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Including Mature Adults in Education as a Strategy for Empowerment: The Role of Motivation

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Practices”

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1. Context of the Research



1. Context of the Research



IMAL - Innovations in Mature Adult Learning (2013-2015)

www.promocjakobiet.pl

www.randers.dk

www.skle.gr

<http://kocarli.meb.gov.tr>

www.etuz.es

www.performare.eu



1. Context of the Research

IMAL - Innovations in Mature Adult Learning (2013-2015)

Report 1

***MOTIVATING FOR ACTION:
WHAT MAKES MATURE
ADULTS WANT TO LEARN?***

Report 2

***BOOK OF BEST PRACTICES:
THE BEST METHODS OF
WORKING WITH MATURE
ADULTS***

2. Objectives



2. Objectives

- *From this project we will focus on the following objectives:*
 - ✓ To study Education (LLL) as a way for **empowering** Mature Adults (MA)
 - ✓ To analyse the **characteristics** and **impact** of MA's participation in educational activities
 - ✓ To focus on the **motivational** aspects that encourage MA to undertake learning activities.
 - ✓ To identify the **obstacles** that MA perceives when they want to be involved in LLL
 - ✓ To study the **sociodemographic** features that can influence MA on participating in education



SOCIAL IMPACT: To increase motivational factors and to reduce obstacles for improving the presence of LLL in all social spheres and lifecourse of a person



3. Theoretical Framework. Facts and Figures



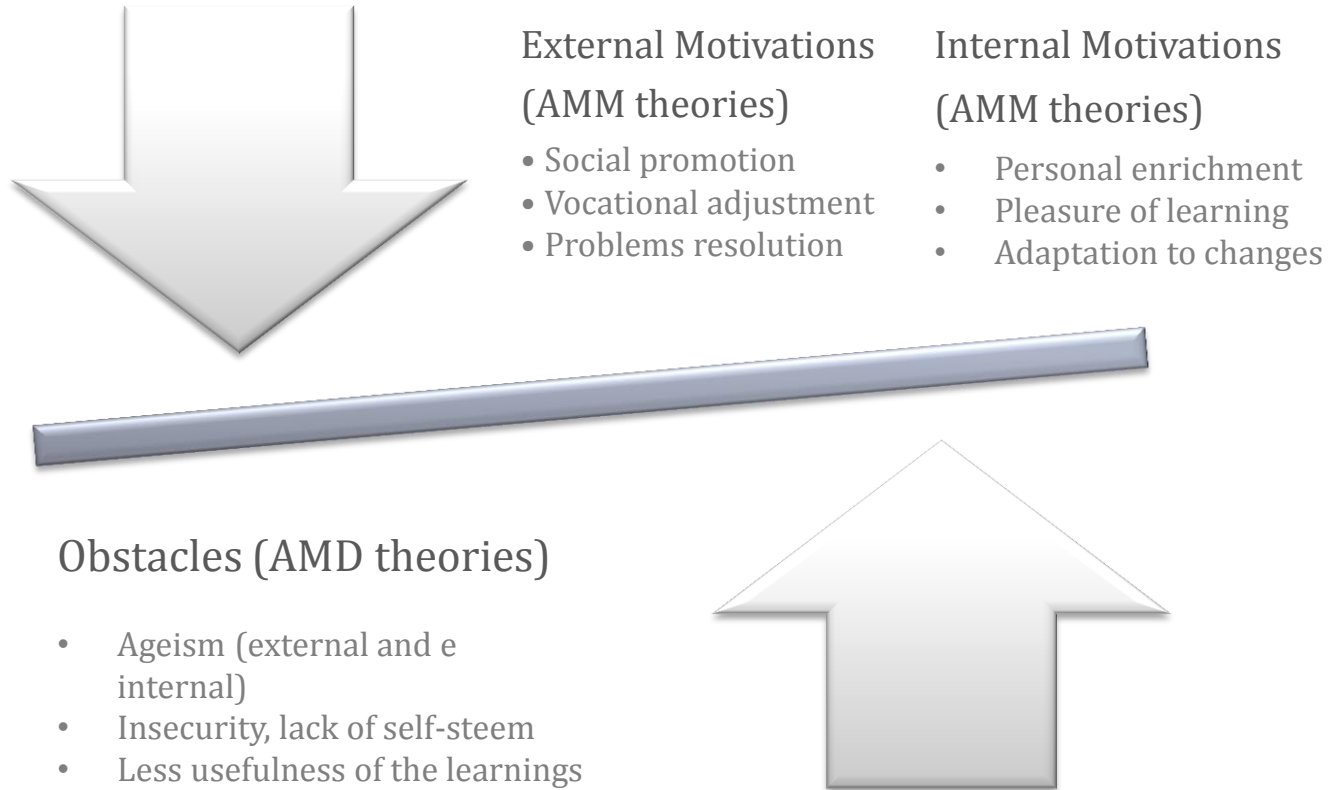
3. Theoretical Framework

- **Ageing process** of European population
- In this process **Education** can enhance social inclusion, active citizenship, personal development, competitiveness, and employability (Chao, 2009; Swain, 1995; Marcaletti, 2012)
- Education is the main vehicle for **empowering** adult people (Freire, 1970)
- **Lifelong Learning**: ongoing, voluntary and self-motivated search for knowledge either for personal or professional reasons (Skolverket, 2000)
 - **Andragogy** (Knowles, 1980)
- Relevance of **MOTIVATION** in LLL (Houle, 1974; Oliveira, 2013)
- **Age** as a relevant factor for MA:
 - Age-related motivation **decline** theories (AMD) (Van Vianen, 1997; Chao, 2009; González & Maeso, 2005).
 - Age-related motivation **maintenance** theories (AMM) theories (Desjardins, 2004; Reder, 2009; Pring, 1999)



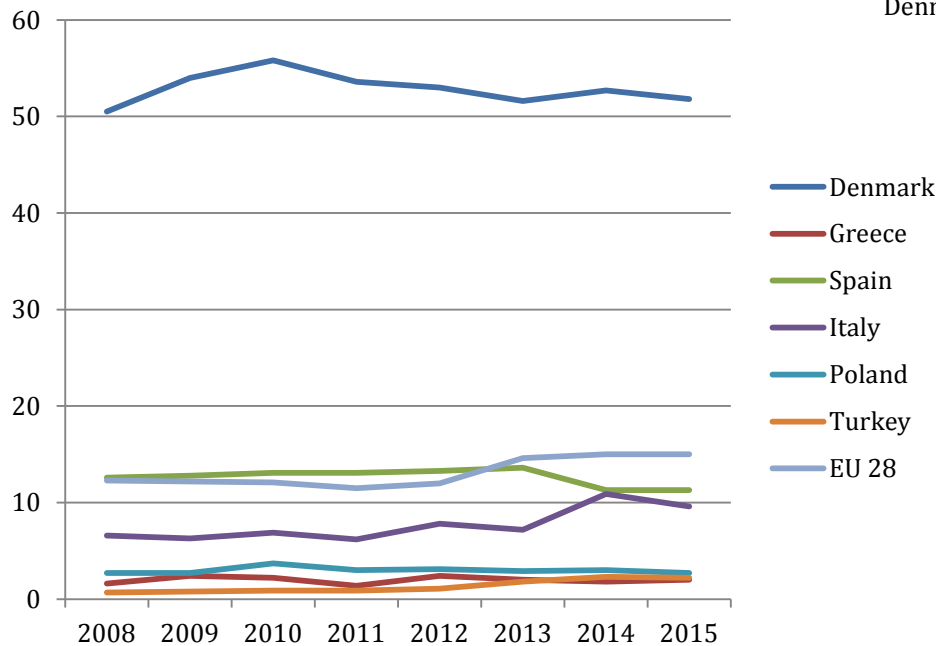
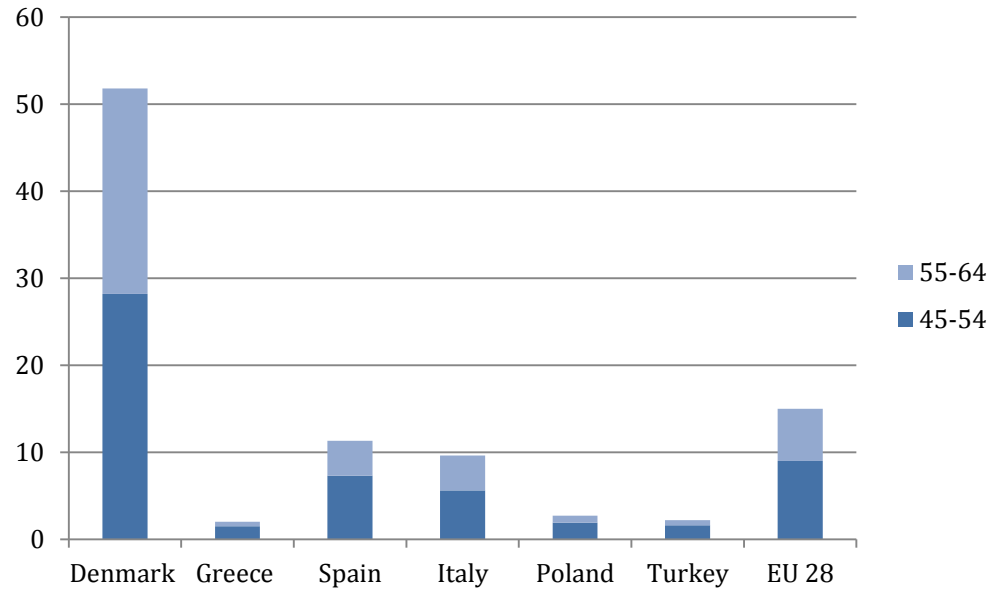
3. Theoretical Framework

- MA Education:



3. Facts and figures

MA's participation rate in education and training (45-54; 55-64) in the participant countries, 2015

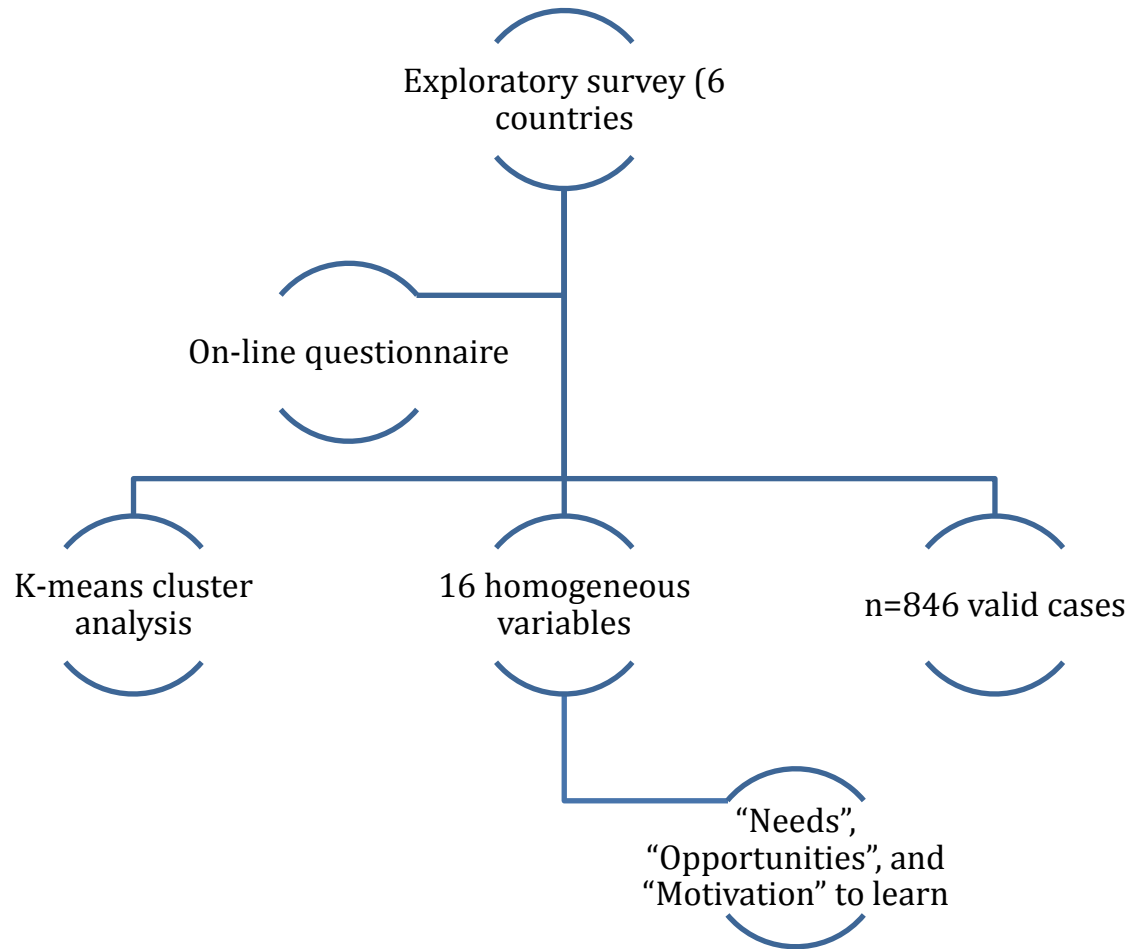


MA's participation rate in education and training (45-64) in the participant countries, 2008-2015

4. Methods



4. Methods

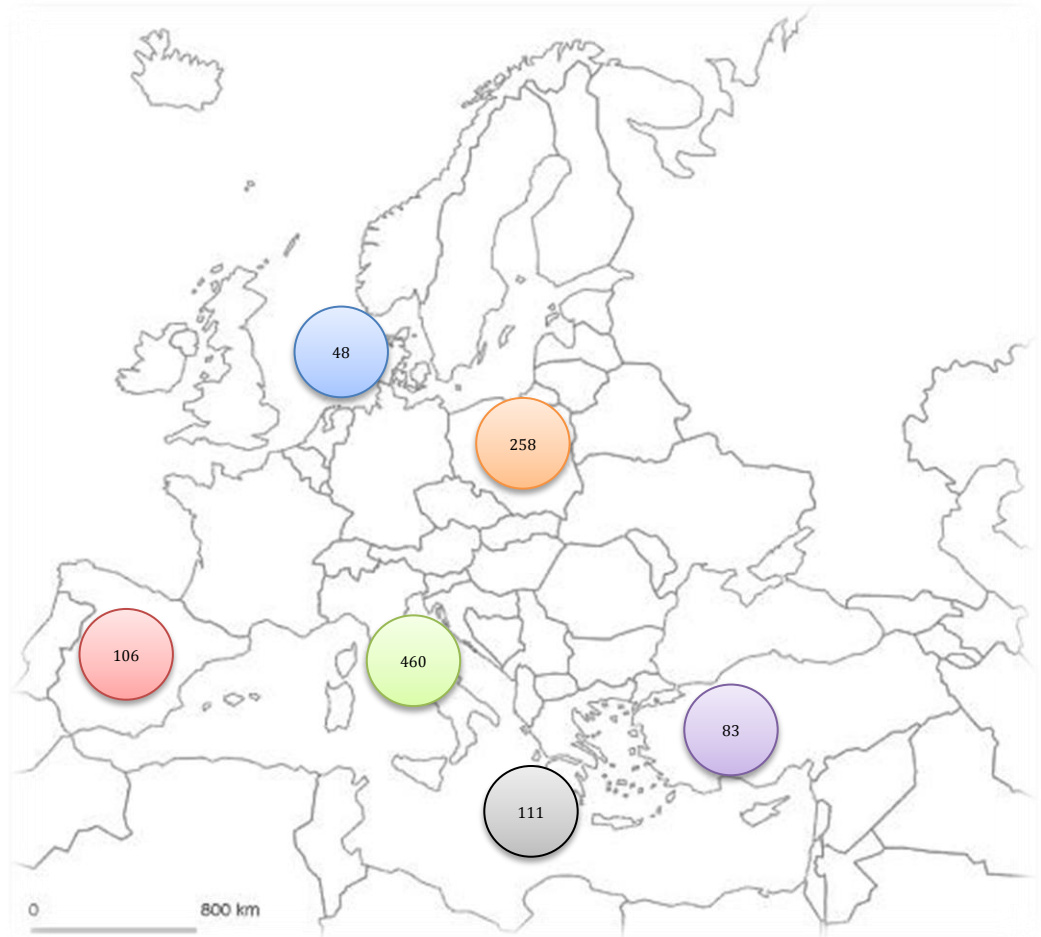


4. Methods

National Samples

Country	Frequency	Percentage
Denmark	48	4,5
Spain	106	9,9
Greece	111	10,4
Italy	460	43,2
Poland	258	24,2
Turkey	83	7,8
Total	1066	100,0

n=846 valid cases



4. Methods

Samples' features

	Country							Total
	Denmark	Spain	Greece	Italy	Poland	Turkey		
Age class	40-44	2,1%	11,3%	28,8%	12,0%	26,7%	68,7%	21,2%
	45-54	68,8%	33,0%	58,6%	52,8%	30,6%	20,5%	44,3%
	55-64	27,1%	33,0%	9,9%	31,5%	33,3%	6,0%	27,7%
	65 and over	2,1%	22,6%	2,7%	3,7%	9,3%	4,8%	6,8%

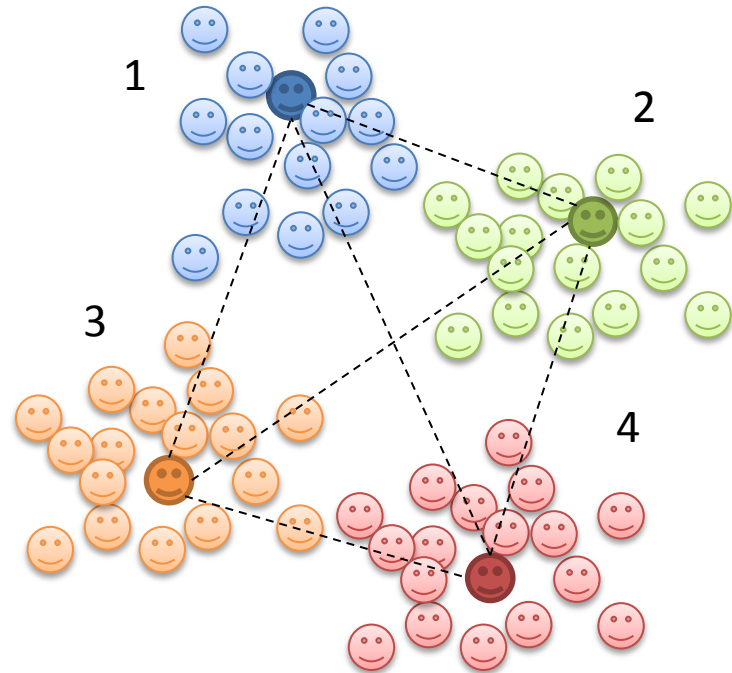
	Country							Total
	Denmark	Spain	Greece	Italy	Poland	Turkey		
Sex	Male	12,5%	39,6%	48,6%	58,5%	19,4%	32,5%	42,0%
	Female	87,5%	60,4%	51,4%	41,5%	80,6%	67,5%	58,0%

	Country							Total
	Denmark	Spain	Greece	Italy	Poland	Turkey		
Employment status	Employee/Employer/Self employed	91,7%	66,0%	76,6%	40,2%	70,9%	37,3%	56,1%
	Family business		0,9%	3,6%	0,2%	0,8%	3,6%	1,0%
	Unemployed (less than 12 months)		1,9%	1,8%	13,7%	3,1%	1,2%	7,1%
	Unemployed (more than 12 months)		3,8%	0,9%	39,8%	2,3%	1,2%	18,3%
	Unable to work				0,7%	1,2%		0,6%
	On leave			0,9%				0,1%
	Retired		21,7%	5,4%	3,9%	10,5%	9,6%	7,7%
	Full time homemaker		3,8%	2,7%	0,9%	1,2%	41,0%	4,5%
	In education		0,9%	4,5%		0,4%	4,8%	1,0%
	Other	8,3%	0,9%	3,6%	0,7%	9,7%	1,2%	3,6%

4. Methods

K- means cluster analysis:

- **Exploratory** method
- Allows to work on the general sample, **aggregating cases** despite differences between the national samples
- **16 homogeneous variables** (of 111) concerning different factors related to:
 - “Needs” (n. 6 variables)
 - “Opportunities” (n. 1 variable)
 - “Motivation” (n. 9 variables)
- **4 clusters** (n. = 114; 237; 244; 251)



5. Results



5. Results

CLUSTER 1
n. = 114
«Filling the gaps»

CLUSTER 2
n. = 237
«Completing the picture»

CLUSTER 3
n. = 244
«Pragmatically recovering»

CLUSTER 4
n. = 251
«Lifelong Learning oriented»

Number of cases in each cluster	
1	114
2	237
3	244
4	251
Valid	846
Lost	220

Distances between final clusters' centres				
Cluster	1	2	3	4
1		3,417	3,408	5,557
2	3,417		2,366	2,972
3	3,408	2,366		2,945
4	5,557	2,972	2,945	

5. Results

CLUSTER 1

Filling the gaps

- **KEYWORDS:** elderly, inactive, low qualified
- **COUNTRIES:** Italian and Spanish respondents (74,6%), with especially Spanish (32,5%) overrepresented. Polish (7,0%) and Danish (0,9%) are underrepresented
- **AGE:** The **elderly** one. Highest share of 55+ respondents, reaching 57,9%, and the solely share of 65+ at 18,4%
- **GENDER:** **Balanced** (50,9% males)
- **EMPLOYMENT STATUS:** one third of the respondents are **inactive** (32,5%), that means the double compared with the general sample (14,9%)
- **EDUCATIONAL LEVEL:** **low qualified** respondents (28,1%), on a basis of almost three times compared with general sample (9,5%)
- **MOTIVATION:** lower mean scores according to all the variables considered into the analysis. Just higher score in interest on “topics related to my hobbies”
- **OBSTACLES:** Lack of **time**; **cost** of education
- **WAYS OF LEARNING:** **Passive** and **traditional**. The interest for active and collaborative learning is particularly poor within this group (low interest at 54,4% compared to total 15,1%; high at 7,0% compared to total 54,4%)

5. Results

CLUSTER 2

Completing the picture

- **KEYWORDS:** female, employed, high qualified
- **COUNTRIES:** Polish and Italian respondents (53,6%), with especially Polish (32,1%). Italians (21,5%) are underrepresented
- **AGE:** age structure of the cluster reflects general sample's one, with the **40-44 overrepresented**
- **GENDER:** The most imbalanced on **females** (70,5%)
- **EMPLOYMENT STATUS:** Mostly **employed** (75,4%)
- **EDUCATIONAL LEVEL:** **high qualified** respondents overrepresented (63,6%)
- **MOTIVATION:** Lower instrumental and acquisitive attitude toward learning than expected. More interest on “the **pleasure** of learning itself” and for “**realising** myself as a person”
- **OBSTACLES:** Lack of **time**
- **WAYS OF LEARNING:** More **opened** to different learning paths, showing mean scores concerning “**experimental** courses”, “learning by carrying out **new tasks**”, but as well as “the research on the **internet**”

5. Results

CLUSTER 3

Pragmatically recovering

- **KEYWORDS:** male, middle aged, unemployed, middle qualified
- **COUNTRIES:** Italian respondents overrepresented (77,0%). Spanish (1,6%), Polish (6,6%) and Turkish (2,9%) underrepresented
- **AGE:** 45-49 respondents are the larger age group within the cluster (54,9%)
- **GENDER:** The most imbalanced among the four clusters on **males** (56,6%)
- **EMPLOYMENT STATUS:** Half of the respondents are **unemployed** (46,3%)
- **EDUCATIONAL LEVEL:** **Middle qualified respondents** overrepresented (51,4%)
- **MOTIVATION:** High scores concerning the “**usability** of knowledge”, the interest for “being able to spend (the knowledge) at **work**”, the acquiring of “**technical-professional skills**”
- **OBSTACLES:** **Cost** of education
- **WAYS OF LEARNING:** Strongly **work-related activities**, as well as for contents immediately spendable in the **work environment**, or at least in the **job seeking**.

5. Results

CLUSTER 4

Life-long learning oriented

- **KEYWORDS:** mean distributions, highest scores
- **COUNTRIES:** Italian and Greek respondents (68,5%), with especially Greeks themselves (15,9%) and Turkish (9,6%) overrepresented. Spanish (5,2%) and Polish (11,2%) are underrepresented
- **AGE:** Overlapping characteristics of general sample (**less than 55:** 72,5%)
- **GENDER:** Overlapping characteristics of general sample (**female** 57,4%)
- **EMPLOYMENT STATUS:** Overlapping characteristics of general sample (57,4% employed)
- **EDUCATIONAL LEVEL:** Overlapping characteristics of general sample (52,9% high qualified)
- **MOTIVATION:** Higher mean scores according to all the variables considered into the analysis. The **most motivated** and **learning oriented** adults of the general sample
- **OBSTACLES:** Less problems than respondents belonging to other groups in finding time and money to devote to learning
- **WAYS OF LEARNING:** Highest scores in all ways of learning (reading books etc. twice in comparison with the general sample)

6. Conclusions



6. Conclusions

- Great **differences** in participation of MA in education in Europe
- Our exploratory study shows, as well, a **great diversity** between MA's motivations and ways of learning
- Personal features (especially **working status** and **educational level**) influence **motivation** and **ways of learning**, but they don't mean a decline in motivation for learning (aligned with **AMM** theories)
- Applicability of knowledge is relevant, but **internal motivational factors** are clearly represented in results. Learning has to be understood as an **holistic process**.



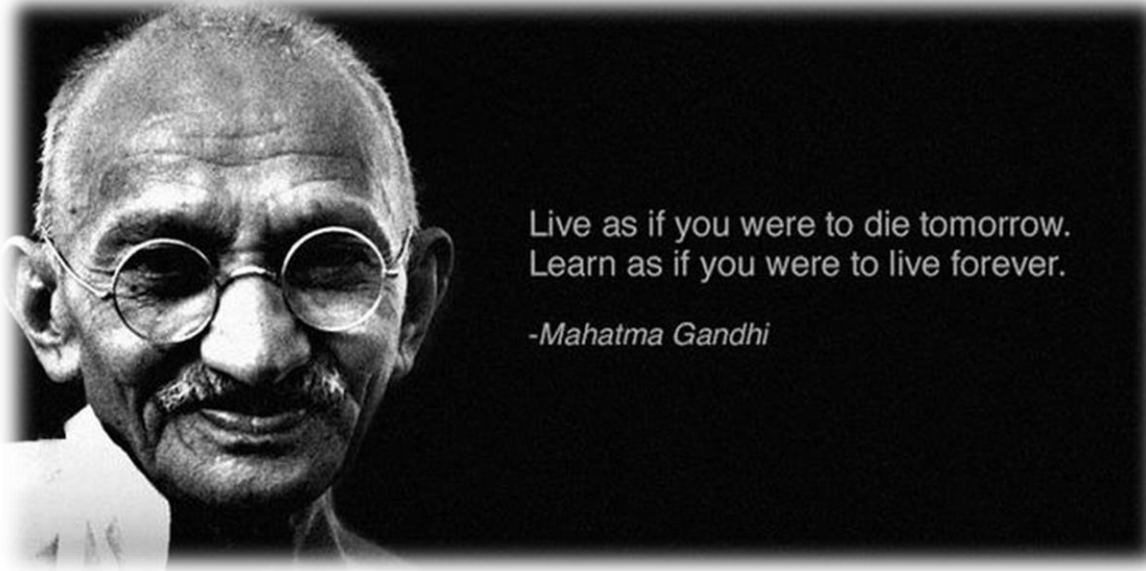
*All the evidenced diversity in adult education claims for a **learner-centred programming** as the best approach for MAs' Learning*
(Iñiguez & Marcaletti. 2016)

6. Conclusions

Boosting a more **inclusive** learning and a **learner-centred** approach can promote the **empowerment** of this group of population

Analysing the main motivational factors for MAs learners can be useful to **adapt educational offer** to their specific **needs**

Multidimensional phenomenon: External and internal motivations



Thanks for your attention

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