This is to certify that the

dissertation entitled

A COMPARATIVE STUDY OF THE MOTIVATIONS OF SEVENTH-DAY ADVENTIST PROFESSIONAL MINISTERS FOR CONTINUING EDUCATION PARTICIPATION

presented by

Patricia Ann Oetman

has been accepted towards fulfillment
of the requirements for

Ph. D. degree in Educational Administration

Major professor

Date December 6, 1989

A COMPARATIVE STUDY OF THE MOTIVATIONS OF SEVENTH-DAY ADVENTIST PROFESSIONAL MINISTERS FOR CONTINUING EDUCATION PARTICIPATION

By

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A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1989

ABSTRACT

A COMPARATIVE STUDY OF THE MOTIVATIONS OF SEVENTH-DAY ADVENTIST PROFESSIONAL MINISTERS FOR CONTINUING EDUCATION PARTICIPATION

By

Patricia Ann Oetman

The purpose of this study was to measure some aspects of continuing education motivation for ordained Seventh-day Adventist pastors in North America.

The Education Participation Scale (EPS) was the instrument used to answer research Question 1: **What are the self-reported motivations for continuing education for this population?** The results were factor analyzed into six factors and then divided into triads: (1) community service, cognitive interest, and professional advancement, with a group mean total of 9.2; (2) external expectation, social contact, and social stimulation with a mean total of 6.8. A comparison of the groups indicates which motivations are most effective for continuing ministerial education. The second triad shows the motivations receiving a lower rating. The EPS group mean factor scores for this population showed a 19% overall higher motivational strength, when compared with the 20,000 International EPS Data Bank averages.

Research Question 2, **Does this population have additional motivational factors not measured by the EPS?** was

answered by items in the second instrument, the Investigatory Addendum. The resulting third triad of factors--religious desire, personal growth, and organizational loyalty--had a group mean total of 9.1, which is equivalent with the highest EPS triad. The data represents exploratory information without claim for generalizability.

Question 3: **What is the relationship(s) between motivation and ministerial age levels?** revealed no significant correlation. between any of the motivational factors and age. Other age-based data may, however, be helpful to practitioners.

Question 4, **What is the relationship(s) between motivation and task-preference?** was designed to utilize the questionnaire's rank-ordered ministerial task preferences in multivariant statistical analysis with the nine motivational factors of the instruments. The eight tasks were counseling, administration, preaching, youth ministry, academic study and teaching, projects, and visiting. Data revealed which motivational factors were highest for each task. Continuing education programmers who approach programming from the perspective of tasks may, therefore, potentially predict target audience motivation for this population.

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CHAPTER I

INTRODUCTION

This study is concerned with ordained ministers' self-reported motivations for participation in continuing education in the North American Division of Seventh-day Adventists. There is a particular emphasis on motivation comparisons with age and task preference in order to provide program planning research data.

Background of the Study

Throughout its 126-year history, the Seventh-day Adventist Church has been interested in theological education, but it is a relative new-comer to the more sophisticated field of professionally directed continuing education. This recently evolving commitment has produced important decisions creating a much more significant emphasis on post-seminary training or continuing professional education.

This relatively recent interest began in the 1970s and resulted in the Ministerial Association's organization of the Academy for Adventist Ministers in 1972. This attempt proved to be somewhat symbolic as it failed to exist for very long and was replaced in 1981 by the present Center for Continuing Education in Ministry (CCEM). This center is

located at the Seventh-day Adventist Theological Seminary, Andrews University, Berrien Springs, Michigan.

CCEM has been steadily strengthening its organization and offerings. It has prepared official guidelines with positional needs rationale which cites continuing education advancements in other professions and their implications for the Adventist ministry. The center has also implemented church council actions, directed degree and non-degree programs, and conferred Continuing Education Unit credit (CEUs). CCEM sponsors a growing number of events, seminars, and home-based courses (CCEM Guidelines, 1985).

Other demonstrations of continuing education interest have been evidenced by some local conference promotions and surveys. A doctoral dissertation study designed to study the coping capacities of pastors reported, "Seventy percent evaluated continuing education as highly effective in providing a strengthening, refreshing break in their ministries" (Shoun, 1981, p. 101).

In 1981, the president of the North American Division of the church, Charles Bradford, requested the Institute of Church Ministry to conduct a broad continuing education needs assessment. This is the first significant research to study the opinions of pastors, presidents, directors, and church judicatory and was completed by Dr. Penny Shell in 1983.

Shell asserted, "It would seem that the time is right

for the development of better programs of continuing education for ministry" (1983, p. 4). Shell's assessment was framed in terms of an over-all planning structure which compared what was being done with the more ideal concepts and requests expressed by the respondents. The study also included recommendations for revising and changing of goals and programs. This seminal study alleged that, "The present study is just one step in the development of programs and resources of continuing education for ministry and must depend on the other steps being taken in order to realize its ultimate purpose" (p. 5).

Shell's questionnaire initiated inquiry into educational motivations of Adventist ministers by including a few items in this category (p. 323). She urges greater effort toward understanding current needs which would allow for "careful planning" (p. 317). She lists twelve specific recommendations for future study that would help to strengthen the foundations for advancement in the professionalization process. Two of the twelve recommendations involve age-level or career-stage issues that confront program planners (p. 316, 317).

The background of the present study is rooted in the substantial research done by Shell, in which she initiated both the motivational and age-level considerations. This investigation involves Shell's envisioned essential and foundational data base (p. 315).

Another background element contributing to the significance and need for the present study emanates from the field of continuing professional education.

With the desire to professionalize continuing education comes the need for an over-all analysis of content and program effectiveness. Philosophy, values, goals, and instructional objectives are scrutinized and presentations are often reorganized. Nevertheless, in this "High Tech, High Touch" Megatrends age (Naisbitt, 1982), more is needed than minor reorganization of the curriculum. Today's adult learners are eager to have their personal agendas addressed (Brookfield, 1986; Cross, 1981, pp. 90, 91; Kowalski, 1988, p. 17).

In his 1988 book, Effective Continuing Education for Professionals, Cervero says:

> Many continuing professional educators believe that the information most directly applicable to fostering participation is direct evidence from their target audience about the reasons for and the deterrents to their participation. Educators routinely collect this information by surveying program participants and, less frequently, the potential audience for their programs. With this information in hand, program format, location, content, cost and other factors can be manipulated to increase the likelihood that professionals will participate in their educational programs (p. 64).

Alert continuing professional education CPE programmers carefully consider the adult-student participatory movement. As we close this century, they are aware that traditional

teacher-dominated education is becoming passe'. Increasingly efficient programmers employ researchers and instrumentation to ferret out the motivation for participation in the members of target audiences (Cervero, 1988, p. 63; Long, 1983, p. 191). They realize that they must go beyond traditional professional training content and method, or risk losing their more mature adult audience. They know also that they must transcend the employment institution's agenda and sensitively respond to the student's internal motivations (Cross, 1981, pp. 89-97). (The use of the terms "needs," "wants," "interests," and motivations" will be discussed in Chapter II.)

Boshier, motivational researcher and instrumentation author, after fifteen years of study concludes:

> Modern adult educators . . . have a vested interest in learner-centeredness, because programmers' jobs often depend upon their ability to attract participants. Thus much motivation research is fueled by a desire to mount persuasive marketing and publicity strategies congruent with the needs and motives of potential participants. Both researchers and practitioners are interested in the motives and orientations that impel people into adult education programs (Boshier and Collins, 1985, p. 114).

Yet another element of need is derived from the lack of research in the field of ministerial motivation for continuing education. Other professional population groups (such as nurses, doctors, dentists, social workers, and lawyers) have participated in motivational research; but, a

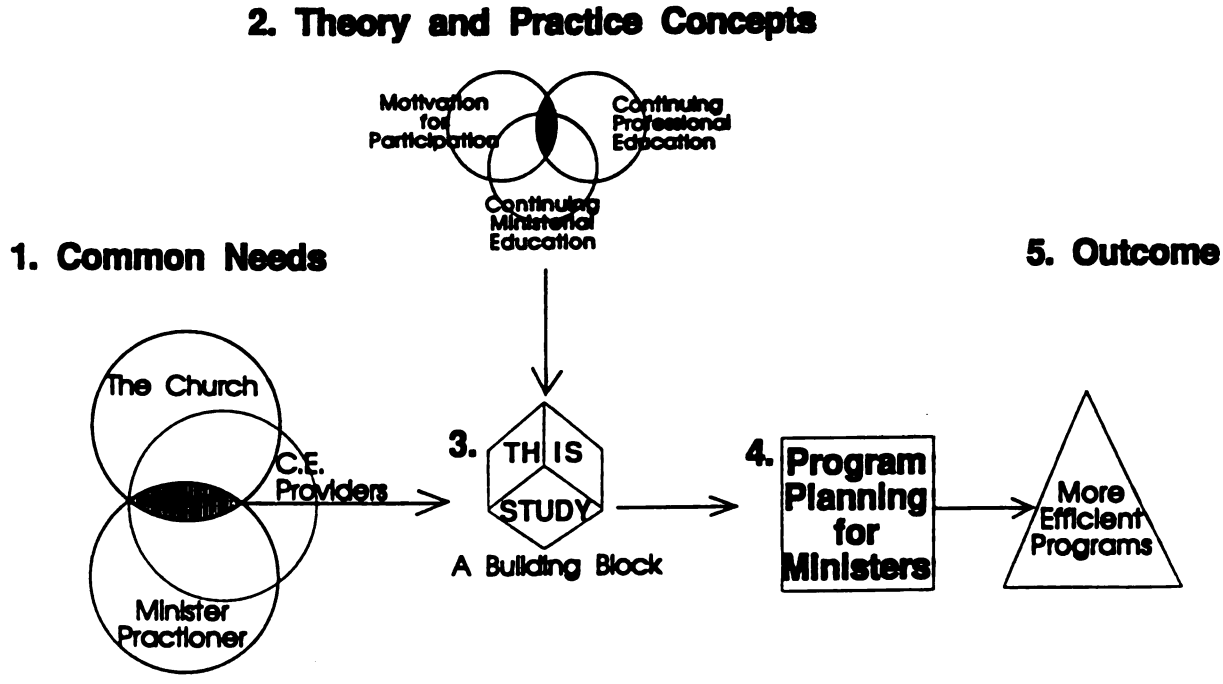
search of the literature to date reveals no motivational studies of professional ministry in any denomination in North America, other than the introductory work of Shell. This reality seems to underline again both the need and desirability for doing the present study.

It appears important at this point to connect the issue of the lack of a motivational data base with the primary participants and/or organizational needs. The converging needs of the three groups are illustrated in the model on page 7 as: the church as employer, the minister as learner/student, and the continuing education providers. These providers are represented in this case as the employing church or conferences, The Seventh-day Adventist Theological Seminary, the Center for Continuing Education in Ministry (CCEM), and other independent providers.

Cervero and Young (1987) discuss their typology which depicts degrees of interdependency between provider organizations. It seems important for the various providers within the church to work in harmony from a unified data base, lest "collaboration, coordination, and cooperation be replaced by "competition, parallelism, and monopoly" (Cervero, 1988, p. 96). This study is perceived as being only one of the many profiles, components, or building blocks needed by interdependent providers and program planners who desire to facilitate better programs.

Boshier and Collins may well summarize this

introductory background rationale for the present study's need and significance when they say, "The interest in motivational orientations stems from the almost universal desire to tailor program content and processes to the needs, motives and interests of learners" (1985, p. 113).



The Problem of the Study

In order to remain relevant in today's world, the Seventh-day Adventist Church must recognize many contemporary constraints, including those of necessary professional ministerial lifelong learning, and those of a

learner-centered motivational agenda. Penny Shell's significant needs assessment study for the North American Division (NAD) Church investigated the general continuing education parameters and pointed solidly to areas of data base need:

> The recent interest and effort invested in continuing education for ministry within the Seventh-day Adventist Church will no doubt lead to the development of programs and resources. Interest and effort, however, cannot provide effective programs nor assure quality without careful research into the needs. The absence of such research is a clear problem for effective planning (1983, p. 4).

A search (See "Background" in Chapter I and "Continuing Ministerial Education" in Chapter II) reveals that to date, little has been done to provide such a research data base for continuing education motivation. This vacuum, therefore, forms the basis of the problem.

The specific problem addressed in this study, however, is the need of the program developer for a data based understanding of the learner's motivation in order to create effective continuing education programs.

The Purpose and Significance of the Study

The first purpose of the study is to effectively employ motivationally reliable concepts and valid instrumentation in measuring ministerial motivation, and to generate an adequate research data base for the North American population. Special emphasis will be given to age-related

and task-preference considerations.

The second purpose is to analyze, correlate, compare, and report the results in a clear and usable form.

The significance of the need has been dealt with earlier, but the significance of the general purpose of making a contribution to the continuing education data base will depend on clarity and utilizability for the continuing educational practitioners and planners.

Questions of the Study

The research questions to be dealt with in this study are:

1. What are the specific self-reported Educational Participation Scale (EPS) (See Chapter III) motivations for participation in continuing professional education of randomly-selected Seventh-day Adventist ministers in North America?
2. Does this unique ministerial population sample appear to have additional motivational factors (religious, personal growth, and organizational loyalty) which are not dealt with specifically in the EPS model?
3. What is the relationship(s) between age and motivation for this sample?
4. What is the relationship(s) between rank-ordered ministerial task-preference and motivation for

this sample?

Delimitations

In the review of the literature, not all of the accumulated body of research of non-ministerial continuing education or motivation is utilized. Preference is given to the most recent research, except where particular studies had "landmark" characteristics.

Priority is given to models, concepts, and theories of adult learning which seem to the researcher to be most relevant to the population under consideration.

Limitations

This investigation is limited to Seventh-day Adventist ministers in North America; and thus, generalizability is not claimed for other geographical areas, other denominations, or across time.

This study may be limited by self-selection of voluntary randomly-selected respondents. There is the possibility that some respondents may be influenced by their perception of the religious or social "desirability" or the "undesirability" of certain items. Additionally, the study calls for retrospective recall, which may be flawed; and self-reported data, which has well-known limitations. Part of the purpose of this project is to investigate the capacities of the psychometrically defensible EPS to measure the motivation of the ministerial population from which the

sample was drawn (See Research Question 2). No effort, is undertaken with the intention of developing an instrument; and thus, no bid is made to establish validity or reliability for the Investigatory Addendum as it relates to any population.

The primary goals of this project are spelled out in the research questions. There is no attempt to include all feasible statistical analyses or exhaustive approaches to the data. Effort is not made to establish causal relationships as the research is designed to investigate correlational relationships.

Definition of Terms

Adventist: The abbreviated form of Seventh-day Adventist.

Age and Motivation: Research Question 3 involved possible correlational relationship between factor scale scores of motivation and age levels of ministers. If such correlations were discovered, they might produce effective guidelines for program planning for age discrete audiences (see pp. 64-68, 82-83).

Center for Continuing Education in Ministry (CCEM): An organization formed in 1981 to provide a more professional level of post-seminary or continuing professional education for ministers in the Seventh-day Adventist Church. The center is located at Andrews University, Berrien Springs, Michigan. It is slowly

increasing in importance as the church and the seminary endeavor to forge effective relationships and delivery systems.

Conference: This is the term which usually denotes the local state organization which is the employing agency. Many local congregations belong to each conference.

Continuing Education [CE and Continuing Professional Education (CPE)]: The terms in this study are used to designate post-professional or post-seminary purposeful educational effort in the general broad sense. In a more narrow sense when the EPS Instrument is used, it will denote only relatively formal study in courses, workshops, home study courses and other classwork.

Continuing Education Units (CEUs): This is a uniform unit of credit which designates a specified educational quantity of effort. It does not have value toward degrees but indicates professional effort in the non-academic arena. Some professions mandate a certain number of credits per year.

Education Participation Scale (EPS): This is a well-known self-evaluating instrument designed to measure motivations for adult participation in continuing education. This is usually defined as post-secondary formal effort unless "professional" is attached to continuing education, indicating post-professional endeavors.

Dr. Roger Boshier has worked with the instrument has created for 15 years; and nearly 20,000 subjects have completed the 40-item, 6-factor scale instrument.

Factor: This is a clustering of EPS items around a common motivational heading for "factor."

General Conference: The central governing organization of the Seventh-day Adventist Church which is located in Silver Spring, Maryland.

Seventh-day Adventist Church (SDA): A worldwide conservative Protestant church of six million members with General Conference Headquarters in Silver Spring, Maryland.

Seventh-day Adventist Professional Ministerial Association: The Washington-based association open to all Adventist ministers. It publishes the professional journal, Ministry.

Seventh-day Adventist Theological Seminary: There are several seminaries worldwide, but this is the only one located in North America. It is connected with Andrews University, Berrien Springs, Michigan; and holds full accreditation with the accrediting body called The Association of Theological Schools. It offers several masters-level degrees, the D. Min., the Th. D., and several Ph.D's.

Society for the Advancement of Continuing Education for Ministers (SACEM): A interdenominational American professional organization for persons involved in continuing education for ministry. It was established in 1967, and has headquarters at the University of Hartford, West Hartford, Connecticut.

Task Preference: A term used in Research Question 4, which refers to the ordinary tasks in which ministers engage, such as visiting, administration, Bible studies, youth ministry, projects, counseling, academic study, and preaching. Ministers were asked to rank the tasks in the order of which were enjoyed most. This data was studied correlationally with motivation in order to discover any predictability of motivation for ministers selecting specific tasks (see p. 68-70, 83).

Organization of the Dissertation

Following this introduction, a review of the literature related to continuing professional ministry and motivational concepts will be presented in Chapter II. The methodology of the study will be described in Chapter III, and the results of the research are reported in Chapter IV. Recommendations and conclusions are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

There are three arenas of literature that appear integral to this study (see p. 7): Continuing Professional Education (CPE); Continuing Ministerial Education (CME); and Motivation for Participation (MP). It seems essential to succinctly delineate the contribution and background roots of each field because of their special relationship and impact on the present study.

Continuing Professional Education

An overview of this body of literature reveals the milieu, or macrocosm, that delivers imperatives to Continuing Ministerial Education, the microcosm or the area in which the present study originated and will be operative. The purpose of this section is to briefly define and describe the field of CPE and its contemporary issues of program and approach. This will conclude with the applicational imperatives which create the climate for the second review of the literature, continuing professional ministerial education.

It is necessary to clarify what a "profession" is, along with who is a "professional." The common parameters for both questions, though differing, usually include

persons with higher eduction, who have influence and control in a service-oriented manner, over the lives of others through their access to valuable information and skill (Goodlad, 1984, p. 5). This valuable systematic body of knowledge is applied to important societal situations and involves problem-solving expertise, the ethical use of power, and a historical consensus with licensing boundaries. In addition, a professional association, along with society, places expectations on members, including deficiency correction and updating (Houle, 1980, p. 27; and Cervero, 1988, p. 7).

Each profession has a systematic knowledge base with four essential properties: "It is specialized, firmly bounded, scientific, and standardized" (Schon, 1983, p. 23). Schon also argues that a professional has a wide repertoire of principles and methods to bring to the diagnosis and treatment of a new situation. The situations a professional meets have enough commonalities that professional learning can be generalized, and can contain enough differences so that a professional must surpass "cookbook technology" and apply wisdom to complex or ambiguous situations (1985).

A professional might be visualized as an individual with one arm reaching into the world of the scientific technology data base, and the other arm in contact with the issues and problems of the world. The professional reflects with skill and artistry and becomes a liaison, or mediator,

in problem-solving (Cervero, 1988). Continuing education practitioners in all professions tend to have similarity of goal, method, process and issues. Most of these professions now understand the need for lifelong professional education (Cervero in Merriam, 1989).

The education of professionals is usually divided into pre-professional training, professional school, practice and continuing education. CPE has become a movement toward a distinct field of practice, increasingly differentiated from the undergraduate and graduate training (p. 514). The entire life of the professional through retirement is expected to be involved in the concept of lifelong learning which benefits society.

Ordinarily, the sponsors or providers of CPE are employers, independent providers, professional associations, professional schools independent of universities, and universities with their sub-unit professional schools, colleges, departments and continuing education units. There is no central CPE center or organization (Stern, 1983, p. 8).

On the whole, CE programs and providers have been linked to their respective fields of practice, rather than to each other. CE in each profession has tended to be directed by its own members; although, there is a growing concept that individuals trained in CPE would have the most to offer (Cervero in Merriam, 1989, p. 515).

The issues which surface in the literature include that of responsibility. Who is to be held accountable for CPE content, production, production, marketing, and mandating? There is a wide range of opinion which extends from the employer, to the associations, to the professional schools and universities, and even to licensing boards. Houle is definitive, on the one hand, in his insisting that professional schools continue to take responsibility for the CPE and human resource development of their alumni (1980, p. 178). On the other hand, he concludes that, "Each professional must be the ultimate monitor of his or her own learning, controlling the stable or shifting design of its continuity" (p. 13).

Another controversial issue which concerns CPE is that of "mandating." Cross discusses the irony of compelling people to continue learning how to be highly motivated, self-directed, voluntary learners. She concludes:

> (1) As a group, people who are required to learn are more likely to have up-to-date information than people who are not so required. (2) People who are motivated to learn are more likely to be better informed than people who are merely serving time in class. (3) Voluntary learning is most effective, but compulsory learning is better than nothing (1981, p. 43).

All states use required CPE as a basis for relicensing members of professions (Cervero in Merriam, 1989), but there has been very little growth in those mandating requirements

since 1980. The reason may lie in the fact that most professionals (75%) were found to participate beyond mandated levels anyway (Phillips, 1987, noted in Cervero, 1989, p. 522).

A third issue in CPE literature involves collaboration or competition among the providers. In some cases collaboration of the various entities is thought to be much more efficient. On the other hand, competition among providers becomes the historically documented way to increase choice and quality.

Quality in the professions and in continuing professional education is also a dominant issue in the literature. Cervero states,

> By the late 1960s . . . the public's evaluation of the professions began to shift from approval to disapproval. Where once the virtues of the professions were emphasized, their failings became the center of debate . . . . The public's perception of professional inadequacies has brought the legitimacy of all professions into serious doubt (1988, p. 19).

Stern says, "There is . . . hardly any agreement about what constitutes acceptable performance" (1983, p. 8). Schon (1983) argues that many practitioners perceive their professional knowledge is being "mismatched to the changing character of the situations of practice . . ." (p. 14). Houle laments, "The most startling and ironic characteristic of continuing education, except in a few of the . . . professions, is its discontinuity in the experience of the

individual practitioner" (1980, p. 122).

Houle further explains that imparting knowledge and satisfying the participants are only beginnings to effective continuing education. He asks about the extent of understanding, the increase of competence, and the building upon new learning subsequent to the learning activity, and then he adds,

> In profession after profession, the answers to these questions have so far been discouraging; efforts at teaching and learning seem to have had all too little effect upon practice. A sense of despondency is sometimes expressed even by those who have devoted their careers to the process of lifelong learning (p. 8).

The concept above leads into the CPE issue of retention. Jarvis places the responsibility squarely when he says, "The learner should acquire the ability to apply that knowledge since a knowledgeable practitioner who is unable to apply knowledge is little better than a practical person who has no knowledge to apply" (1983, p. 95). Todd adds, "To be relevant to daily practice, continuing professional education must be tied to what practitioners actually do" (Argyris & Shoen, 1987, p. 28).

Houle lists three modes of delivering or experiencing CPE: inquiry, instruction, and performance, and states: "The mode of performance is the process of internalizing an idea or using a practice habitually, so that it becomes a fundamental part of the way in which a learner thinks about

and undertakes his or her work" (1980, p. 32).

Cervero explains that, "Educational programs are temporary, artificial environments that require learners to remove themselves from their natural environments to acquire new capabilities" (1988, p. 141). He further suggests that unless a program was long enough and powerful enough to produce a discernable change in professional performance, and unless program outcomes can be objectified in behavioral terms, the applicational evaluation of retention may be a waste of resources (p. 143).

The issues of integration, implementation, and retention are dealt with to illustrate the reality of CPE approach and content issues. If these are not considered in reference to quality and outcome, professional continuing education content and method may not be taken seriously enough.

Program planning is involved foundationally with many of the issues in CPE. Poor planning and programs can create negative issues. Careful, research-based planning for quality programs can solve many of those negative issues and go beyond to create the excellent positive potentiality often demonstrated in CPE endeavors.

Two studies in the area of program planning seem to describe a framework for the practitioner's approach to his job. The framework offered by Pennington and Green (1976) is considered important because it developed from a study of

52 planners in six different professions of eleven higher educational institutions. When these planners were asked what guidelines they used, they described a commendable systematic approach. When, however, they were detailing what actually took place, a real dichotomy emerged. Practice didn't resemble theory. They skipped needs assessments, used few sources, skipped forming objectives, overlooked relating the design to learner characteristics, and failed to do minimally respectable evaluations (Cervero, 1988, pp. 115-129).

Houle (1980) did extensive research with 17 professionals and subsequently created a Triple-Mode Model of program development. From that research he created a quality foundation approach. He insisted that the first step in planning is to seek the help of participants in analyzing what the standards of good practice for professionals should be. Houle believes this can be done for an entire profession, an organization, a region, or a department. Quality in professional practice is the primary goal. The resulting concept removes the "felt needs" of the participant from top priority for professionals. Houle is sensitive to the needs of learners but does not count them the highest priority for those making a "profession" of expertise in some significant arena in society.

Geared to standards of excellence, this model collects data from what is actually happening in the profession and

identifies the discrepancies between the norm and reality. Programming is then directed toward correcting the deficits through staff involvement (1980, pp. 230-34). This, then, represents a criterion-referenced, standard-based, quality-in-practice directed framework. The Pennington and Green planners represent a rather situational, systematic textbook approach in theory, but in actual practice, there is little application of that theory.

These two studies serve to illustrate some points of reality in CPE. Some educators in the "profession" of delivering continuing education are conscientiously careful and some are not, giving only cognitive assent to guidelines. Houle, on the other hand, researched the problems and created a better way to approach CPE. This is illustrative of the element in the profession with one arm reaching for researched concepts that can be applied with the other arm to evolving issues and problems in CE.

The literature reveals much about what is being done to produce a high quality of programming. There is no one "good" practice because contextual, situational, motivational, and relational factors must each contribute.

Cervero considers "individualization" to be the priority which he describes as having these concerns: awareness of participant entry level; emphasis on learner motivation; increased practical skill with an opportunity for the professional to use discovery methods to test

problematic solutions; coaches who demonstrate reflectively "how they would" perform; contextual consideration involving the participant; and more emphasis on what the learner does than on what the teacher does (1988, p. 56).

The research reports that professionals as a whole, are more versatile in their capacities for continuing education than are some other groups. They have ordinarily been successful in academic pursuits, and thus, they find fewer barriers to traditional educational methods (Cross, 1981). The **formal, corporate** approach which seems to be the "easiest," still has some value, although this format is not, of course, restricted to the lecture method. Diversification of method and demonstration is continually making even this traditional approach more appealing.

Professionals especially appreciate the **formal, individualized** thrust of smaller workshops which allow the classmate and learner's input together with the facilitator's personal attention. The **informal, directed** mode describes the learner as utilizing experts and coaches. Many professionals do well with the **informal, self-directed** format that employs books, journals, discussions with colleagues, and other on-the-job self-improvement techniques (Cervero, 1988, p. 159).

Contemporary CPE formats include Saturday seminars; long weekend conventions; alumni gatherings, on- and off-campus; and an emphasis on convention/vacation combinations

(Calvert, 1987). These may be sponsored by business, industry, government, professional associations, or employers.

In summarizing the purpose for this brief background view of the CPE literature, it seems important to re-identify CPE and its concerns, as the "world" in which Continuing Ministerial Education operates. A description of one is, in a general way, the description of the other, but with broader perspectives. The CPE macrocosm contains the definition, goals, issues, and approaches relative to the microcosm, and this is what appears to make the valid point.

Although medicine, social work, law, engineering, and others have taken the historical initiative, it is not too late for a relative new-comer, CME, to join and accept the imperatives of its macrocosm. The CPE literature refers occasionally to ministry and its "waking-up" desire to "keep up" with its own content area and clientele, while endeavoring to "catch up" with what continuing professional education has already learned about the "wheel."

It is the purpose of this review to reinforce the necessity of making significant steps to insure relevance and retention and to connect that with the imperative contained within the problem of this present study.

Continuing Ministerial Education

Historically and cross-culturally, the clergy has been considered an educated profession. The clergy's education was administered by the bureaucracy of the religious community. In early American history, Harvard and other universities were begun as schools in which to train the clergy. Thus, theological education became an integral part of education as a whole, as well as a respectable academic pursuit.

It is interesting, however, that ministry has been tardy in its involvement in the general continuing education movement of the professions. Once a minister had taken a clerical position, it may have been assumed that openness to "continuing" education would somehow indicate inadequacy of previous professional education, of personal ability, or of divine relationship (see p. 144). The literature is clear, however, that there was no significant movement toward professionalized continuing education effort until the early 1960s (Kovalik, 1986).

In 1960 three things happened that converged to make that year rather important for CME. First, the Library of Congress recognized continuing education for ministry by establishing the subject heading "Clergy--Post-Ordination Training" in its card catalog. There seemed to be sufficient articles, books, and interest to merit the

category (Gamble, 1975).

The first comprehensive and national survey of CME was conducted in America by Connolly Gamble and co-published by the National Council of Churches and the Association of Theological Schools (Norris, 1979, p. 72). This study became landmark research in that it, for the first time, endeavored to establish who was participating, why they participated, and how they rated their experiences (Gamble, 1960).

The other important item involved in the movement of the National Council of Churches Department of Ministry which began to reach out to include continuing educators in its circle. This initiated two significant meetings, one in 1964 at the Andover-Newton Theological schools, and the other in 1965 at the University of Chicago (Norris, 1979, p. 86). In 1966, an Adult Learning Seminar was held at Michigan State University; and a second followed in 1967 at Syracuse University. These were not generic in nature, but centered on continuing education for ministry. These conventions became the conceptive womb for the present CPE association for ministry.

It was in these meetings during the first years of the decade that creative ferment culminated in 1967 in the organization of the Society for the Advancement of Continuing Education in Ministry (SACEM), which is now the professional association for ministers. SACEM has actively

grown in the last twenty-two years, conducting yearly conventions and publishing. A telephone conversation with the past president, Patricia Cremmins, indicated enthusiasm over growth, as well as the evidence of the traditional uneasiness between the Association of Theological Schools and SACEM over "responsibility" for CME (Cremmins, 1988).

Continuing education in ministry, like CPE in general, discusses and argues points of academic and applied methods and responsibility for CME. The Doctor of Ministry degree program was begun in 1969 as an experimental endeavor by seminaries to contribute to CME. Ten years later, well over 5,000 were enrolled (see p. 131). This effort, however, is sometimes criticized because it is administered from the same academic perspective that some feel (Cremmins, 1988) has been limiting to ministers. She, and others, feel that SACEM's mission is to remediate the lack of applied professional ability to meet and solve problems in ministry "where the rubber meets the road." In his landmark work, The Education of Ministers for the Coming Age, Ronald Osborn states, "With regard to innovation, the seminaries do not have a notable record" (1987, p. 99). He laments the academic traditionalism and recommends that, "A professor's primary contribution would be made, not as a research scholar but as a master of a given field of knowledge dedicated to relating that to the work of ministry (Ibid., p. 174).

The literature thus expresses some of the same tensions between providers and approaches as those found in CPE literature.

It is impressive to observe similar evolutionary stages in the growth of the CME movement as was seen in CPE's maturation. Gamble (1960) defined continuing education as "a lifelong program of systematic, sustained study." In 1975, he had a more comprehensive definition:

> An individual's personally designed learning program developed with the help of colleagues (laity and fellow-clergy) to improve vocational competencies, which begins when formal education ends and continues throughout one's career and beyond. An unfolding process, it links together personal study and reflection, and participation in organized events (p. 3).

Carter, when speaking of the **process** of making professional growth a reality says:

> You forge a partnership with the parish, develop a personal learning plan, build a support system, and maintain a link between seminary and parish. These steps need to be seen as part of a comprehensive and coordinated approach to continuing education that makes you a partner in growth with the other ministers and laity of your church body. Your horizons will broaden as you comprehend the larger picture of growth (1986, p. 79).

Wilson discusses maturation of CME and says that, "Although the purposes of continuing education for religious professionals have not changed drastically over the past 25 years . . .," they have become more clearly defined. He sees nine specific principles: It must be "wholistic" and

deal with experience and psychological needs as well as content and skills; programs must deal with self-perceived needs of the minister; ministers often need assistance in identifying those needs; CME must recognize developmental stages of life; interpersonal relationships must be integral to the CME model; approaches must be "individualized;" the approach must be task- or problem-oriented; the program must recognize the learner's self-concept and allow for self-actualization; CME needs to relate theology to the contemporary scene, thus removing it from sterile theory.

This very brief overview of general continuing ministerial education is meant to demonstrate a few specific issues connecting this field to that of CPE. Now the more specific relationship will be made to continuing Seventh-day Adventist education.

It is not the purpose to present here a detailed review of the Adventist history of continuing education--for that is carefully done in Shell's extensive research (1983). The relevant overview presented in Chapter I of this present study will not be repeated here (See pp. 1-3).

When discussing the relationship of the Adventist Church to the continuing education ministerial movement of the 1960s, Shell says,

> Surprisingly, however, the Adventist Church seemed to reflect little of this growing awareness and enthusiasm for continuing education for ministry. A younger church than many (officially organized in 1860), it seemed preoccupied with the development of

> its schools and administrative departments at that time (1983, p. 29, 30).

Shell further states that:

> No evidence was found that the continuing education for ministry movement of the 1960s influenced the current events of continuing education within the Adventist Church. But when professionalism was stressed in the 1970s, the same emphasis was found in the Adventist Church as well (p. 31).

The growing present stress on professionalism in Adventist continuing education is what created the Center for Continuing Education for Ministry (Ibid., p. 4). She further asserted that her study was, "just one step in the development of programs and resources of continuing education for ministry and must depend on the other steps being taken in order to realize its ultimate purpose" (Ibid., p. 5). She urged greater effort toward understanding the current needs of ministers which would allow for "careful planning" (Ibid., p. 17). Her list of twelve specific recommendations for future study that would help to strengthen the foundations for advancement in the professionalization process included age-level issues that confront program planners (pp. 316, 317).

Subsequent to Shell's words, Edgar Escobar concluded:

> This church is seeking for research data on which to base the planning and development of efficient programs. It appears that this program should be consciously and deliberately contextual geographically, culturally, and financially, and the curriculum should be adaptive to the kind of problems and ideologies, social as well as political and religious, that pastors face in

> the territories where they are ministering (1986, p. 186).

Research should seek, stated Escobar,

> to discover the ministers' attitudes toward their ministerial training and their needs and aspirations for continuing education related to preferred subject matter, and preferred learning situations, and the motivational and deterrent factors that influence them toward continuing education (ibid., p. 187).

In responding to the imperatives above, this present study has been designed to supply one small research building block for the envisioned program planner's data base thought to be essential for Seventh-day Adventist continuing ministerial education.

Continuing Professional Education (CME), the macrocosm, provided the backdrop. CME placed the problem in its microcosm, and continuing Adventist education produced the problem. Now, motivational theory and instrumentation will help to solve the problem through the medium of the present study.

Motivation for Participation in Continuing Education

The last body of literature is considered to have the greatest bearing on this study. Although the previous two sections are essential in describing causes and placement of the problem, this review is believed to speak most directly to the present study; and therefore, will assume a major portion of this chapter.

The investigation will be divided into: historical review of concepts and models; motivational studies and development of instruments; the relationships between age and motivation for participation; The relationship between task-preference and motivation for participation; and summarizing conclusions.

1. Historical Review of Concepts and Models

Because a search revealed no consolidating summary of the large volume of existing material, an effort has been made here, to provide a brief, but accurate, overview with pertinent concepts as they appear in research. The literature includes lengthy and elaborate terminology definitions, discussions of needs and motivations which impel participation, utilization of research, instrument design, theory formulation, and program application.

Due to this extensive complexity, supporting models and diagrams are placed in Appendix A, consolidating lists are supplied, and a specific applicational effort is made to bring the reader closer to the program practitioner's practical problems regarding participant motivation.

As such a review is initiated, considerable perplexity, on the one hand, could result from the sheer volume and diversity; but on the other hand, the corpus displays a unity which becomes stimulating and helpful. Differences are evident in wording, emphasis, and viewpoint, as well as

in research design and instrumentation. The differences are not often genuinely contradictory, but simply seem to describe various parts of the same whole motivational system (Kowalski, 1988, p. 122).

The salient commonalities found among these motivational thought leaders' research are dealt with and supported under the following fifteen sub-headings:

There appears to be underlying unity in definition and motivation.

Concepts integral to many explanations may be embodied in the following "composite" definition: Motivation for participation in continuing education is a set of conditions within an individual which incline that person toward choosing to seek learning experiences which are expected to produce desired outcomes.

Writers often define motivation both by what it is and by what it is not. To some theorists, motivation includes both wants and needs, or a response to them (Kidd 1973, p. 102; Long, 1983, pp. 179-187). Motivation emanates from conditions within an individual (Kidd 1973; and Elias 1982, p. 126). It is activated by a person's free choice (Houle 1972, p. 138). Motivation is <u>not</u> usually considered to be a basic drive (Kidd 1973, p. 102) or an aspiration or objective (Houle 1972, p. 138).

The decision for participation generally begins with identification of a need or want (Knowles 1980; Wlodkowski 1985, pp. 47, 48; Urbano 1984; Houle 1961; Knox 1985).

There is general consistency among the listings of which human needs contribute (directly or indirectly) to the decision to participate.

Knowles lists six basic human needs which providers of adult education should consider when planning: physical needs, growth needs, the need for security, the need for new experience, the need for affection, and the need for recognition (1980, pp. 84-86).

Knowles distinguishes universal human biological and psychological requirements (basic needs) from educational needs. He says, "These needs have relevance to education in that they provide the deep motivating springs for learning. . . ." (1980, p. 88). Educational needs, on the other hand, are those which lead people to learn something they "ought" to learn, for their own good, for the good of an organization, or for the good of society.

Maslow's theory of need (1954) assumes that need gratification is the most important principle underlying human development. Maslow explains that when needs are satisfied at one level, the next higher order of needs becomes predominant in influencing behavior. Maslow's five levels from lower to higher are: physiological, safety,

love and belongingness, esteem, and self-actualization.

Wlodkowski emphasizes competence in the list of human needs which serve as an impetus for participation. He says, "In general, competence is the concept or major motivational factor that describes our innate desire to take the initiative and effectively act upon our environment rather than remaining passive and allowing the environment to control and determine our behavior" (1985, p. 54).

He believes that the combined competence research from the fields of attribution theory, achievement, motivational theory, personal causation theory, cognitive evaluative theory and social learning theory, provide "outstanding documentation that adults tend to be motivated when effectively learning something they value" (p. 55). Long (1983) says that educational need has three components (competence, relevance, and motivation), and that "Motivation refers to the predisposition of the individual to improve his or her competence" (p. 186).

Boshier, Petri, Wlodkowski and Knox add that the desire for stimulation is a basic human motivation. Petri has researched the neurophysiological seat of the need for stimulation; Wlodkowski has applied this research to specific adult motivational strategies; and Boshier has tested thousands of people to find out what part desire for stimulation has played in their motivation for participation in adult education (See Wlodkowski, pp. 51, 52; Boshier and

Collins 1985; and Knox in Kleiber, p. 252).

Self-concept can act either as a motivation or as a deterrent to participation. Both task achievement motivation and educational motivation are enhanced by a good self-concept and inhibited by a negative self-concept. However, perceived deficiencies in the self may provide the impetus for a learner to seek education to fill the discrepancy between the "real self" and the "ideal self" (See Elias 1982, p. 126; and Tough, 1971).

If an attempt is made to combine similar items from different listings and beliefs about which human needs contribute to the decision to participate, the resulting groupings may look like this: physical and physiological needs; security and safety needs; needs for new experience and stimulation; needs for affection, love, and belonging; need for positive self-concept and recognition; growth needs; competence needs; self-actualization.

Sometimes the terms "needs" and "motivations" are used interchangeably, based on the assumption that people are motivated to meet their needs. At other times, writers speak of "motivations for learning" as being the effects caused by needs. Often the extent of differentiation is unstated (See Long, 1983, pp. 179-187; and Kowalski, 1988, p. 122).

Among prominent writers, there is some consistency as to what these motivations for learning consist of. Houle

(1961) in The Inquiring Mind, reporting on his lengthy interviews with participants in continuing education, categorized motivations as goal-attainment, enjoyment of learning activities, and learning for knowledge. Later, (1985) in the context of professional continuing education, he discussed the desires of some adults to innovate, create, and escape boredom.

Boshier (1971) categorized motivations for learning as social contact, social stimulation, external expectations, community service, cognitive interest, and professional advancement.

Burgess (1971) collected data on 1,046 subjects before finding seven motivational factors: the desire to know, to reach a personal goal, to reach a social goal, to reach a religious goal, to take part in social activity, to escape, and to comply with formal requirements.

Tough (1971) said that his interviewees who engaged in "learning projects" were motivated to satisfy curiosity, enjoy content, enjoy practicing a skill, increase self-esteem, gain competence, and share with others. Havighurst (1972) focused on motivations for problem-solving and growth, and Rubenson (1977) on desire to achieve.

There is both overlapping agreement and individual perspective on the labeling of motivation for learning. For example, one of many ways in which concepts in the literature may be combined is the following expansion of

Houle's basic structure, intended to illustrate a general consistency among experts:

Goal-attainment

- Innovation and synthesis
- Satisfying external expectations
- Preparing for service
- Professional advancement
- Increasing self-esteem
- Gaining competence

- Problem-solving
- Desire to achieve

Enjoyment of the process and activities of learning

- Innovation and synthesizing
- Stimulation
- Social relationships
- Enjoyment of practice
- Increasing self-esteem
- Enjoyment of personal growth
- Enjoying the escape from alternative activities and environments

Learning for knowledge

- Enjoyment of content
- Satisfying curiosity

(Composite according to Houle's structure, 1961)

Therefore, there seems to be some degree of consistency among writers who list specific human needs and learning motivations which contribute to the decision to participate.

Perception of a need springs from both internal psychological factors and external environmental factors as perceived by potential participants (Houle 1961; McClusky 1970; Boshier 1971; Havighurst 1972; Rubenson 1977; Cross 1981; Urbano 1984; Knox 1985).

Rubenson explained that at internal and environmental levels, an individual experiences both positive forces leading toward education and negative forces countering education. The individual decides on the basis of what he/she perceives those forces to be, and what is perceived to be the probable outcomes of each possible decision (1977).

Knox expresses the combination of internal and external factors this way: "Motivation is the interplay of personal and situational influences on adaptational energy reflected in type and intensity of performance. . . ." (p. 252).

Cross, in her Chain-of-Response Model (see Appendix A, p. 159), expresses positive factors (favorable to participation) as opportunities, and negative factors (unfavorable to participation) as barriers. Other components of her model, such as self-evaluation, attitudes about education, life transitions, and expectations, may translate into either positive or negative factors, depending on their characteristics.

Motives are goal-directed toward meeting perceived needs (Maslow 1954; Miller 1967; Boshier 1971; Havighurst 1972; Rubenson 1977; Knowles 1980; Cross 1981; Urbano 1984; Knox 1985; Wlodkowski 1985, p. 48).

Knowles statement of this concept summarizes many authors: "Learning is described psychologically as a process of need-meeting and goal-striving by the learners"

(p. 56, 1980).

Goals tend to emerge from discrepancies which the learner believes exist between present competencies and needed competencies (Knowles 1980; Elias 1982; Tough 1971; Havighurst 1972; Boshier 1971; Rubenson 1977; Urbano 1984; Knox 1985; Wlodkowski 1985).

Knowles says that an educational need is "the gap between their present level of competencies and a higher level required for effective performance as defined by themselves, their organization, or society. . . ." He also calls an educational need "the discrepancy between what individuals (or organizations or society) want themselves to be and what they are. . . ." (1980, p. 88). Kowalski (1988) says: "The gap existing between present performance and desired performance is referred to as a 'real need'" (p. 123).

Elias believes that perceived deficiencies in the self may provide the impetus for a learner to seek education in order to fill the discrepancy between the "real self" and the "ideal self" (p. 126).

Knox asserts that the adult engages in intentional learning because of the discrepancy between current and desired proficiencies. He says that proficiency is "the capability to perform effectively if given the opportunity, and usually depends on some combination of knowledge, skills and attitudes" (1985, p. 252).

The decision to participate is a function of the learner's anticipation that the educational experience will produce desired outcomes.

Tough (1971) concluded that some of his adult interviewees engaged in learning projects adding up to at least seven hours were motivated partly by anticipation of desired outcomes.

Rubenson (1977) believed that if neither strong positive forces nor strong negative forces "compel" the individual's educational choice, the person may decide according to two kinds of personal "expectancy:" the expectation of personal success in the educational activity; and the expectation that neither educational success nor positive consequences of education will occur. In this latter case, the individual will not participate even if participation is made very easy and inviting in all other respects.

Bergsten (1980) assigned a label called "valence" to the anticipation of satisfaction and value which the learner expects will derive from the learning outcome. In Cross's COR Model (1981), one condition which feeds into a decision for adult learning is "expectation that participation will meet goals."

Urbano (1984) adapted Cross's COR Model to her study of continuing education for nurses. She did not alter the importance Cross placed on learner expectations. She found

that nurses based their decisions for participation substantially upon their individual perceptions of need, and on the expectation that participation in continuing education will help fulfill needs.

Usually multiple motivations and circumstances converge to precipitate the decision for continuing participation (Houle 1961, and 1972; Miller 1967; Boshier 1971; Cross 1982; Darkenwald and Merriam 1982; Wlodkowski 1985; Knox 1985).

The decision to participate is influenced by the way in which the learner prioritizes his needs and corresponding goals (Miller 1967; Boshier 1971; Rubenson 1977; Cross 1981; Urbano 1984; Knox 1985).

Knox raises the question why adults are not constantly involved in intentional learning/change activities, since they usually have desires and needs for further learning. He proposes that it is because they often perceive an overload of real or potential changes, and so they seek security and stability. They avoid stress and pain which may accompany personal or environmental change. When the desire for change via education exceeds the tendencies to stability, the learner chooses to risk the instability (1985).

The decision to participate is influenced by the learning support resources available to the learner (an actuality or potentiality) (Darkenwald and Merriam 1982;

Cross 1982; McClusky 1970).

McClusky explained that an adult's decision to expend resources on education depends on the amount of resources left over after his/her essential responsibilities. The person's total resources (power) minus his responsibilities (load) equals his "margin." Margin may be increased by reducing the demands made on the person by self or society, or by increasing his/her resources (1970).

The learner tends to seek the educational experience which is the most consistent with self and the environment.

Knowles says, ". . . the more congruent the needs of individuals are with the aspirations their organizations and society have for them . . . the more likely will effective learning take place" (1980, p. 87).

After Boshier's study of 2,500 New Zealand adults enrolled in continuing education, he designed his "congruence model." Participation and drop-out hinge partly on the extent of agreement between one's actual self and ideal self, on the "fit" between one's self and other students, and on the congruence between the learner and the teacher and the institution. The adult often feels comfortably "matched" to a learning environment not too different than the person's "inside feelings," and not strikingly different than the person's everyday home and work environments.

Motivation to learn is highly personal and contextual (Houle, 1972; Knowles, 1973; Darkenwald and Merriam, 1982; Brookfield, 1986).

A specific motivation only belongs to an individual who is in that specific context at that particular moment. The variables which determine this motivation come from sources within the person, from variables in the environment, and from the interaction of all these variables (Rubenson, 1977).

Variables within the person include such things as self-concept, past experiences, thinking and decision-making patterns, attitudes, personality, abilities, needs, awareness of needs, values, and expectations. Variables which relate to the person's present life context and environment include work life, the "educational fit" (congruencies), information, relationships to others and to environment, life roles, opportunities and barriers, and significant life events, or one's entire personal situation (Knox, 1985; Boshier, 1971).

A person may be motivated by one topic and not another, by one learning/teaching method and not another. Therefore, it is inaccurate to speak of a "motivating topic" or a "motivating teaching method" or a "motivating reason for participation." Knowles explains: "The same objective situation may tap appropriate motives for one learner and not for another, as, for example, in the contrast between

those motivated by affiliation and those motivated by achievement" (1973, p. 52).

Adults may have varying motivational orientations in different learning situations, and at different times. Lowe (1987) cautions that one should not place lifelong labels on adult learners. An adult may have a predominant orientation, but this may overlap with other motivations and may change over time. Therefore, it is seldom helpful to speak of a "motivated person" or an "unmotivated person," except, perhaps, in reference to a specific context.

Havighurst (1972) emphasizes that an adult's motivation changes over time. He points out that peoples' interests and felt needs vary with their present life tasks, problems, and challenges. Each person is generally interested in learning about things that are presently and personally applicable or particularly interesting. For these reasons, Havighurst says that motivation to learn varies with a person's "teachable moments."

Each decision for or against educational participation takes place in a unique "once-in-a-lifetime" context, wherein many personal and situational variables interact with each other, creating a certain proportion of forces, and a certain balance. In this specific and dynamic situation, a decision is made by an adult who is both a holistic person and a professional (Urbano, 1984).

The decision for or against participation in continuing education is an individual's free choice.

The many forces and variables involved in an educational decision do not determine which choice a person must inevitably make. Elias says that motivation is not something put upon learners; it emanates from the learner, who generally engages in learning activities "under no compulsion except that which is generated from within" (Elias, 1982, p. 127).

Knox emphasizes that free choice is the deciding element in participation. "Deliberate learning projects reflect the executive function (master motive) of the sense of self in the form of a proactive dialectic of personal growth in search of meaning and mastery" (Knox in Kleiber, 1985, p. 266). "Belief in a degree of self-determination and in the potential causal impact of thoughts and feelings on performance can greatly encourage adult participation in learning projects" (Ibid., p. 274).

The achievement of an educational goal is capable both of eliminating the urge of the felt need to reach that goal, and of spawning new goals.

Long says, ". . . the process of ameliorating needs is explained as a cycle of energy arising from tension, motivation, goals, satisfaction, and new energy. The energy obtained through fulfillment of needs is perceived as making growth and the meeting of other needs possible by further

learning (1983, p. 186).

Motivations to strive toward learning goals may be perceived by the learner as directional feelings, felt needs, urges, tensions, pressures, drives, inciting causes, aspirations, energizers, or simply as self-disciplined decisions (Maslow, 1954; Houle, 1972, p. 138; Kidd, 1972, p. 102; Cross, 1981; Knowles, 1985, p. 47; Wlodkowski, 1985, p. 48).

In the view of the research, these encapsulating fifteen educational concepts of motivation seem to exhibit substantial agreement. In order to complete the overview, however, it is necessary to give some special brief attention to Cyril Houle's Adoption-of-Innovations Model.

Houle, summarizing several researchers (particularly Peterson and others, 1956; and Averill, 1964) has delineated linkages between participation in continuing education and rate of adoption of new knowledge. For example, the skills of physicians in using new techniques was found to positively correlate with their action to seek new knowledge.

Houle classified learners as innovators, pacesetters, middle majority, and laggards. **Innovators** continuously seek to improve their performance, sometimes in highly unconventional ways. They gladly risk trying promising, but untested ideas. They are not bound by "the establishment" or by custom. They are likely to participate heavily in

continuing education, often via investigations and independent learning; although, they will volitionally utilize any learning format available if it helps them toward a learning goal. They may become bored in more "regular classes."

Pacesetters feel the need to be progressive in their practice, but they don't wish to try a new idea until it has been fairly well tested. Their judgment is respected by the **middle majority**, who will gradually adopt the innovations accepted by the pacesetters.

The **laggards** "learn only what they must know if they are to stay in practice. Their performance is so poor that they are a menace to their clients and a source of embarrassment to their colleagues." They have low achievement motivation and very low motivation to learn. They are highly resistant to evidence of need for change, to persuasion, and to counsel. They "can usually manage to find a difficulty for every solution" (Houle, 1980, pp. 159, 160).

In order to make this literature summary of value to the program practitioner-reader, the research will again supply an overview report of motivational theorist's practical implications. A number of these representative or composite concepts are summarized and will take the form of overview paragraphs below.

Planning, marketing, and instruction must be made with reference to motivation. Cross makes an applicational point when she says, "Highly motivated people will go to considerable effort to ferret out information; unmotivated adults will not 'see' information placed before their eyes everyday" (1982, p. 151).

The literature asserts (For example, see Knox in Kleiber, 1985, pp. 266-275, 291; Kanfer, 1986, pp. 291-296; Wlodkowski, 1985, pp. 7, 8, 283-291) that it is not true that adults must wait for motivational urges to seize them. Adults may self-generate or "learn" to be motivated. Motivation can replenish itself through a composite theory of "motivational life cycle" that begins with a need, desire, or motivation which is acknowledged, explored, weighed, decided upon, and translated into goals and objectives. Action is planned and the plan is carried out, resulting in new needs or motivations which are seen from a new vantage point. These return the learner to the original point in the motivational life cycle, replenished for the next need-fulfilling endeavor.

Another practical implication in the literature (Wlodkowski, 1985, pp. 6-291; Cross, 1982, pp. 132-150, 220-251) states that educators may assist learners in expediting the process of enhancing motivation. This broader view can encourage continuing education practitioners to become actively involved in learner motivation because they know

there is the the possibility of positive outcomes. This is applied through showing an interest in any desire or concern of the learner, linking content to learner interests and to previous knowledge, and by many other strategies (see Wlodkowski's 68 strategies).

Knowles (1980) and Rubenson (1977, p. 88) focus on the causal link between learning outcomes that are perceived by the learner as personal success, and the learning processes themselves. They also assert that when the felt educational needs, goals, and objectives are specifically identified, individual motivation increases. Thus concrete verbalization of hopes and wishes, together with successful outcomes, significantly increase motivation. Being aware of this on an applicational level is valuable to any practitioner.

It may be wise to assist the learner to evaluate his increasing competence at each step of the learning process, rather than letting him feel incompetent until some magical moment of competence arrives with the final goal achievement. The latter alternative may never be possible because motivation wasn't sufficient to carry the learner to that moment.

Boshier (1977) and Knowles (1980, p. 87) say that planners need to both seek and "negotiate some congruence" between the learners' situations and needs, and that of surrounding organizations and society. Practitioners are

capable of enhancing congruence and, thereby, building motivation.

Motivational "labeling" can be inaccurate and harmful because motivations are generally multiple, overlapping, interactive, and unstable. This is true for groups as well as persons, making generalization across topics, time, and situations rather dangerous (Lowe, 1987).

Educators interested in motivation can also become more efficient by realizing that decisions to participate are often multiplex. A complex group of variables may converge into decisions which finally attain a favorable factor balance toward effort and involvement. Alert providers can utilize this understanding when approaching motivation for participation.

The concept that a learner can be "once motivated" and will be "always motivated," can become a subliminal assumption. Each new context presents motivational components to the learner all over again. As the learner decides to become involved, or to persist in participation, he/she can be nurtured by on-going process factors that will promote his/her motivation.

The literature discusses "benefits" as a persuasion enhancer of motivation. Presenting "benefits," however, isn't usually as easy as it appears because the value isn't in the presentation but in the <u>perception</u>. The potential value to the learner is only there if he/she perceives a

present benefit through his/her needs and value system. Thus, when reviewing these implications, the continuing educator endeavors to see and feel values from inside the learner's viewpoint and in his/her language. Effective marketing depends on this application.

"Stimulate the translation of needs into interests," says Knowles (1980, p. 87). These can be felt needs, or other real needs, but they must be effectively transformed into something interesting to the learner. Knowles thinks this is a major challenge for educators.

The above implication brings up a definitional discussion (see first page of this section) revealing the ambiguity over the terms "wants," "needs," "felt needs," and "motivations." Kowalski states that "different terms are used by authors to refer to the same concept, identical terms are given different definitions, and wants and needs are frequently confused . . . ." (1988, p. 122).

Kowalski lists eight different kinds of needs. He summarizes educational needs as gaps between present competencies and desired competencies; and as "the interspace between present behavior (competency) and desired behavior." Educational wants, on the other hand, "describe an individual's predisposition to remove selected needs."

He believes that felt needs are not an adequate basis for preprogram needs assessment. "Nevertheless, they are a valuable component of the process. They provide the

programmer with learner perceptions which, right or wrong, are an important element in programming." He cautions that not all felt needs be necessarily equated with real needs. Yet he urges that "real needs" be linked with known "felt needs" by the programmer selecting educational activities (p. 123).

Brookfield (1985) suggests critical re-examination of "the assumption that the purpose of adult education is to meet the felt needs of learners." He suggests that educators help learners to see a wide range of their learning needs, and to choose the most important ones (1985, pp. 44-49, and 1986, pp. 222-223).

Houle appears to feel that an adult learner's felt needs are not the ultimate standard when educational motivation and true needs are considered. This also includes continuing professional learners (1980).

In summarizing the preceding practical implications of the terms "need" and "motivation" in the literature, it seems appropriate to report that there are broad variations in thought and language. It appears that no distinct concept for any one term is universally adhered to; so it seems accurate to reflect diversity. Motivational experts generally agree that needs, felt needs, interests, desires, and motivations are usually interchangeable and often best linked closely together.

In this review of motivational literature, the concept of "matched" education and marketing emerge often. Providers utilize this idea when they endeavor to match or prepare a program to meet specific learner motivation, instead of a generalized programming which considerably ignores the existence of the learner's need.

It is well documented in educational experience that specific customization for need and interest groups is considered efficient and effective. This "matching" of program and person extends beyond educational aspects into marketing. Seldom is it considered good contemporary marketing procedure to "blanket the whole population with promotional material." The wise practitioner sees with a more focused view beyond the general heterogeneous population to a diagnosed consideration of specialized motivation.

In an effort to apply Maslow's landmark hierarchy, Miller (1967) offers motivational heuristical assistance to planners. He said, for example, that people with few resources are more likely to seek education which they think will increase their necessities and their safety. People whose basic needs and belonging needs are perceived to be satisfied may be more interested in education for esteem and self-actualization.

Another concept implication derived from the literature deserving consideration involves "post-continuing

educational" perspectives. Astute planners who are aware of building motivation, tie the success aspects of the vantage point of completion with guidance concerning achievement for the next endeavor. Lifelong learning advantages are large concerns for both motivational researchers and practitioners.

In conclusion, the reviewer of this motivational literature is firmly impressed with its confirmed focus on the individual and his/her specific needs and life context. The composite treatment of these concepts were dealt with here because it seemed essential to the problem of this present study. Motivation is the concern, not only of theory, but also of the continuing education provider and practitioner. There are practical applications integral to this study which seek to expand, in a small way, that body of utilizable research.

2. Motivational Studies and Development of Instruments

The "recent history" of research and instrumentation for adult continuing education begins with the work of Cyril Houle, a professor in adult education. Houle did in-depth recorded interviews with 22 avid adult perpetual learners. After analysis, he classified his subjects into three learner-orientation types: goal-oriented; activity-oriented; and learning-oriented. His research was published in The Inquiring Mind (1961).

Houle's typology for classifying the reason for

participation was the cornerstone for subsequent studies spanning many years up to the present, as well as for the development of survey instruments, including the Education Participation Scale (EPS).

The first researcher to build on Houle's work was Sheffield, who in 1964 prepared a list of 58 reasons given for participating in adult classes. This "Continuing Learning Orientation Index" contained 16 reasons judged to be representative of each of Houle's three orientations.

This questionnaire was given to 453 adults participating in continuing education throughout the United States. Respondents indicated on a 5-point scale the relative importance of how often each reason influenced them. From factor analysis, five factors were extracted: (1) learning orientation, (2) desire-activity orientation, (3) personal-goal orientation, (4) societal-goal orientation, and (5) need-activity orientation.

Sheffield concluded that, although only three of his categories directly corresponded with Houle's, in some aspects, all five of his factors supported Houle's basic orientations. His work was confirmed and refined by Sovie in 1972.

The next major research was done by Tough (1968), who asked adults their reasons for participation in their non-credit learning projects. He found that the average learner had about five reasons for any one project. Tough

emphasized the frequent desire of adults to apply learning, and reported his subjects to be primarily goal-oriented, but also enjoying the process of learning.

Burgess (1971), wondering if larger studies would reveal other factors, compiled a list of 70 reasons that respondents gave him for participating in adult learning activities. After he gave his survey instrument (called Reasons for Participation) to over one thousand people, he settled on a list of seven factors: the desire to know; the desire to reach a personal goal; the desire to reach a social goal; the desire to reach a religious goal; the desire to take part in social activity; the desire to escape from some other activity or situation; the desire to meet formal requirements.

Grabowski (1973) found results similar to Burgess in a study of 269 adults enrolled in a self-study college program. He classified reasons for participation under Goal Orientation (personal goals and social goals); Activity Orientation (social activity, escape and desire to study alone); and Learning Orientation (desire to know, intellectual security).

Roger Boshier, aware of previous and concurrent research, developed the Education Participation Scale (EPS). One of his goals was to further explore Houle's typology.

Boshier derived his original 48 EPS items from interviews with participants, and from the work of Houle,

Sheffield, and Burgess. He administered several instruments to 2,436 adult learners before settling on the 48 EPS items. Factor analysis revealed four third-order factors, which Boshier believed were "not unlike the Houle typology." All reliability values were found to be significant at the .001 level (Boshier, 1971).

The EPS was subsequently (1974) administered by Morstain and Smart to 611 students in the United States. The factors which emerged from their statistical analysis were: social relationships, external expectations, social welfare, professional advancement, escape-stimulation; cognitive interest.

Morstain and Smart felt that their study had generally confirmed Boshier's factors, cross-culturally. Because they had worked with age and gender groupings, they believed their results also tended to support the differentiating ability of the EPS. Cross compared their analysis with Houle's, and seemed to find more similarities than differences. A number of other authors seem to consider the overall whole of the Morstain and Smart research as confirming the relatively stable body of motivational findings. These have remained consistent across studies, populations, and instruments (Cross, 1981; Darkenwald and Merriam, 1982).

The Morstain and Smart findings have been replicated by others (Bova, 1979; O'Connor, 1979) and are considered to be

congruent with results obtained in other studies utilizing other motivational instruments (See Dickinson and Clark, 1975).

In a critical review of fourteen motivational orientation studies (1976), Boshier carefully examined the relationships between data differences, instruments, and methods of data analysis. The EPS itself had been administered to many populations, which totals around 20,000. It has been repeatedly refined for factor purity and stability. In 1976 the EPS was refined to its approximate present version with forty items cast on a four-point scale (no influence, little influence, moderate influence, much influence). The test/retest reliability averages .81 and all reliability values were found to be significant at the .001 level (Boshier, phone conversation 10/31/89).

The revised EPS was published in 1982. Below are its six factors, with two sample items given under each factor:

Social Contact

To fulfill a need for personal associations and friendships
To participate in group activity

Social Stimulation

To get relief from boredom
To get a break in the routine of home or work

Professional Advancement

To give me higher status in my job
To increase my job competence

Community Service

To become more effective as a citizen
To prepare for community service

External Expectations

To carry out the recommendations of some authority
To comply with the suggestions of someone else

Cognitive Interest

To seek knowledge for its own sake
To learn just for the joy of learning

In 1983, Boshier and Collins did a series of cluster analyses on EPS scores from 12,000 learners who, by now, represented learners from many parts of the world. Boshier reasoned that combined findings from such large samples would transcend local peculiarities. He said:

> It is through the combination of analysis of data from different time periods and cultures that knowledge is amassed that would otherwise be fractionalized and inaccessible. Moreover, it permits inferences that would be unsafe in a single "unconnected" piece of research (1983, pp. 164-165).

After factor analysis, Boshier commented: "All the alpha coefficients were high; each factor was thus internally consistent" (Alpha's were .88, .86, .82, .84, .80, .80). Boshier now urged that EPS factor or scale scores be treated as variables "dependent" upon the effects of a variety of socio-demographic and psychological variables, such as age, sex, marital status, occupation, and previous participation in adult education (1983, p. 1655).

Boshier wrote:

> In several respects this was a "watershed" study of motivational orientations. Now norms are available, it is suggested that EPS users compare and test for the significance of differences between "local" and norm means. . . . It is no longer necessary to factor-analyze small data-sets. Although idiosyncratic solutions may be derived from unusual populations, it is desirable to use the standard scoring key (1983, pp. 175-176).

In 1983, Boshier and Riddell developed an alternative form of the EPS for older adults (Clemmer, 1983). Boshier-Riddell's Education Participation Scale (Short Form) is one of the few efforts to develop an instrument appropriate for the investigation of the educational orientations of older adults.

Another variation of the standard EPS has been the development of an Adult Basic Education-oriented form of the EPS by Boshier (1983a). Several items were altered, and the reading level was adapted to A.B.E. participants. Boshier also (1983b) altered the standard EPS to adapt to prison populations, after qualitative and quantitative study of a prison population. The Prison Education Participation Scale is composed of sixty items. New factors include preparation for release, personal control, and self assertion. Examples of new items include: to experience a positive atmosphere; to talk about something different; to change how I will live on the street (Boshier, 1983b, pp. 44, 45).

In 1985 Boshier decided to do a cluster analysis on EPS scores from 13,442 learners in five nations, in order to

examine the extent to which they fit Houle's typology. He concluded that EPS factors are more complex than Houle's three orientations, but are consistent and roughly equivalent to them.

When Boshier reported his typology comparisons in Adult Education Quarterly, he urged EPS researchers to facilitate future efforts to synthesize motivational research by forwarding copies of their raw data to the International EPS Data Bank at the University of British Columbia. It is planned that the data from this present study will also be forwarded to the Data Bank.

In addition to Boshier, several researchers have modified the EPS. Sister Eleanor Lucey, in her 1986 study of participants in adult religious education (Kalispell, MT, unpublished), slightly modified the EPS in order to adapt it to persons involved in religious education. She changed the word "citizen" to "Christian" in Item 3, and she added five religious items. These five items had originally been added by Dr. James M. Utendort (1984) in his doctoral studies. She omitted the EPS items about professional advancement because they did not apply to her sample.

The final adapted form of the EPS used in Lucey's study (with Boshier's permission) consisted of 37 items. These items produced seven factors: church and community service; social contact; social conformity; stimulation; escape; cognitive interest; and personal religious development.

Participants in Lucey's religious education program chose four of the five statements pertaining to personal religious development as their first four reasons for participating in the program. When she administered her revised EPS to participants in religious education in two other parishes, she found remarkable similarities in responses.

Another example illustrates the reasons for seeking to learn whether a previously-untested population may have participation motivations not asked for on the standard EPS. Stephen D. Lowe, in his unpublished dissertation, Expanding the Taxonomy of Adult Learner Orientations (Michigan State University, 1987), noted evidences of two motivational orientations not measured by the EPS, namely a religious orientation and an institutional orientation. He explained:

> Several in adult religious education (Peterson, 1984; Patterson, 1984; Long, no date) described what could be called an organizational or institutional motivational orientation for participating in religious educational activities. Such an orientation observed in the writings of adult religious educators involves a loyalty and commitment to the group or church that is sponsoring the educational experience. They suggested the primary reason adults attend church-sponsored educational functions was due to their desire to further the goals and objectives of the sponsoring church or organization (Lowe, p. 6).

Lowe's psychometrically-defensible instrument (a composite from the most powerful items in Boshier and Sheffield, plus the religious orientation items of Burgess,

and Lowe's additional items) was administered to samples of adult learners in three institutions: the YMCA, churches, and the Red Cross. Lowe found statistically significant evidence for existence of Religious Orientation and Institutional Orientation motivational categories.

In the past decade, the EPS has been used to investigate the motivational orientations of many types of professionals in continuing education, including: pharmacists (Mergener and Weinsuig, 1979); nurses (Millonig, 1985; O'Connor, 1979 and 1980; Farley, 1979; Hirst, 1986; Martin, 1984; and Barrett, 1982); dentists (Fisher, 1980); law enforcement officers (Johnson, 1986); teachers (Laindry, 1980; Foster, 1980; Collins, 1977); military professionals (Mann, 1988; Lundy, in progress 1989); state educational supervisors (Dorn, in progress 1989); and trainers (Boshier, 1981; Pipke, 1982).

3. The Relationships Between Age and Motivation for Educational Participation

Research into the relationships between age and continuing education participation has been scattered and generally inconclusive. Kidd wrote in 1973 that "chronological age, compared with other factors, is of little utility in understanding or predicting attitudes" (p. 117). On the other hand, Cervero (1988) calls for more research and integration of findings:

> . . . no framework has been proposed that explains why professionals at different ages

> participate in more or fewer educative activities. Thus, continuing educators must find it difficult to understand how to use information about the ages of their audience to foster greater participation (p. 70).

Some tentative threads of agreement run through the relevant literature, both secular and religious, over the past twenty years. The secular literature will be reviewed first.

Miller (1967) pointed out that younger adult learners are more concerned with Maslowian lower-level needs of survival, safety, and belonging, because of their life situations. Older people, he said, are more likely to have satisfied basic needs and may be free to work toward achieving status and seeking self-fulfillment.

Boshier (1977) found a slight tendency for younger adults to enroll for motivations of External Expectations, and for older people to enroll for Cognitive Interest.

Bergsten (1980) studied 1,080 persons in three age groups, 28-32 years, 42-46 years, and 56-60 years. He interviewed adults with 109 questions. As Long considered Bergsten's findings, he thought the relationships between age and educational motivation were these:

> Considerable differences among the areas of interest are associated with differences of age. The oldest group, 56-60, showed the lowest interest for all kinds of education. The other two age groups did not differ significantly according to educational areas except for education focusing on the parent role; the greatest interest in this topic was among the youngest group, 28-32 years. Bergsten was satisfied that the data showed that interest in adult education does not

> decrease until late in life. . . . (Long, 1983, p. 132)

Knowles believes that:

> Vocational and family life interests tend to dominate the pattern of concerns of young adults (age eighteen to thirty-five) as they seek to establish themselves in work and home. In middle adulthood (age thirty-five to fifty-five) these concerns decrease in favor of interests in civic and social activities and in health. As individuals near the age of retirement, their area of interest comes to be occupied largely by concerns for cultural and interpretive (including religious aspects of life and with health problems connected with advancing age (1980, p. 91).

Cross notes that young people are far more interested in job-related learning than older people are. "Interest in job-related goals begins to decline at age 50 and drops off sharply after age 60" (1981, p. 91). "Younger persons and those with one to three years of college are most likely to be degree-oriented and the desire for credit or certification declines steadily with increasing age" (p. 92).

A summary of this secular age-motivation literature seems to suggest that job-related basic-needs motivations and family life motivations may decrease with increasing age. Motivations to achieve status, to find self-fulfillment, to learn about health, and to enhance civic and cultural experience, apparently increase with advancing age.

What are possible relationships between age and motivation for professional continuing education?

A pamphlet by Bonn entitled "Continuing Education Participants--Who, How Many, Types of Program, Attitudes," reported some results in a 1974 Clergy Support Study, sponsored by the National Council of Churches. The Clergy Support Study surveyed nineteen key American Protestant denominations. This study found that age has some influence on clerical program participation rates:

> The greater the length of service, the less likely the planned program participation. Among those with less than ten years of service, 61% plan to participate while only 43% of those with more than 30 years of service plan to do so (from Table 7).
>
> An examination of the continuing education attitude set with respect to clergy support study variables shows that its strongest relationships are to age and length of service. The proportion of respondents scoring high decreased with age, the sharpest decline occurring for age groups who are over 40. Similarly, there is a decline as length of service increases. The result is that 43% of age group under 30 rate high on the factor as opposed to 28% of the age group over 60. When it comes to length of service, 40% of those with less than 10 years of service score high as opposed to 24% of those with more than 30 years of service (no page number).

Penny Shell, in her extensive 1983 study of ministers, called for age-level comparative studies:

> Although this study found few age-level or career-stage differences, the literature suggested the existence and importance of such differences. Responses in this area were no doubt limited by questionnaire items. Therefore, more study should be given to the special needs of young, middle-aged, and pre-retirement/retirement pastors as basis for program development (p. 317).

> More detailed study into the age-level or career-stage needs of Adventist pastors is needed. Such research could be a strong foundation for the development of resources to meet those needs (p. 316).

Shell found that the only motivational-orientation item which continuously increased with minister's age was "Promoting denominational programs." A motivation which seemed to increase until the "55 and over" age group was: "Have more selection in choosing next pastorate." In this "55 and over" age group, this motivation decreased.

Ministers were less motivated to participate in education, as their age increased, by the following items: money management for the pastor's family; earn a better salary; receive D. Min. degree credit (pages 298, 299).

In a study of Catholic and Protestant clergy, Fortier (1972) found that clergy were increasingly motivated with age to study administration, public relations, and communication skills (reported in Shell, p. 65).

Cervero (1988) writes that older learners seem to fit into a general pattern as follows:

> A nearly universal finding is that older professionals tend to participate in fewer formal educational activities than younger professionals. For example, age has been shown to be negatively correlated to the extent or intent to participate (p. 70).

An overview of professional literature seems to suggest that as age increases, there is less motivation to participate in continuing professional education. Those in Shell's sample were less motivated with increasing age to participate in

order to earn credit toward advanced degrees, to earn a better salary, and to learn about family money management. Those in this same sample were more motivated with increasing age to participate when education implied a hope of having more selection of the choice of the next pastorate.

The literature which has been reviewed, regarding age, shows that very little research has been done relating age to motivation to participate in continuing professional education. There appears to be a need for studies from multiple perspectives, and on diverse populations which seek to elicit specific motivations in relationship to age.

4. **The Relationship Between Task-Preference and Motivation for Educational Participation.**

A thorough exploration and computer search of the literature and of dissertation indexes did not show evidence that any research has investigated a relationship between ministerial task-preference and ministerial motivation for continuing education.

The task-preference/motivation element of the present study,however, may find some clues of similarity in the related area of achievement motivation, worker motivation, and worker task-preference studies. Wigfield (1985) makes some observations and gives some consensus findings among experts regarding those clues. They are reported as conclusionary comments describing the perspective of various groups. Some workers prefer tasks that:

1. Fulfill their own personal needs in the process of completing the job.

2. Offer social interaction.

3. Are goal-oriented.

4. Offer the opportunity in which to exercise power.

5. Allow them to practice in their own values, or in which they find congruence between these values and those of the workplace or employing organization.

6. Offer a very high probability of perceived success. One sub-group is low in achievement motivation. Another sub-group with long-term goals sees a specific job as incrementally leading to eventual achievement of the goal. Those in this group need to see that there is success as they complete <u>each</u> task.

7. Are highly challenging, even if the success rate is lower, though they don't want <u>every</u> task to be difficult or risky.

8. Have a high level of meaning and this determines the task motivation.

The above illustrates that relationships have been found between achievement motivation and task-preference. This raises the possibility that relationships might also be found between educational motivation and task-preference. The present study, therefore, offers an initial exploration into an unsearched, but interesting and possibly important question.

In order to draw together a conclusion of the review of these three bodies of literature, it may be helpful to return to page 7 of Chapter I. This illustration shows that Continuing Professional Education, Continuing Ministerial Education, and Motivation are united in their relationships to this current study.

CHAPTER III

METHODOLOGY

Overview

The general purpose of this study was to provide data-based information for Seventh-day Adventist continuing ministerial education. The specific purposes were to:

1. Employ valid and reliable instrumentation in measuring ministerial motivation, and to, thereby, generate data for practitioners and program planners.
2. Analyze, correlate, compare, and report this information with utilizable clarity.

Type and Design of Research

This was essentially quantitative descriptive research which utilized comparative and correlational analysis. There were additional qualitative elements designed to augment meaning and value. There were five basic categories of data:

1. Education Participation Scale items and factor scores.
2. Age factors.
3. Rank-ordered task-preference factors.
4. Qualitative or subjective data.

5. Investigatory Addendum item scores.

These data sources are further explained in subsequent sections of this chapter.

The questions that this research was designed to answer were:

Question 1. What are the self-reported Educational Participation Scale (EPS) motivations for participation in continuing professional education of randomly-selected SDA ministers in North America?

In the past, little has been done by the North American SDA Church to address motivational questions. Shell (1983) presented some motivational items to her randomly sampled group. The small number of other studies which have been done employed only a small number of subjectively-constructed items as they related to restricted groups. The results have, therefore, been of small substantive or comparative value.

It was hoped that the selection of an instrument with the advantages of the EPS (see Instrumentation in this chapter and in Chapter II) would contribute additional reliability to ministerial motivational research for the church. Perhaps the normative elements of this widely-used instrument will initiate a basis for future SDA studies and comparisons.

Additionally, although the EPS has been administered to varying population groups such as nurses, doctors, dentists,

adult vocational students, lawyers, and lay religious workers, it has not been applied to a group of ministers. Dissertation Abstracts, On-Line, and ERIC computer searches revealed no studies of ministers. To date, Dr. Boshier also reports that the EPS has not been administered to professional ministers. This fact has provided part of the intrigue of this study. It may be possible then, that this study can also become an encouragement for EPS and other motivational studies to be conducted for ministers of various other denominations.

Question 2. Does this unique ministerial population sample appear to have additional motivational factors (religious, personal growth, and organizational loyalty) which are not dealt with specifically in the EPS model?

This question was the open-ended one which has seemed to have been situated on the growing edge of measurement instrumentation. There have been speculations and tentative conclusions that there could be additional "factors"--religious (Burgess, 1971), organizational loyalty (Lowe, 1987), and personal growth. Darkenwald concluded that most adult learners participate in continuing education for reasons that are multiple, interrelated, closely connected to life roles, and highly personal (1982, p. 136).

Thus, in this present study, there was an extension of the quest (via the Investigatory Addendum) to ascertain whether instrumentation adaptation would reveal the

existence of motivational factors other than the six tested for by the EPS.

Question 3. What is the relationship(s) between age and motivation in this sample?

Shell, in her recommendations for further study, encourages serious inquiry into age-related questions involving the population of this study.

> More detailed study into the age-level or career-stage needs of Adventist pastors is needed. Such research could be a strong foundation for the development of resources to meet those needs (1983, p. 316). Although this study found few age-level or career-stage differences, the literature suggested the existence and importance of such differences. Responses in this area were no doubt limited by questionnaire items. Therefore, more study should be given to the special needs of young, middle-aged and pre-retirement pastors as basis for program development (1983, p. 317).

Shell's dissertational research was intended as a broad look at many needs, but was not intended as a specific motivational study. In the light of Dr. Shell's basic recommendations, the present study has been designed to deal more thoroughly with the factor of age.

Question 4. What is the relationship(s) between rank-ordered ministerial task-preference and motivation for this sample?

A thorough exploration and computer search of the literature and dissertation indexes did not show evidence that any researcher had investigated this kind of

relationship (see Chapter II, pp. 68-70). Thus, the report of this research may have original aspects.

Population and Sample Description

The targeted population consists of approximately 2,190 ordained pastoral ministers of the Seventh-day Adventist Church in the U.S.A., Canada, and the Atlantic Islands. The population sample was 11% of the population, or 250 names of active pastors which were randomly selected from the 1988-89 SDA Conference personnel directories of the North American Division.

Due to undergraduate school, seminary training, internship, and pre-ordination requirements, the group was at least 30 years of age. The sample did not include interns, judicatory administrators, teachers, or chaplains. Minorities were represented in the general sample randomly, and not specifically, indicated. Each conference was included in the randomization in direct proportion to the number of field-based pastors.

Instrumentation

The instruments that the subjects received included: (1) a cover letter containing the necessary items required by the University Committee for Research Involving Human Subjects (UCRIHS); and (2) the socio-demographic sheet which contains the age and task-preference questions. The EPS instrument, the factor scoring sheet, and the Investigatory

Addendum are discussed below. All are included in Appendix B.

Only an overview rationale is given here for the EPS, as there has been a careful treatment in Chapter II under Instrumentation. The Education Participation Scale is a well-known and reliable motivational measurement instrument designed by Dr. Roger Boshier, Professor of Adult Education at the University of British Columbia, Vancouver, Canada. The instrument has been administered over 16 years to nearly 20,000 subjects in several countries and varying population groups. The EPS has been carefully validated (see Instrumentation in Chapter II); and Dr. Boshier is continually updating and doing research on the instrument and in the field of motivation. It has been administered in well over 50 research studies and dissertations, and reviewed in many articles. Comparative data is available to anyone, from the International EPS Data Bank at the University of British Columbia.

The test (1971, 1976, 1982) consists of 40 questions or possible reasons for participation in adult classes (see Appendix B for sample instrument). Responses vary on a four-point scale: no influence; little influence; moderate influence; and much influence. These responses are organized on a factor scoring sheet into six basic motivations or "motivational factors:" social contact; social stimulation; professional advancement; community

service; external expectations; and cognitive interest. A numerical response value is, thereby, placed on the level (1.0 - 4.0) or strength of motivation for each subject in regard to each factor. Mean scale scores and standard deviations can then be derived and made available for comparative purposes.

Dr. Boshier and others have been constantly involved in considerable EPS testing, factor analysis, cluster analysis, investigation, and revision over the years. The test/retest reliability averages .81, and all reliability values were found to be significant at the .001 level (Boshier, 10/1989, phone conversation). In his 1983 analysis, he urges that EPS factor or scale scores be treated as variables which are "dependent" upon the effects of a variety of socio-demographic and psychological variables. He concluded:

> Using scoring keys generated from this study, program planners can thus measure motivational orientations during their needs analyses and be reasonably confident that EPS scores are "pure"--not overly confounded by age or income. EPS factors have integrity; they are not redundant manifestations of some other variables.
>
> . . . . Now norms are available; it is suggested that EPS users compare and test for the differences between "local" and norm means. . . . It is no longer necessary to factor-analyze small data-sets. Although idiosyncratic solutions may be derived from unusual populations, it is desirable to use the standard scoring key (1983, pp. 175, 176).

In addition to vigorous testing and analysis, Boshier

and others are aware of limitations and necessary adaptation approaches. This adaptational attitude has produced specific population revisions for ABE students, older adults, and prisoners. Careful qualitative interview formats designed for the unique population have helped determine which questions might more truly reflect that population's major motivation for participation. Boshier has generously stated that answers cannot come out of an instrument if items with the potential for eliciting those answers are not on the instrument (Boshier, 1976; 1985, p. 117).

In harmony with that openness, several have explored for factors beyond the six basic EPS factors. Stephen D. Lowe, in his unpublished dissertation, Expanding the Taxonomy of Adult Learner Orientations (Michigan State University, 1987), noted evidences of two motivational orientations not measured by the EPS--namely a religious orientation and an institutional loyalty orientation (pp. 4, 6). Other researchers who have modified the EPS for non-clergy populations with obvious religious motivations include Utendorf (1984), Gallagher (1985), and Lucey (1986).

Others as early as Burgess (1971) and Kovalik (1986) concluded that there was a religious factor in motivation.

Following the exploratory precedent above, this present study also investigated the need for adaptation of the EPS to this specific population. In an experimental pre-test

investigation, open-ended interviews were conducted involving a preliminary prototype of SDA pastors. The purpose of the qualitative approach was to initially ascertain whether the EPS encompassed their primary motivational orientations.

These qualitative interviews involved six ministers, from six different cities, regarding their motivations for recent participation in continuing education. The procedure (in which they confidentially and voluntarily cooperated) included: completing the EPS instrument; answering open-ended questions about their experience in filling out that instrument; and an opportunity to explain, in their own words, why they had engaged in their recent endeavors. Following the completion of the socio-demographic sheet, the minister was invited to give verbal comments about that instrument and about what kind of continuing education would be preferable if he were able to custom-order his experiences.

The results of each of these rather lengthy interviews indicated motivations not encompassed by the EPS. These were incorporated in twelve additional questions which are called the Investigatory Addendum. This is included on the socio-demographic sheet (see Appendix B). Scoring was independent of the EPS, and also comparative with it. All sections invited the respondent's free comments following completion. This was designed to provide for more

qualitative clarity. There was no attempt to validate the exploratory characteristics of the Addendum (see Question 2 in this Chapter).

Collection of Data

A random sample of 250 ordained SDA pastors was selected from Conference personnel directories. Each received a mailed envelope with a cover letter, an EPS instrument, the socio-demographic sheet containing the Investigatory Addendum, and a stamped, self-addressed return envelope, insuring anonymity. A post-card reminder was sent four weeks later.

Data Analysis

Methods of analysis in this study have been chosen, first, for suitability in accurately answering research questions; and secondly, on the basis of clarity and applicational value for the program planner or practitioner. Multiple formats, statistical tests, tabulations, and comparative matrices have been designed to heighten clarity and increase meaning. To accommodate future researchers, raw data will be made available on computer disk.

The five basic types of data to be analyzed in this study are: (1) EPS item and factor scores; (2) age; (3) rank-ordered task-preference; (4) qualitative data from prototype interviews and subjective written comments; and (5) Investigatory Addendum data. The Michigan State

University's Computer Laboratory assisted in data processing and analysis.

EPS Data

Education Participation Scale data has been expressed and utilized both as nominal data (by category) and as ratio data (by item and factor scores). A procedure has already been validated by Boshier whereby individual scores can be easily translated into factor scores (see EPS factor-scoring worksheet in Appendix B). No factor analysis is necessary. Each individual, answering 40 questions on a four-point scale, has six factor scores between 1.0 and 4.0. Each derived score describes the expressed importance of a motivational orientation.

Education Participation Scale data has been described by individual rank-ordered factor-score sets, groups, group means, various score distributions, mean rank, percentages, measures of central tendency, and by measures of variability. Comparisons have been made between those groups who ranked specific motivations from the highest to the lowest.

Parallels have been made between EPS scores for this sample and thousands of past participants recorded in the International EPS Data Bank.

Age Data

Ages of participants (see p. 11) have been expressed as frequency counts and age-group intervals. Statistical tests

were applied depending on the scale of measurement by which data is expressed. Data was treated as ratio when expressed as frequency counts or as age-group intervals. When expressed by categorical grouping, data was treated as nominal or dichotomous.

Task-Preference Data

Task-preference (see p. 13) data was received already rank-ordered. This data was generally expressed ordinally, but was given as nominal data for comparative purposes.

Comparing Motivational, Age, and Task Preference Data

All data was first described and compared by using various groupings, percentages, cross-tabulations, and descriptive techniques.

Data was then investigated for possible correlations between (1) EPS factor groupings in relation to each other; (2) motivation and age; and (3) motivation and task-preference. The product moment correlation coefficient, or Pearson's r, and multiple regression studies were employed. Motivation is generally the dependent variable. But, for comparison and cross-check purposes, motivation is separately calculated as the independent variable (for example, when motivation is correlated with each task-preference, and task-preference is the dependent variable).

Investigatory Addendum

The twelve additional questions have been analyzed by item, as a group, and in combination with the 40-item EPS.

The responses to addendum items were compared with the responses to the 40 EPS items, to ascertain whether the addendum does reveal factors, in addition to the six EPS factors, which indicate motivational categories for this population sample.

Qualitative Data Analysis

The qualitative or personal data obtained from the preliminary prototype findings, along with the written comments gathered from the instruments, are analyzed for possible implications. They are utilized in expanding and augmenting the quantitative findings.

CHAPTER IV

RESULTS

Introduction

This chapter reports the results of the research of Adventist ministers' motivations for continuing education, as described in Chapter III. The pre-test qualitative study outcome is reported below. The quantitative results of the two instruments is given in the sequential format presented by the four questions. Additional findings will follow the questions. There has been an effort to provide quantitative statistics in the form of figures and tables that will be clear and practical for continuing education practitioners.

Data Collection

A collection period of eight weeks was given for returning the surveys. At mid-point, a post-card reminder was sent (see Appendix B). Of the 250 instruments sent, 63% (or 157) ordained ministers responded. This group completed all items on both the Education Participation Scale and Investigatory Addendum. The 157 ministers of this group generated the statistics reported in all data. An additional 20 ministers completed the EPS instrument and various parts of the Investigatory Addendum. This data is reflected in the statistical reports wherever possible. There were no sub-groups. Seven of the 250 instruments

mailed were undeliverable. There was an over-all usable return rate of 177 (70%).

The Pre-Test Qualitative Study

Because of the nature of research Question 2, and the desire to explore the possibility of new motivational factors for this population, six ministers in six different cities were interviewed in depth. This qualitative measure was taken as a formative preparation for the socio-demographic sheet and the questions to be included in the Investigatory Addendum.

The open-ended, field-tested prototype included much the same procedure in each case. The respondent was asked to fill out an EPS instrument without any initial opportunity to ask questions. He was then asked to comment on his experience in filling out the questionnaire in regard to (a) general impression; (b) ease of answering; (c) clarity of terms; (d) areas of confusion over meaning; (e) any urge to rewrite items; (f) personal motivations which were not represented on the EPS; (g) why he engaged in his recent continuing education endeavor; (h) details about experience; (i) what kind of continuing education he would prefer if he could "custom order" his preference in regard to content, goals, and learning format. The pastor then responded to the socio-demographic sheet and registered his opinions (see Appendix B).

The ministers expressed a desire to:

(1) improve their own spiritual lives;

(2) learn more about salvation, theology and relationship to God;

(3) share thoughts, problems, "burdens," personal and family concerns, victories, insights, methodologies, and "general fellowship and prayer time" with fellow ministers; and to

(4) learn from more experienced ministers;

(5) be encouraged by the support of peers;

(6) give of themselves to their peer groups and to their church;

(7) develop their personal potentials so as to be better representatives of Christ, of their church, and of the "truths" they believe are ultimate solutions to life's problems;

(8) learn how to deal with the practical problems and challenges of the ministry.

The twelve-item Investigatory Addendum (see Appendix B) was formed from the information gathered in these six interviews, together with the research of Stephen Lowe in his study at Michigan State University (1987) and Penny Shell at Andrews University (1983). The Addendum was then pre-tested in its present form with two of the six ministers. There were no negative comments.

The pre-test qualitative aspects of this study were valuable in assisting with the formative portions of the Addendum which are unique to portions of this research.

Research Questions

Question 1. What are the self-reported Educational Participation Scale (EPS) motivations for participation in continuing professional education of randomly-selected SDA ministers in North America?

There was an instrument return rate of 70% for the Educational Participation Scale. The resulting data presents the most substantial portion of this research project. Through this means, there has been an effort to place some clarifying focus on general motivation for continuing education program planning for ordained Adventist ministers in North America.

The data was generated from the 40-item EPS instrument which expresses motivational preferences on a scale of 1.0 to 4.0 (see scoring sheet, Appendix B). All items are categorically scored under one of the six "factor" score headings as given in Table 1. The instrumentation section of Chapters II and III documents validity and the .81 reliability for the EPS, which has been given to 20,000 subjects.

Figure 1 is used to illustrate the possible motivational "factor scores" of an individual profile or person. These

Table 1

MOTIVATION FACTORS
(Items are listed under correct "factor")

	I Social Contact	II Social Stimulation	III Professional Advancement	IV Community Service	V External Expectations	VI Cognitive Interest	VII Personal Growth	VIII Spiritual Desires	IX Organizational Loyalty	
ITEMS	2	5	3	4	6	1	44	42	41	ITEMS
	9	8	10	22	30	7	47	46	43	
	14	12	11	23	34	25	48	49	45	
	17	16	13	29	36	37	50	52	51	
	19	21	15	39	40					
	26	24	18							
	31	27	20							
	33	28	32							
	38	35								

YEARS IN THE MINISTRY

Up to and including 10 (called "10")
Up to and including 20 (called "20")
Up to and including 30 (called "30")
Up to 40 and over

AGE

Up to and including 37 (called "37")
Up to and including 47 (called "47")
Up to and including 57 (called "57")
58 and over

TASK-PREFERENCE LIST

1. _____ Visiting
2. _____ Preaching
3. _____ Projects
4. _____ Administration
5. _____ Counseling
6. _____ Academic Study & Teaching
7. _____ Youth Ministry
8. _____ Conducting Bible Studies

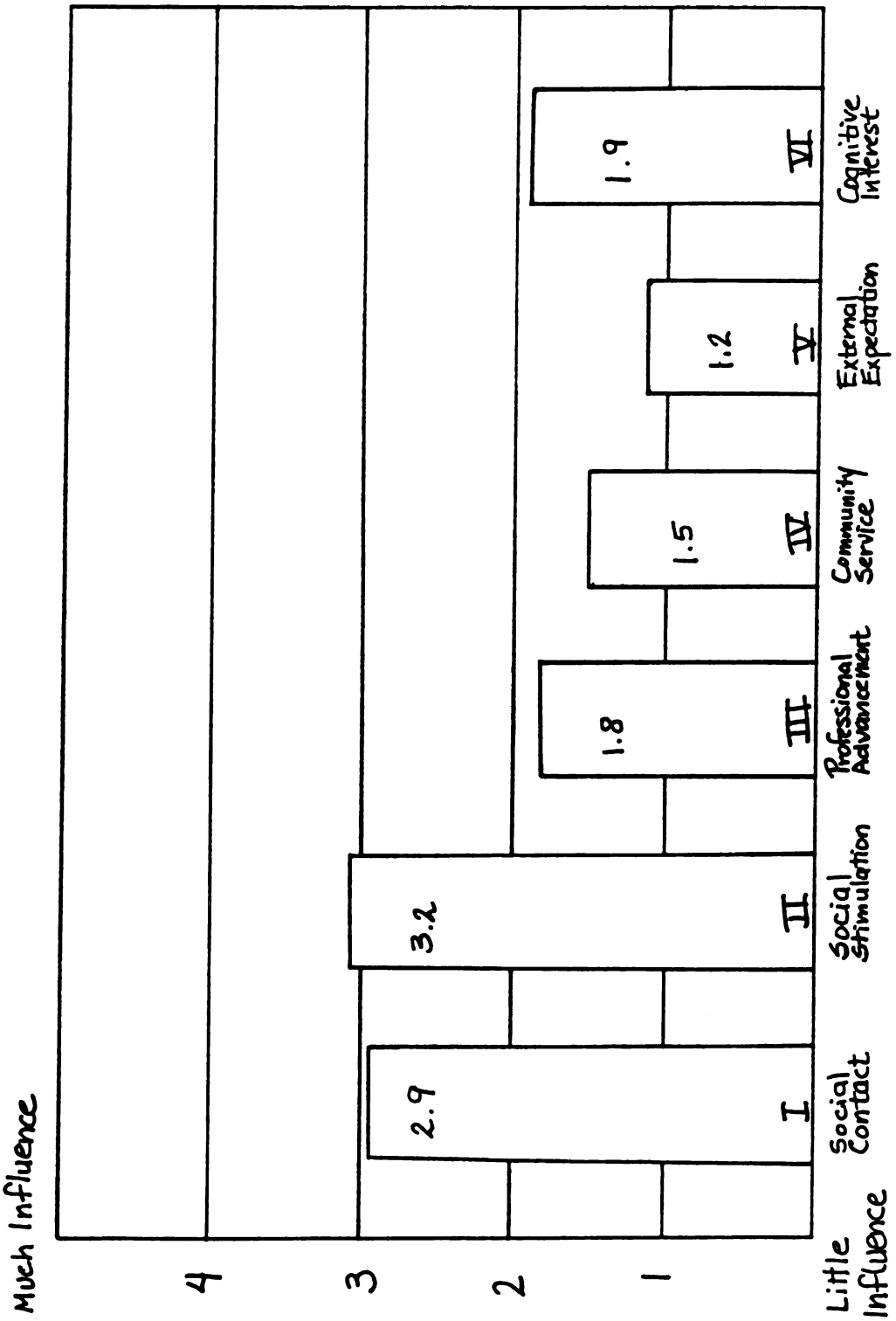


Figure 1. An Individual EPS Profile Using Mean Factor Scores
N = 1

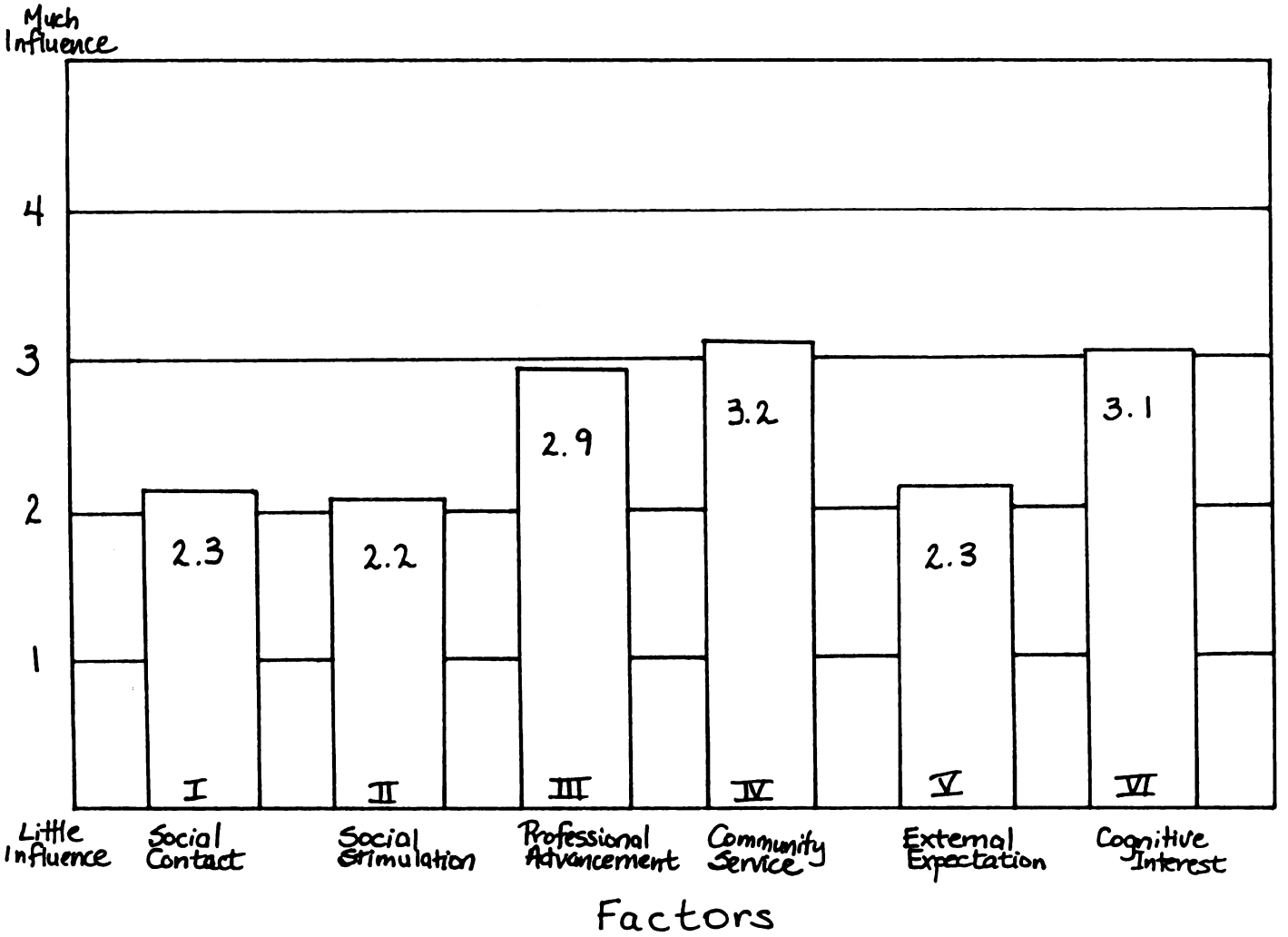


Figure 2. Ministerial Group EPS Mean Factor Scores
N = 177

scores are given as "means" which reflect the weight of value of that motivational factor for that particular respondent. Appendix C contains six pages on the actual means response profile for every question and participant.

The individual profile of Figure 1 shows that the external expectation factor (V) mean score is 1.2, which would indicate that the person does not participate in continuing education because of the wishes of others. The community service factor (IV) reveals a feeling of responsibility to the individual's broader social environment. This is also relatively low at 1.5. Factor VI, cognitive interest, is 1.9, which indicates only a moderate desire to learn for the sake of learning. Professional or career advancement (III) is 1.8, and likewise, does not appear to be a strong factor.

On the other hand, factor I (social contact), weighs with more value. Social stimulation (II) is an even more forceful motivation, indicating this respondent is an adult learner who finds strong satisfaction in getting away from his boring, "vegetative" circumstances. This individual learner apparently is stimulated by the variety of experience with congenial personal associations inherent in the continuing education environment.

Figure 2, by contrast, represents the cumulative totals for the EPS factor score means for the whole group of 177 ministers. Evaluation of these self-reported motivations

indicates what the group as a whole perceives in regard to these six factors. The composite ministerial group scores show a different profile than does that of the individual adult learner above. This comparison is used in order to illustrate the possibility that professional ministers may vary somewhat from the average person or population.

The rank ordered motivational factor scores are:

Community service	3.2
Cognitive interest	3.1
Professional Advancement	2.9
Social contact	2.3
External expectation	2.3
Social stimulation	2.2

It is evident that these ministers are moderately motivated to participate in continuing education in order to experience social contact and social stimulation. It is this indicates that they enjoy personal relationships and like people. External expectations, with a group mean of 2.3, indicates that the constraints of other persons or institutions is not a highly significant factor in motivating ministers to participate in continuing education. It is interesting to note that there is only a 0.1 difference between these three moderate or lower motivations.

In comparing the three higher motivational means, it is also interesting to discover only a 1.0 difference between the lowest and the highest group score. The three higher scores vary only by 0.3. Professional advancement is 2.9,

community service is 3.2, and cognitive interest averaged 3.1. It might be inferred, then, from EPS scores, that Adventist ministers in North America choose their continuing education primarily in order to advance their career goals, to become better able to serve their community, and just for the sake of learning. These are the general group cumulative findings that interesting data for program planners.

Table 2 lists the group means and standard deviations for each of the 40 items which ministers responded to in this study. They are ranked from the highest to the lowest.

Figure 3 compares the group mean factor scores for this sample of Adventist ministers with those of the International Education Participation Scale Data Bank. The cognitive interest factor of the two groups is nearly equal. There is a 31% higher community service factor for SDA ministers than there is for the average adult learner responding to the EPS. This might well be expected for a sample of pastors. The other four factors show an increased measure of motivational strength, ranging from 0.3 to 0.6. The parallel vertical bars, contained in the inset of Figure 4, illustrate the comparative motivational strength of the two populations. The information, summarized in Figure 4, presents relevant information, since results of the comparisons are integral to this study. They are also important for future studies on this population, other

TABLE 2

MEAN OF EACH OF THE 40 EPS QUESTION RESPONSES RANKED FROM HIGHEST TO LOWEST

N = 157

Variable	Label	Mean	Standard Deviation
18	Increase my job competence	3.592	0.716
29	To better serve mankind	3.541	0.665
03	Professional advancement	3.218	0.918
07	Satisfy inquiring mind	3.197	0.812
23	Understand human relations	2.942	0.882
01	Knowledge for its own sake	2.897	0.972
22	Prepare for community service	2.782	1.012
25	Just for joy of learning	2.756	0.932
39	Improve ability in comm. work	2.718	1.002
20	Help earn credit or certificate	2.590	1.141
11	Supplement previous education	2.522	1.089
13	Prepare for further courses	2.497	0.938
37	Just for the sake of learning	2.468	1.068
04	Be more effective citizen	2.417	0.977
16	Escape intellectual narrowness	2.179	1.086
32	Meet formal requirements	2.161	1.035
15	Keep up with competition	2.121	0.943
10	Higher job status	2.083	0.974
30	Keep up with others	2.058	0.962
17	Participate in group activity	2.019	0.861
35	Provide contrast to my previous education	1.981	0.980
19	Insight into personal problems	1.975	0.854
06	Do as authority recommended	1.955	1.012
12	Keep from "vegetating"	1.955	1.070
14	Enjoy personal associations	1.936	0.806
31	Improve my social relationships	1.903	0.828
02	Share common interest	1.821	0.861
26	Meet congenial people	1.782	0.773
33	Improve social position	1.718	0.848
27	Share common interest	1.690	0.818
38	Make new friends	1.671	0.731
36	Comply with another's suggestion	1.667	0.806
09	Be accepted by others	1.632	0.747
08	Reprieve from daily frustration	1.624	0.835
40	Comply with another's instructions	1.577	0.827
28	Break from routine	1.574	0.797
24	Short break from responsibilities	1.513	0.766
05	Relief from boredom	1.439	0.745
34	Escape an unhappy relationship	1.141	0.501
21	Escape television	1.130	0.438

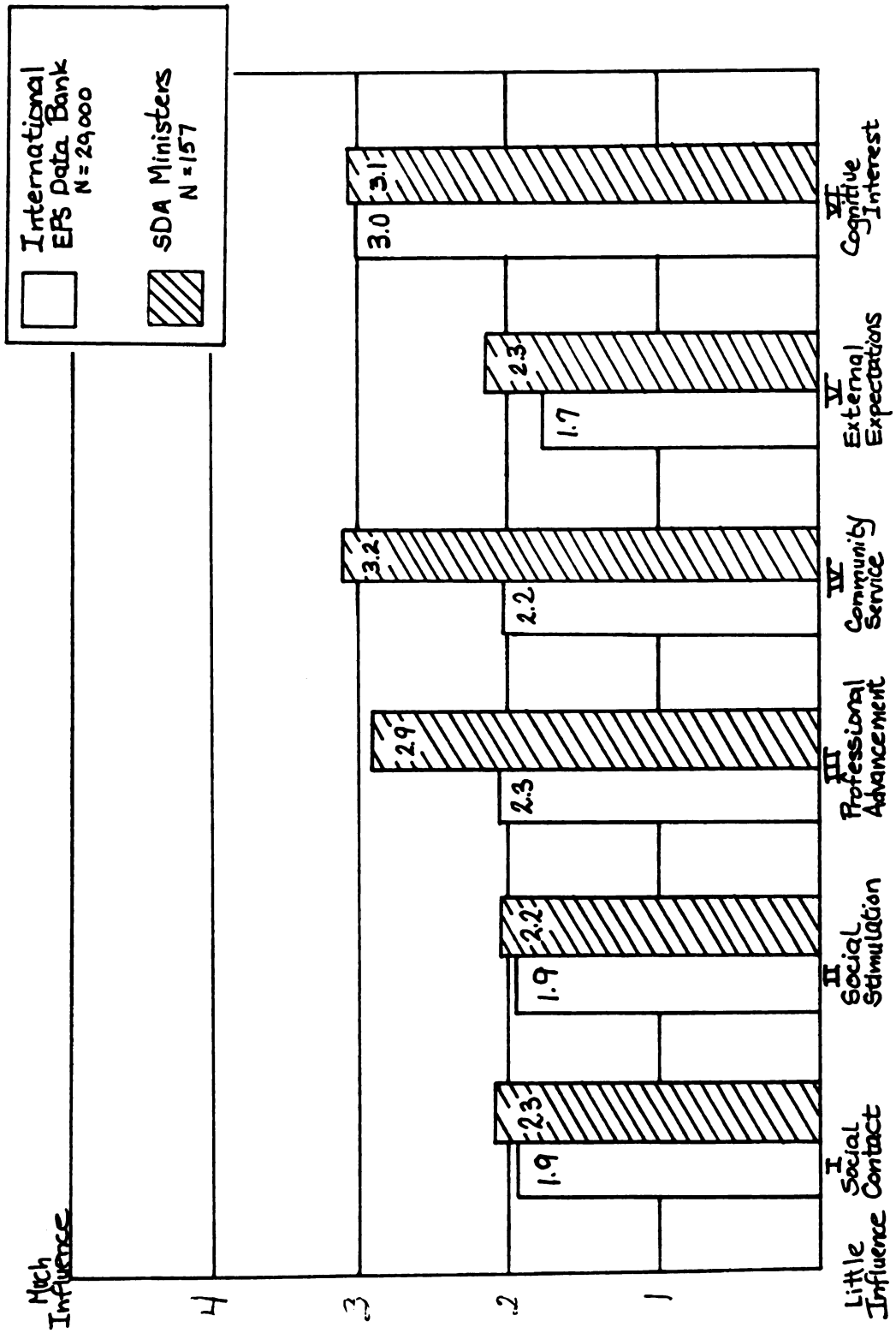


Figure 3. A Comparison of Adventist Ministers with International EPS Data Bank, #1

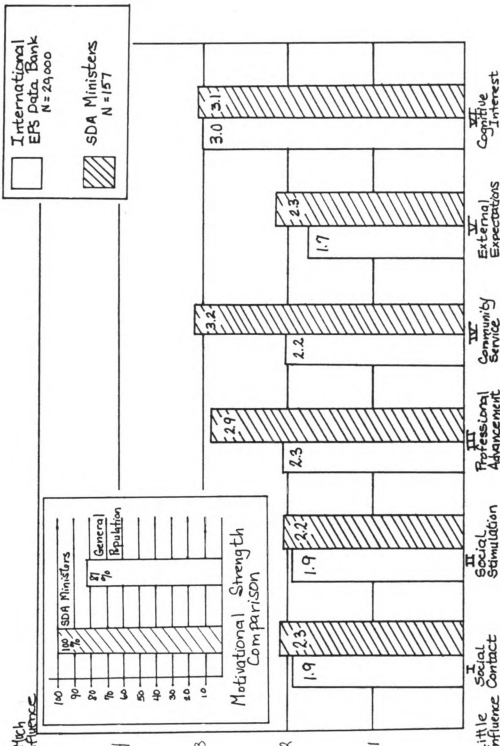


Figure 4. A Comparison of Adventist Ministers with International EPS Data Bank, #2

Adventist populations, and for those which may be done on ministers in other denominations. This fulfills the purpose of one of the significant goals of this project. Additionally, Dr. Boshier, at the International EPS Data Bank, is interested in incorporating this data into the general pool. He especially will welcome data representing the first group of professional ministers.

The above concludes the initial report of the results which answer Question 1. The interpretative meaning and correlational value reported here will be expanded further in this chapter and in Chapter V. There has been an effort to respond as clearly as possible to Question 1 by the careful use of figures and tables. These illustrations were intended to reduce verbal descriptions. The following points are made in summary:

Table 1 shows how EPS question items have been categorized under motivation factor score headings.

Figure 1 illustrates an individual motivational factor profile.

Figure 2 gives the composite factor profile of the whole group of Adventist ministers.

Table 2 breaks the items or variables down by their labels, means, and standard deviations.

Figure 3 presents the data of this study for purposes of comparison with past studies and possible

future investigations.

Figure 4 adds a comparative element when illustrating the 19% greater motivational strength for ministers as contrasted with the general population.

Question 2. Does this unique ministerial population sample appear to have additional motivational factors (religious, personal growth, and organizational loyalty) which are not dealt with specifically in the EPS model?

In the chapter on methodology, the research design stated one of the project's purposes was to be an exploratory effort toward the possibility of finding factors not included in the six EPS factors. The pre-test qualitative portion was designed to discover if these factors might exist in the pilot case studies. These preliminary respondents gave indications of these factors and assisted in the preparation of the twelve items which became the Investigatory Addendum.

There was no attempt made during the formation of the Addendum to test for reliability and validity. No claims, therefore, were to be made regarding the generalizability of the instrument. It was thought that perhaps this design of an "adapted" instrument might reveal the existence of one or more of the three factors.

Table 3 gives the short label forms of the questions along with the item number, the means, and the standard

TABLE 3
MEAN OF EACH OF THE 12 ADDENDUM QUESTION RESPONSES RANKED FROM HIGHEST TO LOWEST

Item	Label	Mean	Standard Deviation
43	Better leadership for my group	3.643	0.641
42	Clarity about theology/God's will	3.420	0.833
50	Ideas for personal development	3.382	0.730
46	Ideas for my character/spiritual growth	3.248	0.814
45	Expand expertise to benefit church	3.146	0.897
51	For value of my church	3.006	0.997
41	Networking for organizations sake	2.819	0.983
44	Encouragement to overcome my weakness	2.561	1.040
52	To test my assumptions	2.420	0.981
49	Share beliefs with peers	2.032	0.902
47	Understood by advanced colleagues	1.955	0.842
48	Time away for reflection	1.847	0.849

deviations for the twelve additional items. This table corresponds with Table 2, which lists the 40-item EPS instrument. It can be observed that 50% of the item means in the Addendum ranked 3.0 and above, as compared with 10% on the EPS. On the other hand, 50% of the EPS item means ranked in the 1.9 and below category as contrasted with 16.7% for the same group in the Addendum.

Figure 5 is the companion composite for Figure 4. Figure 5 was designed to reveal, at a glance, the total response means for the entire study, together with the values from the International EPS Data Bank. The three Addendum factors register a combined motivational means strength of 9.1, which can be compared to the three highest factors on the EPS with a combined means of 9.2. A comparison of the three Addendum factors, with the remaining three EPS factors, reveals 2.3 higher motivational means for the Addendum.

Table 4 records the mean number of points, standard deviations, and ranges for each factor on the combined instrument.

In further reporting the results of the present study as it relates to answering research Question 2, the reader is referred to what appears to be meaningful comparisons from yet another perspective. Tables 5 and 6 combine all the means and standard deviations for all 52 items of the adapted instrument, together with the appropriate factor

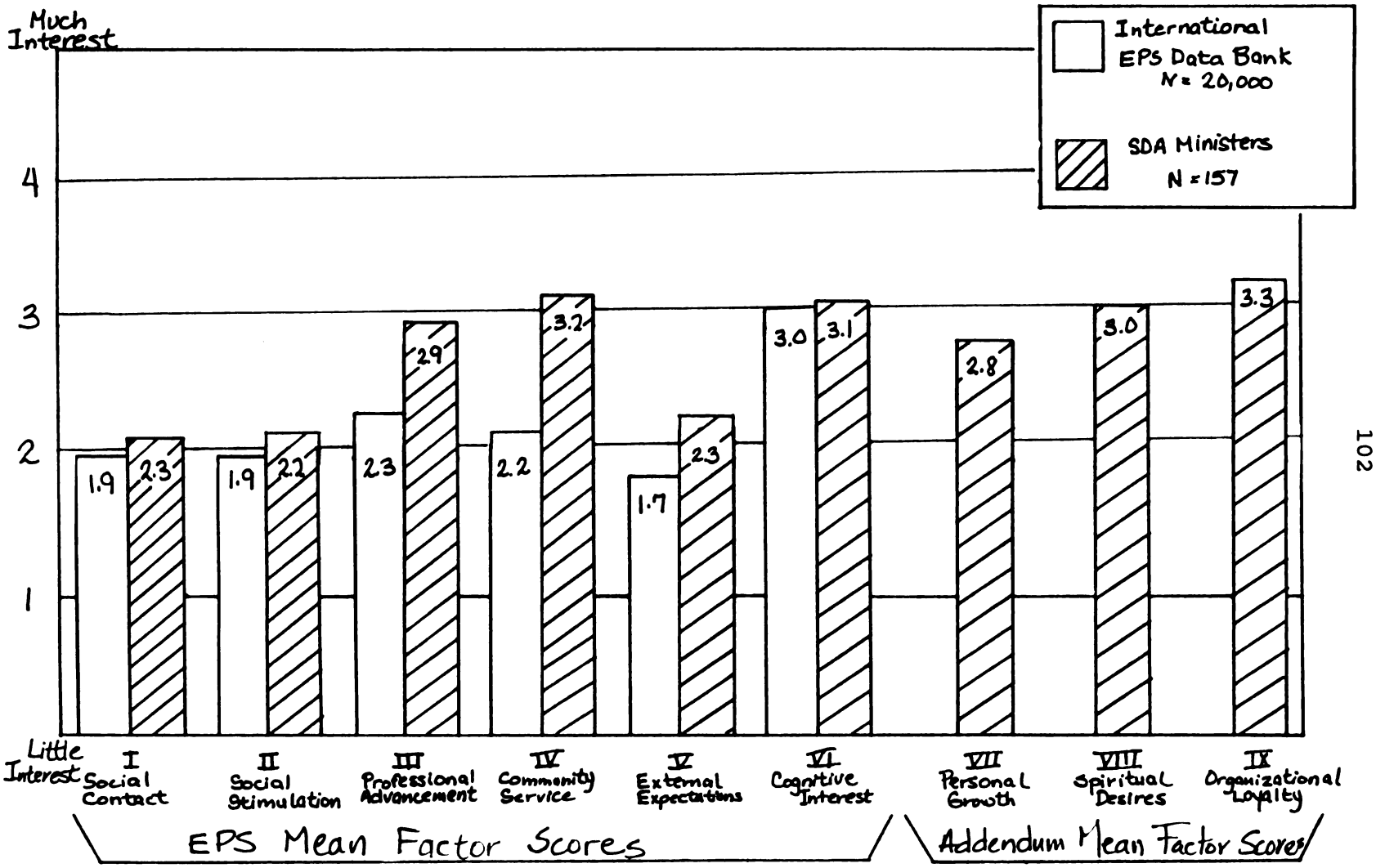


Figure 5. Comparison of Adventist Ministers with EPS Data Bank Population and Addendum Items

Table 4

Mean Number of Points, Standard Deviations, and Ranges in Each Factor

Factors	Label	Mean Total Points Toward Each Factor	Standard Deviation	Range	Minimum	Maximum
I	Social Contact	16.344	4.537	21.000	7.00	28.00
II	Social Stimulation	14.987	4.606	27.000	3.00	30.00
III	Professional Advancement	20.720	4.556	24.000	8.00	32.00
IV	Community Service	14.331	3.487	15.000	5.00	20.00
V	External Expectations	08.331	2.767	13.000	4.00	17.00
VI	Cognitive Interest	11.268	3.062	12.000	4.00	16.00
VII	Personal Growth	09.745	2.454	12.000	4.00	16.00
VIII	Spiritual Desires	11.121	2.505	12.000	4.00	16.00
IX	Organizational Loyalty	12.580	2.499	12.000	4.00	16.00

TABLE 5

GROUP MEANS OF EACH OF THE 52 QUESTION RESPONSES, RANKED FROM HIGHEST TO LOWEST (UPPER 50% OF POPULATION)

Item No.	Label	Mean	Standard Deviation	Factor No.	Factor Name
				UPPER 25%	
43	**Better leadership for my group**	3.643	0.641	(9)*	Organizational loyalty
18	Increase my job competence	3.592	0.716	3	Prof. advancement
29	To better serve mankind	3.541	0.665	4	Community service
42	**Clarity about theology/God's will**	3.420	0.833	(8)*	Spiritual desires
50	**Ideas for personal development**	3.382	0.730	(7)*	Personal growth
46	**Ideas for my character/spiritual growth**	3.248	0.814	(8)*	Spiritual desires
03	Professional advancement	3.218	0.918	3	Prof. advancement
07	Satisfy inquiring mind	3.197	0.812	6	Cognitive interest
45	**Expand expertise to benefit church**	3.146	0.897	(9)*	Organizational loyalty
51	**For value of my church**	3.006	0.997	(9)*	Organizational loyalty
23	Understand human relations	2.942	0.882	4	Community service
01	Knowledge for its own sake	2.897	0.972	6	Cognitive interest
41	**Networking for organizations sake**	2.819	0.983	(9)*	Organizational loyalty
				UPPER 50%	
22	**Prepare for community service**	2.782	1.012	4	Community service
25	**Just for joy of learning**	2.756	0.932	6	Cognitive interest
39	**Improve ability in community work**	2.718	1.002	4	Community service
20	**Help earn credit or certificate**	2.590	1.141	3	Prof. advancement
44	**Encouragement to overcome my weakness**	2.561	1.040	(7)*	Personal growth
11	**Supplement previous education**	2.522	1.089	3	Prof. advancement
13	**Prepare for further courses**	2.497	0.938	3	Prof. advancement
37	**Just for the sake of learning**	2.468	1.068	6	Cognitive interest
52	**To test my assumptions**	2.420	0.981	(8)*	Spiritual desires
04	**Be more effective citizen**	2.417	0.977	4	Community service
16	**Escape intellectual narrowness**	2.179	1.086	2	Social stimulation
32	**Meet formal requirements**	2.161	1.035	3	Prof. advancement
15	**Keep up with competition**	2.121	0.943	3	Prof. advancement

*** Addendum factor**

TABLE 6

GROUP MEANS OF EACH OF THE 52 QUESTION RESPONSES, RANKED FROM HIGHEST TO LOWEST (LOWER 50% OF POPULATION)

Item No.	Label	Mean	Standard Deviation	Factor No.	Factor Name
				LOWER 50%	
10	Higher job status	2.083	0.974	3	Prof. advancement
30	Keep up with others	2.058	0.962	5	External expectations
49	Share beliefs with peers	2.032	0.902	(8)*	Spiritual desires
17	Participate in group activity	2.019	0.861	1	Social contact
35	Provide contrast to my previous ed.	1.981	0.980	2	Social stimulation
19	Insight into personal problems	1.975	0.854	1	Social contact
06	Do as authority recommended	1.955	1.012	5	External expectations
47	Understood by advanced colleagues	1.955	0.842	(7)*	Personal growth
12	Keep from "vegetating"	1.955	1.070	2	Social stimulation
14	Enjoy personal associations	1.936	0.806	1	Social contact
31	Improve my social relationships	1.903	0.828	1	Social contact
48	Time away for reflection	1.847	0.849	(7)*	Personal growth
02	Share common interest	1.821	0.861	1	Social contact
				LOWER 25%	
26	Meet congenial people	1.782	0.773	1	Social contact
33	Improve social position	1.718	0.848	1	Social contact
27	Contrast to life-as-usual	1.690	0.818	2	Social stimulation
38	Make new friends	1.671	0.731	1	Social contact
36	Comply with another's suggestion	1.667	0.806	5	External expectations
09	Be accepted by others	1.632	0.747	1	Social contact
08	Reprieve from daily frustration	1.624	0.835	2	Social stimulation
40	Comply with another's instructions	1.577	0.827	5	External expectations
28	Break from routine	1.574	0.797	2	Social stimulation
24	Short break from responsibilities	1.513	0.766	2	Social stimulation
05	Relief from boredom	1.439	0.745	5	External expectations
34	Escape an unhappy relationship	1.141	0.501	5	External expectations
21	Escape television	1.130	0.438	2	Social stimulation

* Addendum factor

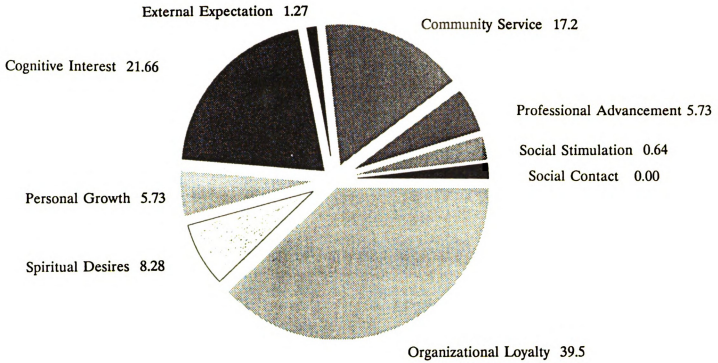
number and name. In Table 5, it will be noted that seven of the items in the upper 25% belong to the 12-item Addendum; six belong to the 40-item EPS. All of the items of the Addendum are in the top 75%.

Figure 6 shows graphically that 39.5% of the participants selected organizational loyalty, an Addendum item, as their first choice.

Pearson's r correlational coefficients relating motivational factors to each other are reported in Table 7. Addendum items correlate to each other in a similar manner to the way EPS factors correlate to each other. The range between the highest and lowest EPS Pearson's r correlations is .23; the range between Addendum items is .15; and the range between highest and lowest correlations between the EPS factors and the Addendum factors is .17. Again, Addendum factors show statistical similarity to EPS factors, providing observational data for further study of the religious, personal growth, and organizational loyalty factors for continuing ministerial education.

Table 8 reveals the extent to which, when a respondent answers a question on the EPS in a certain way, he/she is likely to similarly answer the other question on the Addendum. There were fourteen such correlations when p was equal-to or less-than .05, and r was equal-to or greater-than .35.

Table 9 is the companion Pearson's r correlation, which



*In percentages

Figure 6. Percentage of Respondents Who Scored Each Factor Highest

Table 7

PEARSON CORRELATION COEFFICIENTS RELATING MOTIVATIONAL FACTORS TO EACH OTHER N=157

CORRELATIONS BETWEEN EPS FACTORS

Factors I & II r = .5667 p = .000
Social Contact and Social Stimulation

Factors I & III r = .4872 p = .000
Social Contact and Professional Advancement

Factors I & IV r = .3351 p = .000
Social Contact and Community Service

Factors II & III r = .4424 p = .000
Social Stimulation and Professional Advancement

Factors II & V r = .3654 p = .000
Social Stimuli and Eternal Expectations

Factors III & V r = .4437 p = .000
Professional Advancement and External Expectations

CORRELATIONS BETWEEN ADDENDUM FACTORS

Factors VII & VIII r = .3981 p = .000
Personal Growth and Spiritual Desires

Factors VII & IX r = .4726 p = .000
Personal Growth and Organizational Loyalty

Factor VIII & IX r = .5407 p = .000
Spiritual Desires and Organizational Loyalty

CORRELATIONS BETWEEN EPS AND ADDENDUM FACTORS

Factors I & VII r = .5127 p = .000
Social Contact and Personal Growth

Factors II & VII r = .5219 p = .000
Social Stimulation and Personal Growth

Factors III & VII r = .3559 p = .000
Professional Advancement and Personal Growth

Factors IV & IX r = 4979 p = .000
Community Service and Organizational Loyalty

TABLE 8

PEARSON CORRELATION COEFFICIENTS BETWEEN EPS AND ADDENDUM QUESTIONS

(Correlations reported only when p is equal to or less than .05 and r is equal to or greater than .35. N = 157.)

Q11 and Q44. r = .4076 p = .000

To supplement a narrow previous education
To encourage me in overcoming my weaknesses

Q17 and Q41 r = .3511 p = .000

To participate in group activity
To network with peers so we can do more cooperative efforts to make our church organization grow

Q18 and Q43 r = .4218 p = .000

To increase my job competence
To provide better leadership to my group where I feel a responsibility

Q19 and Q44 r = .5573 p = .000

To gain insight into my personal problems
To encourage me in overcoming my weaknesses

Q19 and Q47 r = .3992 p = .000

To gain insight into my personal problems
To be "understood by" someone who may be farther along in personal growth

Q19 and Q48 r = .4190 p = .000

To gain insight into my personal problems
To be "away from" my duties in order to have a more objective point of view for personal problem solving

Q23 and Q41 r = .3910 p = .000

To gain insight into my human relations
To network with peers so we can do more cooperative efforts to make our church organization grow

Q23 and Q44 r = .3597 p = .000

To gain insight into human relations
To encourage me in overcoming my weaknesses

Q23 and Q45 r = .3597 p = .000

To gain insight into human relations
To learn what "works" in other churches so I can contribute to the success of my own church

Q24 and Q48 r = .5537 p = .000

To have a few hours away from responsibilities
To be "away from" my duties in order to have a more objective point of view for personal problem solving

Q27 and Q48 r = .3904 p = .000

To provide a contrast to the rest of my life
To be "away from" my duties in order to have a more objective point of view for personal problem solving

Q 28 and Q48 r = .5657 p = .000

To get a break in the routine of home or work
To be "away from" my duties in order to have a more objective point of view for personal problem solving

Q29 and Q51 r = .3719 p = .000

To improve my ability to serve humankind
To provide better leadership to my group where I feel a responsibility

Q30 and Q44 r = .3677 p = .000

To keep up with others
To encourage me in overcoming my weaknesses

(There were no significant negative correlations)

TABLE 9

PEARSON CORRELATION COEFFICIENTS COMPARING ADDENDUM ITEMS WITH EACH OTHER

Q41 and Q42 r = .4310 p = .000
To network with peers so we can do more cooperative efforts to make our church organization grow
To learn to think more broadly and clearly about theology and God's will

Q41 and Q43 r = .4148 p = .000
To network with peers so we can do more cooperative efforts to make our church organization grow
To provide better leadership to my group where I feel a responsibility

Q41 and Q45 r = .3992 p = .000
To network with peers so we can do more cooperative efforts to make our church organization grow
To learn what "works" in other churches so I can contribute to the success of my own church

Q41 and Q46 r = .4517 p = .000
To network with peers so we can do more cooperative efforts to make our church organization grow
To be exposed to ideas that will help me with my spiritual/character growth

Q41 and Q47 r = .3747 p = .000
To network with peers so we can do more cooperative efforts to make our church organization grow
To be "understood by" someone who may be farther along in personal growth

Q42 and Q46 r = .5447 p = .000
To learn to think more broadly and clearly about theology and God's will
To be exposed to ideas that will help me with my spiritual/character growth

Q44 and Q45 r = .4747 p = .000
To encourage me in overcoming my weaknesses
To learn what "works" in other churches so I cancontribute to the success of my own church

Q44 and Q46 r = .4177 p = .000
To encourage me in overcoming my weaknesses
To be exposed to ideas that will help me with my spiritual/character growth

Q 44 and Q47 r = .4386 p = .000
To encourage me in overcoming my weaknesses
To be "understood by" someone who may be farther along in personal growth

Q44 and Q48 r = .4610 p = .000
To encourage me in overcoming my weaknesses
To be "away from" my duties in order to have a more objective point of view for personal problem solving

Q45 and Q46 r = .5116 p = .000
To learn what "works" in other churches so I can contribute to the success of my own church
To be exposed to ideas that will help me with my spiritual/character growth

Q45 and Q47 r = .3988 p = .000
To learn what "works" in other churches so I can contribute to the success of my own church
To be "understood by" someone who may be farther along in personal growth

Q46 and Q47 r = .3716 p = .000
To be exposed to ideas that will help me with my spiritual/character growth
To be "understood by" someone who may be farther along in personal growth

Q46 and Q51 r = .3616 p = .000
To be exposed to ideas that will help me with my spiritual/character growth
Because of the obvious value to me of this Remnant Church

Q41 and Q49 r = .3733 p = .000
To network with peers so we can do more cooperative efforts to make our church organization grow
To have an opportunity to share my religious beliefs with peers

Q47 and Q49 r = .5195 p = .000
To be "understood by" someone who may be farther along in personal growth
To have an opportunity to share my religious beliefs with peers

(There were no significant negative correlations)

lists the questions of the Addendum as they correlate with each other.

The data generated by multiple regression statistical tests, which showed both significant t and significant F equal-to or less-than .05, are grouped together in Table 10.

The nine items on the EPS-Addendum regression studies fall into two sets of data, listed on Table 10. In the first set of regressions (the first six items), Addendum factors were independent variables and EPS items were dependent variables. In the second set of regressions (the last three items), Addendum factors were dependent variables, and EPS items were independent variables.

There are similarities between the previously-discussed Pearson's correlations and these multiple regression studies. Seventy-five percent of the Pearson correlations for the EPS and the Addendum also surface in the regression statistics.

In summarizing the data which relates to Question 2, and possible motivational factors not covered in the EPS, it seems necessary to remember that no claim was made for the validity or reliability of the Investigatory Addendum as it relates to this sample or to any other. It can be merely stated that all three of the Addendum factors resulted in high mean scores. It seems important to consider that the group was a homogeneous group who were reporting their own motivations. The reader is left, therefore, with the

TABLE 10

SIX EPS FACTORS RELATED TO THREE ADDENDUM FACTORS BY MULTIPLE REGRESSION (t & $F \leq .05$)

Dependent Variable: Factor I, Social Contact
Independent Variables: Factor IX, Organizational Loyalty;
Factor VII, Personal Growth; and Factor VIII, Spiritual Desires
F = .000
Significant T: Factor I related to Factor VII by t = .0000

Dependent Variable: Factor II, Social Stimulation
Independent Variables: Factor IX, Organizational Loyalty;
Factor VII, Personal Growth; and Factor VIII, Spiritual Desires
F - .000
Significant T: Factor II related to Factor VII by t = .000

Dependent Variable: Factor III, Professional Advancement
Independent Variables: Factor IX, Organizational Loyalty;
Factor VII, Personal Growth; and Factor VIII, Spiritual Desires
F = .000
Significant T: Factor III related to Factor VII by t = .0010
Factor III related to Factor IX by t = .0393

Dependent Variable: Factor IV, Community Service
Independent Variables: Factor IX, Organizational Loyalty;
Factor VII, Personal Growth; and Factor VIII, Spiritual Desires
F = .000
Significant T: Factor IV related to Factor IX by t = .0000

Dependent Variable: Factor V, External Expectations
Independent Variables: Factor IX, Organizational Loyalty;
Factor VII, Personal Growth; and Factor VIII, Spiritual Desires
F = .0014
Significant T: Factor V related to Factor VII by t = .0017

Dependent Variable: Factor VI, Cognitive Interest
Independent Variables: Factor IX, Organizational Loyalty;
Factor VII, Personal Growth; and Factor VIII, Spiritual Desires
F = .0014
Significant T: Factor VI related to Factor VII by t = .0077
Factor VI related to Factor VIII by t = .0074
Factor VII related to Factor IX by t = .0268

Dependent Variable: Factor VII, Personal Growth
Independent Variables: Factors I through VI
F = .0000
Significant T: Factor VII related to Factor I, Social Contact, by t = .0119
Factor VII related to Factor II, Social Stim., by t = .0003
Factor VII related to Factor IV, Community Service by t = .0130

Dependent Variable: Factor VIII, Spiritual Desires
Independent Variables: Factors I through VI
F = .0011
Significant T: Factor VII related to Factor IV, Community Service, by t = .0130
Factor VII related to Factor VI, Cognitive Interest, by t = .0168

Dependent Variable: Factor IX, Organizational Loyalty
Independent Variables: Factors I through VI
F = .0000
Significant T: Factor IX related to Factor IV, Community Service, by t = .0000

evidence given and interpretive latitude.

Question 3. What is the relationship(s) between age and motivation in this sample?

The age relationship and motivation segment of this study was the outcome of some recommendations of the continuing education needs assessment done for the Adventist Church by Penny Shell (1983). She found no specific age differences in her sample, but she felt her study did not deal with the situation sufficiently. Research literature in developmental studies, suggests there should be some demonstrable differences in age groups.

The population in this ministerial sample was selected randomly without any age segregation. Table 11 gives the age distribution for the sample of respondents.

Table 12 reports motivational factor means by the age groups indicated in Table 11. A study of these statistics seems to provide little variation of means for any of the age groups. The professional advancement factor very slowly declined as the sample population matured. The community service was up 0.6 in the 58-and-over group. The motivation of external expectations was slightly higher for the 47 group, and spiritual desires gained 0.4 when comparing the 37 group with the 58-and-over group. Organizational loyalty appears to gain very slowly through the four groups. None of these slight variations, however, appear to have important significance.

TABLE 11

Number of Ministers in Each Age Group

Up to and including 37 years old	28
Up to and including 47 years old	54
Up to and including 57 years old	40
58 and over	35

TABLE 12

GROUP FACTOR SCALE SCORE MEANS BY AGE GROUP

N = 157

	Mean Total Population	Through 37	Through 47	Through 57	58 and Over
Factor I. Social Contact	2.36	2.31	2.40	2.32	2.40
Factor II. Social Stimulation	2.25	2.24	2.34	2.17	2.21
Factor III. Professional Advancement	2.94	3.02	2.99	2.94	2.81
Factor IV. Community Service	3.15	3.12	3.09	3.19	3.77
Factor V. External Expectations	2.25	2.24	2.32	2.20	2.21
Factor VI. Cognitive Interest	3.11	3.12	3.15	3.10	3.07
Factor VII. Personal Growth	2.83	2.81	2.90	2.76	2.81
Factor VIII. Spiritual Desires	3.09	2.86	3.10	3.12	3.20
Factor IX. Organizational Loyalty	3.36	3.30	3.35	3.37	3.42

The spiritual desires and organizational loyalty factor scores on Table 13 seem to show a pattern of motivational choice, consistent with ordinary developmental studies. The ranked motivational factors in Table 14 could be helpful, also, for a practitioner who has an interest in age differences. It will be useful to program planners to know that perhaps this population may not mirror the usual developmental trends.

The questions to be answered in this study did not include any comparisons of age and task-preference. Task-preference and motivational statistics are reported under Question 4; but, because the raw data was available, statistical tests were done which produced three additional age-related tables. These may be of value to program planners when considering age in continuing education.

Table 15 pictures each age group with the percentage task-preference choices and suggests first choice selections for the following age groups:

1. Counseling for the less-than-37 age group;
2. Academic study and teaching primarily for the less-than-37 age group.
3. Visiting was ranked moderately low in the less-than-37 age group in comparison to the other three age groups, which ranked moderately high.
4. Preaching was the most frequent first choice for all age groups.

TABLE 13

MOTIVATIONAL FACTORS RANKED BY AGE GROUP

Highest to Lowest
N = 157

	FACTOR I Social Contact	FACTOR II Social Stimulation	FACTOR III Professional Advancement	FACTOR IV Community Service	FACTOR V External Expectations	FACTOR VI Cognitive Interest	FACTOR VII Personal Growth	FACTOR VIII Spiritual Desires	FACTOR IX Organiz. Loyalty
Highest	47	47	37	58+	47	47	47	58+	58+
Medium	58+	37	48	57	37	37	37	57	57
Low	57	58+	57	37	58+	57	58+	47	47
Lowest	37	57	58+	47	57	58+	57	37	37

*Figures represent upper limits of age groups

Through 37
Through 47
Through 57
58+

TABLE 14

RANKED MOTIVATIONAL FACTORS BY AGE GROUP

Through Age 37	Through Age 47	Through Age 57	Age 58 and Over
Organizational Loyalty	Organizational Loyalty	Organizational Loyalty	Community Service
Cognitive Interest	*Cognitive Interest	Community Service	Organizational Loyalty
Community Service	*Community Service	Spiritual Desires	Spiritual Desires
Professional Advancement	Spiritual Desires	Cognitive Interest	Cognitive Interest
Spiritual Desires	Professional Advancement	Professional Advancement	*Professional Advancement
Personal Growth	Personal Growth	Personal Growth	*Personal Growth
Social Contact	Social Contact	Social Contact	Social Contact
*Social Stimulation	Social Stimulation	External Expectations	*External Expectations
*External Expectations	External Expectations	Social Stimulation	Social Stimulation

* These pairs of Factors had equal scores.

TABLE 15

FIRST-CHOSEN TASK PREFERENCES RANK-ORDERED WITHIN EACH AGE GROUP

Less Than Age 37	Through Age 47	Through Age 57	Age 58 and Over
Preaching 42.9%	Preaching 40.4%	Preaching 40.0%	Preaching 41.2%
Academic 14.3%	Visiting 19.2%	Bible Studies 20.0%	Bible Studies 23.5%
Counseling 10.7%	Bible Studies 17.3%	Visiting 12.5%	Visiting 20.6%
Bible Studies 10.7%	Administration 9.6%	Academic & Tchg. 12.5%	Administration 8.8%
Administration 7.1%	Youth Ministry 7.7%	Administration 7.5%	Projects 5.9%
Youth Ministry 7.1%	Academic & Tchg. 3.8%	Projects 5.0%	Youth Ministry 0.0%
Visiting 3.6%	Projects 1.9%	Counseling 2.5%	Academic & Tchg. 0.0%
Projects 3.6%	Counseling 0.0%	Youth Ministry 0.0%	Counseling 0.0%
TOTALS			
100%	100%	100%	100%

5. Bible studies was chosen moderately by the less-than-37 age group. The percentage level increases steadily with each additional age group sampled.
6. Administration remains in a lower middle range across all age groups.
7. Youth ministry was moderately low selection up to age 47, then drops to zero.
8. Projects was a task chosen by very few in all age groups, but was highest in the two eldest age groups.

Table 16 characterizes additional age group data from two percentage perspectives, which can serve as guidelines to programmers interested in age factors.

Table 17 shows another view point in rank-ordering by age groups. The following observations can be made:

1. The selection of **projects** as a first preference increases with age.
2. **Youth ministry** drops to zero as a first preference after age 47.
3. The following appears true for **visiting, preaching, Bible studies and administration:** the "through 47" age group most often ranked each of these first; and the less-than-37 age group most often ranked each of these last.
4. The "through 47" group was most interested in youth ministry.

TABLE 16

a. AGE GROUPS DIVIDED INTO FIRST-CHOSEN TASK PREFERENCES BY PERCENT

	VISITING	PREACHING	PROJECTS	ADMINISTRATION	COUNSELING	ACADEMIC STUDY & TCHG	YOUTH MINISTRY	CONDUCTING BIBLE STUDIES
Less Than 37	3.6	42.9	3.6	7.1	10.7	14.3	7.1	10.7
Through 47	19.2	40.4	1.9	9.6	0.0	3.8	7.7	17.3
Through 57	12.5	40.0	5.0	7.5	2.5	12.5	0.0	20.0
58 and over	20.6	41.2	5.9	8.8	0.0	0.0	0.0	23.5

b. FIRST-CHOSEN TASK PREFERENCES DIVIDED INTO AGE GROUPS BY PERCENT

	VISITING	PREACHING	PROJECTS	ADMINISTRATION	COUNSELING	ACADEMIC STUDY & TCHG	YOUTH MINISTRY	CONDUCTING BIBLE STUDIES
Less Than 37	4.3	19.0	16.7	15.4	75.0	36.4	33.3	10.7
Through 47	43.5	33.3	16.7	38.5	0.0	18.2	66.7	32.1
Through 57	21.7	25.4	33.3	23.1	25.0	45.5	0.0	28.6
58 and over	30.4	22.2	33.3	23.1	0.0	0.0	0.0	28.6
TOTALS	99.9	99.9	100.0	100.1	100.0	100.1	100.0	100.0

TABLE 17

FIRST-CHOSEN TASK PREFERENCES RANK-ORDERED BY AGE GROUPS

Visiting		Preaching		Projects		Administration		Counseling		Academic Study & Tchg.	
-47	43.5%	-47	33.3%	-57	33.3%	-47	38.5%	<37	75%	-57	45.5%
58+	30.4%	-57	25.4%	58+	33.3%	-57	23.1%	-57	25.0%	<37	36.4%
-57	21.7%	58+	22.2%	-47	16.7%	58+	23.1%	-47	0.0%	-47	18.2%
<37	4.3%	<37	19.0%	<37	16.7%	<37	15.4%	58+	0.0%	58+	0.0%

Youth Ministry		Conducting Bible Studies	
-47	66.7%	-47	32.1%
<37	33.3%	58+	28.6%
-57	0.0%	-57	28.6%
58+	0.0%	<37	10.7%

Age groups are:

Less than 37 years
Through 47
Through 57
58 and over

5. The two groups over 48 were twice as likely to want to do projects.
6. Seventy-five percent of those choosing counseling first were in the 37 and under age group.
7. Only 4.3% in the 37 and under group chose visiting.
8. The 38-47 age group was the largest whose first task choice was preaching. The percentage decreases, thereafter, but not drastically. The lowest, 19%, was in the 37 and under group.
9. Of the 48-57 age group, 45.5% chose academic study and teaching as their first preference.

Question 3 can be summarized by saying that there are a number of observations revealed in the data that can be helpful to providers of continuing education; but, there appears to be no significant relationship between motivation and age. This data does not suggest that the programmer should plan to subdivide ministerial age groups on the basis of motivations that were discovered in this study.

The additional analysis of age groups and task preference gives a different perspective for the provider, which may enhance the understanding of age. Therefore, there may be reasons other than motivational factor differences upon which to base sub-dividing for age. One of them may be the task-preference data reported in these additional findings under Question 3.

Question 4. What is the relationship(s) between rank-ordered task-preference and motivation for this sample?

Figure 7 visually reports the choices of this sample of North American ministers.

Table 18 reveals that preaching, visiting, and Bible studies were included in the top four choices of 53% of the ministers.

The motivational means for the factor scores are recorded on Table 19. This graphic clearly helps to answer the fourth question in this study, showing each relationship between the eight task-preferences and each motivational factor. The relationships range from 2.17 for academic study and for social stimulation, for academic study and external expectation, to 3.95 for youth ministry and organizational loyalty. Therefore, there is more significance to task-preference and motivation, than for age and motivation.

The analysis of motivational means ranked under each top-chosen task-preference showed that for each task, the following were the top two motivations:

VISITING, organizational loyalty, and spiritual desires;

PREACHING, organizational loyalty, and community service;

PROJECTS, organizational loyalty, and cognitive interest;

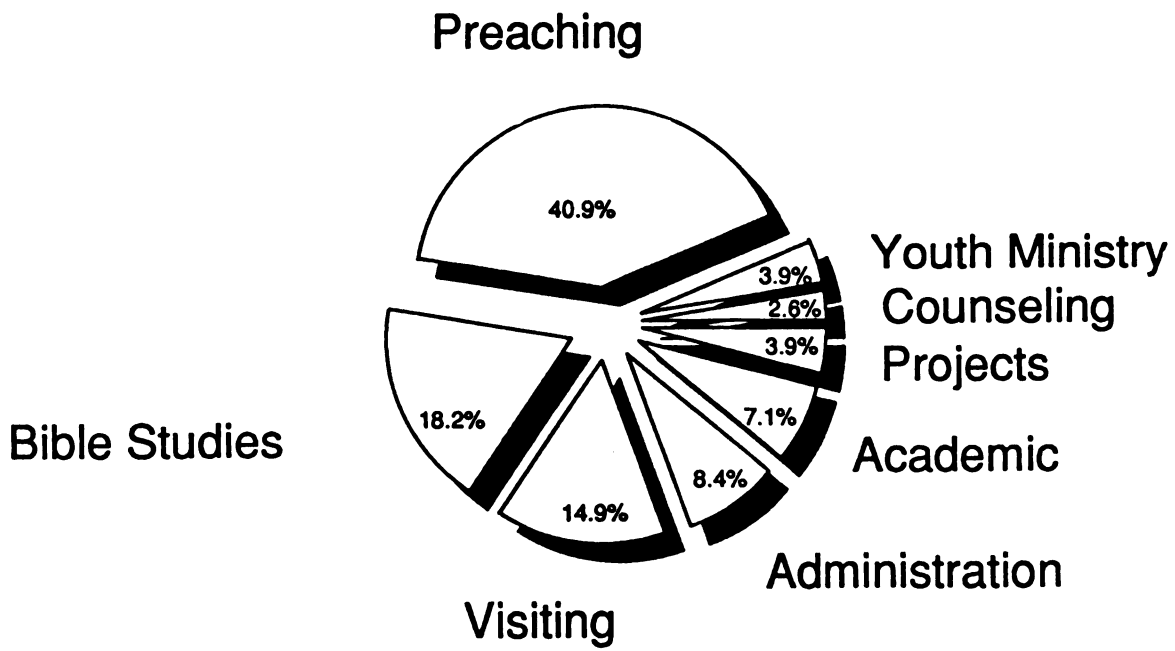


Figure 7. Task-Preference by Percentage
N = 157

TABLE 18

a. Number of Participants Who Rated Preaching, Visiting, and Conducting Bible Studies As Their Top Three Preferences

TOTAL: 41 ministers

PERCENTAGE: 26 percent of 157

Identification Numbers: 0, 1, 5, 6, 9, 10, 20, 23, 30, 31, 32, 42, 50,53, 60, 64, 66, 68, 69, 71, 72, 73, 77, 83, 93, 94, 107, 113, 121, 123, 131, 135, 139, 140, 144, 145, 146, 147, 151, 154, 116

b. Number of Participants Who Rated Preaching, Visiting, and Conducting Bible Studies Among Their Top Four Preferences

TOTAL: 83 ministers

PERCENTAGE: 53 percent of 157

Identification Numbers: 0, 1, 5, 6, 9, 10, 20, 23, 30, 31, 32, 42, 50, 53, 60, 64, 66, 68, 69, 71, 72, 73, 77, 83, 93, 94, 107, 113, 121, 123, 131, 135, 139, 140, 144, 145, 146, 147 151, 154, 116, 3, 15, 22, 29, 33, 39, 40, 46, 48, 52, 54, 58, 61, 65, 67, 174, 75, 76, 78, 81, 96, 98, 105, 106, 108, 112, 118, 129, 130, 132, 133, 134, 137, 138, 141, 143, 146, 147, 149, 150, 152, 166

TABLE 19

MEANS OF MOTIVATIONAL SCORES FOR MINISTERS GROUPED BY TASK PREFERENCE

		Visiting	Preaching	Projects	Administration	Counseling	Academic Study and Teaching	Youth Ministry	Conducting Bible Studies
I.	Social Contact	2.43	2.34	2.42	2.37	2.58	2.37	2.26	2.28
II.	Social Stimulation	2.40	2.19	2.29	2.31	2.54	2.17	2.03	2.21
III.	Professional Advancement	2.96	2.94	2.89	2.95	3.20	2.92	2.97	2.89
IV.	Community Service	3.13	3.16	3.25	2.86	3.81	2.87	2.90	3.34
V.	External Expectations	2.27	2.22	2.08	2.48	2.24	2.17	2.23	2.25
VI.	Cognitive Interest	3.07	3.19	3.09	3.11	3.44	3.15	3.22	2.90
VII.	Personal Growth	2.96	2.81	3.06	2.67	3.17	2.52	2.78	2.85
VIII.	Spiritual Desires	3.18	3.09	2.94	2.77	2.78	2.96	3.06	3.24
	Organizational Loyalty	3.58	3.30	3.50	3.16	3.11	2.99	3.95	3.54

(Numbers are means of motivational scores marked on a Likert-type four-point scale, from 1 to 4)

ADMINISTRATION, organizational loyalty, and cognitive interest;

COUNSELING, community service, and cognitive interest;

ACADEMIC & TEACHING, cognitive interest, and organizational loyalty;

YOUTH MINISTRY, organizational loyalty, and cognitive interest;

BIBLE STUDIES, organizational loyalty, and community service;

Table 20 further makes clear the relationships between the task-preference and the nine motivational factors. This table, besides reporting the research, will be valuable to the practitioner in continuing education for ministers.

Table 21 utilizes the results of the multiple regression studies, which relate motivational factors to top-chosen tasks. The dependent variables are the task-preferences, which showed the following relationships (when significant F and significant t are less-than or equal-to .05):

VISITING to professional advancement;

VISITING to organizational loyalty;

ADMINISTRATION to spiritual desires;

ADMINISTRATION to external expectations;

COUNSELING to community service;

ACADEMIC STUDY AND TEACHING to social contact, to external expectations, to cognitive interest, and

TABLE 20

RANKED MOTIVATIONS FOR MINISTERS GROUPED BY TASK PREFERENCE (Rank Orders Derived From Motivational Mean Scores)

Visiting	Preaching	Projects	Administration	Counseling	Academic Study and Teaching	Youth Ministry	Conducting Bible Studies
Organizational Loyalty	Organizational Loyalty	Organiz. Loyalty	Organizational Loyalty	Community Service	Cognitive Interest	Organiz. Loyalty	Organiz. Loyalty
Spiritual Desires	Cognitive Interest	Community Service	Cognitive Interest	Cognitive Interest	Organiz. Loyalty	Cognitive Interest	Community Service
Community Service	Community Service	Cognitive Interest	Professional Advancement	Professional Advancement	Spiritual Desires	Spiritual Desires	Spiritual Desires
Cognitive Interest	Spiritual Desires	Personal Growth	Community Service	Personal Growth	Professional Advancement	Profess. Advancement	Cognitive Interest
Personal Growth	Professional Advancement	Spiritual Desires	Spiritual Desires	Organiz. Loyalty	Community Service	Community Service	Professional Advancement
Professional Advancement	Personal Growth	Profess. Advance.	Personal Growth	Spiritual Desires	Personal Growth	Personal Growth	Personal Growth
Social Contact	Social Contact	Social Contact	External Expectations	Social Contact	Social Contact	Social Contact	Social Contact
Social Stimulation	External Expectations	Social Stimulation	Social Contact	Social Stimulation	Social Stimulation	External Expectat.	External Expectations
External Expectations	Social Stimulation	External Expectations	Social Stimulation	External Expectations	External Expectations	Social Stim.	Social Stimulation

TABLE 21

MOTIVATIONAL FACTORS RELATED TO TOP-CHOSEN TASKS, BY MULTIPLE REGRESSION

Dependent Variable: VISITING
Independent Variables: Factors I through IX
F = .0014
Significant T: Visiting relates to Factor III, Professional Advancement, at t = .0514
Visiting relates to Factor IX, Organizational Loyalty, at t = .0043

Dependent Variable: PREACHING
Independent Variables: Factors I through IX
Relationship not reported because F-test is not acceptable.

Dependent Variable: PROJECTS
Independent Variables: Factors I through IX
Relation not reported because F-test is not acceptable.

Dependent Variable: ADMINISTRATION
Independent Variables: Factors I through IX
F = .0085
Significant T: Administration relates to Factor VIII, Spiritual Desires, at t = .0260
Administration also relates to Factor V, External Expectations, with the limitation that t = .0702

Dependent Variable: COUNSELING
Independent Variables: Factors I through IX
F = .0378
Significant T: Counseling relates to Factor IV, Community Service, at t = .0105

Dependent Variable: ACADEMIC STUDY AND TEACHING
Independent Variables: Factors I through IX
F = .0000
Significant T: Academic Study and Teaching relates to Factor I, Social Contact, at t = .0575
Academic Study and Teaching relates to Factor V, External Expectations, at t = .0466
Academic Study and Teaching relates to Factor VI, Cognitive Interest, at t = .0535
Academic Study and Teaching relates to Factor IX, Organizational Loyalty, at t = .0010
Academic Study and Teaching also relates to Factor VII, with the limitation that t = .0684

Dependent Variable: YOUTH MINISTRY
Independent Variables: Factors I through IX
Relationship not reported because F-test is not acceptable

Dependent Variable: CONDUCTING BIBLE STUDIES
Independent Variables: Factors I through IX
F = .0172
Significant T: Conducting Bible Studies relates to Factor VI, Cognitive Interest, at t = .0122
Conducting Bible Studies relates to Factor IX, Organizational Loyalty, at t = .0152

to organizational loyalty.

As a companion of Table 21, Table 22 further reports the multiple regression studies by selecting the motivational factors as the dependent variables. Those motivated primarily by: (1) professional advancement tend to prefer academic study and teaching, projects, and Bible study; (2) external expectation tend to prefer academic study and teaching; (3) cognitive interest tend to prefer conducting Bible studies; (4) spiritual desires tend to prefer administration; and (5) organizational loyalty tend to prefer academic study and teaching.

In summarizing Question 4, it can be stated that there was significance in the relationship between various task-preferences and the nine motivational factors studied. There is also a predictability as to which motivations might be significant to ministers who have certain task-preferences. Task-preference can be an important pre-program needs assessment indicator. The data which answers Question 4 can be helpful for providers of continuing education.

Additional Findings

In addition to answering the research questions, the instrument found that the sample reported 28 doctorates (or 8%, see p. 31). Ministers rank-ordered their first choice format for continuing education:

TABLE 22

MULTIPLE REGRESSIONS OF MOTIVATIONAL FACTORS AND TASK PREFERENCES

Dependent Variable: Professional Advancement, Factor III
Independent Variables: Task Preferences 1 - 8
Sig. F = .0197
Sig. T = Professional Advancement relates to Task 3, Projects, by t = .0133
Professional Advancement relates to Task 6, Academic Study and Teaching, by t = .0088
Professional Advancement relates to Task 8, Conducting Bible Studies, by t = .0415

Dependent Variable: External Expectations, Factor V
Independent Variables: Task Preferences 1 - 8
Sig. F = .0075
Sig. T = External Expectations relates to Task 6, Academic Study and Teaching, by t = .0149

Dependent Variable: Cognitive Interest, Factor VI
Independent Variables: Task Preferences 1 - 8
Sig. F = .0163
Sig. T = Cognitive Interest relates to Task 8, Conducting Bible Studies, by t = .0356

Dependent Variable: Spiritual Desires, Factor VIII
Independent Variables: Task Preferences 1 - 8
Sig. F = .0577
Sig. T = Spiritual Desires relates to Task 4, Administration, by sig. t = .0202

Dependent Variable: Organizational Loyalty, Factor IX
Independent Variables: Task Preferences 1 - 8
Sig. F = .000
Sig. T = Organizational Loyalty relates to Task 6, Academic Study and Teaching, by sig. t = .0045

*Relationships are reported here only when t< .05 and Sig. F < .05

31% conference sponsored meetings;

3% home study continuing education;

34% self-planned study projects;

32% seminary sponsored courses.

The computer analysis picked up the "years in the ministry" data, which is included on the computer disk that is available for future study.

The respondent's qualitative and varied comments are illustrated by the following samples:

> "My task-preference might change from time to time."
>
> "I like to get my continuing education outside the denomination."

One said that he felt there was "lots of repetition."

Another said the instrument should have included questions asking which area was of greatest interest: church finance, administration, theological education, church organization.

> "This study should help with the marketing of continuing education."

Several found the rank-ordering difficult because they enjoyed all of the tasks.

> "While in the seminary, I was very young and immature and also very insecure. I humbly must confess I took the M.Div. to get ahead, and also because I personally excelled in intellectual activities. Only later did I get a hunger to serve mankind!"

One reported,

> "I have a high school education with some college at _____. I have worked as a lay Bible preacher

> for 37 years and raised up two churches and helped in preaching and many evangelistic programs." Another said,
>
> "For so many years I had so many teachers telling me what to study that now I only want to study what I enjoy. I loath to go back into the structured classroom."

A few wrote letters explaining their own situations, apparently so happy that someone might care about their personal learning situations.

The last additional finding was given in Tables 23 and 24. These reports contain all 52 items with their labels and item rank. They are collated under each factor with the percentage, choosing that factor as the top factor. The group means are also noted. This differentiated description was provided as a special feature, which was not required to answer the four research questions.

Summary

This chapter reveals the self-reported motivational data for continuing education for a sample population of North American Seventh-day Adventist ministers. The data is composed of pre-test qualitative and formative interviews, together with responses to the 40-item Investigatory Addendum created for special exploration in this study. Each of the 52 items were categorically scored under one of the nine factors in Table 1.

The resulting data was organized to answer four research questions. Question 1 asked, **"What are the self-**

TABLE 23

MOTIVATIONAL ITEMS LISTED UNDER FACTORS

	Item Rank #1-52
FACTOR IX. ORGANIZATIONAL LOYALTY Highest Factor for 39.50% Factor Mean 3.3	
43. To provide better leadership to my group where I feel a responsibility	1
45. To learn what "works" in other churches so I can contribute to the success of my own church	9
51. Because of the obvious value to me of this Remnant Church	10
41. To network with peers so we can do more cooperative efforts to make our church organization grow	13
FACTOR VI. COGNITIVE INTEREST Highest Factor for 21.66% Factor Mean 3.1	
7. To satisfy an inquiring mind	8
1. To seek knowledge for its own sake	12
25. To learn just for the joy of learning	15
37. To learn just for the sake of learning	21
FACTOR IV. COMMUNITY SERVICE Highest Factor for 17.20% Factor Mean 3.2	
29. To improve my ability to serve humankind	3
23. To gain insight into human relations	11
22. To prepare for community service	14
39. To improve my ability to participate in community work	16
4. To become more effective as a citizen	23
FACTOR VIII SPIRITUAL DESIRES Highest Factor for 8.28% Factor Mean 3.0	
42. To learn to think more broadly and clearly about theology and God's will	4
46. To be exposed to ideas that will help me with my spiritual/ character growth.	6
52. To be with wiser teachers with whom to square my religious assumptions	22
49. Share beliefs with peers	29
FACTOR VII. PERSONAL GROWTH Highest Factor for 5.73% Factor Mean 2.8	
50. To gather ideas that will assist me in achieving my personal potential	5
44. To encourage me in overcoming my weaknesses	18
47. To be understood by someone who may be farther along in personal growth	34
48. To be away from my duties in order to have a more objective point of view for personal problem solving	38

Table 24

MOTIVATIONAL ITEMS LISTED UNDER FACTORS

	Item Rank #1-52
FACTOR III. PROFESSIONAL ADVANCEMENT Highest Factor for 5.73% Factor Mean 2.9	
18. To increase my job competence	2
20. To help me earn a degree, diploma, or certificate	17
11. To supplement a narrow previous education	19
13. To acquire knowledge to help with other educational courses	20
32. To meet formal requirements	25
15. To keep up with competition	26
10. To give me higher status in my job	27
3. To secure professional advancement	7
FACTOR V. EXTERNAL EXPECTATIONS Highest Factor for 1.27% Factor Mean 2.3	
30. To keep up with others	28
6. To carry out the recommendation of some authority	33
36. To comply with the suggestions of someone else	44
40. To comply with instructions from someone else	47
34. To escape an unhappy relationship	51
FACTOR II. SOCIAL STIMULATION Highest Factor for 0.64% Factor Mean 2.2	
16. To escape the intellectual narrowness of my occupation	24
35. To provide a contrast to my previous education	31
12. To stop myself from becoming a "vegetable"	35
27. To provide a contrast to the rest of my life	42
8. To overcome the frustration of day to day living	46
28. To get a break in the routine of home or work	48
24. To have a few hours away from responsibilities	49
5. To get relief from boredom	50
21. To escape television	52
FACTOR I. SOCIAL CONTACT Highest Factor for 0.00% Factor Mean 2.3	
17. To participate in group activity	30
19. To gain insight into my personal problems	32
14. To fulfill a need for personal associations and friendships	36
31. To improve my social relationships	37
2. To share a common interest with my spouse or friend	39
26. To become acquainted with congenial people	40
33. To maintain or improve my social position	41
38. To make new friends	43
9. To be accepted by others	45

reported EPS motivations for continuing education?" The group rank-ordered means, on a 1.0 to 4.0 scale for the six EPS factors, are listed as follows:

Community service	3.2		
Cognitive interest	3.1	=	9.2
Professional advancement	2.9		
External expectation	2.3		
Social contact	2.3	=	6.8
Social stimulation	2.2		

This instrument was selected for its established reliability and validity; and, the outcome for the ministerial population in this study has been compared to 20,000 participants in the International EPS Data Bank.

Question 2 asked, **"Are there additional religious, personal growth, and organizational loyalty factors for this population?"** The factor scores for the Investigatory Addendum factors are:

Organizational loyalty	3.3		
Spiritual desires	3.0	=	9.1
Personal growth	2.8		

The factors were rated nearly equal in motivational strength to the three highest factors on the EPS, and 2.3 above the other triad of EPS factors. No claim for generalizability was made, however, and the data represents only exploratory information relative to future study.

The third question raised was: **"What is the relationship(s) between motivation and age?"** There were only minor correlations, though other age-based data and observations were given that may be helpful to

practitioners.

Question 4 asked, **"What is the relationship(s) between motivation and task-preference?"** Statistical analysis revealed important correlations between motivational factors and the rank-ordered tasks chosen by this group of pastors. This provides significant data for continuing educators who wish to approach programming from the perspective of tasks.

Additional findings beyond the research questions included continuing education format preferences as follows: 31%, conference sponsored; 3%, home-study; 34% self-planned; and 32% seminary sponsored. The respondents reported 28 doctorates within the group of 157. The computer analysis picked up "years in the ministry" for future research. Sample qualitative comments from the participants are included, along with applicational motivational factoring for practitioners.

Forty-two graphs, figures, and tables have been inserted to clarify the data for continuing educators for Adventist ministry.

CHAPTER V

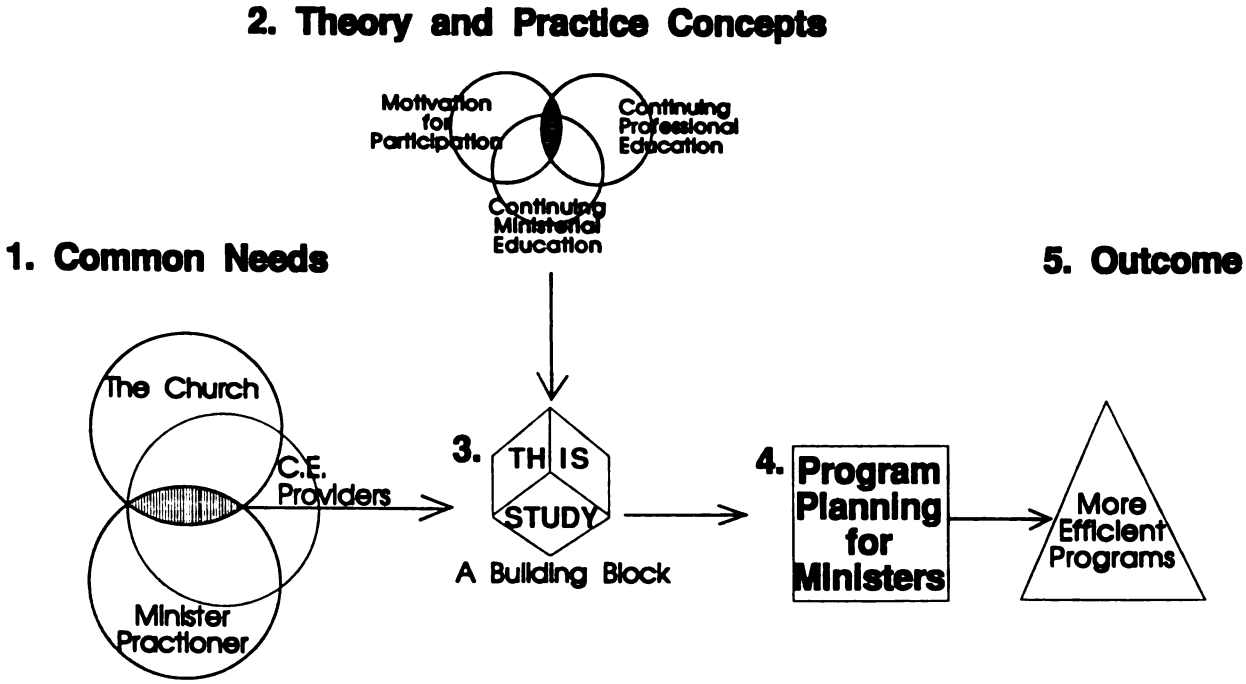
CONCLUSIONS AND RECOMMENDATIONS

Synopsis

Seventh-day Adventist post-seminary ministerial education is a relative new-comer to the more sophisticated field of professionally-directed continuing education. There has been a steadily growing interest and effort to up-grade the programs offered for life long ministerial learning. This new awareness and thrust has presented a need for assessment research, which is basic to advancement and professionalization (Shell, 1983).

The purpose of this study has been to contribute one element, or building block, to the larger whole of the essential research data base. This narrowed investigation has been focused on some aspects of ministerial motivation. The church, ministers, and continuing education providers, were perceived to possess common resource needs.

Motivational theory, professional continuing education, and continuing ministerial education have been the theoretical disciplines which contributed background conceptuality to this inquiry. A review of this literature revealed the rationale and constraints that the contemporary world places on a rather traditional profession. It also depicts how motivational research can expedite progress.



Eleven percent, or 250, Adventist ministers were randomly selected from the North American population of pastors. Seventy percent responded to the instruments, generating motivational information for the use of continuing education program planners. This data base can assist in providing guidelines from which to produce more effective programs for the Adventist ministry.

This study employed the motivationally reliable (see pp. 57, 78) and valid Education Participation Scale (EPS) as the inquiry instrument. Additionally, the Investigatory

Addendum was used to explore the possibilities of motivational factors not included in the EPS. Special emphasis was given to age-related and task-preference considerations as they relate to motivation for ministers.

The details of the findings have been profiled on the figures and tables in Chapter IV, and condensed in the summary.

Conclusions and Discussion

This study was designed to provide a data base from which practical guidelines could be drawn for continuing education programs. Customizable conclusions are inherent in the tables and figures of Chapter IV. The following lists are only illustrative of conclusionary possibilities. Few heuristical keys or definitive rules have emerged from this exploratory study.

(1) The nine motivational factor scores fell into three groups of three. The lowest triad had group mean scores, which showed the least motivational strength for this population of ministers: social contact (2.2); social stimulation (2.3); and external expectation (2.3).

(2) The second triad indicated higher scores: community service (3.2); cognitive interest (3.1); and professional advancement (2.9).

(3) The third triad, containing the Investigatory Addendum, revealed a factor strength almost equal to that of

the prominent and reliable EPS factors. This population showed a 19% higher, overall, motivational strength when compared with the average of the EPS International Data Bank. These conclusions of the study help to form a comparative profile for the Adventist minister.

(4) Continuing education marketing strategy can benefit from an awareness of the lower triad of motivational scores for social contact, social stimulation, and external expectation. Appeal to learners from an angle of group participation, new friends, the various "escapes," or the expectations of others, will prove less effective than would other motivational appeals. This population would tend to respond with more enthusiasm to appeals which stress leadership, church growth, community service, learning about God, and developing one's potential.

(5) Ministers on the whole, don't want group activities if these activities are not efficient catalysts for personal and professional growth. Men who score substantially higher on peer contact, do so from the viewpoint of spiritual growth and job performance more than they do from the perspective of social fulfillment.

(6) Programmers who use the EPS as a pre-program basis for tailoring classes to specific students, may note that those who score high on social stimulation could have nagging personal problems, which they may be avoiding, or which may be "bothering them." Those most likely to be

seeking spiritual solutions to life's problems are the ones who have scored high on spiritual desires, as well as personal growth and stimulation.

(7) Adventist ministers would be more attracted to an educational endeavor labeled "achieving personal potential" for God, than they would to a program called "personal problem-solving."

(8) Pastors may be led to up-grade their weaker motivations if they see how correcting these deficiencies is prerequisite to accelerated growth in the areas of their strongest motivations. An improved performance of their favorite task might be sufficiently appealing to overcome some other inadequacy.

(9) "Credit" usually seems to have only academic value. This motivational investigation suggests that informal, applied, practice-centered learning and personal growth, should have some form of motivational recognition.

(10) Adventist ministers appear to place more value on church growth than on personal growth.

(11) One of the notable observations regarding motivation in this study is the psychological, or linguistic implications, of Table 23 on page 135. It seems that some items within a factor are perceived as much more "acceptable" than are other similar items in the same factor. For instance, for factor III, it appears acceptable to be motivated to "increase job competence," and "to secure

professional advancement." There is a spread, however, of over 20 rank points between these two items, and the more "unacceptable" items, such as: "to keep up with the competition," and to give me a "higher job status." The question can justifiably be asked, "What is "acceptable" about one that is so much less "acceptable" about the other items?

In community service (factor IV), "to improve my ability to serve mankind (a noble Adventist phrase)," is ranked third of the 52 items. Contrastingly, however, the other items in the factor, like "to gain," "to prepare," "to improve," "to become," receive up to 20 rank points less, again. Do these phrases somehow suggest to the minister that he is presently inadequate?

Along the same concept is spiritual desires (factor VIII) where "to learn to think more broadly and more clearly about theology and God's will" ranked an acceptable fourth position. Contrastingly, again, "to be with wiser teachers," or to need to "share with peers," may imply inadequacy in some personal value area.

Factor VII, or personal growth, structurally illustrates the point, again. "To gather ideas that will assist me in achieving my personal potential," ranks fifth. This drops drastically within the factor itself when items suggest "personal weakness;" "a need to be understood;" or to solve "personal problems."

This same analysis can be followed with interest through each factor. Is admitting weakness or inadequacy, morally "bad" for a minister? Is peer support, seeking help, and admitting that some teacher may be "wiser," somehow, perceived as a betrayal of one's designated position as one who is capable of being all things, to all people, at all times (see p. 26)? Is there some psychological avoidance, escaping, and fearing to face one's humanness? Is there a fear that such admission would be an unacceptable indication of being inadequately connected with God? Is there some lack of integrity in the apparent discrepancies? Could it be possible that the avoidance of these "less-than-desirable" motivations might produce a cover-up, and defensiveness, should the minister be forced to face the reality of his motivations?

The above is a conclusionary hypothesis which takes the form of the fifth recommendation for further study. It might be positive for the mental health of ministers to better understand "why" they respond as they do to some motivational questions.

(12) In further noticing the meaning of the results of this study, it is necessary to clearly analyze the top group mean of the organizational loyalty factor (3.3), together with its position as the highest ranking factor for top choice motivational factor at 39.5%.

Dr. Lowe, when a student at Michigan State University, studied the strength of this factor at length in both the religious and the secular setting. He concluded that institutional loyalty was, "not an artifact of religion, per se, but is common to many groups" (1987, p. 146). He continues:

> There seems to be clear evidence from the fields of religious education, society, and adult education for the existence of another orientational component to help further explain the participatory behavior of adults in voluntary education activities." . . . He describes, a sense of commitment, loyalty, solidarity, obligation, or even a sense of duty which an adult participant may feel toward the institution or group which sponsors an educational activity" (1987, p. 140).

Lowe felt that the "sociological dimension" was "a significant explainer," or possibly even a "determiner" of participation. He found that not all groups were thus motivated; but, where the sponsoring institution was highly esteemed, it played a greater role in motivating for participation. He suggests using organizations, groups, and institutions in "some kind of linkage" relationship, by which to motivate learners.

After documenting the institutional loyalty factor, Lowe stated:

> These sorts of issues will have to be addressed if the church and other institutions are going to capitalize on the obvious influence they exert on the participatory behavior of adult learners (1987, p. 144).

Lowe advocates "a movement from an individualistic perspective" to a commitment community which will restore balance to radical individualism (1987, p. 149).

The present study concludes that this exploration of motivational factors should be taken seriously by program planners. Providers will do well to consider all the factors of the higher motivational group means in conjunction with the organizational loyalty factor. Lowe urges the utilization of the influence of the institution as an important sociological factor. His point is certainly well taken; but perhaps, however, it might be well, also, to discuss possibly deeper meanings of the high organizational loyalty motivation for this population.

In this discussion of conclusions, one could ask if this predominant preference could indicate dependence; externalization; hierarchical orientation; a provincial segmentation; an inordinate desire to please; obedience; and perhaps, a blinded acceptance of authoritarianism? Might some of these motivations exist, in some sense, with some of the organizationally loyal? In this population, could there also be some noteworthy functionalism connected with this factor? Lowe is correct in noting the sense of belonging, trustworthiness, and purity of sociological dedication, to be aspects of organizational loyalty; but, could there be other etiological rationale for the elevated organizational loyalty factor in this population?

(13) This population showed very little variety of motivation attributable to age (p. 113). Shell (1983, p. 298) found the same small increase in organizational loyalty with the increase of age. Given the extent to which Adventist minister's motivational profiles did not substantially vary according to age, it may not be necessary to offer different programs for different age groups. It was concluded, therefore, that for this population, all age groups may function together in a learning atmosphere without great concern for discrepancies of motivation.

Other differences than age, however, may suggest age group separation to continuing education providers. Developmental tasks, such as starting families, or planning retirements, and task-preferences can be expected to be facilitated by age group segregation.

A discussion as to the reasons for the homogeneity of this sample population across age levels, may point toward total dedication to the organization; its structural value; and its belief system. All ministers in this communion are equally secure vocationally and financially. It is possible to conclude that these stabilizing factors, together with the organizational loyalty, have almost obliterated the age-related decrease of learning desires, which are evident in the general population.

(14) Task-preferences are related to motivation in multiple ways, and it is concluded that research results

described in the tables will prove a rich source of fact and implication for the practitioner.

(15) It is the conclusion of the writer that Argyrus and Shoen (1974), are right when they advocate an experiential emphasis for the continuing education practitioner. They counsel that the quality of performance, practice, and openness are primary in reflective praxis.

This present study has indicated that in order for continuing professional education for ministers to involve total experience and practice, it is necessary for the educator to consider the pastor in a holistic sense, with all the individual's motivations.

Recommendations for Further Research

The present study was designed to be only one part of the needs assessment and motivational study necessary to professionalize continuing education for Adventist ministry. This investigation suggests several areas which could be explored with salient outcome:

(1) The Investigatory Addendum's three additional factors need further reliability and validity formation. With a mature instrument, coupled with the EPS, more intra-denominational studies should be done in state conferences. Samples would represent a larger percentage of the population and, thus, be more demographically accurate and relevant. The results would, then, be more valuable for the

specific state's continuing education programming.

(2) A substantial element in motivational assessment relates to the self-reported deterrents to ministerial continuing education. Shell listed locational and scheduling inconvenience, along with financial problems, a lack of information about available opportunities, and the irrelevance of content (1983, p. 238). In this inquiry, only positive motivations received attention; but, a study of deterrents would give balance and shed new perspectives on positive programming.

(3) It does not seem that age-related investigation should be discontinued as a result of the outcomes of this study, or of Shell's assessment. Perhaps another perspective, such as years in the ministry, could be compared to the same age levels as are represented in this study. The task-preference variable indicated some age data, which can be helpful for program planners. Developmental tasks and felt needs may be the best approach for a more fruitful study of age.

(4) With this study of Adventist ministers completed, other denominations may wish to employ the same instrumentation. There may be a marked contrast of data and observations with which to correlate the data of this study; or, there may be interesting similarities.

(5) Because of significant contrasts of item responses under certain factors of Tables 23 and 24 (pp. 143-145), it

is suggested that there be further investigation of item language, perspective, values, avoidance, motivation, and developmental psychology.

(6) It is the opinion of the writer that Adventist continuing ministerial education should be a bit bold and initiate a formative study of the efficiency and effectiveness of an applied or customized "coach approach" to continuing education. This personalized, one-to-one, relational approach resembles that of an athletic coach, as opposed to formal group instruction. Such an individualized relationship may not appear to be very cost-effective, at first; but, long-term, the rate of change may be ascertained to be even more cost-effective than the traditional corporate approach.

(7) Perhaps the most important recommendation, evolving from this research, is that the Adventist professionalization program might benefit significantly from an "independent" advisory council. These individuals would voluntarily contribute their expertise, and would not be paid by the denomination directly. They would do their research and report their counsel directly to constituents, boards and participants, with no constraints. Educators, systems analysts, philosophers, historians, businessmen, and other professionals, would be asked to serve.

A non-clerical independent advisory council might provide the resource needed to help break out of the

traditional approach, which seems to inhibit adaptation and tends to teach as it was taught. This council would have no voting clergy or chairman; but, it would be solicitous of input from pastors, judicatory, and laymen alike. The added element of independent and open debate may gradually evoke growth, and benefit continuing education practices.

Without such an independent element, there is concern that significant progress will be inhibited by the status quo and the "comfort of the familiar."

The conclusion of this present study advocates an open-minded, reflective, and integrative approach to the consolidated research data reported here. This approach must be customized to each program. There are few generic answers for truly professional continuing education providers. The church, the ministers, and the educator/practitioners, however, can benefit from informed and reflective planning.

APPENDICES

APPENDIX A

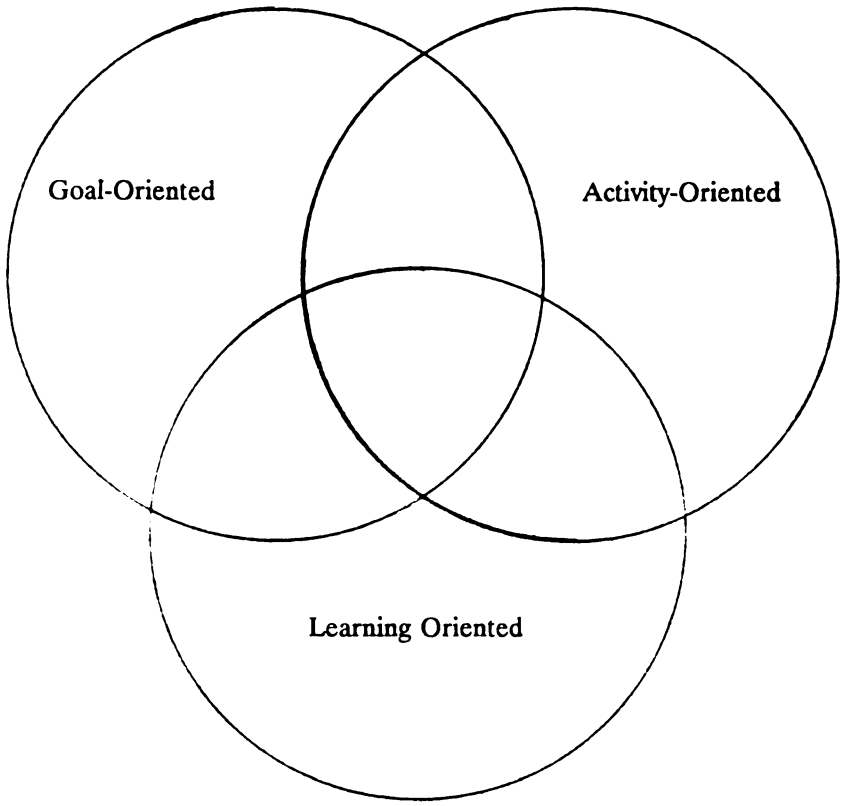
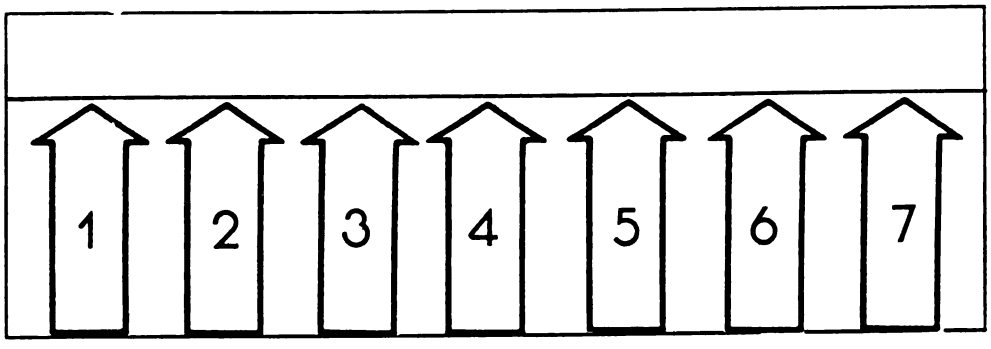


Figure 8. Houle's Types of Adult Learners
Taken from The Inquiring Mind, 1961.

Positive Forces

1. Satisfied survival need
2. Satisfied safety need
3. Strong status need
4. Changing technology
5. Access through organizational ties
6. Acceptance of middle-class career drives
7. Familiarity with educational processes



Positive Forces

Figure 9. Education for Vocational Competence, Lower-Middle Class Level
Taken from Miller, 1967, p. 23.

Positive Forces

1. Survival needs
2. Changing technology
3. Safety needs of female culture
4. Governmental attempts to change opportunity structure

Negative Forces

5. Action-excitement orientation of male culture
6. Hostility to education and to middle-class object orientation
7. Relative absence of specific, immediate job opportunities at end of training
8. Limited access through organizational ties
9. Weak family structure

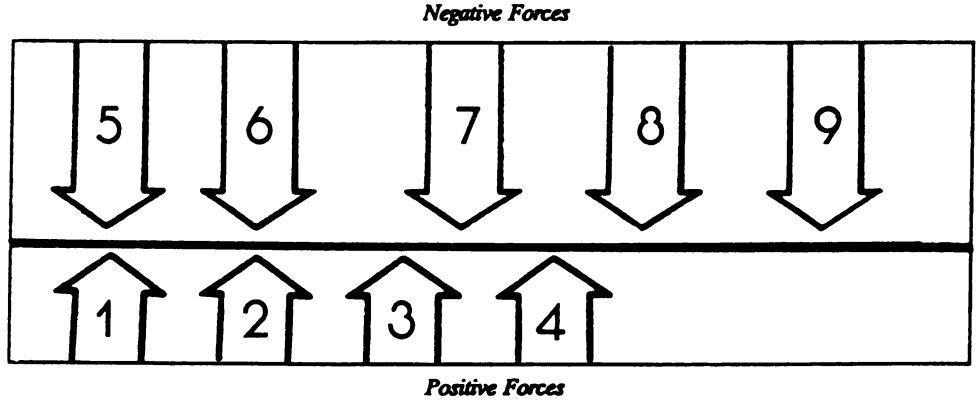


Figure 10. Education for Vocational Competence, Lower-Middle-Class Level Taken from Miller, 1967, p. 21.

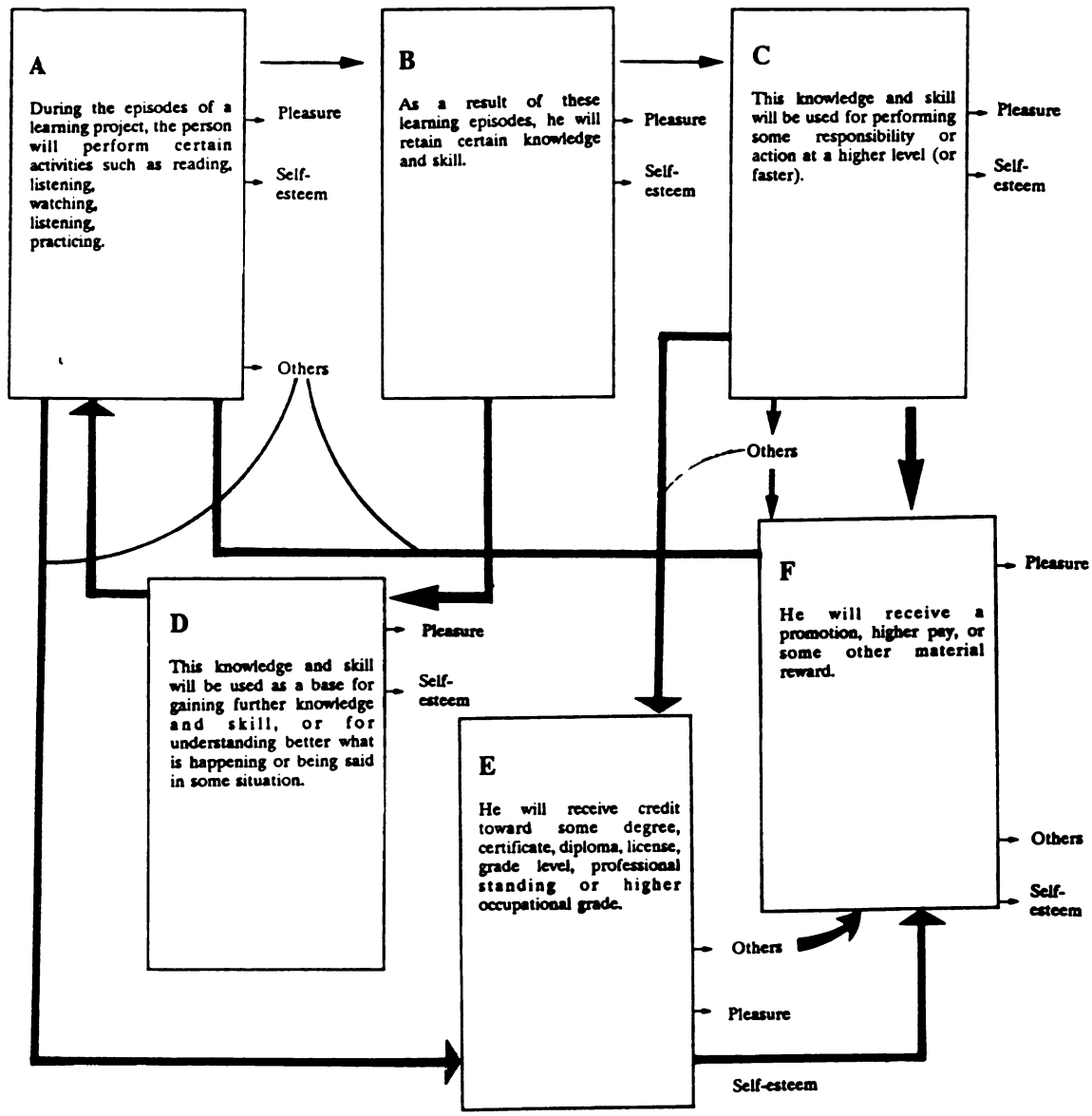


Figure 11. The Relationships Among the Benefits that a Learner May Expect From a Learning Project
Taken from Tough, 1971, in Knowles, 1973, p. 38.

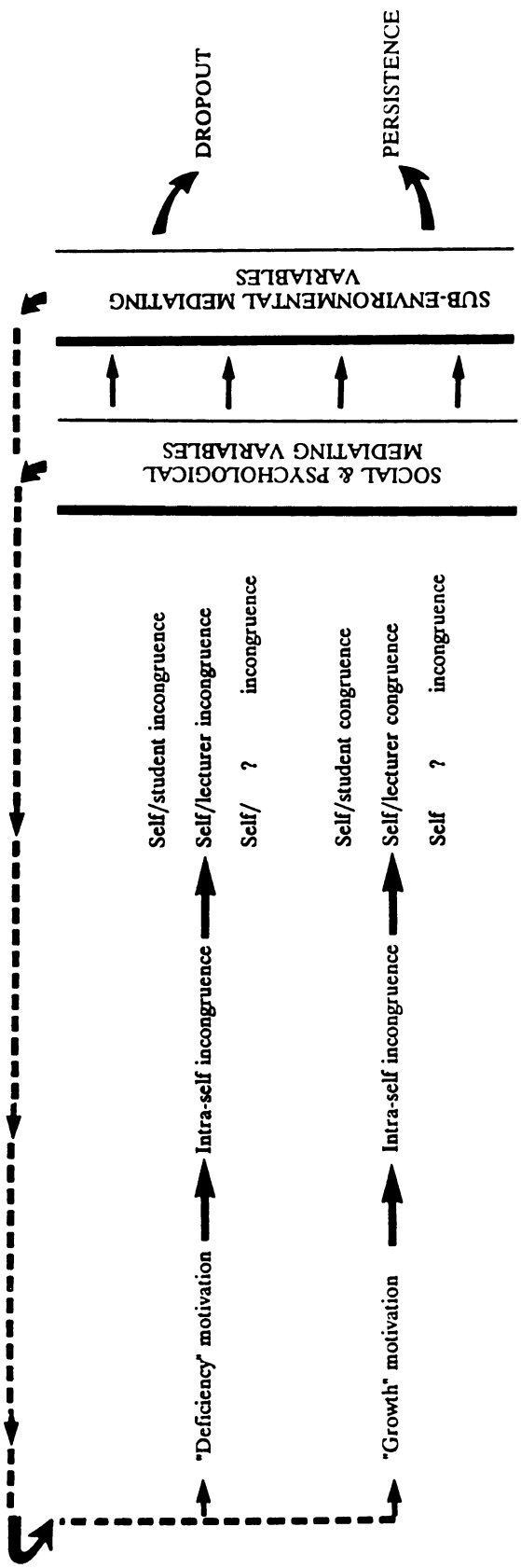


Figure 12. A Model to Explain Adult Education Participation and Drop-out Taken from Roger Boshier, 1973, p. 257.

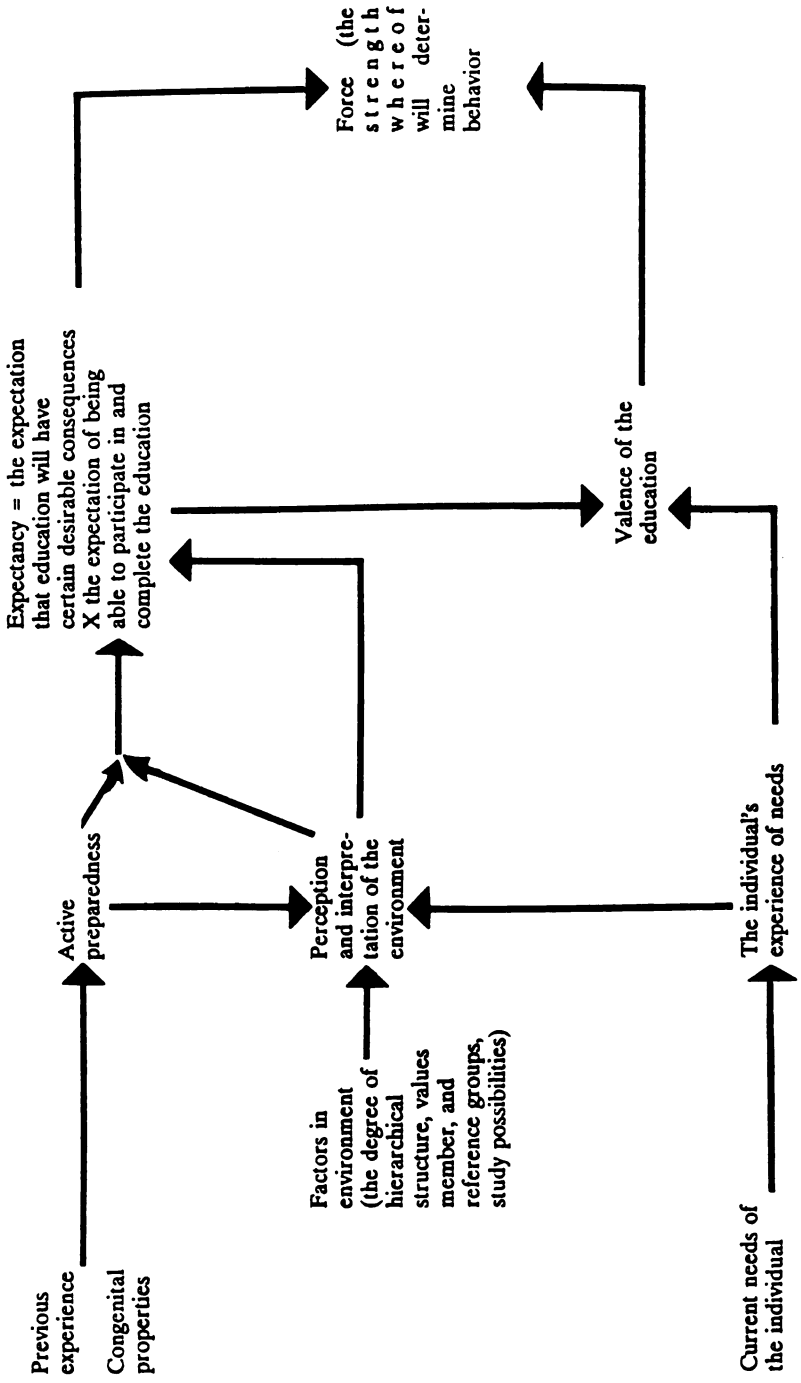


Figure 13. Rubenson's Paradigm of Recruitment Taken from Rubenson, 1977, p. 35.

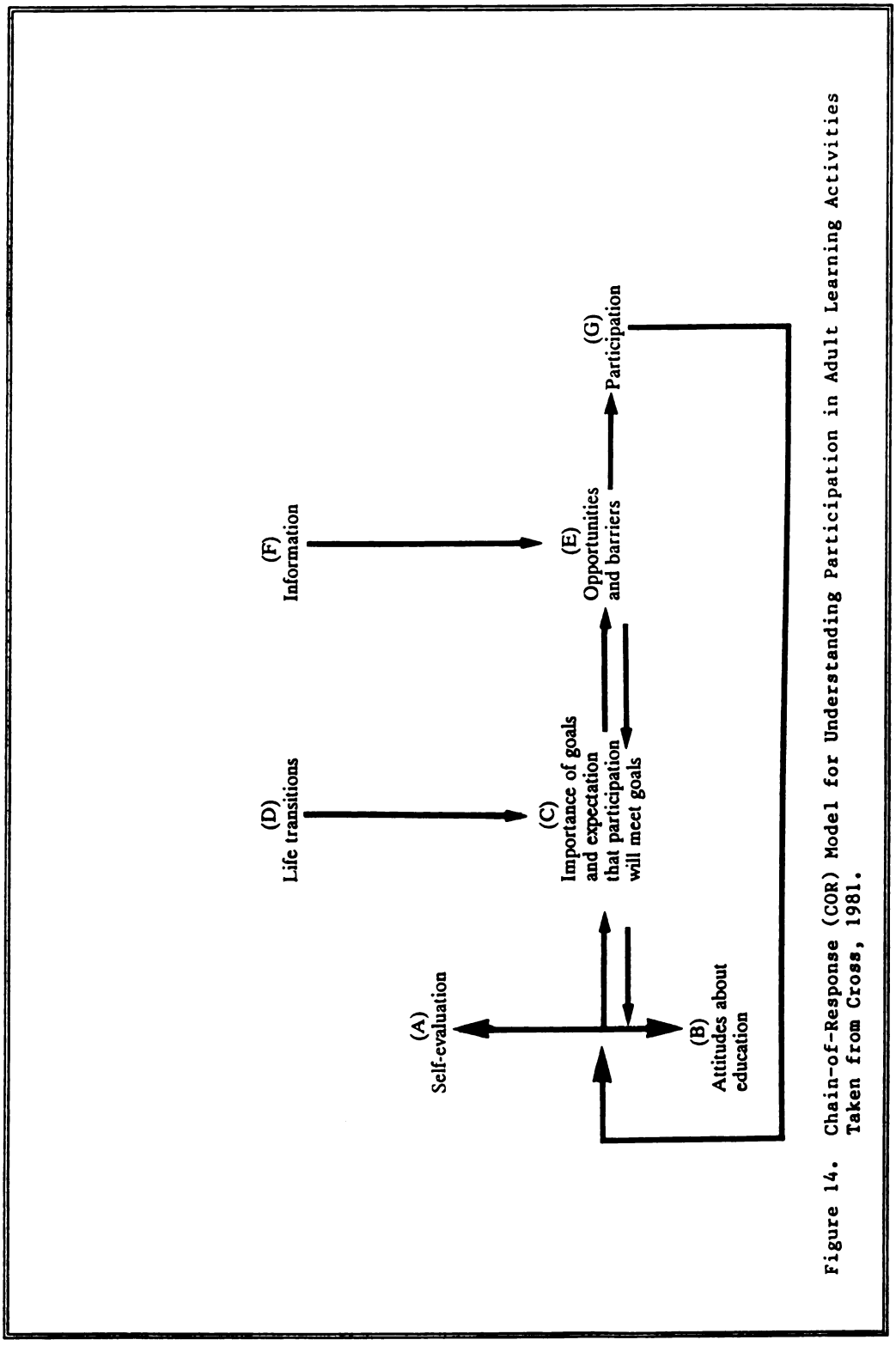


Figure 14. Chain-of-Response (COR) Model for Understanding Participation in Adult Learning Activities Taken from Cross, 1981.

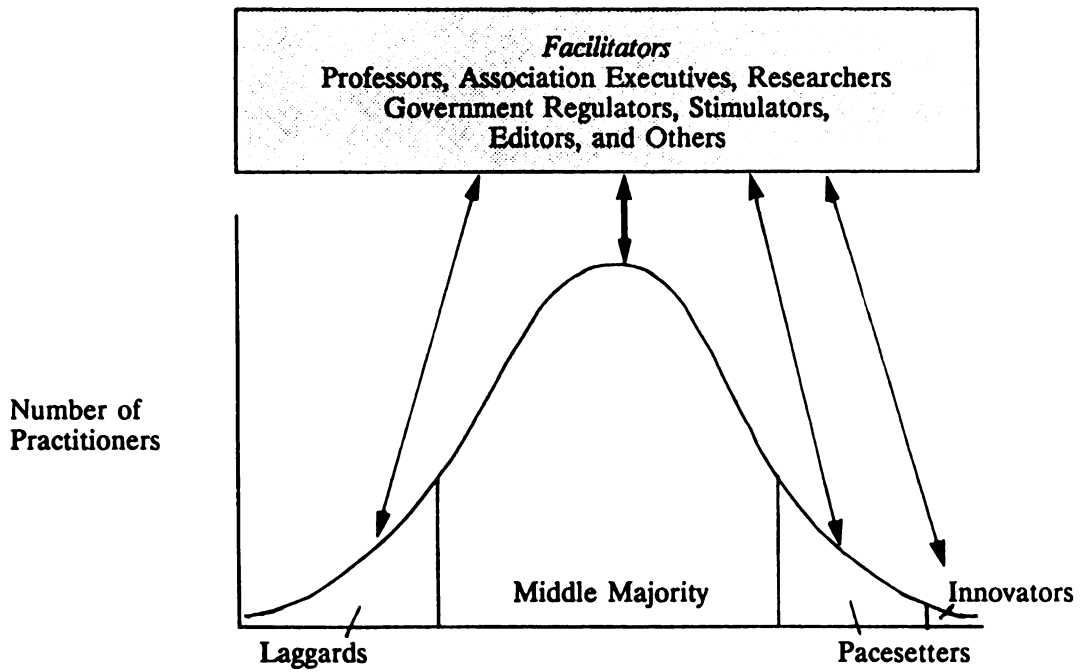


Figure 15. Classification of the Members of a Profession According to Extent of Adoption of Innovations

From Houle, 1980, p. 155.

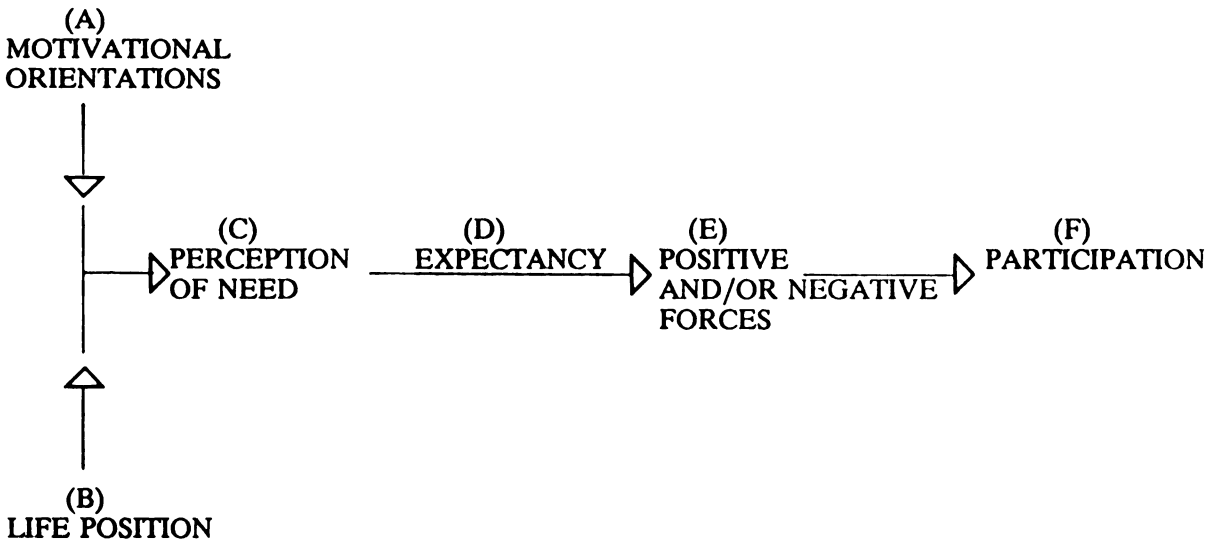


Figure 16. Model of Participation in Continuing Education

Taken from Urbano, 1984, p. 24.

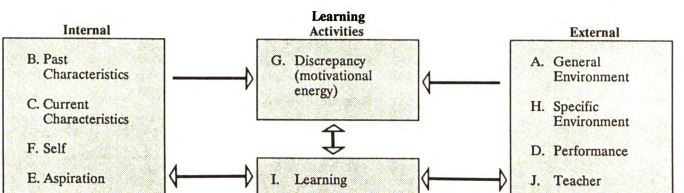


Figure 17. Proficiency and Motivation
Taken from Knox, 1985, p. 263.

APPENDIX B

4962 Pioneer Road
Berrien Springs, MI 49103
September 12, 1989

Dear Elder _____:

Enclosed is a self-evaluating instrument designed to assist in forming foundations for future Seventh-day Adventist Continuing Professional Theological Education. Understanding the personal "motivation" Adventist ministers have for choosing their own continuing education is essential for those who are planning the "menu."

As a graduate of Andrews University's undergraduate and graduate degrees in Religion, and having considerable post-degree graduate training in Religious Education, I have continued my commitment to Adventist Continuing Professional Education by pursuing a doctorate in Adult and Continuing Education at Michigan State University.

We will be genuinely grateful should you consent to voluntarily participate by completing and returning this questionnaire. Your response is entirely anonymous and shouldn't take very much of your precious time. You may find that some items will be of help in clarifying your own desires for growth in your continuing education choices.

Cordially,

Patricia A. Oetman

EDUCATION PARTICIPATION SCALE

F-Form

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TO WHAT EXTENT DID THESE REASONS INFLUENCE YOU TO ENROLL IN YOUR ADULT EDUCATION CLASS?

Think back to when you enrolled for your course and indicate the extent to which each of the reasons listed below influenced you to participate. **Circle** the category which best reflects the extent to which each reason influenced you to enroll. There are 40 reasons listed. Circle **one** category for each reason. Please be **frank**. There are **no** right or wrong answers.

1.	**To seek knowledge for its own sake**	No influence	Little influence	Moderate influence	Much influence
2.	**To share a common interest with my spouse or friend**	No influence	Little influence	Moderate influence	Much influence
3.	**To secure professional advancement**	No influence	Little influence	Moderate influence	Much influence
4.	**To become more effective as a citizen**	No influence	Little influence	Moderate influence	Much influence
5.	**To get relief from boredom**	No influence	Little influence	Moderate influence	Much influence
6.	**To carry out the recommendation of some authority**	No influence	Little influence	Moderate influence	Much influence
7.	**To satisfy an enquiring mind**	No influence	Little influence	Moderate influence	Much influence
8.	**To overcome the frustration of day to day living**	No influence	Little influence	Moderate influence	Much influence
9.	**To be accepted by others**	No influence	Little influence	Moderate influence	Much influence
10.	**To give me higher status in my job**	No influence	Little influence	Moderate influence	Much influence
11.	**To supplement a narrow previous education**	No influence	Little influence	Moderate influence	Much influence
12.	**To stop myself becoming a "vegetable"**	No influence	Little influence	Moderate influence	Much influence
13.	**To acquire knowledge to help with other educational courses**	No influence	Little influence	Moderate influence	Much influence
14.	**To fulfill a need for personal associations and friendships**	No influence	Little influence	Moderate influence	Much influence
15.	**To keep up with competition**	No influence	Little influence	Moderate influence	Much influence
16.	**To escape the intellectual narrowness of my occupation**	No influence	Little influence	Moderate influence	Much influence
17.	**To participate in group activity**	No influence	Little influence	Moderate influence	Much influence
18.	**To increase my job competence**	No influence	Little influence	Moderate influence	Much influence

19.	**To gain insight into my personal problems**	No influence	Little influence	Moderate influence	Much influence
20.	**To help me earn a degree, diploma or certificate**	No influence	Little influence	Moderate influence	Much influence
21.	**To escape television**	No influence	Little influence	Moderate influence	Much influence
22.	**To prepare for community service**	No influence	Little influence	Moderate influence	Much influence
23.	**To gain insight into human relations**	No influence	Little influence	Moderate influence	Much influence
24.	**To have a few hours away from responsibilities**	No influence	Little influence	Moderate influence	Much influence
25.	**To learn just for the joy of learning**	No influence	Little influence	Moderate influence	Much influence
26.	**To become acquainted with congenial people**	No influence	Little influence	Moderate influence	Much influence
27.	**To provide a contrast to the rest of my life**	No influence	Little influence	Moderate influence	Much influence
28.	**To get a break in the routine of home or work**	No influence	Little influence	Moderate influence	Much influence
29.	**To improve my ability to serve humankind**	No influence	Little influence	Moderate influence	Much influence
30.	**To keep up with others**	No influence	Little influence	Moderate influence	Much influence
31.	**To improve my social relationships**	No influence	Little influence	Moderate influence	Much influence
32.	**To meet formal requirements**	No influence	Little influence	Moderate influence	Much influence
33.	**To maintain or improve my social position**	No influence	Little influence	Moderate influence	Much influence
34.	**To escape an unhappy relationship**	No influence	Little influence	Moderate influence	Much influence
35.	**To provide a contrast to my previous education**	No influence	Little influence	Moderate influence	Much influence
36.	**To comply with the suggestions of someone else**	No influence	Little influence	Moderate influence	Much influence
37.	**To learn just for the sake of learning**	No influence	Little influence	Moderate influence	Much influence
38.	**To make new friends**	No influence	Little influence	Moderate influence	Much influence
39.	**To improve my ability to participate in community work**	No influence	Little influence	Moderate influence	Much influence
40.	**To comply with instructions from someone else**	No influence	Little influence	Moderate influence	Much influence

Addendum

41.	**To network with peers so we can do more cooperative efforts to make our church organization grow.**	No Influence	Little Influence	Moderate Influence	Much Influence
42.	**To learn to think more broadly and clearly about theology and God's will.**	No Influence	Little Influence	Moderate Influence	Much Influence
43.	**To provide better leadership to my group where I feel a responsibility.**	No Influence	Little Influence	Moderate Influence	Much Influence
44.	**To encourage me in overcoming my weaknesses.**	No Influence	Little Influence	Moderate Influence	Much Influence
45.	**To learn what "works" in other churches so I can contribute to the success of my own church.**	No Influence	Little Influence	Moderate Influence	Much Influence
46.	**To be exposed to ideas that will help me with my spiritual/character growth.**	No Influence	Little Influence	Moderate Influence	Much Influence
47.	**To be "understood by" someone who may be farther along in personal growth.**	No Influence	Little Influence	Moderate Influence	Much Influence
48.	**To be "away from" my duties in order to have a more objective point of view for personal problem solving.**	No Influence	Little Influence	Moderate Influence	Much Influence
49.	**To have an opportunity to share my religious beliefs with peers.**	No Influence	Little Influence	Moderate Influence	Much Influence
50.	**To gather ideas that will assist me in achieving my personal potential.**	No Influence	Little Influence	Moderate Influence	Much Influence
51.	**Because of the obvious value to me of this Remnant Church.**	No Influence	Little Influence	Moderate Influence	Much Influence
52.	**To be with wiser teachers with whom to square my religious assumptions.**	No Influence	Little Influence	Moderate Influence	Much Influence

***After completing the instrument, please feel free to rewrite any unclear or irritating items, and then complete the following:**

_____ Years in the ministry
_____ Years in district leadership
_____ Age
_____ Marital status
_____ Number of children
_____ Undergraduate major
_____ Graduate degree & major
_____ Doctorate & concentration
_____ Post-degree academic credit hours
_____ Continuing Education Units (CEU's)
_____ Any additional estimated clock hours in connection with structured continuing education in last two years (workshop, home study, retreats, etc.)

Rank order the type of ministry you enjoy most (1-8):

_____ Visiting
_____ Preaching
_____ Projects_____(Type)
(Church improvement, social programs, etc.)
_____ Administration
_____ Counseling
_____ Academic Study & Teaching
_____ Youth Ministry (any group)
_____ Conducting Bible Studies

Rank order your preference (1-4) for the following:

_____ Conference Sponsored Meetings
_____ Home Study Continuing Education
_____ Self-planned Study Projects
_____ Seminary Sponsored Courses

***There is no penalty for failing to answer any question, though we would be very grateful should you choose to complete each item.**

Reminder Notice

Dear Pastor,

Thank you very much, and please disregard this reminder, if you have already returned both parts of your Continuing Education Survey.

In the event that you have not, kindly help us as promptly as you possibly can, and be sure to return both the survey and the Addendum.

Please rank order your task preference carefully. Use each number (1-8) only once, i.e. "1" for your first or most enjoyable task up to "8" for the job you least enjoy.

Gratefully, Pat

Patricia A. Oetman
4962 Pioneer Road
Berrien Springs, MI 49103

EDUCATION PARTICIPATION SCALE

Scoring Key for General Form

I.D. ☐☐☐☐

Score "No Influence" as 1, "Little Influence" as 2, "Moderate Influence" as 3, and "Much Influence" as 4. Write the raw score for each item in the right-hand margin of the questionnaire. Next, transfer each raw score onto this page. Sum the item responses and divide by the number of items in the factor to obtain an average score for each factor. These scores should range from 1 to 4.

I SOCIAL CONTACT

ITEM NO.		RAW SCORE
2	=	
9	=	
14	=	
17	=	
19	=	
26	=	
31	=	
33	=	
38	=	
Total	=	
Average		

II SOCIAL STIMULATION

ITEM NO.		RAW SCORE
5	=	
8	=	
12	=	
16	=	
21	=	
24	=	
27	=	
28	=	
35	=	
Total	=	
Average		

III PROFESSIONAL ADVANCEMENT

ITEM NO.		RAW SCORE
3	=	
10	=	
11	=	
13	=	
15	=	
18	=	
20	=	
32	=	
Total	=	
Average		

IV COMMUNITY SERVICE

ITEM NO.		RAW SCORE
4	=	
22	=	
23	=	
29	=	
39	=	
Total	=	
Average		

V EXTERNAL EXPECTATIONS

ITEM NO.		RAW SCORE
6	=	
30	=	
34	=	
36	=	
40	=	
Total	=	
Average		

VI COGNITIVE INTEREST

ITEM NO.		RAW SCORE
1	=	
7	=	
25	=	
37	=	
Total	=	
Average		

ADDENDUM TO THE EDUCATION PARTICIPATION SCALE
Scoring Key

VII PERSONAL GROWTH

ITEM NO.		RAW SCORE
44	=	
47	=	
48	=	
50	=	
Total	=	
Average		

VIII SPIRITUAL DESIRES

ITEM NO.		RAW SCORE
42	=	
46	=	
49	=	
52	=	
Total	=	
Average		

IX ORGANIZATIONAL LOYALTY

ITEM NO.		RAW SCORE
41	=	
43	=	
45	=	
51	=	
Total	=	
Average		

SHORT FORMS

For EPS Items

1. Knowledge for its own sake
2. Share common interest
3. Professional advancement
4. Be more effective citizen
5. Relief from boredom
6. Do as authority recommended
7. Satisfy inquiring mind
8. Reprieve from daily frustration
9. Be accepted by others
10. Higher job status
11. Supplement previous education
12. Keep from "vegetating"
13. Prepare for further courses
14. Enjoy personal associations
15. Keep up with competition
16. Escape occupational intellectual narrowness
17. Participate in group activity
18. Increase my job competence
19. Insight into personal problems
20. Help earn credit or certificate
21. Escape television
22. Prepare for community service
23. Understand human relations
24. Short break from responsibilities
25. Just for joy of learning
26. Meet congenial people
27. Contrast to life-as-usual
28. Break from routine
29. To better serve mankind
30. Keep up with others
31. Improve my social relationships
32. Meet formal requirements
33. Improve social position
34. Escape an unhappy relationship
35. Provide contrast to my previous education
36. Comply with another's suggestion
37. Just for the sake of learning
38. Make new friends
39. Improve ability in community work
40. Comply with another's instructions

For Addendum Items

41. Networking for organization's sake
42. Clarity about theology/God's will
43. Better leadership for my group
44. Encouragement to overcome my weaknesses
45. Expand expertise to benefit church
46. Ideas for my character/spiritual growth
47. Understood by advanced colleagues
48. Time away for reflection
49. Share beliefs with peers
50. Ideas for personal development
51. For value of my church
52. To test my assumptions

APPENDIX C

Table 25

ID Number	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Factor VII	FactorVIII	Factor IX
0	3.0	2.4	3.0	3.7	1.8	3.3	3.3	3.8	3.8
1	2.1	2.2	2.3	2.7	1.8	3.8	2.1	2.9	2.9
2	1.9	2.2	2.4	3.1	2.1	4.0	2.1	2.5	2.7
3	1.9	1.8	3.6	3.0	2.7	2.1	2.1	3.1	2.9
4	2.1	2.0	3.0	2.7	2.4	3.6	3.1	3.4	3.6
5	2.1	2.1	3.4	3.1	2.4	3.3	2.7	3.4	3.1
6	1.8	1.8	2.3	3.7	1.8	3.4	2.1	3.3	3.4
7.	2.4	1.9	2.3	2.6	2.1	3.3	3.1	3.6	3.4
8	2.7	2.4	3.0	2.4	3.1	2.5	3.3	3.1	3.4
9	2.4	2.2	3.3	3.6	1.8	2.7	2.1	2.7	3.4
10	2.3	1.8	3.3	3.9	2.2	3.1	2.5	2.5	3.6
11	2.7	2.6	3.4	1.8	2.5	3.3	2.1	1.8	2.1
12	2.2	1.9	2.8	3.0	2.2	3.3	2.9	2.9	3.1
13	2.7	1.8	2.9	3.9	2.2	3.4	2.5	3.4	3.4
14	2.2	2.9	2.8	2.5	2.5	3.6	3.1	2.9	2.5
15	1.8	1.9	3.1	3.0	1.8	3.1	1.8	2.7	2.5
16	2.2	2.2	3.5	2.4	2.5	3.1	2.7	3.4	4.0
17	2.1	2.0	2.7	3.4	1.9	3.6	2.7	2.7	2.7
18	2.2	1.8	3.5	3.6	2.5	2.7	3.6	3.4	3.6
19	2.0	2.6	2.8	2.8	2.2	2.7	3.1	3.3	3.3
21	2.7	2.3	3.3	2.8	2.4	3.4	2.9	3.3	3.4
20	2.2	2.1	2.9	3.6	2.1	1.9	2.7	3.3	3.8
22	2.2	1.9	2.8	3.9	1.8	2.1	2.1	3.1	3.4
23	2.5	2.0	2.5	3.4	1.9	2.5	3.6	3.6	3.1
25	2.3	2.0	3.0	3.1	2.5	2.7	2.9	3.4	3.4
24	2.5	2.3	2.7	2.2	2.4	3.3	2.7	2.9	3.1
26	1.8	2.0	2.4	2.7	1.8	2.1	2.1	3.3	2.1
27	1.9	1.8	1.9	2.4	1.9	1.9	2.1	3.6	3.3
28	1.8	2.4	2.5	2.4	1.8	4.0	2.1	2.7	1.9
29	2.2	2.2	2.1	2.5	2.5	3.3	3.3	3.8	3.8
30	1.8	2.0	2.7	3.1	2.4	3.1	2.9	3.1	3.6
31	2.1	2.3	2.8	3.0	2.5	3.6	2.9	3.3	3.6
32	2.7	2.2	3.2	3.3	2.2	2.9	3.4	3.6	3.8
33	2.5	2.0	3.3	3.4	2.1	3.1	2.1	3.3	3.6
34	2.3	1.8	3.4	4.0	2.2	3.8	2.9	3.4	3.8
35	1.9	1.8	2.9	3.1	2.1	3.4	3.3	3.4	3.6
36	2.3	2.2	2.9	3.0	2.1	3.1	2.5	3.1	3.1
37	2.0	2.7	3.6	2.2	1.8	2.5	2.9	2.1	2.7
38	2.2	2.0	2.9	4.0	2.1	3.3	2.9	2.7	2.9
39	2.7	2.2	2.6	3.4	2.1	4.0	2.7	3.3	3.3
40	2.6	2.6	3.7	3.4	3.0	3.3	2.9	3.1	3.4
41	2.2	2.7	2.8	2.5	2.2	2.7	3.1	3.1	3.3
42	2.7	2.2	2.0	3.0	1.9	3.6	2.9	3.6	2.9
43	2.4	2.3	2.8	3.0	2.2	3.1	3.1	3.1	3.3
44	2.2	2.0	3.0	2.8	2.4	3.3	2.9	2.5	3.4
45	2.2	2.2	3.0	4.0	2.1	3.8	2.9	4.0	3.8
46	1.9	1.9	2.7	2.1	3.4	1.8	2.1	3.4	3.8
47	1.9	2.0	2.8	3.0	2.5	1.9	2.1	3.1	3.4
48	2.9	2.2	2.7	3.1	1.9	3.6	3.3	2.9	3.8
49	2.6	2.3	3.4	3.3	2.1	2.7	2.5	2.9	3.3
50	2.8	2.2	2.9	2.8	1.9	3.3	3.1	3.4	3.3

Table 25 (Cont'd)

ID Number	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Factor VII	Factor VIII	Factor IX
51	2.2	2.5	2.3	3.4	2.1	3.6	3.1	3.1	3.4
52	2.7	2.0	2.6	3.6	1.8	3.8	2.1	3.3	3.4
53	2.2	1.9	2.8	3.9	2.4	3.3	3.4	2.9	3.4
54	3.0	2.4	3.0	3.6	2.4	2.7	2.9	2.9	2.9
55	2.3	1.8	2.7	3.6	1.8	2.9	2.1	3.6	3.3
56	2.7	2.6	2.8	3.9	2.4	3.6	3.9	3.6	4.0
57	1.8	1.8	2.6	3.6	1.8	1.8	2.1	2.9	4.0
58	1.8	1.8	2.7	2.2	1.9	3.6	2.7	3.6	3.8
59	1.9	2.6	3.0	2.7	2.7	3.3	2.7	3.6	3.6
60	3.3	2.8	3.4	3.7	2.2	4.0	3.3	2.9	4.0
61	2.0	1.9	3.1	3.6	2.4	2.5	3.1	3.4	4.0
62	2.4	2.5	2.7	3.1	2.5	3.3	3.1	3.1	3.6
63	2.6	2.7	3.3	3.6	2.4	2.7	2.9	2.5	3.1
64	1.9	1.8	3.5	3.0	2.4	2.7	2.7	3.1	3.4
65	2.6	2.9	3.3	3.9	2.4	3.8	4.0	3.8	4.0
66	3.3	3.2	3.4	3.6	3.4	3.3	3.4	3.3	3.4
67	2.7	2.9	3.1	3.4	2.4	3.3	3.6	3.1	3.6
68	3.0	2.9	3.7	3.7	3.3	2.9	3.4	4.0	3.8
69	2.2	1.9	2.5	3.4	2.1	2.9	2.1	2.9	3.3
70	2.2	2.2	3.3	3.6	2.2	3.1	2.9	2.1	3.6
71	2.0	1.9	2.5	3.1	2.1	2.1	2.1	2.9	3.1
72	2.0	1.8	2.2	3.1	1.9	2.7	2.1	2.9	3.6
73	2.5	2.4	3.3	3.1	2.1	4.0	3.4	3.8	4.0
74	2.8	2.3	3.1	3.7	2.2	2.9	3.3	3.3	4.0
75	2.1	2.0	2.0	3.9	2.4	3.6	3.4	3.4	4.0
76	1.8	1.8	2.2	2.4	2.1	1.9	2.1	2.7	3.1
77	2.5	2.2	2.8	3.1	1.9	1.9	3.1	2.5	3.8
78	2.4	2.1	3.5	3.1	2.8	3.3	2.1	3.1	3.1
79	1.8	1.8	2.5	2.4	1.8	3.6	2.7	3.4	3.3
80	3.0	2.7	3.3	3.4	2.2	3.4	3.8	3.3	3.8
81	2.1	2.1	2.8	3.0	1.8	3.1	2.1	3.3	3.6
82	2.1	2.3	2.7	3.1	2.8	2.7	3.3	2.7	3.1
83	2.1	2.3	3.5	3.6	2.5	2.7	2.5	3.3	3.8
84	2.4	1.9	3.6	3.1	3.1	3.3	2.7	2.1	3.6
87	2.0	2.2	3.3	3.6	2.1	2.9	2.7	2.9	3.4
88	2.7	2.1	3.3	3.4	2.4	3.3	3.4	3.8	3.8
86	2.7	2.2	3.5	4.0	2.8	2.1	3.1	3.9	3.6
89	2.8	2.7	3.3	3.7	2.4	3.3	3.1	3.4	3.4
90	2.7	2.4	3.3	3.7	1.9	2.7	2.1	3.6	3.8
91	1.9	1.8	2.5	3.3	1.9	3.3	2.5	3.1	3.1
92	2.9	2.4	3.3	3.9	2.1	3.8	3.3	2.7	2.9
93	2.4	2.6	3.4	3.1	2.5	2.1	3.4	3.4	3.6
94	2.2	2.3	2.9	2.5	2.7	2.1	3.3	2.9	3.8
95	1.9	1.8	2.6	3.1	2.1	3.1	2.5	2.9	3.1
96	2.1	2.2	3.0	3.6	2.1	3.1	2.9	3.1	3.6
97	3.0	2.4	3.4	3.4	3.6	2.9	3.3	2.1	3.4
98	2.4	2.3	3.0	3.7	2.4	3.3	2.9	2.7	3.3
99	2.6	3.0	3.4	3.9	2.5	4.0	3.6	3.3	3.6
100	2.7	2.8	3.3	3.3	2.8	3.3	3.3	3.4	3.6
101	1.9	1.9	2.6	3.0	1.9	3.3	2.5	2.7	2.5
102	2.9	3.3	3.3	3.4	3.3	3.1	2.9	2.7	4.0
103	3.0	2.7	3.2	3.1	2.1	4.0	3.4	3.3	3.8

Table 25 (Cont'd)

ID Number	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Factor VII	Factor VIII	Factor IX
104	2.3	1.8	1.8	2.2	1.8	2.9	1.8	1.9	2.1
105	1.6	1.2	2.7	2.4	1.6	3.1	2.5	3.3	3.6
106	2.1	1.8	3.1	2.4	1.9	3.6	1.9	2.1	2.1
107	2.5	2.5	2.9	3.4	2.4	3.3	3.1	3.4	3.8
108	2.8	3.0	3.4	3.3	2.5	3.3	3.3	3.1	3.4
109	2.4	2.8	3.0	2.2	2.4	3.1	3.6	2.1	3.1
110	2.5	2.0	3.0	3.7	1.9	3.1	2.1	3.3	3.4
111	2.3	2.8	3.0	3.6	1.9	3.6	3.3	3.4	3.3
112	3.0	2.7	3.4	4.0	2.7	3.4	3.3	4.0	3.8
113	2.1	2.1	3.7	3.3	2.1	2.5	2.7	2.9	3.3
114	2.9	2.4	3.3	3.1	3.3	3.4	2.7	3.1	3.6
115	2.7	2.2	3.7	2.8	2.2	4.0	2.7	2.7	3.1
116	2.4	2.1	3.3	3.4	2.1	2.7	2.7	3.6	3.8
117	1.8	1.8	2.7	3.6	2.7	2.1	2.1	1.8	3.4
118	1.8	2.1	2.3	2.2	1.9	3.4	1.9	3.1	2.9
120	2.7	2.2	3.3	2.4	2.5	2.5	3.4	2.7	2.5
121	2.5	1.8	2.5	3.3	2.4	2.1	2.7	3.1	3.4
122	2.8	1.9	3.3	3.3	3.1	3.4	2.9	3.6	3.6
123	2.3	2.3	3.3	3.1	2.5	3.3	3.4	2.5	3.6
124	2.6	2.3	2.6	3.6	1.9	4.0	2.1	3.4	3.6
125	3.0	2.4	3.2	3.1	2.2	3.8	3.3	3.3	3.6
126	2.1	2.4	3.0	3.0	1.9	3.3	3.6	3.8	3.6
127	2.2	2.2	3.3	3.0	1.8	3.3	2.9	2.9	3.1
128	2.0	2.1	2.6	3.6	1.9	3.8	2.5	3.3	3.1
129	2.4	3.5	3.3	2.5	2.7	3.4	2.9	2.7	2.7
130	2.2	2.2	2.3	2.8	1.8	2.7	2.7	2.9	3.6
131	1.8	1.9	2.4	2.4	1.8	4.0	2.1	2.7	2.7
132	1.9	1.9	2.7	3.6	2.1	2.1	2.1	1.8	2.7
133	2.2	2.3	2.4	2.5	1.9	4.0	2.9	2.7	3.1
134	2.7	2.4	3.3	3.9	2.5	3.8	3.4	3.6	4.0
135	2.6	2.2	2.7	3.4	2.1	4.0	3.4	3.6	4.0
136	2.2	2.4	3.2	2.5	2.5	4.0	2.7	3.4	2.1
137	2.0	1.8	2.3	2.7	2.1	1.3	2.1	2.7	3.1
138	2.3	2.2	2.5	2.4	1.8	2.9	2.9	2.7	3.1
139	1.9	2.1	3.2	3.4	1.9	3.8	2.5	2.5	3.1
140	2.8	2.4	3.7	3.7	2.8	3.6	3.4	3.4	3.6
141	2.3	2.7	2.8	2.8	3.6	3.3	3.4	3.6	3.6
142	2.7	3.0	3.5	3.4	2.4	3.3	3.1	3.3	3.4
143	2.7	3.0	2.4	3.7	1.8	3.1	2.9	2.7	3.3
144	2.6	2.5	3.3	3.3	2.5	3.6	2.9	3.3	3.8
145	2.2	1.8	2.7	3.6	2.1	2.1	2.5	3.1	3.3
146	2.7	2.0	3.1	3.6	1.8	2.1	3.4	3.4	3.4
147	2.8	3.0	3.8	3.3	2.5	3.8	2.9	3.4	4.0
148	2.8	2.6	3.7	3.4	2.7	3.3	3.3	3.6	3.3
149	1.9	2.2	3.3	3.1	2.8	3.6	2.7	2.9	2.9
150	2.4	2.2	3.0	3.7	2.1	3.3	2.9	3.6	3.8
151	2.0	2.3	2.2	3.0	1.8	2.9	2.5	2.5	2.7
152	2.2	3.0	4.0	4.0	2.5	2.7	2.7	3.1	4.0
153	2.7	2.0	3.2	3.1	2.1	3.4	2.5	3.3	3.6
154	2.6	2.2	3.2	2.1	2.2	2.9	2.7	3.1	3.1
155	2.1	1.8	2.4	1.8	3.1	1.3	1.8	1.8	1.8
156	3.1	2.7	3.1	3.0	2.1	3.3	2.7	3.4	3.4
178	2.0	2.1	2.5	2.7	2.7	3.6	2.5	3.4	2.9
166	1.9	2.0	2.4	3.7	1.8	2.5	2.7	2.3	3.6
TOTALS	367.2	350.5	461.7	498.4	357.6	488.0	435.8	478.7	523.4
MEANS	2.3	2.2	2.9	3.2	2.3	3.1	2.8	3.0	3.3

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