

Motivations for the Participation of Adults in Special Education – Training Programs (SETP)

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Abstract – Education of adults dominates nowadays, providing people with experience and responsibility with well-designed programs, such as those of specialization in special education. The motivations for participation appear in Psychology and Pedagogy as forces that coexist along with the cognitive process. They determine the intensity and duration of the effort to achieve the goals, and are directly related to learning, creating and developing social relationships. The present research study aims to investigate the motivations for participation of Secondary Education teachers in university specialization programs at SETP. The research was conducted with a Teacher Participation Scale, which is an adaptation of the Education Participation Scale (EPS). The findings demonstrate the ongoing need and high motivation for specialization of Greek teachers in the field of Special Education. In a society and an inclusive school that are constantly changing, teachers seek the specialization and enrichment of methods, through practical processes and teaching strategies, in order to be compatible with the school necessity.

Keywords – Participation, Motivations for participation, Specialization, Special Education-Training Programs.

I. INTRODUCTION

Learning comes from experience and brings constant changes upon the individual's behavior (Merriam & Caffarella, 1999). Rogers focuses on the two dominating characteristics of learning, agency and change of the individual, and presents it as a dynamic acquisition of knowledge and skills which may be voluntary or individual (Rogers, 1999). Learning is also a total of designed learning activities which are provided by services and the individual participates in them consciously having specific goals. It may be provided in three different forms, in person, from a distance and as self-teaching (Rogers, 1999: 20-23). Participation is the decision of the individual to attend an educational activity among others, while at the same time it involves the whole process of the materialization of this decision (online information, reading the study guide/programs, enrolling in the program, paying the tuition, presence, assignments, assessment, etc.).

There are four questions concerning incitement: a) when there is no incitement, can there be participation in educational programs? b) when there is no incitement, can there be learning? c) how is incitement determined? and d) is there a necessity for the acquisition of new specialized knowledge? As far as the first question is concerned, participation as the result of incitement is impossible to occur without it. Furthermore, it is obvious that there can be no learning without incitement (Wlodkowski & Ginsberg, 2017). Incitement for learning is characterized by the tendency of the individual to pursue particular educational activities with elements that render it important and beneficial for the individual himself (Rogers, 2002).

II. PARTICIPATION IN EDUCATION AND LEARNING

The acquisition of new specialized knowledge is necessary. This necessity is expressed based on three axes: a) the initial training of the educators which they characterize as inadequate (Nikolakaki, 2003). With the initial training as his only qualification, the educator does not feel competent to respond to the demands of his work and manage potential problems, b) the decrease of the time his knowledge is up-to-date. A scientist is obligated to train and stay updated constantly about the

developments in his field in order for his knowledge not to be discredited (Vergidi, 1998: 120), and c) the questioning of obsolete teaching models. The ongoing long-term development is necessary for all educators, in order to keep track of the changes and renew knowledge, skills, positions and visions for good teachings (Day, 2003: 23). Moreover, Jarvis (2004), focuses on the level of the educators' social maturity and says that the educators will be able to acquire ease and evolve through the occurring changes only through appropriate frameworks of comprehension processes. The andragogical learning theory (Knowles, 1980) is supportive to the aforementioned frameworks of comprehension processes. The andragogical theory acknowledges the particularities of the characteristics the adults have as learners and is based on the following acceptances: a) adults need to know the reason why they have to learn something before they engage, b) they have the need and ability to be self-determined, and c) the learning orientations of the adults focus on the specialization of the problem and not the acquisition of abstract, academic knowledge (Jarvis, 2004: 144; Kokkos, 2005: 48-49).

According to Knowles, the andragogical theory involves the following compatible educational practices: a) the chosen educational methods foster interaction, exchange of experience, a heuristic course to knowledge, collectivity and participation (conversations, simulations, role play, group assignments, practical implementations, interconnection of learning with real problems, using experience for the development of learning etc.), b) the learning climate in every adult training program is characterized by mutual respect and the interaction between trainers-trainees, freedom of expression, wide range of research and friendliness, and c) the trainer's role is more of a coordinator than an edifier (Kokkos, 2005: 49-50). Both the aforementioned acceptances and educational practices are all included in the designing philosophy and materialization of the specialization programs in the SETP.

III. MOTIVATIONS DETERMINE PARTICIPATION

The study of motivations is determined as “the search for all the determining factors of human and animal activity” (Young, 1961: 24). Motivations are the causes which result in a human behavior or the reasons which interpret it. It is every single thing that activates and directs behavior to predetermined targets (Sansone & Harackiewicz, 2000), the accomplishment of which satisfies specific needs (Trilianos, 2009). A motivation can be simply determined as every orientation towards a particular target, in a particular moment and in a particular place (Heckhausen, 1991).

An individual's behavior is incited either by internal causes (instincts, urges) or by external (rewards, potential threats). The external motivations come from the external surroundings while the internal ones incite to action which constitutes an end in itself and come from the action itself. Thorndike's (1911) first studies refer to external motivations which are directed by environmental conditions. Skinner's (1953) successors consider that external motivations are responsible for the activation and guidance of behavior towards a particular result. From the 1950s onwards, it has become evident that motivations apart from urges, can be based on a large number of internal psychological needs. The result of these aspects was the rapid development of theories concerning internal motivations, pointing out that rewards exist in the activity itself (Sansone & Harackiewicz, 2000). The first reference to internal motivations was made by Woodworth, as Wells (1922) mentions in his article, pointing out that only when behavior comes from its own urge¹ may be considered free and effective (Wells, 1922).

White introduced the concept of motivation of effectiveness, meaning that “it does not serve primal urges, however, it satisfies an internal need for effective interaction with the surroundings” (White, 1959: 318). The internally incited behavior is materialized regardless of any reward. Internal motivations are interpreted by a large number of factors, such as: a) pleasure from coping with challenges, b) pleasure from the desire for exploration, c) a sense of power from controlling the surroundings, and d) a sense of power from interacting with other people (Deci & Ryan, 2013). In this framework of approaching the concept of motivations, it is ascertained that the required study of motivations clearly concerns the examination of the activation and the direction of the individual's behavior. The issues that concern researchers are not about how an adult learns, that is, they are not about the way of actions they are about the why of actions (Weiner, 1992).

For what reason is it necessary to know about the motivations for the participation in a training program for adults? The examination of the motivations of a particular group “may assist the trainers and the educational organization in covering the needs of a wide range of trainees in relation to the content of the program, the time, the duration and the place of the corresponding activities” (Fujita-Stareck, 1996: 3). The examination of an additional issue concerning the reason why adult

¹ For Woodworth urge is the force that mobilizes behavior (Wells, 1922).

trainees have particular behaviors is vital in order to assist them in gaining the new specialized knowledge they pursue. Communication and cooperation skills are necessary qualifications in order for someone to succeed. Knowledge and specialization are more important qualifications for social and economic advancement. In this case, it is necessary to have cooperation on a level of synergy with a parallel notification of the motivations for participation so that there can be an essential sharing of specialized knowledge and experience.

Miller & Smith (1991), point out the fact that it is imperative for the trainers of adults and the educational organizations to have a full picture of the motivations that incite adults to attend educational programs. This picture, in combination with the different incentives of the participants for varied programs offers amazing information to the people responsible in order to design future programs. Every effort aiming at participation and success should take into consideration the interests, the needs as well as the skills of the trainees (Gallina, 2005). Fujita-Starck (1996) supports the same view and notes that the comprehension of the incentive depending on the program, has great repercussions for the program designers and offers opportunities which may contribute to the improvement of the participants.

The location of both external and internal incentives of adults in educational programs constitutes an assisting tool for the trainer of adults in the design of a creative mechanism of development concerning the participants' aspects about learning and the facilitating tools. Facilitating tools involve: a) use of educational techniques which are compatible with motivations, b) appropriate handling of the group dynamics providing time, space and the right for questioning, c) empowerment of positive attitudes, d) flexible adjustment of the program, and e) connection of the learning process with the participants' experience. This mechanism operates perfectly for the trainers of adults who possess the necessary knowledge and aspects and may assist in the decrease of indifference for participation.

IV. RESEARCH METHODOLOGY

The planning and materialization of the present research study is based on the literature concerning the examination of the motivations for the participation of adults in educational programs and research in general (Fowler, 1993; Cohen & Manion, 1994; Faulkner et al., 1999; Kiriazi, 2011). The basic target, the hypotheses and the methodology followed were determined and all the ethics rules concerning the research process were abided by. The basic target of the research was the examination of the motivations for the participation of educators of Secondary Education, in university programs of specialization in SETP. The hypothesis was based on the research findings of Hughes (2005) and Karm (2007). These researchers found that educators are in favor of training programs for adults. (Hypothesis 1): Standard values are expected concerning the motivations of educators in relation to: Pursuit of social contact, Enhancement of knowledge, Professional development, Improvement of family relationships, Pursuit of new social stimulations, General interest in learning and specialized knowledge.

The second target concerned the study on the effect of the educators' age in relation to the motivations for participation. The hypothesis was that the participants of older age have the tendency to state as motivations the Pursuit of social contact, the Enhancement of knowledge and the General interest in learning and specialized knowledge (Hypothesis 2). The hypothesis was based on the research findings of Chen et al. (2002). These researchers found that educators of older age appear to have stronger motivations with interest in specialized knowledge, while educators of younger age participate for professional development. A statistical difference is expected among the values of educators depending on age.

The third target concerned the probability of a relation between the school units where the educators work and the motivations for their participation. The hypothesis was that educators differentiate, regarding the motivations for their participation in specialization programs SETP, with educators of multigrade schools presenting higher values (Hypothesis 3).

The fourth target concerned the study on the effect of the position of responsibility of educators regarding their motivations for participation. The hypothesis was that motivations for participation are relative to the effect of the position of responsibility the participants have (Hypothesis 4). A significant statistical difference is expected between the participants in positions of responsibility and the rest.

In order to conduct the research and the examination of the questions, there has been used a Teacher Participation Scale in Education (TPSE) as it has been translated and adapted to the needs of the Greek population along with demographic data tables. The (TPSE) is based on the Education Participation Scale – EPS – Alternative – form) (Boshier, 1991). The credibility of EPS along with its high usefulness are the reasons why many researchers have used it as a research tool on more than 144 theses and

dissertations (Boshier, 2003). The EPS adaptations were designed – always according to the proposed instructions from the International Test Commission of the European Psychological Association) (Van de Vijer & Hamblen, 1996) – and the (TPSE) came up, which includes 36 closed typed questions with a 4-point Likert scale, which asked from the participants to write down the Effect scale. The (TPSE) was structured on six factors: 1st) Pursuit of social contact (questions 1, 7, 13, 19, 25, 31), 2nd) Enhancement of knowledge (questions 2, 8, 14, 20, 26, 32), 3rd) Professional development (questions 3, 9, 15, 21, 27, 33), 4th) Improvement of family relationships (questions 4, 10, 16, 22, 28, 34), 5th) Pursuit of new social stimulations (questions 5, 11, 17, 23, 29, 35) and 6th) General interest in learning and specialized knowledge (questions 6, 12, 18, 24, 30, 36). There was a pilot testing for 15 participants. The educators stated in total that they had comprehended and filled in the questionnaire with no difficulty, thus it was deemed clear, comprehensible and easy to use.

V. RESEARCH RESULTS

The sample: The initial sample included 252 participants in specialization programs SETP. Seven (7) questionnaires were removed because they were not filled in properly. This limitation did not affect the initial sample of the survey much because it was small, therefore the final sample involved 245 educators.

Table 1. Total and relative frequency of the participants per age

Age	Participants N	Percentage %	Rel. Frequency	Cumul. Frequency
Up to 30	25	10.2	10.2	10.2
31-40	50	20.4	20.4	30.6
41-50	150	61.2	61.2	91.8
51 and over	20	8.2	8.2	100.0
Total	245	100.0	100.0	

Table 2. Measures of Central Tendency and Dispersion of the cumulative values of the TPSE factors

	TPSE	CONTACTS	KNOWL EDGE	DEVELOPM ENT	FAMILY	STIMULATI ONS	INTEREST
N Participants	245	245	245	245	245	245	245
Mean	91.6408	16.1429	18.9388	16.5388	11.6000	11.2571	17.1633
Median	90.0000	17.0000	19.0000	17.0000	10.0000	9.0000	18.0000
Dominant	86.00 ^a	18.00	20.00	16.00 ^a	6.00	6.00	18.00
Standard Deviation	19.64087	4.60488	3.10346	4.29872	5.33961	5.16562	3.50963
Curve	-.794	-.795	-.267	-.557	-1.114	-.708	-.155
Range	91.00	18.00	14.00	18.00	17.00	18.00	17.00

They were determined with the equivalent grouping and according to the suggested factor analysis of the EPS scale, the questions which consisted every factor separately of the TPSE questionnaire.

The measures of Central Tendency and Dispersion of the cumulative values were checked, initially about the total of the questions concerning the TPSE and then about its factors.

The distribution of the total TPSE indexes was slightly asymmetrical on the right (Disp.=86<Med.=90<Mean=91.641 and Std. Dev.<Mean). The TPSE distribution approached the bell curve symmetrical distribution which is the most usual form in the measurements of psychological parameters. The frequencies slightly increased as the values of the scale became higher.

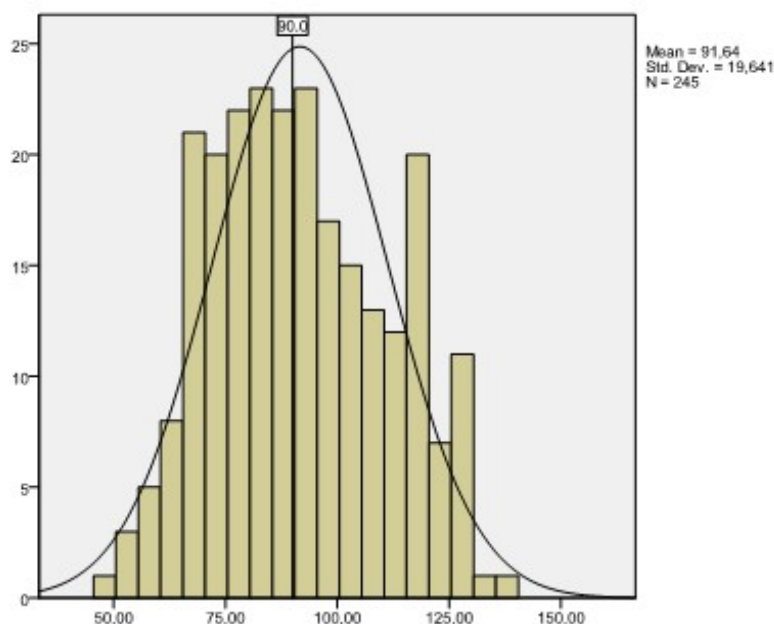


Figure 1. Distribution of frequency in the total TPSE values

The consisting factors and questions of TPSE were the following: F1. Pursuit of social contact (1. Meet favorably disposed people, 7. Have a good time with friends, 13. Meet different people, 19. Make friends, 25. Make new friends, 31. Meet new people, with Mean=16.14, Standard Deviation=4.605, N participants=245, Mean of metric scale=15.)

F2. Enhancement of knowledge (2. Compensate for the lack of my previous knowledge, 8. Complete the education I could not have in the past, 14. Acquire knowledge which will help me in other educational programs, 20. Learn innovative practices, 26. Learn things I do not know, 32. Enhance my knowledge, with Mean=18.94, Standard Deviation=3.103, N participants=245, Mean of metric scale=15.)

F3. Professional development (3. Secure a professional advantage, 9. Achieve a professional goal, 15. Prepare myself for a different professional position (ex. Manager), 21. Gain greater prestige at work, 27. Find a better job, 33. Increase my abilities at work, with Mean=16.54, Standard deviation=4.299, N participants=245, Mean of metric scale=15.)

F4. Improvement of family relationships (4. Prepare myself for changes in my family, 10. Share a common interest with my life partner, 16. Keep up with the other members of my family, 22. Keep up with my children, 28. Answer my children's questions, 34. Help to talk with my children, with Mean=11.60, Standard deviation=5.34, N participants=245, Mean of metric scale=15.)

F5. Pursuit of new social stimulations (5. Overcome disappointment / confusion of daily life, 11. Escape loneliness, 17. Be relieved from boredom, 23. Take a break from the house or work routine, 29. Do something than do nothing, 35. Escape an unpleasant relationship, with Mean=11.26, Standard deviation=5.166, N participants=245, Mean of metric scale=15.)

F6. General interest in learning and specialized knowledge (6. Find further meaning in life, 12. Acquire general knowledge, 18. Learn only for the sake of knowledge, 24. Satisfy my need for searching and wondering, 30. Seek knowledge for the adventure of seeking knowledge, 36. Broaden my horizons, with Mean=17.16, Standard deviation=3.51, N participants=245, Mean of metric scale=15.)

The assessment of the TPSE credibility and its factors has been made using Cronbach's Alpha in the total of the answers of the sample (N=245). The reliability values were especially satisfying for the total value of TPSE ($\alpha=.938$) as well as for the individual

factors of the questionnaire ($\alpha=.904$ to $.742$). Factor F1. Pursuit of social contact was $\alpha=0.878$, F2. Enhancement of knowledge $\alpha=0.742$, F3. Professional development $\alpha=0.812$, F4. Improvement of family relationships $\alpha=0.904$, F5. Pursuit of new social stimulations $\alpha=0.903$ and F6. General interest in learning and specialized knowledge $\alpha=0.719$.

Table 3. Discreet validity

F1. Pursuit of social contact	Pearson Correlation	.724**					
	Sig. (2-tailed)	.000					
	N	245					
F2. Enhancement of knowledge	Pearson Correlation	.564**	.306**				
	Sig. (2-tailed)	.000	.000				
	N	245	245				
F3. Professional development	Pearson Correlation	.648**	.273**	.420**			
	Sig. (2-tailed)	.000	.000	.000			
	N	245	245	245			
F4. Improvement of family relationships	Pearson Correlation	.865**	.527**	.299**	.443**		
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	245	245	245	245		
F5. Pursuit of new social stimulations	Pearson Correlation	.854**	.569**	.229**	.398**	.851**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	245	245	245	245	245	
F6. General interest in learning and specialized knowledge	Pearson Correlation	.781**	.494**	.565**	.414**	.568**	.577**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
* Pearson values r are statistically important on a level $p<0,05$							
** Pearson values r are statistically important on a level $p<0,01$							

Table 3 shows that the correlation coefficient between the factors and the scale are statistically important, without the factors relating in an equivalent high correlation amongst them. The highest correlation, as expected, was between the TPSE scale and its factors.

Correlation between TPSE and its factors in relation to the age of the participants. The mean and the standard deviations of the TPSE scale and its factors were examined, (F1. Pursuit of social contact, F2. Enhancement of knowledge, F3. Professional development, F4. Improvement of family relationships, F5. Pursuit of new social stimulations, F6. General interest in learning and specialized knowledge), in relation to the variable of the age of the educators-trainees (up to 30, 31-40, 41-50, and over 51).

Table 4. Correlation between TPSE and its factors in relation to the age of the participants

AGE		TPSE	F1	F2	F3	F4	F5	F6
Up to 30 Years old	Mean	87.7600	14.4800	18.4000	17.6000	10.2000	10.6400	16.4400
	N	25	25	25	25	25	25	25
	S (sd)	20.20784	4.77947	3.34166	4.00000	4.90748	4.95715	4.02161
31-40 Years old	Mean	92.7600	16.6000	18.7200	16.9200	11.6200	11.7000	17.2000
	N	50	50	50	50	50	50	50
	S (sd)	19.38289	3.98978	3.27040	4.42553	5.51025	5.53376	3.11677
41-50 years old	Mean	90.7133	15.9333	19.0333	16.1267	11.6267	10.9133	17.0800
	N	150	150	150	150	150	150	150
	S (sd)	19.31941	4.71563	3.09452	4.21136	5.22327	4.88243	3.44958
over 51 years old	Mean	100.6500	18.6500	19.4500	17.3500	13.1000	13.5000	18.6000
	N	20	20	20	20	20	20	20
	S (sd)	20.66341	4.10744	2.45967	4.85880	6.20611	6.20272	4.05748
Total	Mean	91.6408	16.1429	18.9388	16.5388	11.6000	11.2571	17.1633
	N	245	245	245	245	245	245	245
	S (sd)	19.64087	4.60488	3.10346	4.29872	5.33961	5.16562	3.50963

Table 4 shows variations between groups, presenting motivation values ranging depending on age, with the older trainees having higher values. Examining the statistical significance of these variations, oneway ANOVA shows statistically significant differences on the factor F1. Pursuit of social contact as follows:

F1. Pursuit of social contact [$F(3, 241) = 1.915, p < 0.05$], while there was no statistically significant difference in the values concerning factors F2, F3, F4, F5, and F6.

Correlation between TPSE and its factors in relation to the school unit where the educators worked. The mean and the standard deviations of the TPSE scale and its six factors were examined in relation to the variable of the school unit the participants worked (categorization: Traditional-Multigrade Schools)

Table 5. Correlation between TPSE and its factors in relation to the school unit the participants worked

SCHOOL UNIT (B')		TPSE	F1	F2	F3	F4	F5	F6
Traditional	Mean	91.2804	16.0654	18.8738	16.3645	11.5701	11.2664	17.1402
	N	214	214	214	214	214	214	214
	S (sd)	20.04914	4.70694	3.11108	4.39994	5.38928	5.13563	3.54832
Multigrade	Mean	94.1290	16.6774	19.3871	17.7419	11.8065	11.1935	17.3226
	N	31	31	31	31	31	31	31
	S (sd)	16.62075	3.85043	3.06243	3.33634	5.06241	5.45539	3.28011
Total	Mean	91.6408	16.1429	18.9388	16.5388	11.6000	11.2571	17.1633
	N	245	245	245	245	245	245	245
	S (sd)	19.64087	4.60488	3.10346	4.29872	5.33961	5.16562	3.50963

Table 5 shows the tendency for educators of Multigrade schools stating higher participation motivations in specialized programs SETP on the scale, as well as on the total of the TPSE factors. Furthermore, oneway ANOVA did not present statistical significance in these differences.

Correlation between TPSE and its factors in relation to the position of responsibility of the participants. The mean and standard deviations of the TPSE scale and its six factors were examined in relation to the independent variable of the position of responsibility of the participants (b categorization: no position of responsibility-position of responsibility).

Table 6. Correlation between TPSE and its factors in relation to the position of responsibility of the participants (b categorization)

POSITION OF RESPONSIBILITY (B')		TPSE	F1	F2	F3	F4	F5	F6
No position of responsibility	Mean	89.0191	15.5924	18.9618	16.2803	10.7771	10.4713	16.9363
	N	157	157	157	157	157	157	157
	S (sd)	19.17713	4.78641	3.20833	4.29943	4.91413	4.85635	3.66844
Position of responsibility	Mean	96.3182	17.1250	18.8977	17.0000	13.0682	12.6591	17.5682
	N	88	88	88	88	88	88	88
	S (sd)	19.69628	4.10722	2.92449	4.28309	5.76712	5.42639	3.18688
Total	Mean	91.6408	16.1429	18.9388	16.5388	11.6000	11.2571	17.1633
	N	245	245	245	245	245	245	245
	S (sd)	19.64087	4.60488	3.10346	4.29872	5.33961	5.16562	3.50963

Table 6 shows intense significant differences between groups, presenting the motivation values to differentiate in regard to the position of responsibility of the participants, with educators with no position of responsibility having lower values. A further inspection of the statistical significance through oneway ANOVA shows statistically significant differences on the total of the scale:

Total TPSE, [$F(1, 243) = 8.012, p < 0.01$], as well as in the following factors:

F1. Pursuit of social contact [$F(1, 243) = 6.385, p < 0.05$],

F4. Improvement of family relationships [$F(1, 243) = 10.799, p = 0.01$],

F5. Pursuit of new social stimulations [$F(1, 243) = 10.509, p = 0.01$],

while there appears to be no statistically significant difference in the values concerning factors F2, F3, and F6.

VI. DISCUSSION

Hypothesis 1 was confirmed. The participants in the program chose a variety of motivations relative to: Pursuit of social contact, Enhancement of knowledge, Professional development, Improvement of family relationships, Pursuit of new social stimulations, General interest in learning and specialized knowledge. The present findings are in accordance with the international literature which emphasizes on the fact that participation is the result of a spectrum of behaviors and depends on a large number of factors. It is about a “holistic sense” the individual has when acting through an activity (Csikszentmihalyi, 1997). The individual willingly deals with anything as inducement. At the same time, the stated values are mean, slightly higher, presenting the grade of positivity of the motivations for participation. The participants’ strongest motivations are Enhancement of knowledge, General interest in learning and specialized knowledge followed by Professional development and Pursuit of social contact (Table 2). Enhancement of knowledge is the first factor which was chosen by the participants and presents higher values. This fact coincides with Cross’ (1992) findings which show that adult trainees participate out of curiosity in subjects they consider important and are often incited from the desire to implement in practice the new specialized knowledge. The specialized programs in SETP involve several challenges, video analyses of lab type and enrichment of specialized knowledge.

Hypothesis 2 was confirmed. The older participants as far as age is concerned, presented higher means of motivations in the factors, Pursuit of social contact, Enhancement of knowledge and General interest in learning and specialized knowledge. In the first place of preference is the factor Enhancement of knowledge, not only for the participants over 51 years old, but also for all other ages of participants (Table 4). It is worth mentioning that people over 51 years old present the highest value for the factor Enhancement of knowledge in Table 4. This is interpreted by the theory of covering educational gaps from the past. Younger people under 30 years old present the highest mean of motivations for the factor Professional development in relation to other age groups (Table 4). It is a totally logical preference since young people aim at their promotion in higher educational positions. According to the theory of reference group, every new individual identifies with the philosophy of the group in which he belongs to or would like to belong to. If the target is his integration in a group with higher expectations, then in order to cover the gaps and become easily acceptable, he searches for and chooses the appropriate opportunities – programs for his advancement. Such opportunities for young participants constitute the programs of specialization in SETP whose certificates of attendance are awarded more points. Both findings are repetitive since they are in accordance to the ones of Chen et al. (2002). They conducted research concerning educators from primary and secondary education and found out that educators of older age seem to have stronger motivations and interest in specialized knowledge, while younger educators participate for professional development. Furthermore, there seem to be differences between groups, presenting motivation values different depending on age, with the ones of older age having the highest values. While examining the statistical significance of these differences, only the factor of Pursuit of social contact presented statistically significant difference. This factor shows that people over 51 years old present the highest values and the ones under 30 years old the lowest. This means that young people do not participate in university programs of specialization SETP in order to acquire social contacts because this exists in their everyday life. On the contrary, older people pursue participation in programs aimed, why not, at social contacts (Table 4).

Hypothesis 3 was confirmed. There appeared to be higher motivations for participation for the educators who worked in Multigrade schools on the total values of the scale, as well as in the factors: Pursuit of social contact, Enhancement of knowledge, Professional development, Improvement of family relationships and General interest in learning and specialized knowledge. On the other hand, the educators from Traditional schools presented, in comparison with the ones in Multigrade schools, higher value in Pursuit of new social stimulations (Table 5). Furthermore, for the educators of Multigrade schools the two factors with the highest values were initially Enhancement of knowledge followed by Professional development. For the educators of Traditional schools, the respective factors were again first, Enhancement of knowledge followed by Pursuit of new social stimulations (Table 5).

Hypothesis 4 was confirmed. The motivations for participation are related to the effect of the position of responsibility the participants have (Table 6). In order to conduct a further statistical examination, the sample with the second categorization of position of responsibility in relation to the answers on the TPSE scale and its factors. More specifically, there appeared to be a statistically significant difference in the values between the participants in a position of responsibility and the others (Table 6 – 1st column). The participants in a position of responsibility presented higher values in motivations and expectations, apart from the factor Enhancement of knowledge, and this is because these people usually possess more knowledge than the rest (Table 6). It is worth mentioning that for the participants in no position of responsibility, the lowest values appeared in the factors Pursuit of new social stimulations and Improvement of family relationships, while the highest values were for Enhancement of knowledge.

The aforementioned conclusions constitute the base for further discussion concerning the motivations for the participation of adults in university programs of specialization SETP and not only.

The findings of the research prove the constant need as well as the positive motivations for training and specialization of Greek educators. Furthermore, they contradict the common aspect which claims that educators are negative when it comes to efforts of adult training. Enhancement of knowledge, the factor which is present in every part of this research effort, the factor which presented the highest values from young and old alike, as far as age is concerned, from educators in positions of responsibility or not, proves that educators change, they change along with the inclusive school and the society, and they seek to enrich their effectiveness through new specialized knowledge and techniques. The study of the findings, as well as the scientific aspects of the researchers which were recorded in this study, lead to suggestions concerning the encouragement of adults into educational programs, that address to multiple recipients.

The examination of the motivations in every educational program for adults is necessary. The research findings “assist educators and educational organization to cover the needs of a broad spectrum of trainees in relation to the content of the program, the time, the duration and the space of the respective activities” (Fujita-Starck, 1996: 3). The picture of the motivations which incite adults to educational programs, in combination with the different motivations of the participants in programs of different nature, offers amazing information to the people responsible for the designing of future programs instead of presenting common knowledge.

There is need to research the absence of participation in education (Field, 1999), while examining the social surroundings in which adults operate. The findings will offer great assistance in coping with the deterrent factors as far as participation is concerned, and in comprehending the connection of education with the social framework in which there are chances of success. Every effort in designing an educational program for adults which targets participation and success, should take into consideration the interests, the needs as well as the abilities of the trainees.

Finally, the educator who takes the responsibility to train and specialize finds it difficult to accept his lack of participation in essential learning courses (Illeris, 2002). This is the starting point for every program design. It is imperative for the whole program to develop on the purpose of adult training so that the educator may acquire the right judgement to get rid of adopted dysfunctional beliefs and take action on a personal, and mostly, on a group level.

VII. CONCLUSION

This study researched the motivations for the participation of educators of Secondary Education in university programs of specialization at SETP. The examination of the motivations was conducted through the Teacher Participation Scale in Education (TPSE), which is an adaptation of the Education Participation Scale (EPS). The motivations that incite adults to these specific programs are various and concern: Pursuit of social contact, Enhancement of knowledge, Professional development, Improvement of family relationships, Pursuit of new social stimulations, and General interest in learning and knowledge. The factor which is present in every part of this research effort, the factor which presents the highest values in both young ages and old, in educators in positions of responsibility or not, is Enhancement of knowledge.

The picture of comprehending the motivations in combination with the different encouragement of the participants for programs of different nature, offers the appropriate designing information to the scientists responsible. Furthermore, the study of motivations constitutes for the trainer of adults, an essential assisting tool in designing a creative mechanism for the development of the participants’ attitudes around learning and the facilitating tools to accomplish this. The research of motivations for participation constitutes a major issue and demands further research and funding.

The present research study could become a starting point for further research and extension in relative fields with the participation of adults in educational programs. Research proposals could involve: a) the subject of the present study on a much greater research scale so that problems with statistical significance could be avoided, and b) the correlation of the negative direction of the motivations for participation and the educational level of the participants, using the interview as a research tool.

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