gave the approval had lost their authority, and I lost support for the study. Thus, the written approval I received was rendered null and void.

After many long and agonizing weeks, I successfully negotiated the new approval process, only to find that I would not have direct access to program participants, or be able to personally conduct the survey. In the end, the organization did administer the survey and provide the data for purposes of completing this body of work. For that I am eternally grateful; however, I will always wonder if following up with a reminder or two would have drawn in more study participants.

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APPENDICES

- A. Approval to use Figure 2.2. (Henry & Basile)
- B. Approval to use Table 2.2. (Bélanger & Valdivielso, 1997)
- C. Approval to create/modify Table 2.3. (Valentine, 1997)
- D. Approval to create Table 3.1. (Darkenwald & Valentine, 1985)
- E. Original Deterrents to Participation Scale–General (DPS-G) / Adult Learning Questionnaire
- F. Questionnaire used in the study
- G. Invitation to participate in survey
- H. Approval to study human subjects (Virginia Tech)

Appendix A

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Appendix B

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Request From:
Margaret A. Eggleston
Virginia Tech Univ (Student)



United States

Contact Details:
Telephone: 
Fax: 
Email Address: egglessto@vt.edu

To use the following material:

ISSN/ISBN:
Title: The emergence of learning societies: Who...
Author(s): Paul Belanger & Sofia Valdivielso
Volume: 1
Issue: 1
Year: 1997
Pages: 12 - 12

Article title: The amplitude and the diversity of...

How much of the requested material is to be used:

Table 1.8, Reasons to participate by gender. I would like to modify table to eliminate "male and female"; using data for "country totals" and reasons to participate "career or personal".

Are you the author: No

Author at institute: No

How/where will the requested material be used: [how_used]

Details:

Dissertation: Participation informal adult education: A study of leadership development participants in government. English

Additional Info: I find that the data contained in Table 1.8 in Belanger and Valdivielso's work explains the comparison between adults who participate in education for career versus personal reasons. I would like to modify the original table just to show this comparison by country. Thank you!

- end -

For further info regarding this automatic email, please contact:
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Appendix C

Permission (via Email) to use T. Valentine

Date: Thu, 01 Nov 2007 13:21:43 +0000
From: "David, Natalie (ELS-OXF)" <N.David@elsevier.com>
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Subject: RE: Obtain Permission

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Natalie David
Permissions Supervisor

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Request From:
Graduate Student Margaret Eggleston
Virginia Tech



United States

Contact Details:

Telephone: 

Fax:

Email Address: egglesto@vt.edu

To use the following material:

ISSN/ISBN: 0-08-043 0686

Title: The emergence of learning societies

Author(s): Belanger & Valdivielso

Volume: n/a

Issue: n/a
Year: 1997
Pages: 95 - 108
Article title: The United States of America: The Current

How much of the requested material is to be used:
Chapter 6 (6.1-6.6) by Thomas Valentine. Chart 6.5 on page106.

Are you the author: No
Author at institute: No

How/where will the requested material be used: In a thesis or dissertation

Details:

I wish to recreate portions of Table 6.5 (Percentage of respondents experiencing barriers to participation in job-related and non-job-related education (multiple responses permitted)).

Additional Info: In addition to the above request, I need permission to have my dissertation made available through UMI and Virginia Tech's electronic thesis and dissertation repository. Thank you.

- end -

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Appendix D

Permission (via Email) to Use Darkenwald & Valentine

Dear Margaret Eggleston,

Thank you for your request. Please consider this written permission to adopt the material detailed below for use in your dissertation. Proper attribution to the original source should be included. This permission does not include any 3rd party material found within our work. Please contact us for any future usage or publication of your dissertation.

Best regards,

Tsungie Mzezewa
Permissions Assistant
SAGE Publications

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From: egglesto@vt.edu [mailto:egglesto@vt.edu]
Sent: Saturday, March 17, 2007 7:07 PM
To: permissions
Subject: Permission Request

Permissions Request

Requestor's Information

--

Name: Margaret Eggleston
Affiliation: Virginia Tech Univ.
Street Address: [REDACTED]
City: [REDACTED]
Zip/Postal Code: [REDACTED]
State: [REDACTED]
Country: United States
Phone: [REDACTED]
Reference Code:

Publication Information for the material that Requestor Intends to Use:

--

Publication Title: Adult Education Quarterly
Publication Type: Journal
ISBN/ISSN:

Publication Date: Summer 1985
Volume and Issue: 35/4
Title of Material: Factor structure of deterrents to public participation in adult education
Authors of Material: Darkenwald & Valentine
Title of Material: Factor structure of deterrents to public participation in adult education
Publication Type: Journal
Page Range Material: 181-186

Requestor's Use of the Material

--

Type of Use: republish in a thesis/dissertation
Purpose of Use: Academic
Distribution Quantity: limited (VT & UMI)

Requestor's Publication

Title: Participation in formal adult education: A study of leadership development participants in government
Type: Dissertation
Author/Editor: Self
Publisher:
Publication Date: May 2007
Entire Publication: Other:

Comments:

Wish to reproduce Tables 1-7, pages 181-186

Second request; First request Jan. 29, 2007. Thanks

Appendix E

Adult Learning Questionnaire/Deterrents to Participation Scale–General (DPS-G).

Source: Darkenwald, G. G., & Valentine, T. (1985). Factor structure of deterrents to public participation in adult education. *Adult Education Quarterly*, 35(4), 177-193. NOTE: Original instrument formatted to fit page margins. See Appendix F for modification of the instrument used in the current study.

Adult Learning Questionnaire

Directions: Every year, more and more adults participate in some kind of educational activity. Examples include courses, workshops, seminars, and training programs offered by schools, colleges, and other organizations or community groups. However, adults sometimes find it hard to participate in these activities, even when they want to. Try to think of something—*anything at all*—that you wanted to learn in the past year or two, but never did. Then look at the reasons below and decide *how important each one was* in your decision not to participate in an educational activity. (Please note: in the questions below, the word “course” refers to *any* type of educational activity, including courses, workshops, seminars, etc.)

How important was *each* reason in your decision *not* to participate?

Not Important 1	Slightly Important 2	Somewhat Important 3	Quite Important 4	Very Important 5
-----------------------	----------------------------	----------------------------	-------------------------	------------------------

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Because I felt I couldn't compete with younger students. | <input type="checkbox"/> |
| 2. Because I was not confident of my learning ability. | <input type="checkbox"/> |
| 3. Because I felt I was too old to take the course. | <input type="checkbox"/> |
| 4. Because I felt unprepared for the course. | <input type="checkbox"/> |
| 5. Because I didn't think I would be able to finish the course. | <input type="checkbox"/> |
| 6. Because my friends did not encourage my participation. | <input type="checkbox"/> |
| 7. Because I didn't meet the requirements for the course. | <input type="checkbox"/> |
| 8. Because my family did not encourage participation. | <input type="checkbox"/> |
| 9. Because the available courses did not seem interesting. | <input type="checkbox"/> |
| 10. Because I didn't think the course would meet my needs. | <input type="checkbox"/> |
| 11. Because the courses available did not seem interesting. | <input type="checkbox"/> |
| 12. Because the courses available were of poor quality. | <input type="checkbox"/> |
| 13. Because I wanted to learn something specific, but the course was too general. | <input type="checkbox"/> |
| 14. Because the course was not on the right level for me. | <input type="checkbox"/> |
| 15. Because of the amount of time required to finish the course. | <input type="checkbox"/> |
| 16. Because I didn't think I could attend regularly. | <input type="checkbox"/> |
| 17. Because I didn't have the time for the studying required. | <input type="checkbox"/> |
| 18. Because the course was scheduled at an inconvenient time. | <input type="checkbox"/> |
| 19. Because the course was offered at an inconvenient location. | <input type="checkbox"/> |
| 20. Because I'm not that interested in taking courses. | <input type="checkbox"/> |
| 21. Because I wasn't willing to give up my leisure time. | <input type="checkbox"/> |
| 22. Because I don't enjoy studying. | <input type="checkbox"/> |
| 23. Because participation would take away from time with my family. | <input type="checkbox"/> |
| 24. Because participation would not help me in my job. | <input type="checkbox"/> |
| 25. Because I couldn't afford miscellaneous expenses like travel, books, etc. | <input type="checkbox"/> |
| 26. Because I couldn't afford the registration or course fees. | <input type="checkbox"/> |
| 27. Because my employer would not provide financial assistance or reimbursement. | <input type="checkbox"/> |

- 28. Because I had trouble arranging for child care.
- 29. Because of family problems.
- 30. Because of a personal health problem or handicap.
- 31. Because the course was offered in an unsafe area.
- 32. Because I didn't know about courses available for adults.
- 33. Because of transportation problems.
- 34. Because I prefer to learn on my own.

Appendix F

Questionnaire for Current Study

Part I. Information on Status and Participation in the [REDACTED] Leadership Program

1. How were you nominated to the [REDACTED] Leadership Program?

- Self nomination
- Immediate supervisor/manager
- Other:

2. What is your current status in the [REDACTED] Leadership Program?

I have completed the college/university requirement for Phase III (either 15 semester hours or 20 quarter hours of formal credit).

- I am currently enrolled in college/university courses.
- I will enroll in college/university courses within the given time (3 years).
- I have taken credit hours, but I have not completed the full requirement.
- I have decided not to take courses or complete Phase III.

3. If you have not completed the university requirement, please select the reason as to why you have not completed the full requirement.

- I can no longer enroll in courses because the deadline for completing coursework has passed.
- I have decided not to complete course work.
- This question is not applicable to my situation.

4. Please select the number of credits you have completed.

- None
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 20+

5. Were you granted retroactive credit for courses taken at a college/university?

- Yes
 - No
 - N/A
-

Part I. Information on Status and Participation in the [REDACTED] Leadership Program (Continued)

6. If yes, please select the number of credits granted.

- 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - 9
 - 10
 - 11
 - 12
 - 13
 - 14
 - 15
 - 16
 - 17
 - 18
 - 19
 - 20
 - 20+
-

Part II. Challenges to Participation in College/University Courses

Directions: Please state your agreement with each of the following statements in terms of the extent to which they are/were relevant to you with respect to meeting the Phase III college/university requirements of this program.

Strongly Agree 1	Somewhat Agree 2	Neutral (neither agree nor disagree) 3	Somewhat Disagree 4	Strongly Disagree 5
------------------------	------------------------	--	---------------------------	---------------------------

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I felt I could not compete with younger students. | <input type="checkbox"/> |
| 2. I was not confident of my learning ability. | <input type="checkbox"/> |
| 3. I felt I was too old to take courses. | <input type="checkbox"/> |
| 4. I felt unprepared for courses. | <input type="checkbox"/> |
| 5. I did not think I would be able to finish courses. | <input type="checkbox"/> |
| 6. My friends did not encourage my participation. | <input type="checkbox"/> |
| 7. I did not meet the requirements for courses. | <input type="checkbox"/> |
| 8. My family did not encourage participation. | <input type="checkbox"/> |
| 9. The available courses did not seem useful or practical. | <input type="checkbox"/> |
| 10. I did not think the courses would meet my needs. | <input type="checkbox"/> |
| 11. The courses available did not seem interesting. | <input type="checkbox"/> |
| 12. The courses available were of poor quality. | <input type="checkbox"/> |
| 13. I wanted to learn something specific, but the available courses were too general. | <input type="checkbox"/> |
| 14. The course was not on the right level for me. | <input type="checkbox"/> |
| 15. The amount of time required to finish the courses. | <input type="checkbox"/> |
| 16. I did not think I could attend regularly. | <input type="checkbox"/> |
| 17. I did not have the time for the studying required. | <input type="checkbox"/> |
| 18. The courses were scheduled at an inconvenient time. | <input type="checkbox"/> |
| 19. The courses were offered at an inconvenient location. | <input type="checkbox"/> |
| 20. I am not that interested in taking courses. | <input type="checkbox"/> |
| 21. I was not willing to give up my leisure time. | <input type="checkbox"/> |
| 22. I do not enjoy studying. | <input type="checkbox"/> |
| 23. Participation would take away from time with my family. | <input type="checkbox"/> |
| 24. Participation would not help me in my job. | <input type="checkbox"/> |
| 25. I could not afford miscellaneous expenses like travel, books, etc. | <input type="checkbox"/> |
| 26. I could not afford the registration or course fees. | <input type="checkbox"/> |
| 27. My employer would not provide financial assistance or reimbursement. | <input type="checkbox"/> |
| 28. I had trouble arranging for child care. | <input type="checkbox"/> |
| 29. My family commitments prohibited me from taking courses. | <input type="checkbox"/> |
| 30. Personal health problem or handicap. | <input type="checkbox"/> |
| 31. The courses were offered in an unsafe area. | <input type="checkbox"/> |

**Part II. Challenges to Participation in College/University Courses
(Continued)**

In your opinion what are/were the most difficult challenges to meeting the Phase III requirements?

Open Ended Text Data

Part III Enablers of Participation in College/University Courses

Please enter your answers in the space provided after each of the following questions.

1. In your opinion, what is/was most helpful for completing Phase III requirements?

Open Ended Text Data

2. In your opinion, how did [redacted] [the organization] support you in the program?

Open Ended Text Data

Part IV. Demographic Information

You have reached the last part of the survey. Please answer the following nine questions. They are needed to describe the complete set of respondents.

1. What is your gender? Female Male

2. What is your age?

3. What is your highest level of education?

- a. High school diploma
- b. Some college credits
- c. Associates degree
- d. Bachelor degree
- e. Master's degree
- f. Doctorate

4. What is the grade level for your current position?

- [redacted] 20
- [redacted] 21
- [redacted] 22
- [redacted] 23
- [redacted] 24
- [redacted] 25
- [redacted] 26
- [redacted]
- Officer
- Other:

5. How many employees do you supervise?

Open Ended Text Data

Part IV. Demographic Information (Continued)

6. How many years seniority (i.e., years of service) do you have? (enter numbers only)

Open Ended Text Data

7. In what year were you last promoted?

8. How many years have you been in your current position?

9. What is your race/ethnicity?

- Black/African American
 - Asian/Pacific Islander
 - White/Caucasian
 - Hispanic
 - Native American
 - Other
-

Appendix G

Electronic Mail (Email) Invitation to Participate

Subject: [REDACTED] Program survey - Phase III

[REDACTED] and [REDACTED] is in the process of revising the [REDACTED] Program () to align with the new [REDACTED] Model and the organizational goals of the [REDACTED]. As an [REDACTED] participant, your opinion is critical to the evaluation process.

You have been selected to participate in a survey to gather information regarding the college/university credit component of [REDACTED]. Your participation in this survey is voluntary and completely anonymous.

To access the survey, please press the ctrl key and click on the link below. You may also cut and paste the link into your Internet browser.

[http://www.questionpro.com/akira/Takesurvey?id=\[REDACTED\]](http://www.questionpro.com/akira/Takesurvey?id=[REDACTED])

The survey only takes 10 to 15 minutes to complete and will be open from January 5 -12.

As we move forward with the redevelopment of [REDACTED], you may be contacted to participate in additional surveys. If you need assistance in accessing the survey, please contact [REDACTED] at [REDACTED] or [REDACTED] ([REDACTED]).

Thank you for your time and consideration.

[REDACTED]
Project Manager
[REDACTED]

Appendix H

Permission to Study Human Subjects – (IRB, Virginia Tech)



Office of Research Compliance
1880 Pratt Drive (0497)
Blacksburg, Virginia 24061
540/231-4358 Fax: 540/231-0959
E-mail: cgreen@vt.edu
www.irb.vt.edu

DATE: September 21, 2006

MEMORANDUM

TO: Marcie Boucouvalas
Margaret Eggleston

FROM: Carmen Green 

SUBJECT: **IRB Exempt Approval:** "Participation in Formal Adult Education: A Study of Leadership Development Participants in Government", IRB # 06-467

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status. Approval is granted effective as of September 21, 2006.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

cc: File

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