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### **WHAT'S IN IT FOR ME?**

#### **Abstract:**

This paper is based on a mixed method study, with a questionnaire among 244 adults and interviews with 25 adults participating in different adult education courses. The results indicate that these adult's work-related motives consist of two separate "motive categories". One contains motives associated with increased salary, a new job, a better job and new work tasks in the current job. The other category includes motives related to increased power and influence in their current job and strengthened identity, concerning both work and privacy. In Adult Education (AE) theories and Human Resource Development theory (HRD), items in the second category are hardly mentioned as individual work-related motives, although these motives seem to be visible and strong for adults in this study. Viewed against this background, the paper includes a discussion of the possibilities for a further revitalization of AE- and HRD theories, in order to include and interpret important work-related motives as a consequence of social change and development.

#### **Keywords:**

Adult Learning, motivation for learning, work-related motives, Human Resource Development, mixed methods

## Introduction

Prospective benefits related to work are considered to be important motives and reasons for adults participating in learning (Norwegian Ministry of Education and Research, 2003). This paper focuses upon individual work-related motives among adult's participating in different adult education courses.

In Adult Education (AE) studies, individual motives for participation in education and learning have frequently been investigated through questionnaires. In these questionnaires, adults mark their grade of agreement to different predefined reasons for participation in education and learning. Their answers are often analysed by factor analysis, with different motives as a result. In such studies, work-related motives constitute a "lump category" that covers different work-related aspects, such as increased salary, new job, new work tasks and increased competence (Skaalvik, Finbak & Ljosland, 2000; Cross, 1984).

By using interviews with adults, I decided to investigate individual work-related motives by going more deeply into the expressed reasons for participation analysed in a quantitative study. The main reason for this was initially to support and further examine the answers that emerged in the questionnaire. However, I discovered some "new" work-related motives that were not revealed through the questionnaire. This actualizes the importance of being extremely aware about the choice of methodological and theoretical perspective in research. In addition, it underlines the importance of having the adequate knowledge about the arguments behind the use of different research methods and also the theoretical fundament used in earlier studies of adult learning motives.

In papers published in the Journal; *New Horizons in Adult Education & Human Resource Development*, renewing Human Resource Development theory (HRD) has been a topic of current interest (Hatcher & Bowles, 2006; Strachota et al., 2006; Jacobs, 2006). The main purpose of renewing HRD seems to be overcoming the dualism between organizational and personal motives, and the goals and barriers in order to increase motivation for learning and to avoid dropouts (Swanson & Holton, 2001). The amount of dropouts from work-related courses is huge, and the reasons for this have been related to the organizational and individual causes.

The focus in this paper is adult's expressed work-related motives in my mixed method study discussed against AE theories and the theory of HRD. The centre of attention is the discussion considering a revision of HRD theory according to these findings.

## Contributions from Adult Education

The theoretical framework concerning work-related motives for participation in education and learning is often linked to different AE theories and to HRD theory (Hatcher & Bowles, 2006; Fenwick, 2004). Merriam and Brockett (1997) define AE as

the activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define themselves as adults.

Ever since Eduard Lindeman wrote his book *The meaning of adult education* in 1926, many studies have investigated the meaning of adult education and what motivates adults to participate in learning activities. Two of Lindeman's key assumptions about adult learners were that the adult's orientation to learning is life-centred: *Adults are motivated to learn as they experience needs and interests that learning will satisfy*. As a political field, however, adult education has broad purposes, including social justice, individual self-development, workforce preparation and advancement for individuals and organizations (Elias & Merriam, 1995). Such purposes have been materialized as political intentions in educational political reforms and in considerable amounts of policy documents. For instance the mission statement in the Norwegian Act relating to Adult Education from 1976 says that the purpose is to *help individuals to get a meaningful life*. At the same time adult education is going to *give adults equal opportunities and access to knowledge, insight and skills*. There has traditionally been a close link in Norway between adult education as a field of research and adult education as a political and practical field (Tøsse, 2004). Research has often been initiated both from policy and practice, and study results have often been implemented in political decisions and practical learning facilities.

The theoretical framework concerning individual motives in AE is fragmented, and different theories have been used in analysing individual motives. Motivation theories have their origin in the field of psychology, but the motivation concept is used in several other disciplines, even if it varies how individual motives are defined in different theories.

Maslow (1972) is one of the contributors representing a group of psychologists focusing on the development of self-actualizing persons. He adopted a holistic approach, assuming that growth takes place when the next step forward is subjectively more delightful and satisfying than the previous step. In his view adults seek personal growth/progression and that the self is lost when choices are made in terms of the wish from another person. The environment, on the other hand, can gratify the needs for acceptance, respect and support. Rogers (1951) was also engaged with the self. His hypothesis was that: *A person learns only those things which he perceives as being involved in the maintenance of, or enhancement of, the structure of self*. Rogers saw learning as a completely internal process controlled by the learner and engaging his whole being in interaction with his environment as he perceived it.

The andragogical theory is very much based on Maslow and Roger's humanistic perspective. The assumption is that learners universally want control over their own learning process and that learning increases as a result. The AE ideal assumes that individuals take control of their learning, and focus on the reality of the limitations in taking control of their own decision-making. In making the decision related to

participation adults will fully determine the learning needs required to achieve their personal goal(s). Knowles (1990) claims that adults become ready to learn when their life situation creates a “need to know”. In order to explain why adults learn, Aslanian and Brickell (1980) tested a hypothesis assuming that transitions – such as work changes, marriage, the birth of children and retirement – require adults to seek new learning. They found by telephone interviews that 83 % of 744 adult learners named some transition in their lives as the motivating factor that caused adult participation in learning.

The different reasons that are expressed for participation in education and learning are the main definition for adult motives, and usually there is a distinction between *inner* and *outer* motives. While inner motives have their offspring in personal needs, interests, curiosity and engagement, outer motives mean gaining different rewards for choices and actions (Deci, Connell & Ryan, 1985).

Sociology has contributed knowledge about what influences choices and behaviour, including the forces that facilitate learning and change (Knowles, 1980; Argyris, 1964; Lewin, 1951), the search for social mobility (Goldthorpe, 1980; Blau & Duncan, 1967) and the influence of values and attitudes (Inglehart, 1997; Bourdieu, 1990). The sociological theories have emphasized outer motives and have focused on rational theories that connect inner and outer motives, such as values and attitudes.

### ***Adult Education studies***

There are great many studies dealing with motives for participation in adult learning. The research methods used for searching for the answers to adult motives fall into four basic designs: in-depth interviews, statistical analysis of motivational scales, survey questionnaires and hypothesis testing. While the conclusions emerging from these methodologies differ in detail, there has traditionally been enough consistency to identify the major incentives for adult learning (Cross, 1982).

Several studies have their origin in Houle's theory concerning participation in learning (1979, 1972 and 1961). His study was based on in-depth interviews of 22 adults, engaged in different types of education and learning, where he asked about their reasons for participation. He developed a typology that classified different participants through different types of individual motives: *goal-orientated participants*, *activity-orientated participants* and *learning-orientated participants*

Even though Houle's study was based on interviews, the typology has been a foundation for many studies in AE, where complex statistical analyses have been used. Survey questionnaires have been the most popular method for studying adult motives for learning (Cross, 1982). While many of the survey questions were presented in face-to-face or telephone interviews, they differ from the studies using in-depth interviews because the methods of the surveys involved ask respondents to choose from a list of predetermined alternatives rather than exploring the respondent's free-

ranging thoughts about learning. The surveys are typically reported in numerical frequencies, whereas the in-depth interviews are usually narrated as subjective impressions. Typically, the survey studies use some variant of the Educational Participation Scale (Boshier, 1971) or the Reasons for Educational Participation Scale (Burgess, 1974). By grouping similar responses together, the result varies between five and eight factors. Burgess (1974) came up with eight clusters in his survey: *knowledge goals, professional goals* (get a new job, advance in the present job, get certificate or a license and to attain a degree), *community goals, religious goals, social goals, to escape, obligation fulfilment, personal fulfilment and cultural knowledge*. Boshier (1991) and Beder and Valentine (1990) found motives related to individual development: *family motives, social motives, reading and writing, career-development and further education*. The items included in the career-development factors were: *to get a new job, to change job, to get promotion and doing a better job*. Rubenson (1975) found several characteristics about adult motives for participating in learning: *they wanted to know, they have established personal, social and religious goals, they are committed into different activities and they need to meet a formal, work-related need*. He also found that most motives among adults were work-related. Also in his quantitative study concerning motives for participation in adult education courses Allmenningen (2003) found a division between *the career-oriented participants, the education- and refinement-orientated participants and finally the leisure-orientated participants*.

In a lot of studies from the 1960s the work-related motives are found as a dominating cause for participation in learning, for instance Skaalvik, Finbak and Ljosland (2000), Skaalvik and Engesbak (1996), Rubenson (1975), Morstain and Smart (1974) and Tough (1969). Work-related motives are identified and included as outer motives, which means that there are some calculated rewards included in the considerations. Skaalvik, Finbak and Ljosland (2000) found three factors in a quantitative study focusing on individual participation motives and benefits among a representative sample of 2808 adults in Norway: *self-development, new work situation and the intention to do a better job*.

## **Human Resource Development**

Human Resource Development (HRD) can be defined as the process of improving organizational performance and individual learning through the human accomplishments resulting from employee development, organization development and career development programmes. From this definition, human accomplishment, as opposed to adult learning per se, is the primary one driver to achieve organizational outcomes.

HRD is a field of study evolved for multiple disciplines including education, business administration, industrial/applied psychology, instructional/applied psychology and

communication (Swanson & Holton, 2001). HRD is related to and has a supposed alliance to human capital theory (Fenwick, 2004) and takes a perspective that includes strategic and rational individuals. HRD and AE are both multidisciplinary in nature and have much in common. Both view the process of adult learning as being central to their theory and practice. There are, however, different views according to the relationship between these two fields. For some HRD is seen as an immediate threat to the existence of AE. The purposes of and the perspectives on adult learning differ, and are related to organizational versus individual control. Most take the position that HRD should focus on increasing the performance requirements of its host organization (Swanson, 1995; Knowles, 1990). Others believe that HRD should focus on individual development and personal fulfilment without using organizational performance as the measure of worth (Dirkx, 1996). But according to Knowles (1990) there is no reason to believe that organizational success should be in direct conflict with employee happiness and well-being (Knowles, 1990).

From an AE perspective, HRD often appears to be overly functional and purposeful, imbalanced towards the need of management, and, for some reasons only be important for gaining economic growth and development. One of the most popular ideas in AE is that individuals want to have control over their learning based on their personal goals and that learning will increase as a result. As mentioned, AE suggests that the purpose of learning should be to develop self-directed learning capacity in adults (Brookfield, 1982). Because HRD focuses on performance outcomes, the significance of learner control is viewed as secondary by most professionals in HRD. The AE reaction to the performance focus rests with the concern that the feelings and worth of human beings as individuals are ignored by too much emphasis on the bottom-line results.

In HRD the individual needs and motives are important, but their learning has to be judged in terms of fit within the reference of the organization. Jacobs (2006) says that the field of HRD has gradually softened some of its harder edges related to achieving organizational performance, seemingly at all costs, and integrated other perspectives that recognize the need for greater learner involvement. According to this it seems that there is a tendency towards a softening version of the financial aspect related to the purposes of learning (Rubenson, 2004).

### ***Human Resource Development studies***

Unlike its counterpart in AE research, HRD interventions have received limited attention among researchers, except for a few empirical studies in management and organization psychology (Maurer & Tarulli, 1994; Noe & Wilk, 1993; Hicks & Klimoskai, 1987).

HRD learning intervention is first and foremost seen as an investment activity for organizations (Wang, Dou & Li, 2002). Since drop-outs seem to be a challenge in HRD practice (Frankola, 2001), the relationship between learning participation and learning outcome is recognized. In HRD practice, employers are often required or

expected to participate as a part of job performance. Through experiments, Hicks and Klimoski (1987) examined the employees' degree of choices and freedom related to participation in education and learning. They found that a high freedom to choose and participate in learning influenced the achievements. Baldwin and his colleagues (1991) also found the same results and emphasized the crucial role of providing choice of participation as a motivation strategy.

A new understanding related to HRD has emerged in the so called ELDO model. ELDO is proposed to be a motivational state where the degree to which learning and development are relevant to the self. Generally this is what one perceives himself or herself to be, related to a type of self-schema, represented by what one would like to be in the future (Higgins, 1989). This model has given insight into the importance of inner motivation and self reflection in connection with participation in learning.

Three important implications have been drawn from previous studies on learning participation in HRD interventions. First, most studies revealed important evidence on the relationship between motivation, participation and learning outcomes. Second, studies can offer an important key that can examine and identify ways to overcome current barriers in HRD. Third, studies can place increased emphasis on the importance of identity and self reflection when adults participate and complete education and learning (Wang & Wang, 2005).

I will now relate AE theories and the HRD theory to central findings in a study among adult participants in learning. The various attempts and suggestions to create softening version of HRD theory will probably represent a relevant approach to the interpretation of the findings.

### **Mixed method study**

The findings in this study are based on a questionnaire survey that was done with 244 participants - 64 males and 180 females - and qualitative interviews with 25 adults participating in different adult education courses. This is a strategic sample, based on an intended variation of different courses that were offered at the time of the data collection period. The courses were different hobby- and leisure courses spare-time courses, general studies, vocational education, and university/university-college studies. The courses were organized as online courses, hybrid courses and ordinary classroom studies were students met face to face. The different courses were arranged by various providers, and participants were recruited through these course providers, who were willing to allow their students to participate in the study. In the interviews, I was able to go deeper into the questions investigated through the questionnaire. Included in the interviews there were 6 males and 19 females. The interviews lasted for 1-2 hours. One of the reasons for using different research methods was just to explore individual motives from different angles and going more deeply into the questions in the quantitative study.

Among other things, the questionnaires contained questions about the reasons for participating in different adult education courses. This was not only work-related reasons, but also reasons concerning personal, social and cultural motives. By responding with degrees of agreement to 26 different arguments in a Likert scale (divided in 5 alternatives), the respondents could choose between alternatives, where total agreement and total disagreement were the two outer alternatives. Both the questionnaire and the interview material is part of the datamaterial which forms the basis for my doctoral work (Tønseth, 2011).

## Findings

The most important single reasons for participation, was to qualify for new work tasks or to get new employment/position (24 %). In accordance with previous studies, for instance Skaalvik, Finbak & Ljosland (2000), this seems to be the most important reason. In an attempt to reduce the items into a fewer more general motive factors, the different reasons were analysed by factor analysis. By applying Principal Component Factor Analysis I found that 25 of 26 items were grouped in three identified motive factors; characterize and named as: *recognition and new orientation*, *self-development* and *work and career-related motives*.

Table 1 Individual motives for participation. Factor analysis. N=244

	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>
	<i>Recognition and new orientation</i>	<i>Self-development</i>	<i>Work and career</i>
Escape from personal problems	.673		
Develop according to religious/political issues	.643		
Achieve higher recognition among friends	.590		
Increase my enjoyment of life	.555	.546	
Break with old routines	.553		
Learn to function better in society	.525		
Learn something to be a better partner	.524	.399	
Learn more about the study method	.509		
To be motivated for further education	.508	.357	
Meet new people	.468	.437	
Repeat former knowledge	.466		
Qualify for further education	.447		
Increase my quality of life	.463	.647	
Use my abilities		.618	
Do something meaningful in my spare time		.574	
Develop as a human being		.551	
I like to read and learn		.520	
Obtain a greater belief in myself		.485	
Learn more about interesting themes		.468	
Develop in relation to a spare-time activity		.436	
Increase my level of general knowledge		.369	.390
Learn something to do a better job			.736
Qualify for new tasks/exercises			.681
Qualify in order to request a higher income			.661
Get education I did not obtain earlier			.593
Eigenvalue	7.0	2.4	1.8
Variance	26.0	9.0	6.8
Cronbach's alpha	0.9	0.8	0.7



Extraction method: Principal Component Analysis. Rotation method: Varimax med Kaiser Normalization. Keeping values over 0.4. The argument *I want to perform work that I was not allowed to perform earlier* had too weak loadings, and was therefore eliminated.

Also in this study, the work-related motives constitute a “lump category” that covers different work-related aspects. Variables included in work-related motives were: *I want to learn something to do a better job; I want to qualify for new job tasks, I want to qualify in order to request a higher income, I want to get education that I did not obtain when I was younger and I want to increase my level of general knowledge*. According to the table above, work and career-related motives is tightened up to the wish for qualifying for a (new) job and to get higher income. But it also involves the increased desire to learn, independence or the desire to do a better job.

The interviews were carried out among 25 persons recruited from the 244 adults answering the questionnaire. All together the interviews focused upon individual motives, motivation, organization in everyday life, support and counselling, financing and occupation. Included in the interviews there were 6 males and 19 females.

The immediate answers to the question about reasons for participation were mostly related to something they wanted to accomplish related to work and working life; new job, advancement in their current job or increased salary. But throughout the interviews I discovered two main types of work-related motives. The first and the foremost one was to attain *recognition at the workplace* and to *develop self-esteem, and increase the confidence in work-related decisions*. By increasing their competence, they wanted to gain more influence and co-determination at work. A second motive was to *get a (new) job and increased salary*. The first motive was mainly a motive for those respondents who had higher education (high school or university background). The second motive was common for those who had lower education. I discovered that there often were special situations or occasions in their life that create the need for education and learning. These are situations such as divorce, reorganization at work, dismissal and illness that demanded a new orientation in life including factors considering work. Life situation that creates a need to know is also something that Knowles (1990) and Havinghurst (1972) emphasized. Changes in life situations, follows what Mezirow (1991) termed as a disorienting dilemma, which seems to be a catalyst for a transformative learning processes.

What is quite evident then is that work-related motives contain several different arguments. Here, work-related motives were not only linked to the search for a new job, advancement and increased salary. Adults were also quite concerned about self-development and identity creation in their working life. By self-development I mean both cognitive improvement (Boshier, 1991) and self-improvement (Beder & Valentine, 1990). The younger people interviewed (younger than 30 years) seem to be focused on creating a career-platform, where they could grow and develop and create a kind of work identity that suits a proper identity that one searches to have.

Margaret, a student of psychology in the NKI Internet School, put it this way:

*When I have been working in different concerns, I have experienced how one conducts oneself through official channels. It is very difficult to participate as a group leader and be in the middle of the decision hierarchy. This is because having an influence in organizational matters is important to me.*

By taking this course she wanted more influence at work, and to be able to take more part in central decisions in the organization. Christopher is studying leadership and organisation development. In addition to increased influence, he also emphasizes the possibilities to express him self and his personality. He says:

*This course gives me a broaden competence and new knowledge that gives me possibilities in order to express my view, make decisions and feel smarter (...) It gives me more freedom in order to get more influence and to express what I am and what I want to be.*

Ann says:

*Yes, I am working as a project leader in a large company. To get more insight in my work and different matters (...) I think about having an interesting job, but also to be able to have influence, so that both the firm and I can improve and grow.*

While work-related motives often are gathered into one common factor in quantitative studies, I discover that work-related motives cover different aspects that could be divided into two motive-categories. One category included motives that were concerning the need for a certain competence in order to get a job or to get a new job or new work tasks in their current job. This motive-category was mainly related to adults who participated in vocational training programmes in upper secondary school. The second category was related to a group of highly educated adults; they had good jobs, and they often participated in net-based educational courses. This group had motives concerning identity shaping and having more influence, power and recognition in their current job. As Cross (1982) have claimed; people who do not have good jobs, seem to be interested in further education to get better jobs, and those who have good jobs would like to advance in them.

In comparison to earlier studies, the second category can be seen as a “new” one. Even so, this category seems to be linked to certain types of participants with common characteristics, such as education level, age and professional competence. The data material is too small to state this as a significant correlation. Common characteristics that cover both categories are the adult’s attention towards identity shaping, safety and self-development. Identity shaping and personal development can be about getting a new job and “to be something” (category one), but it can also be about power, influence and personal growth in reforming and develop self-identity (category two).

Safety can be about the financial safety that is part of getting a steady job (category one), but it can also be about the safety one feels when one is able to take more important decisions at work (category two). These common characteristics concerning adult education motives is something that other new studies also have emphasized (see Field, 2006; Schuller et al., 2002; Jarvis, 2002; Antikainen, 1998).

## Discussion

The findings in this study can have several possible explanations. In the discussion I will focus on some methodological aspects and some historical explanations that probably can be seen as arguments in further attempts in renewing the HRD theory.

By including other and various types of arguments, I probably would have experienced these two motive-categories through the questionnaire. I based the items on arguments used in older similar studies, not new arguments discovered through the interviews. By presenting a list of finished arguments, it is probably easier for the respondents to select less well-considered answers. However, regarding the basic qualities characterizing qualitative interviews, it is possible to explore different aspects in the interviewer's world. In the interviews, we talked about one theme over a period and the respondents then got time to reflect on their answers. By talking more closely and opening up for a deeper communication on this theme, it is easier to open a broader scope concerning participation in adult education (Fog, 1999).

The findings in this study indicate a broader purpose for participating in work-related education courses that also includes reasons connected to identity, self-development, influence and power. How can we explain the findings, and do these findings make a sufficient foundation for a renewal of the HRD theory?

As noted by Rubenson (2004), AE research as well as policy and practice have been strongly influenced by post-modernism. In relation to this, Rubenson (2004) describes the third generation of AE as a soft version of a more restricted economic paradigm. The aims of lifelong learning have been broadened from a one-dimensional purpose related to economic growth to including personal fulfilment, active citizenship, social inclusion, employability and adaptability. Education and learning have changed focus from the provision of rights to the responsibilities of the citizens (Rubenson, 2004).

The connection of groups to social classes has been weakened, and class-background has less importance in people's actions and possibilities. Economic growth has given a better standard of living for most people. To choose education means that people take control over their lives and their future. People learn to think critically through education. An educated person *becomes an agent for reflexive modernisation* (Beck, 2001). The strong individualization and the amount of possibilities, makes it impossible not to choose.

During the past few years, there has been much debate about the significance and post-modern framings in the study of, and practices in the education of adults (Edwards & Usher, 2006). Post-modernism has changed our focus, the way of thinking and broadened the domain and sites for learning. The post-modern society is associated with growth in the service sector and new models for production, globalization and technological growth. In the post-modern society there is an increasing focus on the consumer, on lifestyles and identities. According to Field (2006), we may now talk about consumer education. An increased focus on individual rights, choices and self-realization has paved the way for lifelong learning as an individual project. It has become an individual's responsibility to make adequate provision for the creation and preservation of one's own human capital. Investment in learning and financing, has become primary an individual responsibility (Marginson, 1997). The slogan of today is responsibility for own learning – which has made it easier for governments to transfer the responsibility to the individual and to the market forces.

In times of post-modernity the search for identity represents the struggle to escape from uncertainty, says Bauman (1996). What we have in mind is the personal, the collective and the professional identity. So maybe this transition is one possible reason for broadening the reasons behind participation in work-related courses, from an outer-motivated activity to an inclusion of inner-identity motives. Similar explanations for transitions in adult education purposes are also suggested by Jarvis (2002), Field (2006) and Antikainen (1998).

### **Theories in progress**

The suggestion about a renewal of HRD can in some way be associated with the difference between individualization on the one hand and collectivism/individualism on the other. But also the tension between education as consuming activity and education as investment are elements that are included in different perspectives on education and learning. Education has traditionally been viewed from a collectivistic thought, as a common good that individuals, organizations and society invest in to secure a certain amount of possibilities, value increase and economic growth (Usher & Edwards, 1994).

Both AE and the HRD perspectives have a collectivistic and an individualistic view, with HRD focusing on an individualistic perspective that is meant to complete collectivistic goals, by seeing adults as potential employees and as means to secure economic interests and production. The increased individualization implies that individuals have greater opportunities to make possible their reflexivity to form their own lives, such as Giddens (1991) points out.

The reflexive dimension can be seen by adult's identity-shaping both inside and outside working-life. People are expected to make their own plans and decisions about how to construct their personal, working and public lives, and what is more, they have to combine all of these in what they value as "the good life" (Glastra et al. 2004).

There has been an increased focus on identity-capital that containing people's consideration of the possibilities and personal directions in life, formed by collecting or accumulation of different types of capital (Schuller et al. 2004, 2002). In the post-modern society, a wide variety of identities has become available. People become individuals through constructing or reconstructing their own biographies and life courses. Questions like; *Who am I?* and *Who do I want to be?* can become quite haunting existential questions (Beck, 2001). Normative regulation is gradually replaced by ambivalent urge to want more than you have or to perform better than you can. For women there has been increased participation in the labour market, with equal treatment, diversity and the gendered distribution of work have been put on the agenda. Women are combining work, career and family life (Glastra et al., 2001).

For instance one can seek to find "the real me" in an unsatisfying life (Field, 2006). This activity is seen as projects that have personal development and self-realization as a goal. But in this we also can see that adult learning can have a symbolic value. Lash talks about the *banality of pseudo-self-awareness*, about the increased focus on education as a consumer interest that makes appetite on new experiences and personal development (Field, 2006). We live in an uncertain world, where counselling and education becomes a sort of insurance. Much of the adult education offered is produced in order to make the participants able to take care of uncertainty and risks (Field, 2006).

Some attempts have been made to overcome this dualism (Knowles, 1990) which, in fact, is but a version of the perennial agency-structure dualism in social science. There is also the attempt to integrate psychological and sociological factors in a dynamic model of a decision-making process in adult education participation.

The two motive-categories can be associated with both AE- theories and the HRD theory. These motive categories can be viewed from an individual perspective, an organizational perspective and from a political and societal perspective. In the discussion about HRD and the work-related motive-categories, I have argued that some individual perspectives seem to be undermined. As a conclusion we see a need for further efforts in order to integrate perspectives in which adult education participation can be seen as a result of the complex interplay between socially and culturally patterned opportunities and decision-making processes. These include several primary actors; such as individuals, friends, reference groups, households, workplaces, service agencies, local communities, and social groups.

## Conclusion

Findings in this study indicate that work-related adult education motives, consists of two separate "motive categories". One category contains motives associated with increased salary, new job, better job and new working tasks in the current job. Another category includes motives related to increased power and influence in their current job, emphasized and strengthened identity, concerning both work and privacy. In HRD

theory as well as AE theories, items in the second category seem to be unfamiliar as individual work-related motives, although these motives seem to be strong and visible. Viewed against this background, the conclusion recommends further studies and discussions concerning a revitalization of HRD theory and AE theories. This means that it is necessary to include and interpret important work-related motives as a consequence of development and social change.

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