

**MOTIVATIONS AND BARRIERS IN ADULT  
EDUCATION:  
DO WE ALL LEARN FOR ALL OF OUR  
LIVES?**

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## Research question:

To what extent are adults in CR ready to continue in their education after finishing their educational carrier in formal educational institutions?

# Survey on representative sample of population of Czech adults (Spring 2005)

*1418 respondents aged 20–65*

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- mere 9% of Czech adults return back to formal education after they have completed their education and left the system
- mere 12% of adult respondents (students excluded) intend to go back to school in the near future to get another or higher diploma
- 34% of respondents attended some kind of courses of non-formal education during the 12 months preceding the survey
- 36% of respondents expressed their intention to participate in a course of non-formal education in next 12 months

# Why in the CR

➤ (A) about 90% of adult population in case of formal education

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➤ (B) about 65% in case of non-formal education

does not take part in any of these forms of education ???

## Reasons why respondents did not return to formal education

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	Reasons (%)
I had reached a sufficient level of education	27
I wanted to get a job	23
I had to start working (for financial reasons)	16
Family reasons	7
I did not like school	7
I was not successful at school	6
I did not succeed getting at a school of my choice	5
I went to serve in the army	3
Health reasons	1
<i>Other reasons</i>	4

	<b>Intention not to study</b>	<b>Odds ratios</b>
Total	88 %	x
<i>Sex</i>		
Male	90 %	0.00 (ref.)
Female	90 %	0.99 n.s.
<i>Level of education</i>		
Below secondary	95 %	0.00 (ref.)
Vocational	93 %	0.87 n.s.
Secondary completed	85 %	0.43*
Tertiary	83 %	0.18 **
<i>Age groups</i>		
20-29	74 %	0.00 (ref.)
30-39	85 %	1.82 *
40-49	92 %	3.90 **
50-59	96 %	7.59 **
60-65	99 %	22.40 **
<i>Occupation</i>		
Employee	88 %	0.00 (ref.)
Self-employed	90 %	1.11 n.s.
Unemployed	82 %	0.57 n.s.
Retired	98 %	1.72 n.s.
Parental leave	81 %	1.20 n.s.
<i>Municipality size</i>		
– 4.9 thousand	95 %	0.00 (ref.)
5.0 – 19.9 thousand	86 %	0.41 **
20.0 – 99.9 thousand	86 %	0.32 **
100.0 + thousand	89 %	0.59 n. s.
<i>Importance of education</i>		
Low importance	91 %	0.00 (ref.)
High importance	88 %	0.84 n.s.
<i>Income</i>		
Low (below average)	91 %	1.15 n.s.
Medium (at the average)	88 %	2.06 n.s.
Higher (above average)	91 %	1.33 n.s.
High (much above average)	86 %	0.84 n.s.
<i>Constant</i>	X	8.24 **

## Characteristics of adults with no interest to participate in formal education in near future:

- Not differentiated by sex,
- The higher their level of education, the lower reluctance to return back to school,
- The higher their age, the higher intention to increase the level of education,
- No difference with respect to occupation,
- Intentions *not to study* decrease with the size of dwelling,
- No difference with respect to level of income,
- No difference with respect to perceived value of education as a tool for life success.

## *A. Reasons of non-participation in formal adult education*

Potential candidates for participants of formal adult education:

Younger people with higher education

Others experience some barriers

## *A. Reasons of non-participation in formal adult education*

Two kinds of barriers:

1. Internal - psychological

2. External - lack of external impulses  
to educational activity

## *A. Reasons of non-participation in formal adult education*

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### Internal – psychological barriers (summary):

- ◆ acceptance of the traditional model of education – continuous education in young age;
- ◆ individual conviction of possessing sufficient knowledge and skills for the work position (analogous to findings about functional literacy when people regard their literacy skills as sufficient, too);
- ◆ little interest in personal development through formal education (study);
- ◆ de-motivating school experience (“I was not successful at school” and “I did not like school”)

*A. Reasons of non-participation in formal adult education*

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External barriers (summary):

- ◆ studying is not necessary to improve one's position at work;
- ◆ studying is not necessary to keep one's job;
- ◆ studying is not necessary to obtain a job.

## **B. Barriers to participation in non-formal education**

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- 2/3 of population have not participated in courses of adult education,
- About 2/3 do not intend to do so in near future (in next 12 months).

## B. Barriers to participation in non-formal education

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### Basic features of those who have not participated in non-formal education :

- people with lower education,
- older people,
- blue-collar people,
- the retired,
- the unemployed and
- people on parental leave.

## B. Barriers to participation in non-formal education

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3 categories of barriers by Cross (1981):

Situational

Institutional

Dispositional

## B. Barriers to participation in non-formal education

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### *Situational barriers* agreed (%)

I have not got enough funds at the moment. 53

I am too busy at work. 48

I have many hobbies and therefore no time for further educational activities. 39

I have no time for further education because I have to take care of my children/family. 33

I cannot participate for health reasons. 17

## B. Barriers to participation in non-formal education

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### *Institutional barriers* *agreed (%)*

There is not enough information available  
on suitable courses. 31

There are not enough courses. 28

The quality of the courses is relatively  
low. 24

## B. Barriers to participation in non-formal education

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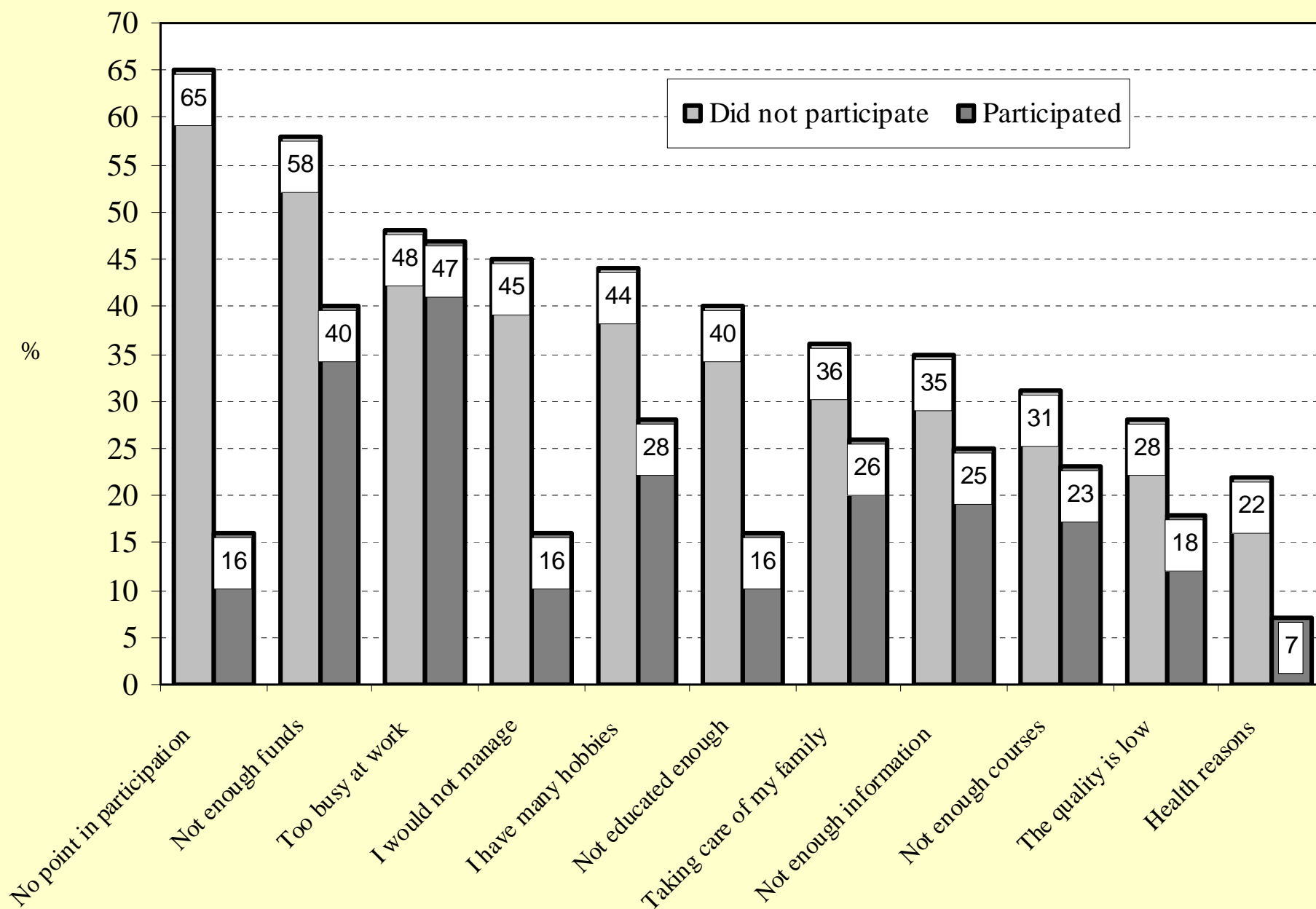
<i>Dispositional barriers</i>	agreed (%)
There is no point for me participating in courses or training.	49
I fear I would not manage.	36
I think I am not educated enough to participate in further education.	32

## B. Barriers to participation in non-formal education

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- Experience with previous participation in non-formal education is crucial for perception of barriers.
- With such a perspective the structure of barriers is different

# Barriers to participation in non-formal education of adults in the preceding 12 months by participation



# Conclusions

The level of one's formal education is the key factor for participation in adult education in the CR

It conditions whether adults will participate in courses of nonformal education or not

Therefore:

If we have the educated young, then → we can expect active participation in adult education, and thus → to fulfil basic assumption of **knowledge society**

**Thank you !!!**