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THE UNIVERSITY OF ALBERTA

MOTIVATIONS OF ADULTS TO PARTICIPATE IN SEWING COURSES

BY

ALISON DROHAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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IN

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The undersigned certify that they have read, and recommend to the faculty of Graduate Studies and Research for acceptance, a thesis entitled THE MOTIVATIONS OF ADULTS TO PARTICIPATE IN SEWING COURSES submitted by M. ALISON DROHAN in partial fulfilment of the requirements for the degree of MASTER OF SCIENCE in CLOTHING AND TEXTILES.

N. Fetterman
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Date: July 27, 1987

ABSTRACT

The purpose of the study was to add some insights into who the adults were and why they participated in sewing classes offered by the Continuing Education Division of the Edmonton Public Schools. Respondents provided information regarding their home sewing activities, their past adult education participation, demographics, and motivational orientations.

The theory of patterned participation, developed by Knox and Videbeck (1963), was used as the conceptual framework for the study. An adult's participation in education is subject to various influences such as alternatives available for participation and the degree to which they are available, physical resources such as time and money which are at an adult's disposal, a person's life roles and social statuses and the way in which an individual perceives the opportunities which are presented by the environment.

The data for this exploratory study were gathered from adults in Continuing Education sewing classes during the fall of 1986. Participants completed a two-part questionnaire consisting of the Education Participation Scale (EPS) (Boshier, 1977) and 20 questions developed specifically for the study. Demographic information was used to develop a profile of the adults in the study. Analysis of variance, frequency and percentage distributions and cross tabulations were used in analyzing the data to meet the objectives of the study.

The adults in the study were found to be generally similar when

the demographic data were analyzed. Respondents' most common reason for sewing was because it gave them a sense of accomplishment. The largest single group considered sewing to be a leisure activity and over 90% of respondents owned a sewing machine.

The analysis of the EPS scores indicated that the majority of respondents had enrolled in their sewing class for Cognitive Interest (learning for the sake of learning). Weak relationships were found between the six motivational orientations and some demographic variables. No relationship was found between respondents' reasons for sewing and their motivational orientations.

The findings are discussed in terms of the general characteristics of the adults surveyed, comparisons with related studies, and analysis of EPS scores. Recommendations for future research are also discussed.

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I. INTRODUCTION

The development of adult home economics education programs in Alberta began in the early 1900s in response to a need for instruction in basic homemaking skills. As early as 1910 cooking classes for women were being offered by the Calgary Public School Board and in the 1920s programs in sewing and millinery were also offered (Blyth, 1981). In Edmonton adult sewing classes were started in 1949 followed by cooking classes in 1959 (Blyth, 1981). Since those early days the scope of home economics has expanded to include a wide variety of topics including clothing, textiles, design, foods, nutrition, management, and human development. This expansion is evidence of the responsiveness of the field to the needs, wants and motivations of the adult learner (Osborne & Lewis, 1983).

Learning can be accomplished in many ways from participation in self-initiated and directed projects to registration in diploma or degree programs at educational institutions. In 1963 Knox and Videbeck proposed that five areas of influence exist which affect adult participation in education. They developed the theory of patterned participation around these areas of influence. Summarized, their theory is a follows:

1. The environment offers many alternatives for participation, although the number is finite.

2. Not all alternatives are available in equal measure to all

individuals in the environment.

3. An individual's opportunities to participate are limited by or defined by physical resources such as distance, finances, time and available equipment.

4. Demands and responsibilities of life roles and social statuses constitute other strictures and expansions of participatory alternatives available to the participant.

5. An individual will not be able to utilize all opportunities available and will have to choose. The choice depends on the person's own psychological orientations toward and evaluation of the objective opportunities presented by the environment.

Related to the theory of planned participation (Knox & Videbeck, 1963) is the power, load, margin formula (PLM) developed by McClusky (1970). Power is made up of the resources at a person's disposal for coping with the load. Such things as economic wealth, physical health and social contacts make up the external power variables. The internal variables consist of acquired skills and life experiences such as resiliency or coping skills (Main, 1979). Load is defined as the demands placed upon a person both by self and society (life roles and social statuses) and consists of internal and external interacting variables. The external variables are tasks required for everyday living in settings such as family and work and the internal variables are expectations an individual sets for himself in terms of goals, ideas and values. The third element of the PLM formula, margin, is the power that a person has above that which is required to cope with the load. When a positive margin exists (surplus of power) a person

will then be able to engage in activities beyond those required for subsistence. Learning requires a circumstance where a positive margin exists. According to McClusky (1970) those who participate in adult education benefit from such a circumstance.

Houle (1961) and Boshier (1971, 1977, 1983, 1985) proposed that adult learners could be grouped by their motivational orientation or reasons for participating. Houle held that adult learners could be described as goal, learning and activity oriented. Boshier (1971, 1985) sought to validate Houle's typology and concluded that, while Houle was generally correct, his activity orientation was too broad. Boshier proposed six orientations: social contact, social stimulation, professional advancement, external expectations, cognitive interest and community service.

A. Statement of the Problem

An adult's decision to participate in education may be influenced by any number of variables singly or in concert. The purpose of this study was to determine the relationships between significant life-cycle, socio-economic and home sewing variables and adults' primary reasons for participating in adult education sewing classes.

B. Justification

The ultimate goal of research in home economics is to maximize the satisfaction and well-being of individuals and families through

increasing knowledge and understanding of people and their immediate environment - the physical, social and cultural milieu (Schlater, 1971). One of the research goals proposed in The National Goals and Guidelines for Research in Home Economics (Schlater) is to improve the quality and availability of community services that enrich family life. One of the research problem areas associated with this goal is continuing education programs. As continuing education increasingly becomes a way of life in our society the array of courses offered to the community by the various sponsoring agencies continues to expand. Individuals are generally able to find courses which meet their needs or interests and thus use their free time in a way that adds dimension to their lives. Home economists have special competence in many areas of knowledge which they are able to transmit to the adult population via continuing education (Schlater).

According to Osborne and Lewis (1983) of the University of Connecticut, understanding Houle's typology is critical to an understanding of today's adult learner in order to design relevant programs and curricula to meet individual needs. The purpose of this study was to add some additional insights into who the adults are and why they participate in sewing classes through the Continuing Education Division of the Edmonton Public Schools. This information will be helpful to home economists and others as they plan and implement programs, especially in the clothing area, in keeping with the home economics research goal to improve the quality and availability of community services that enrich family life (Schlater, 1971).

C. Objectives

The objectives of this study were:

1. To analyze whether or not adults enrolled in Edmonton Public Schools Continuing Education sewing classes in the fall of 1986 were similar in terms of:

a) motivational orientations

b) physical resources

c) selected demographic variables

d) selected sewing variables

e) previous participation in adult education.

2. To determine if there was a relation between an individual's motivational orientation for educational participation and stated reasons for sewing.

3. To compare the results from this sample with norms established by Boshier and Collins (1983) in their secondary analyses of Education Participation Scale (EPS) scores.

4. To compare findings on reasons for sewing, sources of sewing education and perception of home sewing as either housework or leisure with the results of a recent study of Edmonton home sewers (Blenkarn, 1986).

D. Definitions

1. Adult: For the purposes of this study was a person 17 years of age or older.

2. Adult Education: Refers to all organized educational activities - everything from job-related training to hobby classes - taken outside of a full-time educational program by an adult (Devereaux, 1985). In the literature continuing education is at times used interchangeably with adult education.

3. Motivational Orientation: One of six components identified through analysis of responses to the Education Participation Scale (EPS). A motivational orientation is composed of a cluster of related reasons for participation in adult education and should not be confused with "motives" in the psychological sense (Boshier, 1980).

II. REVIEW OF LITERATURE

A. Adult Participation in Education

Participation can take many forms and be associated with the many facets of an adult's life. In the context of education it refers to involvement in events, activities, or programs whose primary purposes are the acquisition of knowledge or skills (Douglah, 1970). Educational participation is a very broad term and can refer to a full spectrum of activities from attending one seminar to pursuing a goal over a long period of time. Douglah (1970) outlined four universal properties of participation: (1) participation is both a group and an individual phenomenon; (2) a quantitative dimension of participation refers to the number of learning experiences an adult is involved in; (3) a qualitative dimension is concerned with the nature of the learning experiences an adult is involved in and (4) participation is usually a means to an end.

The results of a review of the research done on the learning efforts of adults (Tough, 1978) revealed generally consistent patterns in the amounts and types of learning which were undertaken. Adults from all walks of life residing in various parts of the United States and Canada as well as Ghana, Jamaica and New Zealand were surveyed. Between 70% and 100% of these adults undertook at least one major learning activity in the year prior to the surveys. A major learning activity was defined as "a highly deliberate effort to gain and retain

certain, definite knowledge and skill or to change in some other way" (p. 250). An activity had to take at least seven hours to complete in order to be considered as a major learning activity. The results also indicated that the average person conducts five distinct learning projects in a year and spends an average of 100 hours on each one. Classes conducted by professionals accounted for about 20% of the learning projects while self-initiated and conducted projects accounted for most of the remaining 80%. It seems apparent that most adults participate in varying degrees in some form of learning. The actual degree of participation in self-initiated educational activities is more difficult to determine than is participation in organized programs since individuals are not likely to document their activities the way that organizations do.

Participation in organized adult education in Canada has increased dramatically. A survey taken in 1983 revealed that one in every five Canadians participated in adult education (Devereaux, 1985) which adds support to Tough's (1978) finding that approximately 20% of adults participate in organized learning, The majority of Canadians 17 years of age and over who participated in education did so on a part-time or casual basis. The highest participation rate was found in Alberta; 25% or one in every four adults. This denotes an increase of 15% since 1971 ("Alberta's adult ed boom," 1985). The two Canadian cities with the highest participation rates were Edmonton and Calgary at 27% each (Devereaux).

Within the Continuing Education Division of the Edmonton Public Schools there has been a 72% increase in overall enrollment between

1973 and 1984 (P. Steblyk, personal communication, May 5, 1986). In the general interest and physical activities areas, which includes sewing courses, there has been a 34% increase over the same period. The Government of Canada survey (Devereaux, 1985) indicated that 20% of the participants across the country chose classes from the hobby/craft/recreation category in which sewing is included. The breakdown for Alberta showed the same degree of participation in this area. Three factors which may affect participation are advances in knowledge and technology, the population structure and attitudes towards education.

As knowledge and technical ability continue to increase so does the need for education. Current knowledge and skills are quickly becoming obsolete forcing individuals to learn new skills or upgrade old ones and acquire new knowledge in order to keep up with our changing society (Osborne & Lewis, 1983). Other related factors such as increased leisure time, chronic unemployment, changing roles for men and women and high divorce rates all contribute to making education necessary as well as desirable (Osborne & Lewis, 1983). As the children of the "baby boom" reach middle age the population structure is undergoing some dramatic changes. For example, the number of people in the 24 years and younger age group is declining and those in the 25 years to 64 years age group are increasing in number (Apps, 1980). The majority of adult education participants are drawn from those between the ages of 25 and 34 years (Devereaux, 1985; "Who Participates," 1982) who are part of the sector of the population which is increasing. Enrollments in adult education can be expected to increase simply

because the number of potential participants is increasing.

At one time adult education was looked upon as being a means for making up for something missed in childhood or youth (Canadian Association for Adult Education, 1964). This attitude is now changing.

> The education of adults in Canada is changing. At one time, it was a relatively small undertaking, concentrated in the extension activities of a number of universities and departments of agriculture, education for new citizens and night school programs of a remedial nature. It has grown to a substantial and varied range of courses, programs, training and retraining, involving millions of Canadians. (Canadian Association for Adult Education, 1964).

The concept of learning from the cradle to the grave rather than only during a specific period of one's life is becoming more widely accepted. Consequently, adult education is becoming more and more a way of life in our society (Osborne & Lewis, 1983; Schlater, 1975). The voluntary nature of adult education, however, inhibits both the administrator and the educator from achieving the maximum effect on society through their programs (Verner & Newberry, 1958).

Verner and Newberry (1958) held that the identification of the characteristics of participants would be helpful in finding ways of involving non-participants. Various studies have been undertaken to determine the characteristics of adult education participants

(Johnstone & Rivera, 1965; Devereaux, 1985; Verner & Newberry, 1958; "Who participates in adult education - And who does not," 1982). Other researchers who have focused their studies on why adults participate in education have also collected demographic and socioeconomic data which allowed them to propose a profile of the typical adult learner relevant to their studies (Frane, 1975; Mount, 1980). Certain characteristics have been common to most profiles of adult learners.

The profile of the adult learner which arose from the Canadian Government survey, One in Every Five (Devereaux, 1985) is the same in many respects as a United States survey done by the National Center for Education ("Who participates," 1982). Both studies found that the typical adult education participant was 25 to 34 years old, a woman who lived in the city, who had graduated from university and was a professional. A review of other studies revealed similar findings (Boshier & Collins, 1983; Frane, 1970; Johnstone & Rivera, 1964; Mount, 1980; Verner & Newberry, 1958). However, the majority of the respondents in the Mount, Frane and Boshier and Collins (1983) studies were married rather than single and the Boshier and Collins (1983) data suggested that the employment level of the majority of the respondents was between skilled and sales/clerical. The Canadian survey (Devereaux), also found that participants are more often residents of Alberta or British Columbia, were Canadian born, members of the labour force and single.

Knox and Videbeck (1963) studied the effect that various demographic variables had on participation. Rather than relating each variable singly to the phenomenon of participation they grouped the

variables into "status configurations" (p. 106). They held the view that although single variables may relate significantly to participation, the observed relationship could be caused by other variables which were not controlled. By combining variables into configurations they were able to classify people together who shared similar life circumstances and opportunities to participate. Their findings showed that participation in education for the general adult population was associated with age and socio-economic status but not with community size or the gender of the respondent. It was also found that by classifying adults into status configurations degree of participation did not vary significantly with age in most cases.

Studies which have catalogued the characteristics of adult learners have been helpful to educators and program planners as they have anticipated who their students would be, however, they lend little insight into why these adults participate.

B. Motivations to Participate

General Studies

The major line of research into why adults participate in education was initiated by Houle in 1961 when he published his book The Inquiring Mind (Ordos, 1980). Subsequent to this, numerous studies have been undertaken to investigate the motivations of adults for participating in educational activities (Boshier, 1971, 1973, 1977; Burgess, 1971; Dohr, 1985; Frane, 1970; Morstain & Smart, 1974; Mount, 1980; Sheffield, 1964; Zimmer, 1975). Ordos (1980) stated that the

majority of studies in this area since 1961 have either been designed to test Houle's typology or researchers have used his typology as a starting point for their own studies.

Houle (1961) undertook to study participation from the viewpoint of the participant rather than to simply catalogue the characteristics of those who were involved. His premise was that if the total phenomenon of continuing education was to be understood, one must begin by understanding the nature, the beliefs and the actions of those who exhibit a high level of participation. He set out to describe what [illegible] think about what they do and why they do it.

Houle (1961) conducted indepth interviews with 22 adults who participated extensively in education. The interviews were taped, transcribed and analyzed. Houle found that despite the diversity of the backgrounds of these individuals, as a group they were basically similar. They were regarded by others as being deeply involved in education and they themselves regarded continuing education as an important part of their lives. Each of the 22 participants had goals they wished to accomplish, enjoyed learning and felt that continuing education was worthwhile. It became evident, however, that although each of the interviewees was basically similar they could also be divided into three subgroups related to their major conceptions of the purposes and value of adult education.

Houle (1961) identified the three subgroups as goal, activity, and learning oriented. The goal oriented person used education as a means of accomplishing some very specific goals for self improvement and/or to get ahead in one's career. The activity oriented person

participated to fulfill a social need or desire. The reasons for participating in a specific course may or may not have been related to the contents or objectives of the course. The learning oriented p sought learning for its own sake. Houle did make the qualification that these were not pure types and that they were best represented, pictorially, by three overlapping circles. He did maintain, however, that the central emphasis of each group was clearly discernible. Since Houle's study, research has continued to confirm that adults participate in education for a variety of reasons and that those reasons or motivations can be grouped into a limited number of clusters or orientations.

Boshier (1971), Burgess (1971) and Sheffield (1964) each developed instruments to test Houle's typology. The three instruments were made up of possible reasons for participating. The respondents had to rate the reasons according to how much or how little influence they had on their decision to participate. The data gathered in each case were factor analyzed resulting in clusters of reasons or orientations. Although the orientations did vary among the studies, similarities also existed.

The motivational orientations resulting from studies by Sheffield (1964), Burgess (1971) and Boshier (1971) were generally the same with a few exceptions. Sheffield found five orientations (learning, desire activity, personal goal, societal goal and need activity) which corresponded to those found by Boshier and Burgess. However, two additional orientations, to comply with formal requirements and to meet a religious goal, were discovered by Burgess. Boshier discovered one

more orientation than Sheffield, external expectations, which corresponds to Burgess' formal requirement orientation. The variations among the three studies were, in part, due to the nature of the items included in each instrument. Three orientations which related to the desire to learn, the seeking of social contact or activity and the use of leisure time were common to these three studies and appeared consistently throughout the literature. See Table 1.

Boshier (1971) drew upon the work of Houle (1961), Sheffield (1964) and Burgess (1971) as well as interviews with adult participants in developing his instrument, the Education Participation Scale (EPS). He initially set out to develop an instrument to test Houle's typology, measure motives for participation and also to formulate a model of adult participation in education that could be generalized across cultures. The original scale consisted of 48 items but between 1971 and 1977 the scale was refined and revised so that it now contains 40 items.

Boshier (1971) first used the EPS on adult learners from three New Zealand adult education institutions. The data were factor analyzed resulting in 14 factors of which six were socially oriented, two job or vocationally oriented, four learning or education oriented and two minor factors that arose due to item specificity and the type of analysis done. These three general areas loosely resembled Houle's (1961) typology. Further factor analysis resulted in the six factors or orientations used in scoring the EPS today.

TABLE 1

A SUMMARY OF MOTIVATIONAL ORIENTATIONS

HOULE (1961)	SHEFFIELD (1964)	BURGESS (1971)	BOSH[illegible] (19[illegible])	FRANE (1970)	MOUNT (1980)	ZIMMER (1975)
Learning	Learning	Desire to Know	Cognitive Interest	Enjoy Learning	Enjoy Learning	Desire to Know
Goal	Personal Goal	Personal Goal	Professional Advancement		Personal Goal	Personal Goal
Activity	Societal Goal	Reach a Social Goal	Community Service			Social Goal
	Desire Activity	Take Part in Social Activity	Social Contact	Sociability	Sociability	Social Activity
	Need Activity	Desire to Escape	Social Stimulation	Leisure	Leisure	Desire to Escape
		Comply With Formal Requirements	External Expectations			Comply With Formal Requirements
		Religious Goal				
				Learning for Application	Learning for Application	
				Personal Creativity		
					Economics	

A description of Boshier's six orientations follows:

1. Social Stimulation - To get relief from boredom, to remedy deficiencies in social life and educational background.

2. Professional Advancement - To gain knowledge, attitudes, and skills which will facilitate job advancement.

3. Community Service - To acquire knowledge, attitudes, and skills which can be applied in achieving social or community objectives.

4. Social Contact - To meet new friends, remedy deficiencies in social life, and enjoy group activities.

5. External Expectations - To carry out the expectations of some person with "authority" such as a priest, friend, social worker, employer, or physician.

6. Cognitive Interest - To learn just for the sake of learning - not tied to any particular goal - just for the inherent joy

of participation and learning ("Introduction to teaching adults," p. 8-6).

Since its development it is estimated that the EPS has been administered to approximately 60,000 adult participants and at least 80 students have used it in dissertation or thesis research (Boshier & Collins, 1985). The EPS has been administered to nurses, vocational-technical adult learners, adults in baccalaureate degree programs, pharmacists, farmers, religious people (Boshier & Collins, 1983, 1985), and judges (Catlin, 1982).

Morstain and Smart (1974) administered the EPS to a group of adult learners in the U.S. and compared their results to those of a Boshier (1971) sample of learners in New Zealand. They found substantial similarity in the factor patterns across the two samples. High alpha coefficient scores were found by Morstain and Smart (1974) and by Boshier and Collins (1983) when secondary analyses were conducted on over 12,000 EPS scores. These results indicate that the EPS has reliability and that the factors or orientations have internal consistency.

As a result of their secondary analysis of EPS scores Boshier and Collins (1983) were able to develop norms for comparison purposes. They have suggested that only the 40 item EPS be used in future research and that researchers compare their 'local' means with the norm means which now have been established. A standard scoring key was developed for use with the 40 item EPS and Boshier and Collins (1983) suggested that factor analysis of small data-sets are, therefore, no

longer necessary. The use of the standard scoring key, they pointed out, would facilitate more secondary analyses of EPS data which would in turn enhance the probability of the development of theory which has universal rather than local applicability (Boshier & Collins, 1983). The EPS is scored on a four point scale where 1 corresponds to no influence, 2 corresponds to little influence, 3 corresponds to moderate influence, and 4 corresponds to much influence.

In 1971 Boshier proposed a model of participation based on Maslow's (1954) hierarchy of needs (see Figure 1). His interpretations of factors which were derived from first and higher order factor analyses of EPS scores suggested that some factors originated from unsatisfied "deficiency" needs as described by Maslow (Boshier, 1980). Boshier also postulated that underlying psychological states which impelled adults into education were significantly associated with the motive to participate.

Boshier (1977) used the term life-chance to describe deficiency motivation and life-space to describe growth-motivation. Life-chance oriented people participate in education because of a need to acquire knowledge, skills or attitudes which are necessary to their survival. Life-space or gr[illegible]riented people participate in adult education not because of a [illegible] but as a means of expression. Maslow's hierarchy co[illegible] wer order needs which are physiological, safety, love [illegible]ngingness and esteem needs which, when satisfied, lead to self actu[illegible]tion.

The balance between life-space and life-chance origins of motivations shifts as persons grow older and accomplish developmental

tasks which are required in their culture and/or social situation (Boshier, 1977). For the person who is motivated by the desire to know (self-actualization) impulses which would initiate growth and change are welcomed. This type of attitude results in an upward spiral of learning. People will never feel satisfied that they have learned enough and will, therefore, continue to learn and to grow. This model of Boshier's is more concerned with the social and psychological underpinnings of adult's reasons for participating in education than was Houle's typology (1961).

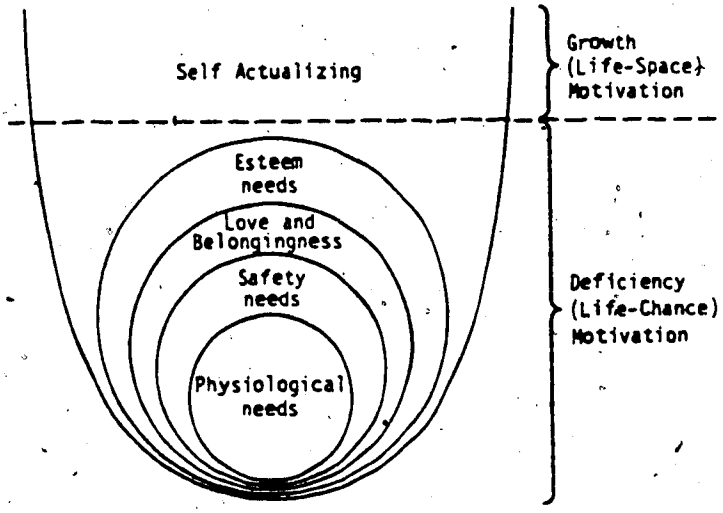


Figure 1. Hypothesized relationship between psychological factors and motives for participation in adult education (Boshier, 1977)

In 1985 Boshier and Collins combined and analyzed EPS scores of about 13,000 respondents from studies done in Africa, Asia, New Zealand, the United States and Canada. Their aim was to see if the results of a cluster analysis would resemble Houle's three orientations. Their analysis again resulted in the six clusters or orientations already mentioned. Two clusters, cognitive interest and professional advancement, correspond to Houle's learning and goal orientations. The activity orientation was only evident when Boshier's remaining four clusters, social contact, social stimulation, community service and external expectations, were grouped together. Boshier and Collins (1985) stated that while Houle was very perceptive in proposing his orientations he had simply failed to anticipate the complexity of learners' reasons for participating.

Studies Related to Adult Participation in Home Economics Education

Zimmer (1975) investigated adults' reasons for attendance at continuing education classes, giving special attention to those enrolled in clothing construction. Zimmer wanted to know if the reasons for participation could be classified into six specific groups. The six groups were related to Houle's (1961) typology as follows:

1. Goal Oriented
    a) the desire to reach a personal goal
    b) the desire to reach a social goal
    c) the desire to comply with formal requirements

2. Activity Oriented

   a) the desire to take part in a social activity

   b) the desire to escape

3. Learning Oriented

   a) the desire to know

The other purposes of the study were to investigate significant attendance rates in the six groups and to determine if achievement levels for students in clothing construction classes varied significantly for any of the six groups described above.

After analysis, approximately 50 percent of the respondents could be categorized into one of the six areas. Respondents with high factor scores in the "desire to know" category had higher attendance rates than those with lower scores. There was no significant relation between attendance and any other categories. In the clothing construction sub-sample it was found that those who had high factor scores in the desire to escape category made lower grades on their garments than students who had low factor scores.

In 1970 Frane conducted a study to determine the reasons women chose to enroll in clothing construction courses and the relationships between their choices and certain demographic variables. The respondents were also asked whether or not they would have chosen a clothing construction course if other courses in home economics had been available. Ten years later Mount (1980) repeated the Frane (1970) study in greater detail. Mount revised and expanded the questionnaire

developed by Frane. Frane's analysis resulted in five clusters of reasons for participating and Mount's resulted in six. The sixth cluster from the Mount study was made up of economic reasons. Some of the reasons that made up Mount's economics cluster were; "I want to sew my clothes because they are less expensive and I want to save money by making my clothes" (p. 65). The other five clusters, which corresponded to Frane's clusters, were related to leisure, enjoyment of learning, learning for application, sociability and personal goal.

Frane found that the number of courses taken previously, the age of the respondent and level of schooling were significantly related to the selection of a clothing construction course. In Mount's (1980) study the number of classes previously taken was not significantly related to the choice of a clothing construction course but age, level of schooling, marital status, residence, ownership of a sewing machine and occupation were. In both studies the majority of participants indicated that they would select a clothing construction course if they registered again.

Dohr (1985) studied the influence of motivational orientations on the creative attitudes of women in six art and design programs. A "Participant's Orientation Inventory" was developed from the literature and instruments of Sheffield (1964) and Boshier (1971). Content-specific items related to the development of specific skills or techniques were also included. Three other instruments designed to measure creativity and perceived change in creativity were also used in the data collection. The data factored into four clusters: social relations; content-specific goals; personal need-activity; and a

general learning/curiosity goal. A composite motivational orientation was also formed when results indicated that "women could have more than one dominant reason for participation" (p. 87). The motivational orientations were nearly equally represented within the sample lending support to the argument that motivation cannot necessarily be inferred by the type of subject or activity one chooses to enroll in (Boshier, 1971).

Findings of Dohr's (1985) study were interpreted using Maslow's motivational theory and Boshier's (1977) life-chance/life-space framework. When placed on a continuum the general learning oriented participants were at the life-space or self actualization end and the content-specific oriented participants were at the life-chance or deficiency motivation end. The other two orientations fell in the middle with the personal-need activity orientation closer to the deficiency side and the social relationship orientation closer to the life-space side of the continuum. This study lends support to Boshier's proposed life-chance/life-space model although the social and personal need-activity orientations are still somewhat abstract (Dohr, 1985).

At a time when adult education is growing rapidly, studies which look into not only who participates but also why they participate are essential. The information generated by studies such as Boshier's (1971, 1978, 1983, 1985) finds use not only in planning and conducting programs to meet the needs of adults but also in the training of people who will ultimately be their instructors.

C. Home Sewing

Profiles of Home Sewers

Several studies over the past six years have profiled the home sewer (Blenkarn, 1986; "Consumers Say They Sew for Pleasure," 1981; "An Exploratory Study of Women," 1981; McHugh, 1985; Signet, 1984). Most studies found that the majority of home sewers were 30 years of age or older, although Blenkarn's (1986) study indicated that in Edmonton the majority of home sewers were between the ages of 26 to 30 years old. Most home sewers have graduated from high school and more than half had some college or university education. Married women with children made up the bulk of home sewers and over 50 percent of them were employed either part- or full-time outside the home.

Home Sewing Trends

Home sewing has experienced varying degrees of popularity. In the 1930s it was usually not a matter of choice whether a woman sewed; there was no other way to meet the clothing requirements of her family (Fessler, 1971; Shapiro, 1967). In the late 1960s to early 1970s the United States experienced a home sewing boom during which time the economic aspects of sewing were not as important as creative expression (Fessler, 1971; "I Made it Myself," 1971; "Home Sewing Boom Calls for Better Teaching," 1969; "Home Sewing: Textile Stepchild Grows up," 1972). Although there are no statistics to indicate what was happening in home sewing in Canada during this time it is reasonable to assume that a similar situation existed (McHugh et al., 1985).

McHugh (1982) reported that members of the Canadian home sewing industry, in 1981, had expressed concern over a decline in business. Based on decreased sales of both fabrics and patterns it was reported that between 1976 and 1983 the number of home sewers had decreased by as much as one third (Courtless, 1982; "Unravelling Simplicity's Tender Offer History," 1983). In 1983 Kennedy reported that the home sewing industry had taken an up-turn as early as the spring of 1982 and that it was continuing to improve. She attributed the up-turn to the declining economy which prompted a return to sewing in order to save money. Sixty-one percent of the home sewers in Blenkarn's (1986) study indicated that during the previous five years they either increased or did the same amount of sewing. McHugh (1982), on the other hand, found that over half of the sewers in her study had not sewn as much during the year preceding her study. The contradictions in the increase or decrease in amount of home sewing done could be caused by a variety of factors. That the contradictions exist, however, illustrates the need for more empirical research to be done in this area.

Reasons for Sewing

Throughout the literature one of the most frequent reasons given for sewing was to economize ("An Exploratory Study," 1981; Blenkarn, 1986; Chan, 1975; Fessler, 1971; McHugh, 1982; McElderry, 1965; "Outlook on the 80's," 1981), however, as early as 1960 Johnson stated that sewing for thrift was becoming outdated. Chan (1973) found that sewing for economy was more important for older women and women with large families. She suggested that perhaps when the older women had

begun sewing saving money was the prevalent motivation and so they continued to sew for that reason. Courtless (1982) reported that an analysis of consumer expenditure data found that as consumers' spending for sewing increased so did their spending for ready-made garments. This seemed to indicate that home sewers were not sewing to save money since the home sewn garments were not replacing ready-made garments.

Studies have been done to calculate the cost of home sewn garments. When the cost of the sewer's time was included it was found that it was usually more costly to sew than to purchase a comparable garment (Tortora, 1985). It is possible in a time of high unemployment that some individuals are finding that they have more time than money and home sewing for them represents a wise use of their available resources.

A survey of home sewers reported in Home Sewing Trade News (1981) indicated that it was not economy but pleasure which motivated home sewers to sew. Blenkarn (1986) found that enjoyment of sewing was the second most popular reason given for sewing followed by necessary-can't purchase. McHugh (1982) found that after saving money, a sense of pride derived from sewing and better quality items were important reasons for sewing. Creativity has also been cited as an important reason for sewing ("Everybody's Sewing Like Mad," 1964; Fessler, 1971; Johnson, 1960; "Sew and Reap," 1958; Shapiro, 1967).

Home Sewing Education

In the early 1970s it was estimated that 85 percent of girls graduating from high school knew how to sew ("Home Sewing Boom," 1969;

"I Made it Myself," 1971). Tollen (in Huck, 1984) found, however, that enrollments in secondary level clothing classes were declining faster than one would expect when considering current enrollment trends. Some reasons given for this decline were failure to adapt the program to the students' changing needs and attitudes as well as the personal characteristics of individual teachers.

In 1981 Rudd surveyed the Textiles and Clothing departments of universities across the United States to determine the trends and the future outlook. She found that in about one-fourth of the schools a reduction of laboratory hours as well as subject matter in clothing construction had taken place as a result of curriculum revisions. One outcome of the study was that the relevance and place of clothing construction in the curriculum would have to be decided (Rudd, 1981). This has been and still is an ongoing debate in many Textiles and Clothing departments as well as at the secondary school level. Some have expressed the opinion that sewing no longer has a place in the curriculum because the era when it was a skill necessary for survival has passed (Tortora, 1985). Tortora (1985) maintained that in the face of budget cuts and shrinking enrollments the teaching of a hobby, like sewing, cannot be justified. Another view is that while the traditional way of considering clothing must be revised and revamped, sewing in some form does have a place in the curriculum (Ayers, 1968; Else, 1985; Huck, 1984; Lare, 1985; MacCleave-Fraizer & Murray, 1984; Pottberg, 1985; Watkins, 1976). One of the most common suggestions for revision was to use clothing construction as a vehicle for teaching effective problem-solving and decision-making skills (Huck, 1984; Lare,

1985; Pottberg, 1985).

McHugh (1982) recommended that educators keep themselves abreast of the latest products and techniques in sewing in order to keep sewing a viable part of youth and adult curricula. She also stated that constant assessments of students' needs were required to keep the curriculum relevant to today's lifestyles. Women who perceive themselves to be relatively highly skilled in sewing will sew more (McHugh 1982); therefore, retailers and manufacturers would benefit by helping sewers to upgrade their skills through sponsoring classes and by encouraging the young to learn how to sew. These efforts will be necessary if the home sewing market hopes not only to expand but to be perpetuated. Whether or not home sewing is to remain a part of the lives of future consumers depends on the role of home economics educators within the educational system as well as the importance placed upon sewing skill in school curricula (McHugh, 1982).

In response to the growth in adult education and the limited opportunities at the secondary education level, the Home Economics Education department of the Ohio State University initiated the Adult Home Economics Education Program in 1976 (Ralston, Beavers, Schultz & Ebert, 1984). This program was a "non-certification" alternative to a home economics education degree and was designed for students who wished to be employed in adult education settings (Ralston et al.). This type of a program may be one way of assuring that there will be specialists who can effectively teach clothing construction if it is phased out of the secondary school curricula.

Education in some form is very important to the survival of home sewing for, in time, without it home sewing would probably cease to exist (Fessler, 1971). It is for this reason that the home sewing industry has a great interest in sewing education (Alert From the Retail Council, 1983; Fessler, 1971; "Home Sewing Boom," 1969; "I Made it," 1967; "Video Sewing Hits its Stride," 1983). Adult education programs such as the Continuing Education Division of the Edmonton Public Schools are important alternative sources of sewing education since any subject which reflects adults' interests and need to know is legitimate for inclusion (Schroeder, 1970).

III. METHODOLOGY

A. Conceptual Framework

The theory of patterned participation developed by Knox and Videbeck (1963) was used as the conceptual framework for this study. The theory relates patterned participation to the adult life cycle. Patterned participation is defined as "a set of recurrent sequential behaviours that individuals engage in" (Knox & Videbeck, 1963, p. 104). An example of such behaviour could be attending weekly classes in adult education. The theory incorporates psychological orientation, social systems, and environmental factors so that variation in participation can be examined in relation to all aspects of an adult's life which may affect one's participation in education (Knox & Videbeck, 1963).

Psychological orientations are subjective in nature and reflect such things as need dispositions, cognitive style, perceptions of opportunities for participation, and relative value an individual places on elements in the network of social activities (Knox & Videbeck, 1963). Social systems include the roles which a person fills and the social status which has been attained. The environmental factors include community resources and facilities relating to adult education (Knox & Videbeck, 1963).

There are so many factors which work together to influence an individual to participate in adult education that to consider them separately from each other would provide a distorted, or at best an

incomplete, picture. The theory of patterned participation provides a framework for considering all factors as they interact with each other.

B. Method

This exploratory study was designed to gather information about why adults participate in sewing education and to determine how their reasons relate to other specified variables including demographics, physical resources, home sewing activities and previous adult education participation. These general areas will be elaborated upon in the data collection section of this chapter.

The sample was drawn from among adult participants in sewing courses offered by the Continuing Education Division of Edmonton Public Schools during the Fall 1986 session. To be considered for the sample subjects had to be enrolled in a class which dealt with some aspect of the sewing of clothing, crafts or home decorating items. Classes of the hands-on type and one-day seminar format were considered.

When the fall schedule of classes became available a selection of the classes to be surveyed was made. The selection was made so that the various times, locations and types of courses were represented. There were 113 possible classes to choose from during the times set aside for data collection. Of these classes, 20 were offered during the day time, 90 were offered in the evenings and 3 were one-day seminars offered on Saturday. The majority of the courses (44%) were offered at locations in the southwest area of the city, 32% were offered in the northwest, 13.3% were offered in the northeast and 10.6%

were offered in the southeast. An attempt was made, therefore, to take a sample of classes which would be proportionally similar to the actual distribution of classes throughout the city.

Not all classes which were initially proposed in the schedule were offered. Due to low registration certain classes were cancelled at some locations and due to high demand new ones were opened up at other locations. Because the decision to cancel a class was often not made until after the first meeting or one or two days prior to the second meeting, it was not possible to know in advance if the classes chosen for the sample would be offered. Originally the sample consisted of 26 classes, however, 12 of these were cancelled necessitating the selection of replacement classes. As well, the actual enrollments for several classes were lower than the estimated enrollments and six additional classes had to be chosen in order to contact at least 300 people. The number of classes surveyed was 32.

The data collection took place between September 29 and October 18, 1986. The majority of the questionnaires were distributed during the first week of this time period and coincided with the second class of most multi-week classes, and were returned during the second and third weeks.

Due to the large number of classes to be visited at various times and locations in a short period of time it was necessary to involve several people in this portion of the data collection. The researcher visited as many of the classes as was possible but when it was not possible an assistant or the class instructor distributed the questionnaires. An instruction sheet was prepared (see Appendix A) for

the assistants/instructors to read to the class. A verbal explanation of the purpose of the study and procedures for administering the questionnaires were also given to those who assisted in the data collection.

Of the 32 classes surveyed, 46.9% of them were located in the northwest area of the city, 40.6% were in the southwest, 9.4% were in the northeast and 3.1% were in the southeast (Table 2). The number of questionnaires actually distributed was 304 of which 200 were returned. The average class had 9.5 participants and approximately 6 of them per class completed the questionnaire. The rate of return was 65.8%.

Table 2. Distribution by Area of the City of Sewing Classes Offered by Continuing Education Compared with the Distribution of Sewing Classes Surveyed for This Study

Area of City	Class Distribution (%)	
	Continuing Education	Present Study
Southwest	44.0	40.6
Northwest	32.0	46.9
Northeast	13.3	9.4
Southeast	10.6	3.1

The questionnaires were handed out to the participants and a brief explanation was given to acquaint them with the purpose of the study and to instruct them in how to complete the questionnaire. In order to use as little of their class time as possible, the participants were asked to complete their questionnaires during their coffee break and return them to the instructor. Envelopes which had been addressed to the Program Coordinator of the general interest programs for the Continuing Education Division, were left with the instructors and they were asked to forward the completed questionnaires to her via the Continuing Education courier service. The questionnaires were then collected from the coordinator's office by the researcher or an assistant.

C. Data Collection

Two instruments were used to collect the data. The first part of the data collection procedure was the administration of the Education Participation Scale (EPS) developed by Roger Boshier (1971). The EPS was chosen because of its high reliability and internal consistency and because of its wide use with many different types of adult education participants. The EPS scores were used to determine the motivational orientations of the respondents and consisted of 40 items which were possible reasons for participating in an adult education class. The respondents rated each item according to how much or how little influence the item had upon their decisions to enroll in the adult education course. The four possible choices were "no influence" (1),

"little influence" (2), "moderate influence" (3) and "much influence" (4). The raw scores for each orientation were summed and divided by the number of items in the orientation to obtain scores ranging from 1 to 4. The EPS is copyrighted and distributed through the Learning Press Ltd. in Vancouver, British Columbia.

The second part of the data collection procedure, a questionnaire, was developed for the purpose of this study after a review of the literature and in consultation with Mrs. Pat Steblyk of the Continuing Education Division to the Edmonton Public Schools (see Appendix B). Data were collected in four areas:

a. Demographics
   - sex, age, marital status, number of children, age of youngest child, level of education completed, and occupation.

b. Physical Resources
   - ownership of a sewing machine, time (hours worked outside of the home), distance travelled to attend class, and income.

c. Home Sewing
   - reasons for sewing, perceived level of skill and source of sewing instruction.

d. Previous Participation in Adult Education
   - number of courses taken and variety of subjects studied previously.

The responses were recorded on optical scoring sheets (see Appendix C).

D. Analysis of Data

A descriptive profile of the adult participants in the Continuing Education sewing classes surveyed was developed. Motivational orientations, demographic data, home sewing activities, physical resources and previous adult education participation were analyzed using frequency counts, percentage distributions and cross tabulations. This analysis was designed to meet the first objective which was to analyze whether the adults surveyed were similar in terms of the variables under consideration.

To determine if there was any relation between stated reasons for sewing and motivational orientations (objective 2) one-way analysis of variance was done and the eta squared correlation ratio was used to determine the degree or strength of the relationship (Blalock, 1974).

To accomplish the third objective, the mean scores for each of the EPS orientations and the results of one-way analyses of variance of all scores and the independent variables were compared with the results of the secondary analysis performed by Boshier and Collins (1983) on responses from over 12,000 adults. The results of analyses of variance between respondents' highest scale scores and the independent variables were compared with the results of the larger analysis of EPS scores. Because a large portion of the sample was in one orientation it was decided to group the remaining respondents into an aggregate orientation to see if any significant differences existed between the two groups. Cognitive Interest became Interest and the aggregate orientation became Aggregate.

In addressing objective 4, frequency and percentage distributions were used to compare the stated reasons for sewing, sources of sewing education and whether respondents viewed home sewing as housework or leisure with the results of the Blenkarn (1986) study of home sewers in Edmonton.

Missing data were disregarded when calculating frequencies, percentages, the level of significance and correlation coefficients.

IV. FINDINGS

A. Description of the Sample

Adults participating in sewing classes offered by the Continuing Education Division of the Edmonton Public Schools were surveyed. A total of 32 classes were surveyed and 304 questionnaires were distributed. Two hundred of the questionnaires were returned representing a 65.8% rate of return.

Demographic Variables

The majority of the enrollees in the sewing classes surveyed were women. Of the 190 people who responded to the question regarding gender 185 or 97.4% were female and five or 2.6% were male.

For the purposes of this study an adult was defined as a person 17 years of age or older. To obtain data which would be useful in making comparisons with already existing data the age of respondents was asked for in 10 year increments beginning with 20 years to 60 years or older. A separate category was designated for the 17 to 19 year old age group. Most of the respondents, 76.1%, were between the ages of 20 and 39 years. Four of the five male respondents were in the 30-39 year age group and one was 60 years of age or older.

More than three-fifths of the respondents, 64.8%, were married and 20.7% were single and had never been married (Table 3). The five male respondents were either married (2) or divorced (3).

Table 3. Age and Marital Status of 193 Adult Participants in Sewing Classes

Variable	Frequency	Percent
Age in Years		
17-19	4	2.1
20-29	68	35.2
30-39	79	40.9
40-49	17	8.8
50-59	16	8.0
60 or older	9	4.7
Marital Status		
Married	125	64.8
Single	40	20.7
Divorced	11	5.7
Common Law	8	4.1
Widowed	6	3.1
Separated	2	1.0
Other	1	0.5

In response to the item concerning children in the family, approximately half (96) of the 190 respondents indicated that they had no children. For those with children the most frequently indicated age of the youngest child was 17 years or older in 25 cases. The age category, 1-3 years, was indicated in 24 cases (Table 4). Respondents were also asked how many children were living at home with them and 191 people responded. In 55% of the cases there were no children living with the respondent. The most common number of children living with a respondent was two which occurred in 42 of the cases. The greatest number of children living with a respondent was five and occurred in two cases (Table 5).

Table 4. Age of Respondent's Youngest Child

Age in Years	Frequency n=94	Percent
Under 1	11	11.7
1-3	24	25.5
4-6	10	10.6
7-12	15	16.0
13-17	9	9.6
17 or older	25	26.6

Table 5. The Number of Children Living with Respondent

Number of children	Frequency n=191	Percent
None	104	54.5
1	31	16.2
2	42	22.0
3	9	4.7
4	3	1.6
5	2	1.0

The highest level of education completed by 30.2% of the respondents was high school. Those who had completed all or some of a university undergraduate degree accounted for another 28.7% of the respondents. Fewer than 3.5% of the respondents had achieved less than a high school education. None of the respondents aged 60 years or older had completed a university degree and most of those who had earned graduate degrees were between 30 and 39 years of age (Table 6).

Table 6. Respondent's Highest Level of Education Completed by Age

Level of Education	Age of Respondent						
	17-19	20-29	30-39	40-49	50-59	60 +	Total
Junior High School	-	-	3	1	2	1	7
High School	4	20	22	7	3	2	58
College diploma	-	15	9	3	4	1	32
Technical diploma	-	8	9	3	2	2	24
University (no degree)	-	6	8	-	1	2	17
University degree	-	18	18	1	1	-	38
Graduate degree	-	1	10	2	3	-	16
Total	4	68	79	17	16	8	192

Of the 186 adults who responded to the question regarding their occupation, approximately 26% did not work outside of their homes. The next largest group represented was clerical/sales (23.7%) and following that, professional (19.9%) (Table 7).

Table 7. Occupation of 186 Respondents

Occupation	Frequency	Percent
Not working outside home	49	26.3
Clerical/sales	44	23.7
Professional	37	19.9
Technical	19	10.2
Managerial/administrative	18	9.7
Educational	12	6.5
Unskilled	7	3.8

Physical Resources

The theory of patterned participation (Knox and Videbeck, 1963) stated that an individual's opportunities to participate in adult education are limited or defined by physical resources such as distance, finances, time and available equipment. The number of hours that a person worked outside the home, for this study, was considered an indication of how much time, as a resource, was available to that person. One hundred ninety-one adults answered the question regarding the number of hours worked. Over one-half (51.3%) of the respondents worked full-time and approximately 30% indicated that they did not work for pay (Table 8). Two of the five male respondents worked full-time, one worked 20 hours or less per week and two did not work for pay.

Table 8. The Number of Hours Per Week 191 Respondents Worked for Pay

Hours	Frequency	Percent
Full-time	98	51.3
None	56	29.3
20 or less	21	11.0
21-35 (not full-time)	16	8.4

One hundred eighty-five women indicated their gender and of these 132 were employed either full- or part-time. Of the group of women who were employed, 72.7% worked full-time and 27.3% worked part-time. In the present study 47% of the women with children aged 3 years or less were employed and 73.9% of the women with children aged 7 to 17 years worked outside of the home also.

The most commonly indicated family income was between $30,000 and $39,999 (23.5%) followed by those whose income was between $40,000 and $49,999 (19.6%). Approximately 35% of the 179 adults who supplied income information had family incomes of less than $30,000 and approximately 22% had family incomes of greater than $49,999 (Table 9).

Table 9. Family Income of 179 Respondents

Income in Dollars	Frequency	Percent	Cumulative %
Less than 10,000	6	3.4	3.4
10,000-19,999	27	15.1	18.5
20,000-29,999	29	16.2	34.7
30,000-39,999	42	23.5	58.2
40,000-49,999	35	19.6	77.8
50,000-59,999	24	13.4	91.2
60,000 and greater	16	8.9	100.0

Of the 190 adults who indicated whether or not they owned a sewing machine 178 or 93.7% responded yes including all five of the male respondents. Nine of the respondents who did not own a sewing machine considered themselves to be at a beginner level of sewing skill, two indicated that they were non-sewers and one considered herself to sew at the intermediate-advanced level.

Almost half (49.4%) of the respondents lived in the southwest or southeast sections of the city of Edmonton and 15.8% resided outside of the city (Table 10). The majority of respondents (59.2%) travelled between 1 km and 10 km to attend their classes. Approximately one-fifth of the respondents travelled 20 km or more (Table 11).

Table 10. Area of the City of Edmonton Where 190 Respondents Lived

Area of city	Frequency	Percent
Southwest	47	24.7
Southeast	47	24.7
Northwest	37	19.8
Outside of Edmonton	30	15.8
Northeast	29	15.3

Table 11. Distance Between Home of 189 Respondents and Location of Class

Distance in km	Frequency	Percent
Less than 1	10	5.3
1-5	60	31.7
6-10	52	27.5
11-19	29	15.3
20-40	30	15.9
More than 40	8	4.2

B. Home Sewing Variables

The most common major source of initial sewing instruction indicated by the respondents was junior and senior high school home economics classes (37.4%). Approximately the same number of respondents considered themselves to be either self-taught or taught by their mothers and 12.8% learned to sew in adult education classes (Table 12). Courses or information offered by district home economists and television or video sewing programs were not indicated as major sources of initial sewing instruction by any of the respondents.

Table 12. Major Source of Sewing Instruction When Learning to Sew of 187 Respondents

Source	Frequency	Percent
Jr/sr high school Home Ec.	70	37.4
Self-taught	36	19.3
Mother	35	18.7
Evening/continuing ed. classes	24	12.8
Friend or relative	12	6.4
Other	4	2.1
College/univ. clothing courses	3	1.6
Courses offered by stores	3	1.6

Responses to the question regarding respondent's level of sewing skill were based upon the following descriptions:

Beginner: I am able to sew straight seams and construct simple items. I do not have much confidence in my ability to sew difficult items well.

Intermediate: I am able to insert zippers, apply collars and cuffs, and set in sleeves. I am able to construct more complex crafts and home decorating items. I am somewhat confident of my ability to sew difficult items well.

Advanced: I am able to make tailored garments with accurate detailing. I am able to add original design features to items I sew and can construct complicated crafts and home decorating items. I am confident in my ability to sew difficult items well (McHugh, 1982).

Those who considered themselves to sew at the intermediate level comprised the largest single group (27.2%) although, beginner, beginner-intermediate and intermediate-advanced were also each chosen by about 20% of the respondents (Table 13).

Table 13. Level of Sewing Skill of 191 Respondents

Skill level	Frequency	Percent
Non-sewer	8	4.2
Beginner	40	20.9
Beginner-intermediate	38	19.9
Intermediate	52	27.2
Intermediate-advanced	38	19.9
Advanced	15	7.9

Drawing upon the results from the Blenkarn (1986) study of Edmonton home sewers a list of reasons home sewers gave for sewing was compiled. The participants in the present study were asked to choose from the resulting list their three most important reasons for sewing. The three most frequent choices for the most important reason to sew were:

1. Sewing gives me a sense of accomplishment or achievement (23.4%)
2. Because I enjoy sewing (20.7%)
3. To save money (economize) (12.2%).

The three most frequent choices for the second reason were:

1. To save money (economize) (17.8%)
2. Sewing is a form of self-expression or a creative outlet for me (14.4%).
3. I get better quality if I sew, rather than buy, items (12.6%).

The three most frequent choices for the third reason were:

1. Sewing gives me a sense of accomplishment or achievement (27.2%).
2. Because I enjoy sewing (16.7%)
3. To save money (economize) (14.2%).

Table 14 is a summary of respondents' reasons for sewing.

Table 14. Respondents' Most Important Reasons For Sewing

Reason	Choices		
	First	Second	Third
	n=188	n=174	n=162
Accomplishment/achievement	44	20	44
I enjoy sewing	39	20	27
To economize	23	31	23
Self-expression/creativity	18	25	10
Original items	18	13	19
Better fit	14	15	12
Repair/maintain/alter	12	15	9
Better quality	11	22	13
Cannot buy	6	8	4
Other	3	5	1

Table 15 illustrates the most frequent second and third reasons for sewing chosen by those whose most important reason for sewing was for a sense of accomplishment or for enjoyment or to economize.

Table 15. Summary of Second and Third Reasons of Respondents Whose Most Important Reason for Sewing Was Accomplishment or Enjoyment or Economy

Choices	Reasons		
First	accomplishment	enjoyment	economy
Second	economy or* enjoyment	self-expression	enjoyment
Third	enjoyment	accomplishment	enjoyment or* accomplishment

* Two reasons indicate that both were chosen equally as often.

The most infrequent choice across all reasons was "Sewing is necessary because there are items which I cannot purchase."

As a follow-up to the Blenkarn (1986) study of Edmonton home sewers the respondents in the present study were asked to indicate whether they considered sewing to be housework or a leisure activity. Of the 189 adults who responded to this question 45.5% considered sewing to be a leisure activity. Approximately 31% of the respondents

considered sewing to be a combination of leisure and housework and 20.1% regarded sewing as something other than housework or leisure (Table 16). The available data gave no indication of what type of activity respondents who had indicated that sewing was something other than housework or leisure did perceive sewing to be.

Table 16. The Kind of Activity 189 Respondents Considered Sewing to Be

Activity	Frequency	Percent
Leisure	86	45.5
Something else	38	20.1
50% housework 50% leisure	33	17.5
25% housework 75% leisure	24	12.7
Housework	6	3.2
75% housework 25% leisure	2	1.1

C. Previous Participation in Adult Education

Approximately one-fifth of 187 respondents were enrolled in their first adult education class whereas 18.2% had taken six to ten classes (Table 17).

Table 17. Number of Adult Education Classes Taken by 187 Respondents in Past Five Years

Number of classes	Frequency	Percent
first one	39	20.9
2	30	16.0
3	24	12.8
4	22	11.8
5	21	11.2
6-10	34	18.2
11-15	9	4.8
16-20	3	1.6
more than 20	5	2.7

Respondents were asked to indicate the subject area of any adult education classes they had taken in the five years prior to the class they were enrolled in at the time of the survey and 147 adults supplied the requested information. Approximately 59% of the respondents had taken classes in a variety of subject areas and 20.4% of respondents had taken only sewing classes (Table 18).

Table 18. Subject Area of Adult Education Classes Taken by 147 Respondents in Past Five Years

Subject	Frequency	Percent
Variety of subjects	87	59.2
Sewing	30	20.4
Family/personal development	12	8.2
Variety of home economics	10	6.8
Foods	8	5.4

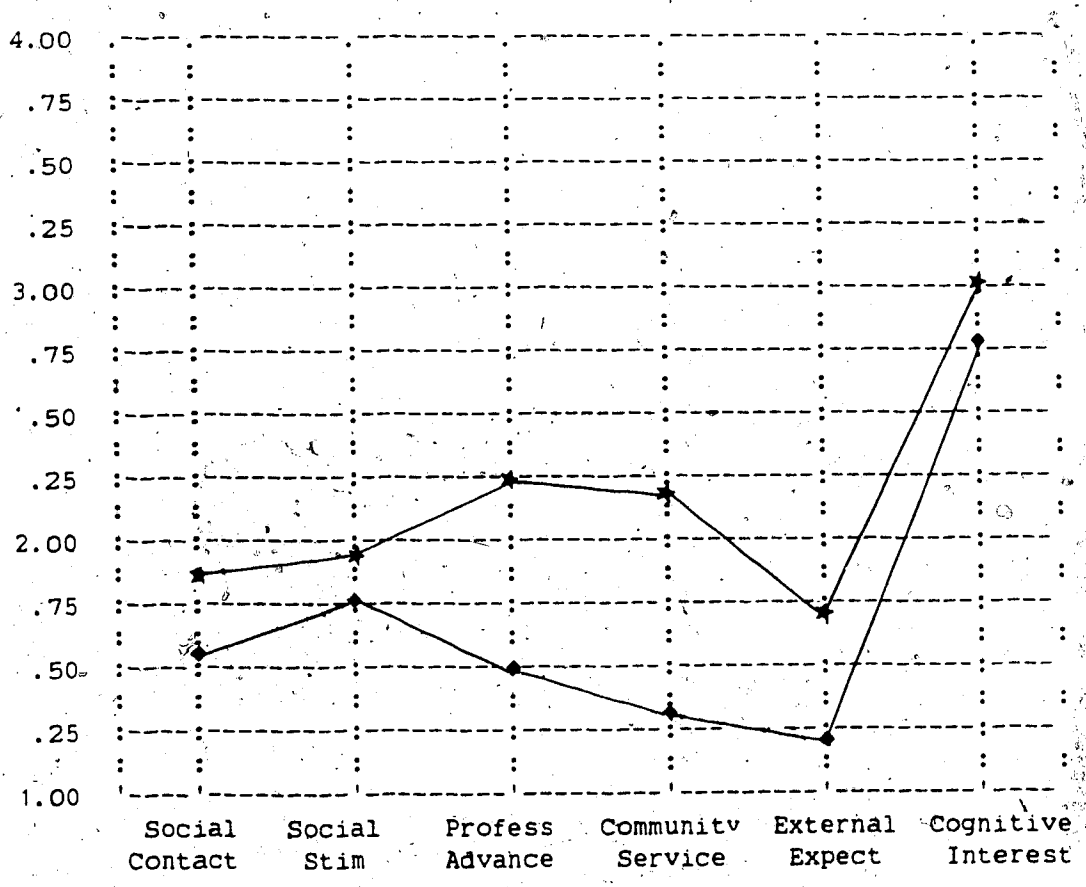
D. Education Participation Scale

The EPS scores were analyzed three different ways. First, respondents' scores for each of the six orientations were analyzed to determine if any relationships existed between these scores and the independent variables. Second, respondents were categorized according to the orientation for which they had the highest score and the scores were then analyzed to determine if any relationships existed between these highest scores and the independent variables. Third, respondents were divided into two groups: Cognitive Interest and Social/Professional Interest. Social/Professional Interest comprised those who scored highest on any of the remaining five orientations. Comparisons were drawn between these two groups.

Analysis of Respondents' Scores on all Scales

All of the 200 respondents completed the EPS. Mean scores were calculated for each of the six orientations and appear in Table 19. Scores could range from 1 to 4 with four signifying much influence and one signifying no influence.

Table 19. Mean EPS Scores of 200 Respondents Compared to Norms Established by Boshier and Collins' Analysis of Over 12,000 Respondents



One-way analyses of variance were calculated to determine the relationships between respondents' EPS scores and the independent variables. The significant variables were age, income, occupation, the number of classes taken in previous five years, the number of hours worked per week for pay, third most important reason for sewing and type of activity respondent considered sewing to be. The significant variables, the level of significance and the eta squared correlation ratio (presented as percent of variance explained-PVE) are summarized in Table 20.

Age of Respondent

The age of respondents was significantly related only to the Cognitive Interest scores. The eta squared correlation ratio indicated that even though the relationship was significant it was not strong with only 6.8% of the variance being explained. Analysis of the within group means revealed that except for those in the 30 to 39 year age group, the means increased as age increased. The 60 years and older group had the highest mean score of 3.64 (Table 21) indicating that adults in this age group were the most likely to have enrolled in their sewing class for Cognitive Interest - the desire to learn for the sake of learning.

Table 20. Level of Significance and Percentage of Variance Explained for Relationships Resulting From the Analyses of Variance Calculated for all EPS Scores and the Independent Variables

	Motivational Orientations											
	Cognitive Interest		Social Contact		Social Stimulation		Professional Advancement		Community Service		External Expectations	
Variable	Sig*	PVE**	Sig	PVE	Sig	PVE	Sig	PVE	Sig	PVE	Sig	PVE
Age	.02	6.84	---	---	---	---	---	---	---	---	---	---
Income	---	---	.0001	14.83	.004	10.39	.0012	11.89	.0000	21.16	.0037	10.51
Occupation	---	---	.0121	8.63	---	---	.0006	12.33	---	---	---	---
Number of classes	---	---	---	---	---	---	.0009	13.51	---	---	---	---
Hours worked	---	---	---	---	---	---	---	---	.0425	4.27	---	---
Third Reason	---	---	---	---	.0458	10.47	---	---	---	---	---	---

*Sig=level of significance

**PVE=percentage of variance explained (eta squared correlation ratio)

Table 21. Within Group Means for all Cognitive Interest Scores Categorized by Age Groups

Age in Years	Mean	Frequency
17-19	2.00	4
20-29	2.85	68
30-39	2.70	79
40-49	2.85	17
50-59	2.98	16
60 and over	3.64	9

Income

Significant relationships were found between income and all EPS scales with the exception of Cognitive Interest. The eta squared correlation ratio indicated that the relationship between income and Community Service was the strongest with 21.2% of the variance being explained. Examination of the within group means revealed a negative relationship between income and tendency to enroll for community service reasons. Those whose income was less than $10,000 had the highest mean scores and those whose income was higher than $60,000 had the lowest mean [illegible]. This same type of relationship is found, to a degree, for all [illegible]tions under consideration with those earning less than [illegible]istently having the highest means

(Table 22). The $60,000 or more income group had the lowest means on Professional Advancement, External Expectations and Community Service and the $30,000 to $39,999 income group had the lowest means on Social Contact and Social Stimulation.

Table 22. Mean EPS Scores for Respondents in Five Orientations Categorized According to Income

Income ($)	Commun Service	Profess Advanc	Social Stim	Social Contact	External Expect
Less than 10,000	2.63	2.58	2.52	2.37	1.90
10,000-19,999	1.41	1.62	1.81	1.56	1.33
20,000-29,999	1.43	1.56	1.90	1.66	1.36
30,000-39,999	1.27	1.39	1.55	1.36	1.14
40,000-49,999	1.25	1.49	1.58	1.46	1.21
50,000-59,999	1.17	1.42	1.77	1.46	1.22
60,000 and more	1.11	1.25	1.90	1.37	1.05

Respondent's Occupation

A significant relationship was found between occupation and the Social Contact and Professional Advancement scales. The relationship between occupation and Professional Advancement was, in terms of variance explained, stronger than that between occupation and Social

Contact. In both cases professionals had the lowest mean scores (Table 23) indicating that they were the group least likely to enroll for either social contact or professional advancement. Those most likely to have enrolled in their sewing class for social contact were unskilled workers. Respondents employed in educational occupations were most likely to have enrolled for professional advancement reasons.

Table 23. Within Group Means for Professional Advancement and Social Contact Orientations Categorized by Occupation

Occupation	Professional Advancement	Social Contact
	Mean	Mean
Not outside home	1.52	1.58
Unskilled	1.68	1.81
Clerical/sales	1.53	1.48
Manager/admin	1.52	1.54
Technical	1.60	1.67
Educational	2.17	1.49
Professional	1.16	1.25

Number of Classes Taken in Previous Five Years

The number of classes a respondent had taken in the five years prior to the study was significantly related beyond the .01 level to the Professional Advancement scores. Approximately 13% of the variance in this relationship was explained. Analysis of the within group means revealed that those who had previously taken 16 to 20 classes were the most likely to have enrolled in their sewing class for professional advancement reasons (Table 24).

Table 24. Mean Professional Advancement Scores Categorized by the Number of Classes 187 Respondents Had Taken Previously

Number of Classes	Mean	Frequency
First one	1.44	39
2	1.42	30
3	1.67	24
4	1.39	22
5	1.32	21
6-10	1.51	34
11-15	1.50	9
16-20	3.04	3
More than 20	2.12	5

Hours Worked per Week for Pay

The number of hours worked per week for pay was significantly related to Community Service scores beyond the .05 level, however, the relationship was weak with only 4.3% of the variance being explained. The group most likely to have enrolled in their sewing class for Community Service reasons did not work for pay and those who were least likely to have enrolled for these reasons worked between 21 and 35 hours per week (Table 25). However, none of the mean scale scores exceeded 1.50 indicating that community service reasons generally did not have a great deal of influence upon the decision of adults in the study to enroll in their classes.

Table 25. Mean Scores for Community Service Categorized by Hours Worked per Week for 191 Respondents

Hours	Mean	Frequency
None	1.50	56
20 or less	1.45	21
21-35 (not full-time)	1.24	16
full-time	1.25	98

Third Most Important Reason for Sewing

Respondent's third most important reason for sewing was significantly related to Social Stimulation beyond the .05 level and the eta squared correlation ratio indicated that 10.5% of the variance was explained. The group most likely to enroll for social stimulation was comprised of those who indicated that their third reason for sewing was because there were some things which they could not buy. This result should, however, be treated with caution since the number of respondents was so small. Table 26 presents the within group means for the Social Stimulation scale when categorized by the third most important reason for sewing.

Table 26. Mean Scores for Social Stimulation Categorized by Third Reason for Sewing of 182 Respondents

Reason	Mean	Frequency
Cannot buy	2.47	4
Enjoy sewing	2.04	27
To get original items	2.02	10
To get better fit	1.98	12
To get better quality	1.88	13
To economize	1.70	23
Repair/maintain/alter	1.69	9
Self-expression/creativity	1.68	19
Sense of accomplishment	1.62	44
Other	1.00	1

Even though the eta squared correlation ratio was relatively small for all significant relationships in this part of the analysis the results did indicate that EPS scores were influenced to a degree by certain respondent characteristics. Income was the most generally influential characteristic.

Analysis of Respondents' Highest EPS Scores

When respondents were categorized according to their dominant motivational orientation the majority of them were placed in the Cognitive Interest orientation (Table 27). Similar results were obtained by Boshier and Collins (1983) and Frane (1970).

Table 27. Breakdown of 200 Respondents' Highest Scores on the EPS

Orientation	Frequency	Percent
Cognitive Interest	156	78.0
Professional Advancement	15	7.5
Social Stimulation	11	5.5
Social Contact	9	4.5
Community Service	7	3.5
External Expectations	2	1.0

A one-way analysis of variance revealed that significant relationships between the highest scores and some independent variables existed. Age and age of respondent's youngest child were significantly related to the Cognitive Interest, occupation and type of activity sewing was considered to be were significantly related to Professional Advancement and respondent's major source of sewing instruction was

significantly related to Social Contact. A summary of the level of significance and the percent of variance explained for these relationships is presented in Table 28.

Table 28. Level of Significance and Percent of Variance Explained for the Significant Relationships between Respondents' Highest EPS Score and Five Independent Variables

Variable	Cognitive Int		Professional Adv		Soc Contact	
	[a]Sig	[b]PVE	Sig	PVE	Sig	PVE
Age	.0008	13.2				
Age of youngest child	.0352	8.8				
Type of Activity			.0150	63.3		
Occupation			.0052	77.7		
Source of instruction					.0320	92.8

[a]Sig=level of significance.

[b]PVE=percentage of variance explained (eta squared correlation ratio)

Age

As was the case in the analyses of all EPS scores age was again significantly related to Cognitive Interest. The relationship was, in this case, more significant and somewhat stronger with 13.2% of the

variance being explained, however, it was still relatively weak. An examination of the within group means (Table 29) revealed that the youngest respondents (17-19 years old) were the least influenced and those 60 years old and over were influenced the most by Cognitive Interest reasons when making their decision to enroll in their sewing class.

Table 29. Mean Scores of 153 Respondents who Scored Highest on the Cognitive Interest Orientation Categorized by Age

Age in Years	Mean	Frequency
17-19	1.66	3
20-29	3.06	55
30-39	2.88	60
40-49	3.34	11
50-59	3.29	12
60 and older	3.64	9

Age of Youngest Child

Analysis revealed a significant but weak relationship at the .03 level between Cognitive Interest and the age of respondent's youngest child. An assessment of the within group means (Table 30) revealed

that respondents whose children were 17 years of age and older had the highest means followed by those who had no children. Respondents whose youngest child was between the ages of 4 and 6 years or between 13 and 17 years had the lowest means. These findings indicate that persons with older children (17 years or older) or no children were generally influenced more by cognitive interest (learning for the sake of learning) than were persons whose children were young.

Table 30. Mean Score of 152 Respondents who Scored Highest on Cognitive Interest Categorized by Age of the Youngest Child and Including Those who had no Children

Age in Years	Mean	Frequency
Under 1	3.09	8
1-3	2.66	20
4-6	2.53	8
7-12	3.07	11
13-17	2.53	7
17 or older	3.17	20
No children	3.16	78

Type of Activity Respondents Consider Sewing to be

A strong, significant relationship was found between the type of activity respondents considered sewing to be and Professional Advancement. This relationship was significant at the .015 level and 63% of the variance was explained. However, this result must be treated with caution because of the small number of respondents involved in the analysis. One person who considered sewing to be 25% housework and 75% leisure had the highest possible score of 4.00 (Table 31). Respondents who considered sewing to be something other housework or leisure had the lowest mean score.

Table 31. Mean Scores of 14 Respondents who Scored Highest on Professional Advancement Categorized by Type of Activity They Considered Sewing to Be

Activity	Mean	Frequency
Something else	2.36	7
Leisure	3.41	4
50% housework/50% leisure	3.50	2
25% housework/75% Leisure	4.00	1

Respondent's Occupation

A strong, significant relationship was found between Professional Advancement and respondent's occupation. The relationship was significant at the .005 level and 77.7% of the variance was explained. Those employed in educational occupations had the highest mean score (Table 32) and those employed as managers or administrators had the lowest mean score. Those in the field of education were influenced more by the desire for professional advancement when deciding to enroll in their sewing class than were those employed as managers and administrators. However, caution must be exercised in the interpretation of these results as the number of cases involved is small.

Table 32. Mean Scores of 14 Respondents who Scored Highest in Professional Advancement Categorized by their Occupation

Occupation	Mean	Frequency
Educational	3.72	4
Not outside home	3.44	2
Technical	3.38	1
Clerical/sales	2.34	4
Manager/admin	2.21	3

Major Source of Sewing Instruction

The strongest relationship was found between Social Contact and respondent's major source of sewing instruction when they were learning how to sew. The relationship was significant at the .03 level and 92.8% of the variance was explained. An analysis of the mean scale scores (Table 33) revealed that all of the scores were relatively low. Despite the fact that the relationship was strong these respondents were not strongly influenced by a desire for social contact when they decided to enroll in their class even though this had the strongest influence of all the reasons on the EPS. The respondents who had been taught to sew in home economics classes were most influenced by social contact when deciding to enroll in their class.

Table 33. Mean Scores of Seven Respondents who Scored Highest on Social Contact Categorized by Major Source of Sewing Instruction

Source	Mean	Frequency
Mother	1.07	3
Jr/sr high school home ec.	1.94	2
Self-taught	1.67	1
Evening/continuing ed. class	1.00	1

Reasons for Sewing

An analysis of variance was done to see if there was any association between Cognitive Interest (highest scores) and the three most common choices for each of the three reasons respondents had for sewing. No significant associations were found. The same analysis was not done for the other five orientations because there were too few people in them to make analysis of variance feasible.

Comparison of Cognitive Interest and Social/Professional Interest

Since the majority of the respondents scored highest in Cognitive Interest an index was developed which divided the total sample into two groups for comparison purposes. One group comprised the respondents in the Cognitive Interest orientation. The second group, an aggregate of the remaining five orientations: Social Contact, Social Stimulation, Community Service, Professional Advancement and External Expectations, was named Social/Professional Interest. Approximately 20% of the sample was in Social/Professional Interest and 80% was in Cognitive Interest.

All of the respondents who indicated that they were males (5) were in the Cognitive Interest group as well as all of those aged 60 years and older. Respondents whose highest level of education completed was high school made up the largest group in Cognitive Interest (30.9%) whereas, the largest group in Social/Professional Interest comprised those who had completed a university degree (35%) (Table 34).

Table 34. Highest Level of Education Completed: A Comparison of Respondents in the Cognitive Interest and Social/Professional Interest Orientations

Level	Percentage	
	Cognitive Interest n=152	Social/Professional Interest n=40
Junior high	3.3	5.0
High school	30.9	27.5
College diploma	18.4	10.0
Technical diploma	13.2	10.0
University (less than degree)	9.9	5.0
University degree	15.8	35.0
Graduate degree	8.6	7.5

A greater proportion of Cognitive Interest (22.4%) was made up of people employed as professionals compared to Social/Professional Interest which was 10.3% professionals (Table 35).

Table 35. Occupation of Respondents: A Comparison of Respondents in the Cognitive Interest and Social/Professional Interest Orientations

Occupation	Percentage	
	Cognitive Interest n=147	Social/Professional Interest n=39
Not outside home	25.2	30.7
Clerical/sales	23.8	23.1
Professional	22.4	10.2
Technical	10.9	7.7
Managerial/administrative	8.8	12.8
Educational	4.8	12.8
Unskilled	4.1	2.6

The breakdown of Cognitive Interest by the area of the city in which respondents lived was similar to the breakdown for the whole sample with the largest groups residing in the southeast and southwest areas of the city. The largest group in Social/Professional Interest, however, was drawn from the northwest area of the city (Table 36). A greater proportion of the respondents in Social/Professional Interest travelled a greater distance to attend their classes than did respondents in Cognitive Interest (Table 37).

Table 36. Area of the City Respondents Lived in: A Comparison of Respondents in the Cognitive Interest and Social/Professional Interest Orientations

Area	Percentage	
	Cognitive Interest n=151	Social/Professional Interest n=40
Southwest	25.8	20.5
Southeast	25.8	20.5
Northwest	16.5	30.8
Northeast	16.5	10.3
Do not live in Edmonton	15.2	17.9

Table 37. Distance Travelled to Attend Class: A Comparison of Respondents in the Cognitive Interest and Social/Professional Interest Orientations

Distance in km	Percentage	
	Cognitive Interest n=149	Social/Professional Interest n=40
Less than 1	4.7	7.5
[illegible]	32.9	27.5
6-10	28.2	25.0
11-19	15.4	15.0
20-40	14.1	22.5
More than 40	4.7	2.5

In both Cognitive Interest and Social/Professional Interest respondents' most common source of initial sewing instruction was junior or senior high school home economics classes. It appeared, however, that the respondents in Social/Professional Interest were more likely to have been taught to sew by their mothers than were respondents in Cognitive Interest who were more likely to have been self-taught (Table 38). Respondents in Social/Professional Interest

were also more likely to have been taught to sew by a friend or relative than respondents in Cognitive Interest.

Table 38. Source of Initial Instruction: A Comparison of Respondents in the Cognitive Interest and Social/Professional Interest Orientations

Source	Percentage	
	Cognitive Interest n=147	Social/Professional Interest n=40
Jr/sr high school home ec.	37.4	37.5
Self-taught	21.8	10.0
Mother	17.0	25.0
Evening/continuing ed. classes	12.2	15.0
Friend or relative	4.8	12.5
Other	2.7	-----
College/univ. clothing classes	2.0	-----
Courses offered by stores	2.0	-----

Respondents in Social/Professional Interest considered sewing to be something other than housework or leisure in almost one-third of the

cases whereas about of the respondents in Cognitive Interest considered sewing to be leisure activity (Table 39).

Table 39. Kind of Activity Respondents Considered Sewing to be: A Comparison of Respondents in the Cognitive Interest and Social/Professional Interest Orientations

Activity	Percentage	
	Cognitive Interest n=149	Social/Professional Interest n=40
Leisure	50.3	27.5
Something else	17.4	30.0
50% housework/50% leisure	15.4	25.0
25% housework/75% leisure	12.8	12.5
housework	2.7	5.0
75% housework/25% leisure	1.3	----

V. DISCUSSION

The findings which were outlined in chapter 4 will be discussed in this chapter in relation to the objectives of the study and the literature reviewed. The purpose of this study was to add additional insights into who the adults were and why they participated in sewing classes through the Continuing Education Division of the Edmonton Public Schools. The results of the study indicated that the adults surveyed were, in many respects, similar. These findings will be summarized and discussed in the following sections.

A. General Characteristics of Adults Surveyed

More than 90% of the adults in the sample were women and over three-quarters of the respondents were between the ages of 20 and 39 years old. Almost two-thirds of the respondents were married and more than one-half of the respondents had no children. Those who did have children most commonly had two, and more than 80% of them had one or two. Most of the respondents had completed at least high school and about two-thirds of them had gone on to study at colleges, technical institutions or universities. Approximately 70% of the respondents were employed full- or part-time. Respondents were most commonly employed in clerical or sales positions or as professionals. The most common family income was between $30,000 and $39,999. Almost 65% of the respondents travelled 10 km or less to attend their classes and

over 90% of them owned their own sewing machines.

The respondents were most likely to have received initial sewing instruction in home economics classes, from their mothers, or were self-taught and approximately 70% of the respondents sewed at the beginner to intermediate level of skill. More than one-half of the respondents indicated that their first and third most important reasons for sewing were because it gave them a sense of accomplishment, for enjoyment or to economize. The three most frequently indicated choices for the second most important reason for sewing were to save money, for self-expression or to get better quality. The largest single group of respondents (45.5%) considered sewing to be a leisure activity.

Approximately 80% of the respondents had taken two or more adult education classes at the time of the survey and almost one-half of them had taken classes in a variety of subject areas. The results of the EPS revealed that the majority (78%) of the respondents scored highest on the Cognitive Interest orientation. The orientation for which the fewest respondents (2) scored highest was External Expectations.

B. Comparisons with Related Studies

A comparison of the respondents in the present study with respondents in related studies (Blenkarn, 1986; Boshier & Collins, 1983; Devereaux, 1985; Frane, 1970; McHugh, 1983; Mount, 1980; "Who Participates," 1982) revealed both similarities and differences. These similarities and differences will be discussed under the following headings: Demographic Characteristics, Physical Resources, Home Sewing

Characteristics and Previous Adult Education Participation.

Demographic Characteristics

Gender of Respondents

The respondents in both the Mount (1980) and the Blenkarn (1986) study were predominantly female. Mount's sample consisted of 199 adults of whom 197 were female. Blenkarn reported that her sample of Edmonton home sewers was 95% women. Sewing has traditionally been considered a female interest which probably accounts for the predominantly female samples in these sewing related studies. However, it is interesting to note that the sample from Frane's (1970) study was exclusively women but 10 years later when Mount duplicated her study two men were included in the sample. The data for the present study were collected about seven years after Mount's study and had at least five men in a similarly sized sample. This may be an indication of a developing trend towards the increased participation of men in sewing classes and as home sewers.

Age and Marital Status

The age range in which the majority of the respondents fell in the present study was consistent with that found in other related studies (Blenkarn, 1986; Devereaux, 1985; Mount, 1980). Depending on the stage in the adult life cycle where a person is, participation in education may be more or less difficult due to the commitments placed upon the person by the roles which they have either acquired or

relinquished (Knox & Videbeck, 1963). In the early adult life as a person acquires basic job and family obligations the level of commitment may become more binding than it had been, however it would not be as binding as the commitment level of adults in the middle to late middle age (McClusky, 1970). The majority of the respondents in the present study were between the ages of 20 and 39 years old and would generally be considered to be at a stage in the adult life cycle where their commitments would not yet be extremely limiting in regards to participation in adult education.

The Canadian study on adult education (Devereaux, 1985) revealed that participants were typically single which was also found in a similar study done in the United States ("Who participates," 1982). In contrast, the results of the present study revealed that almost 65% of the respondents were married. Blenkarn (1986) and Mount (1980) found that the majority of the respondents in their studies were also married, however, in Mount's study the proportion was significantly higher at more than 80%. The majority of the respondents in the present study were women in the age range when career development is most likely to take place. The increase of women in the labour force and the trend towards marrying after one's career has been established could be a significant factor influencing the proportion of married women in the present study as compared to that found in Mount's study.

Children Living at Home and Age of Youngest Child

The demands which children place upon their parents' time could act as a deterring influence on adults who might otherwise be inclined

to participate in adult education. In the present study approximately one-half of the respondents had no children and would therefore not have experienced a deterring influence of this type. Almost three-quarters of those who had children had either one or two which is consistent with the results of related studies (Blenkarn, 1986; Mount, 1980). The most common age of the youngest child was 17 years of age or older in the present study and also in the study by Mount. Once children reach an age at which they can begin to take on more responsibility the demands placed upon their parents' time will be lessened. At this point parents could conceivably feel more able and more inclined to participate in activities such as adult education classes.

Level of Education Completed

The level of education completed by respondents in the present study is somewhat lower than that of respondents in other related studies. Devereaux (1985) reported that Canadian adult education participants were most likely to be university graduates and Blenkarn (1986) found that almost one-half of Edmonton home sewers had had at least some university education whereas, approximately 37% of the present sample had had some university education.

Occupation

The type of occupation that respondents were employed in was consistent with findings in Mount's (1980) study although a greater

proportion of the respondents from the present study were employed outside the home.

A comparison between the employment status of the women in the present study and the most current information on Alberta women in the labour force revealed similarities. Of the women employed outside the home in the present study, 72.7% were employed full-time and 27.3% were employed part-time. The 1985 statistics on Alberta women in the labour force showed that 73.2% of women employed outside of the home worked full-time and 26.8% worked part-time ("A statistical portrait of Alberta women," 1986). The 1984 labour force participation rate for Alberta women with children under the age of 3 years was 50.7% ("A statistical portrait") and in the present study 47% of the women with children aged 3 years or less were employed. In the present study 73.9% of the women with children aged 7 to 17 years were employed whereas in 1984, 74% of the women in Alberta with children aged 6 to 15 years worked ("A statistical portrait"). Although the age categories are not identical the sample in the present study closely approximates the general population of Alberta women.

Physical Resources

Income

A comparison of the incomes of Alberta families in 1985 (Family Incomes, 1987) and the incomes of the respondents in the present study revealed both similarities and differences. The most common income range indicated by respondents in the present sample was $30,000 to

$39,999 whereas for the provincial population the largest group was in the $10,000 to $19,999 range. The average income for the Alberta population was $40,384. A greater proportion of the present sample (56.3%) earned between $30,000 and $59,999 than of the Alberta population (43.4%). This is in keeping with other studies of adult education participants which have found that participants are most likely to be those in the middle or upper income bracket (Boshier, 1971; Houle, 1960; Johnstone & Rivera, 1965). In relation to the theory of patterned participation (Knox & Videbeck, 1963) an adequate income would be considered to be a physical resource which would allow at least the possibility of participation in adult education.

Area of City Respondents Lived and Distance Travelled to Class

Knox and Videbeck (1963) proposed in their theory of patterned participation that not all alternatives for participation are equally available to all individuals in the environment. This is in evidence in the present study when the area of the city in which the respondents lived is considered in relation to the distribution of sewing classes throughout the city. Approximately one-half of the respondents lived in the southern portion of the city of Edmonton and were divided equally between the southeast and southwest areas. A possible reason for this concentration could be that almost 45% of the sewing courses offered by Continuing Education in the fall 1986 schedule were located in the southwest area of the city. The majority of these courses were offered at one particular location in the area. While the courses offered in the southeast area were only about 10% of the total the

major location in the southwest was quite easily accessible from the southeast.

Knox and Videbeck (1963) also proposed that an individual's opportunities to participate would be defined or limited by certain physical resources such as distance. The majority of the respondents (64.5%) in the present study travelled 10km or less to attend their classes whereas a very small number (4.2%) travelled more than 40km. The results indicated that as the distance to be travelled increased, the number of persons travelling decreased.

Ownership of Sewing Machine

The theory of patterned participation (Knox & Videbeck, 1963) states that an individual's opportunities to participate are limited or defined by physical resources such as available equipment. This was supported somewhat in the present study by the fact that the overwhelming majority of respondents owned their own sewing machines. It is not known if the remainder of the respondents had easy access to a sewing machine or not. Respondents in related studies generally owned their own machines also (Blenkarn, 1986; Mount, 1980; Signet, 1984).

Home Sewing Characteristics

A comparison was made between responses of adult education participants in the present study and Edmonton home sewers (Blenkarn, 1986) regarding specific home sewing characteristics. Similarities and

differences existed between the two groups.

Source of Sewing Instruction and Level of Sewing Skill

In Blenkarn's study an open ended question regarding sources of sewing education which [illegible] had found useful was asked and respondents could name more [illegible] one source. In [illegible] present study respondents were asked to name their major source of sewing instructior when they were learning to sew. In both groups home economics classes, mothers and self-taught were cited most frequently. There are those in the field of home economics who feel that sewing no longer has a place in the home economics curriculum. However, as evidenced by the results of this study and others (Blenkarn, 1986; McHugh, 1982) home economics classes are still the most common source of sewing instruction. Fabric store courses were cited as a good source of sewing education by almost 20% of home sewers in the Blenkarn study but only by 1.6% of adult education participants in the present study. This may indicate that sewing courses by stores are more important as supplementary instruction than as an initial source of sewing instruction. Television or video sewing programs were not mentioned by adult education participants as a major source of sewing instruction and were mentioned by only one home sewer in the Blenkarn study. Almost 70% of the respondents in the present study sewed at a beginner to intermediate level of skill.

Reasons for Sewing

Over the years the major reasons home sewers have given for sewing have been to economize, to be creative, for enjoyment, to get better fit and to get better quality ("An Exploratory Study" 1981; Blenkarn, 1986; Courtless, 1982; "Everybody's Sewing", 1967; Fessler, 1971; "I Made it Myself", 1971; Johnson, 1960; Kennedy, 1983; McHugh, 1982). Two of the most recent Canadian studies of home sewers (Blenkarn, 1986; McHugh, 1982) found that saving money or economizing was the most frequently cited reason for sewing. In the present study respondents were asked to indicate their three most important reasons for sewing.

In contrast to the Blenkarn (1986) and McHugh (1982) studies, the primary reasons given for sewing by about 45% of the respondents in the present study were either because it gave them a sense of accomplishment or because they enjoyed it. Only about 12% of the present sample sewed primarily to save money. Home sewers in the Blenkarn study chose accomplishment about 18% of the time and enjoyment about 50% of the time. Blenkarn found that economy was the only reason chosen more often than enjoyment. In the present study, however, economy was chosen most often as a second reason for sewing followed by the desire to obtain original items and to get better quality. Respondents who indicated their third most important reasons for sewing again chose a sense of accomplishment and enjoyment about 44% of the time followed by the desire to economize about 14% of the time.

There was a time when it was necessary to sew in order to economically clothe a family but with the expansion of ready-to-wear it has become less expensive to buy than to sew clothing in most cases (Courtless, 1982). It could be due largely to the expansion of ready-to-wear that sewing is shifting from being a utilitarian skill to being a hobby. Consequently people sew more for enjoyment or a sense of accomplishment than to save money.

Type of Activity Sewing was Considered to be

A comparison of how Edmonton home sewers (Blenkarn, 1986) and the adults in the present study viewed sewing revealed some differences. Although the largest group in both studies considered sewing to be a leisure activity a greater proportion of the respondents in the present study (45.5%) held this view than did Edmonton home sewers (38.7%). In the Blenkarn study approximately 39% of home sewers considered sewing to be a combination of housework and leisure whereas in the present study about 30% of the respondents considered it to be a combination. In both samples, however, the 50% leisure and 50% housework combination was the most frequently chosen of all possible combinations. Approximately 13% of the home sewers (Blenkarn) and 20% of respondents in the present study considered sewing to be something other than housework or leisure. Approximately 3% of respondents from the present study and 9% of home sewers (Blenkarn) saw sewing strictly as housework.

The differences between these two groups could in part be explained by the fact that the majority of the adult education

respondents were enrolled in their sewing classes because they were interested in learning about sewing as evidenced by the large number who scored highest on the Cognitive Interest orientation of the EPS. This could mean that those respondents were generally there to learn a new skill or increase their knowledge of a skill they already had and therefore considered sewing more often as a leisure activity than did the home sewers in Blenkarn's 1986 study.

Previous Participation in Adult Education

Almost 60% of the 147 respondents who had taken adult education classes prior to the one they were enrolled in at the time of the survey had taken classes in a variety of subject areas and approximately 20% had taken only sewing classes. About one-fifth of the respondents who supplied information about their previous participation in adult education were enrolled in their first course.

C. Analysis of Education Participation Scale Scores

The EPS scores were analyzed and will be discussed in three ways: 1. Analysis of variance was done to see if any relationships existed between EPS scores and the independent variables using respondents' scores for each of the six orientations. 2. Respondents were categorized according to the orientations on which they had the highest score and analysis of variance was done to determine if there was any

relation between these high scores and the independent variables, and 3. Respondents were divided into two groups; those who scored highest on the Cognitive Interest orientation and an aggregate of those who scored highest on any of the other orientations which became Social/Professional orientation. The two resulting groups were compared.

Analysis of all EPS Scores

A comparison of the analysis of EPS scores in the present study and those from the secondary analysis of over 12,000 respondents by Boshier and Collins (1983) revealed both similarities and differences. The mean scale scores for the present sample were consistently lower than those computed for the Boshier and Collins (1983) study, however, in both studies Cognitive Interest had the highest mean score which would indicate that many of the respondents in the Boshier and Collins samples scored highest in the Cognitive Interest Orientation as was the case in the present sample. Because the number of cases in the Boshier and Collins sample was so large, very small relationships resulted in statistical significance regardless of the amount of variance that could be explained. As a result most of the relationship which were tested for the study were significant even though none of the variables tested accounted for large amounts of variance in the EPS scores (Boshier and Collins, 1983). In the present study six of the independent variables were significantly related to EPS scores. Again, however, none of the variables accounted for a large amount of variance

in the EPS scores even though the variance accounted for was generally higher than in the Boshier and Collins (1983) study. Only the significant variables, age, income, occupation, number of classes taken during previous five years, number of hours worked per week for pay and the third most important reason for sewing will be discussed here.

Age

Boshier and Collins (1983) found age to be a significant predictor of variance in all EPS scores. In the present study age was found to be significantly related only to the Cognitive Interest scores and 6.84% of the variance could be explained as compared to 2.56% in the Boshier and Collins study. In both studies older adults were more inclined to be enrolled for Cognitive Interest reasons than were younger participants.

Income

In the present study as well as the Boshier and Collins (1983) study income was significantly related to all EPS scores with the exception of Cognitive Interest. The amount of variance explained was noticeably higher in the present study than in the Boshier and Collins study. The percentage of variance explained in the present study ranged from 10.39% for Social Stimulation to 21.16% for Community Service compared to a range of -0.81% for External Expectations to 1.96% for Professional Advancement in the Boshier Collins (1983) study. Boshier and Collins (1983) found that people of lower incomes were significantly more inclined to be enrolled for reasons of Social

Contact, Social Stimulation, Community Service and External Expectations which was borne out to a degree by current research. In the current study the mean scores for the lowest income group were significantly higher than for the other groups on the Community Service, Social Stimulation, and Social Contact scales as well as Professional Advancement. Even though the lower income group in External Expectation had the highest mean it was below 2.00 which would indicate that External Expectation did not really have much influence on respondents' reasons for enrolling in adult education classes.

Occupation

Significant relationships were found between occupation and Social Contact and Professional Advancement. The group with the highest mean Professional Advancement score in the present study was educational which was also the case in the Boshier and Collins (1983) study. The respondents in this group in the present study could possibly have been home economics teachers who wanted to improve their skills. In Social Contact the group with the highest mean score comprised unskilled workers which affirms Boshier and Collins' findings that persons with low occupational status were more inclined to enroll for reasons of Social Contact.

Number of Adult Education Classes Taken Previously

The number of adult education classes taken during the five years preceding the present study was significantly related to Professional Advancement. Boshier and Collins (1983) found previous participation

to be significantly related not only to Professional Advancement but also to Social Stimulation, Community Services and External Expectations. Professional Advancement had the greatest amount of variance explained (3.93%) (Boshier and Collins, 1983) but it was still not as great as for the present study which was 13.5%.

When the within group means were considered, persons who had taken 16 to 20 classes were the most likely to have enrolled for Professional Advancement. The Continuing Education Division offers a program for those who wish to become dressmakers and when all of the requirements have been met students are presented with a certificate. Although it cannot be discerned from the data, it is possible that the three respondents who had previously taken between 16 and 20 classes may have been involved in this certification program with the hopes of starting dressmaking businesses.

Hours Worked per Week for Pay

The number of hours worked per week for pay was a significant although weak, predictor of variance in Community Service scores. An analysis of the within group means, however, revealed what one might have expected to find; the fewer hours a person worked at a job, the more likely they were to have enrolled for Community Service reasons. Of course, other variables could also have an effect but if persons were not committed to giving a certain number of hours per day to an employer they could conceivably have more time to dedicate to community service.

Third Most Important Reason for Sewing

A weak relationship was found between respondent's third reason for sewing and Social Stimulation. A possible explanation for this relationship, however, was not evident when the data were studied.

Analysis of Respondents' Highest Scores

Boshier and Collins (1983) found that adults enrolled in non-credit courses were significantly more motivated by Cognitive Interest (learning for its own sake) than anything else. Current research confirms this since the adults surveyed for the present study were all enrolled in non-credit sewing classes and 78% of the respondents were enrolled for Cognitive Interest. When the respondents' highest scores were analyzed significant relationships were found between Cognitive Interest, Social Contact and Professional Advancement and five independent variables, age, age of youngest child, occupation, type of activity sewing was considered to be and major source of sewing instruction. The significant variables will be discussed in the following sections.

Age

As was the case in the larger analysis of all EPS scores age was found to be significantly related to Cognitive Interest. The relationship in this analysis was more significant and a greater amount of variance was explained. The present analysis added to what was found in the analysis of all EPS scores and by Boshier and Collins

(1983), that older adults were more likely to have enrolled for Cognitive Interest reasons than any other group. Boshier and Collins (1983) stated that, traditionally, lonely older adults were advised to and often did seek out social stimulation and contact through adult education participation and concluded that their findings refuted traditional thought. The results of the present study lend support to their conclusion.

Age of Youngest Child

Analysis of the highest Cognitive Interest scores revealed that persons with no children or children over 17 years of age were most likely to have enrolled in their classes for Cognitive Interest reasons. Boshier and Collins found, however, that persons with no or few children were most likely to have enrolled for Social Stimulation, Social Contact and Professional Advancement. Since all of the respondents in the present study were enrolled in non-credit classes, it is possible that the present findings would be modified if scores of adults in credit classes were also included in the sample.

Type of Activity Respondents Considered Sewing to Be

A strong relationship was found between Professional Advancement and the type of activity respondents in this orientation considered sewing to be.

Respondents' Occupation

The decisions of four respondents employed in educational occupations to enroll in their sewing class were influenced to the greatest degree by reasons related to Professional Advancement. The analysis of all EPS scores revealed that the respondents most likely to have enrolled for Professional Advancement were also those in educational occupations. Possibly those who were most influenced by Professional Advancement reasons were home economics teachers who felt that improving their sewing skills would also improve their possibilities for advancement in their careers. Interestingly the group with the next highest mean score in Professional Advancement were two respondents who did not work outside of their home. Perhaps they were either desirous of obtaining employment in some way related to sewing or they wanted to be or were involved in dressmaking businesses from their homes.

Major Source of Sewing Instruction

High scorers on the Social Contact scale are persons who have a need or desire to participate in group activities and to make new friends. The seven respondents who scored highest on the Social Contact scale had relatively low scores which could indicate that they were only slightly influenced by these reasons when making their decision to enroll but there could be something else that had even more influence which the EPS does not touch upon. The sources of instruction which were related to Social Contact were junior or senior high school home economic classes, mothers, evening or continuing education classes and self-taught. Possibly these respondents enjoyed

the association they had experienced in the settings in which they learned to sew and enrolled in a sewing class in order to experience it again. In the case of the person who was self-taught, perhaps he/she found it too solitary and desired the association of others to make sewing more interesting or enjoyable.

Comparison of Cognitive Interest and Social/Professional Orientation

Although the respondents in Cognitive Interest and Social/Professional Interest (comprised of respondents who scored highest in any of the remaining five orientations) were similar in many ways some differences did exist and will be summarized here.

A significantly greater proportion of the respondents in Social/Professional Interest (35%) had attained a university degree than respondents in Cognitive Interest (15.8%) and 18.4% of Cognitive Interest respondents had achieved college diplomas compared to 10% of respondents in Social/Professional Interest. All respondents who indicated their gender as male as well as those in the 60 years and older age group were in Cognitive Interest. Boshier and Collins (1983) also found that older people were more inclined to enroll in adult education for Cognitive Interest reasons.

Boshier and Collins (1983) found that participants with high occupational status were significantly more inclined to be enrolled in adult education for Cognitive Interest reasons than were those of low occupational status. The proportion of respondents in Cognitive Interest employed as professionals (22.4%) was significantly higher

than in Social/Professional Interest (10.2%), however, in both groups about the same proportion (23%) of respondents were employed in clerical or sales occupations and a slightly greater proportion of unskilled respondents were in Cognitive Interest (4.1%) than in Social/Professional Interest (2.6%).

The largest group in Social/Professional Interest lived in the northwest area of the city and the largest groups in Cognitive Interest lived in either the southwest or southeast area of the city. A significantly greater proportion of the respondents in Social/Professional Interest (22.5%) travelled 20km to 40km to attend their classes than did those in Cognitive Interest. In both groups the most common source of sewing instruction was home economics classes. The second most common source of sewing instruction for respondents in Cognitive Interest was self-taught.

Respondents in Social/Professional Interest and Cognitive Interest varied noticeably in the type of activity they considered sewing to be. The largest group in Cognitive Interest (50.3%) considered sewing to be a leisure activity whereas the largest group in Social/Professional Interest (30%) considered it to be something other than housework or leisure. Approximately 15% of Cognitive Interest respondents considered sewing to be 50% housework and 50% leisure compared to 25% of respondents in Social/Professional Interest.

In summary, a greater proportion of respondents in Cognitive Interest had attained college diplomas, were male, 60 years of age or older, professionals or unskilled, lived in the southern half of the city, taught themselves how to sew and considered sewing to be a leisure activity compared to respondents in Social/Professional Interest. On the other hand, a greater proportion of respondents in Social/Professional Interest had attained a university degree, lived in the northwest area of the city, travelled between 20km and 40km to attend their classes, had been taught to sew by their mothers and considered sewing to be something other than housework or leisure compared to respondents in Cognitive Interest.

VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A. Summary

The purpose of this exploratory study was to add some insights into who the adults were and why they participated in sewing classes offered thrqugh the Continuing Education Division of the Edmonton Public Schools. A profile of respondents' general characteristics was developed and their motivational orientations were determined. Information related to home sewing and previous participation in adult education was also collected. The theory of patterned participation (Knox & Videbeck, 1963) was used as the basic framework for the study.

The data collection was done through the use of a two-part survey consisting of the Education Participation Scale (EPS) and a questionnaire designed specifically for this study. A total of 32 adult sewing classes were surveyed during the Fall 1986 Continuing Education Session. Of the 304 questionnaires which were distributed, 200 were returned. Descriptive analyses were used to develop the profile of respondents and also to report on home sewing and previous participation information. Analysis of variance was used to determine if relationships existed between EPS scores and the independent variables. The respondents in the Cognitive Interest and Social/Professional orientations were compared using percentage distributions and cross tabulations.

The respondents were found to be similar in many ways although differences did exist. More than 90% of the respondents were women and over 75% of those surveyed were between the ages of 20 and 39 years old. Approximately 65% of the respondents were married and more than one-half of respondents had no children. Those who did have children most commonly had one or two (over 70%). The level of education completed by the majority of respondents was at least high school and approximately two-thirds of them had gone on to do post-secondary study at colleges, technical institutions or universities. Approximately 70% of the respondents were employed either full- or part-time and most commonly in sales or clerical positions or as professionals. The income of 23.5% of the sample was between $30,000 and $39,999. Most respondents did not travel far to attend their classes with almost 65% travelling 10km or less. Over 90% of the adults surveyed owned their own sewing machines.

The most common source of initial sewing instruction was junior or senior high school home economics classes (37.4%) followed by self-taught (19.3%) and mothers (18.7%). The three most common reasons for sewing, in descending order, were because it gave respondents a sense of accomplishment, because they enjoyed it and to economize. The largest single group of respondents (45.5%) considered sewing to be a leisure activity.

Most of the respondents had taken two or more adult education classes at the time of the survey and almost one-half of them had taken classes in a variety of subject areas.

The majority of respondents (78%) scored highest on the Cognitive Interest orientation of the EPS. No significant relationships were found between respondents' stated reasons for sewing and their motivational orientation. When all EPS scores were analyzed significant relationships were found between Cognitive Interest and age, Social Contact and income and occupation, Social Stimulation and income and third reason for sewing, Professional Advancement and income, occupation and number of adult classes taken, Community Service and income and hours worked per week and External Expectations and income. The amount of variance in the EPS scores explained by the independent variables in each of these relationships was relatively small.

When only the highest EPS scores were analyzed, significant but weak relationships were found between Cognitive Interest and age and age of youngest child. Strong and significant relationships were found between Professional Advancement and occupation and type of activity sewing was considered to be and between Social Contact and source of sewing instruction. These results, however, had to be viewed with caution because the relationships could have been exaggerated due to the small number of cases involved.

A comparison of the characteristics of the respondents who scored highest in Cognitive Interest with those of the respondents who scored highest in all other orientations (Social/Professional Interest) revealed that the two groups differed in several ways. A greater proportion of respondents in Cognitive Interest were 60 years old or older, male, professionals or unskilled workers, lived in the southern

half of the city, taught themselves how to sew and considered sewing to be a leisure activity than did respondents in Social/Professional Interest. A greater proportion of the respondents in Social/Professional Interest had earned a university degree, lived in the northwest area of the city, travelled between 20km and 40km to attend their classes, had been taught to sew by their mothers and considered sewing to be something other than housework or leisure than did respondents in Cognitive Interest.

B. Conclusions

The first objective, to determine whether the adults enrolled in Edmonton Public Schools Continuing Education sewing classes in the Fall 1986 session were basically similar, was accomplished by developing a profile of the respondents' general characteristics. Additional information regarding home sewing, previous adult education participation and motivational orientations was also included. Respondents in the sample were generally similar but the most obvious similarities were that they were mostly women (97.4%), had enrolled in their classes for Cognitive Interest reasons (78%) (to learn for the sake of learning) and owned their own sewing machines (93.7%).

The second objective was to determine if any relationship existed between a person's motivational orientation and reasons for sewing. No relationships were found when analyses of variance were calculated using each respondent's highest EPS score and their reasons for sewing.

A significant relationship was found between respondent's third reason for sewing and the Social Stimulation orientation, when all EPS scores were considered for analysis, however, it was not discernible from the available data why this relationship existed.

The third objective was to compare results of this study, in relation to the EPS, with the norms which had been established by Boshier and Collins (1983). The mean scores in the present study were consistently lower than those found by Boshier and Collins (1983), however, in both studies the Cognitive Interest score was the highest and the External Expectations Score was the lowest. Analyses of variance revealed significant relationships between the EPS scores and six of the independent variables. Similar analyses by Boshier and Collins (1983) revealed significant relationships for most of the variables tested. In both studies none of the independent variables accounted for a large amount of variance in the EPS scores although the amounts of variance accounted for in the present study were generally greater than for the established norms. The relationships between EPS scores and age, income and occupation revealed similar tendencies in both studies. The remaining three independent variables which were significantly related to the EPS scores, number of adult education classes taken, the number of hours worked per week and the third reason for sewing were unique to the present study. The results of the present study reaffirm the conclusion that Boshier and Collins (1983) drew that since no life-cycle or socio-economic variables accounted for large amounts of variance in EPS scores, the EPS measures can be considered to be "reasonably independent of 'marker' variables that

often overlap with and thus confound psychological variables." (p. 175).

When the analysis of EPS scores was modified to include only the highest score for each respondent, three relationships which were not only significant but also for which large amounts of variance were explained were found, however, the number of cases in each of these analyses was small (between 7 and 14). While the results may have been indicative of a trend or tendency among the respondents they were likely distorted by the small number of cases considered. The amount of variance explained was again small for two other significant relationships found (Cognitive Interest and age and age of youngest child) and the number of cases was considerably larger (156).

The last objective was to compare respondents' reasons for sewing, the type of activity they perceived sewing to be and their major sources of sewing instruction with the results of the Blenkarn (1986) study of Edmonton home sewers. Respondents in the present study chose to sew because sewing gave them a sense of accomplishment or because they enjoyed sewing more often than to economize whereas Edmonton home sewers (Blenkarn) chose to sew to economize more often than any other reason. The adults in the present study were also more inclined to consider sewing as a leisure activity (45.5%) than were Edmonton home sewers (38.7%). A greater proportion of respondents in the present study (20.1%) considered sewing to be something other than housework or leisure than did Edmonton home sewers (13.2%) (Blenkarn). There is nothing in the available data in either study to indicate what these respondents did consider sewing to be.

Generally, the respondents in the present study were similar to each other as well as to several other groups with whom they were compared. As a group their EPS scores resembled relatively closely the norms established by Boshier and Collins (1983). The majority of the respondents scored highest in the Cognitive Interest orientation as did respondents in the Boshier and Collins (1983) study. Even though their mean scores for all orientations tended to be lower than the norms the general trend or pattern was similar. This indicated to the researcher that the adults in the present study were not significantly different from adults who participate in other areas of adult education.

The women in the study also appeared to be representative of the Alberta population of women when compared in regards to employment. Many similarities were also found between Edmonton home sewers (Blenkarn, 1986) and profiles of various groups of adult education participants (Devereaux, 1985; Mount, 1980) and respondents in the present study. From the data available, it appeared that respondents' reasons for participating in adult education were most often related to their physical resources and social roles and statuses as defined in the theory of patterned participation (Knox & Videbeck, 1963).

C. Recommendations

The purpose of this study, as stated in the introduction, was to gain insights into who the adults were and why they participated in adult sewing classes. The following are recommendations for future research which have implications for home economists and adult education agencies.

1. Repeat the present study using subjects drawn from other areas of home economics as well as clothing construction.

Since the sample was drawn exclusively from adults enrolled in sewing classes it is not known if similar results would be found among adults in other home economics related classes. By repeating the present study with subjects from other areas of home economics as well as sewing, comparisons can be drawn between the different groups and information can be compiled about participants in home economics courses generally. This information will be useful to adult education administrators in planning their programs as well as home economics faculties as they prepare their graduates for employment in adult education settings.

2. Identify types of activity, other than housework or leisure, which sewing is considered to be.

Approximately one-fifth of the sample indicated that they viewed sewing as something other than housework or leisure. Further investigation into the type of activity adult participants in sewing education perceive sewing to be, with emphasis on those who view it as

something other than housework or leisure, will provide valuable information for adult education program planners.

3. Monitor enrollments in junior and senior high school and adult sewing classes.

The most common source of initial sewing instruction indicated by respondents was home economics classes, however, it has been reported that enrollments are presently declining. If enrollment in the public schools is declining and more people are choosing to learn to sew when they are adults, then there will be an increasing demand placed upon adult education agencies to find qualified personnel who will be able to provide this type of instruction.

4. Profile the educational backgrounds of current adult sewing instructors.

A profile of the educational backgrounds of current adult sewing instructors will provide valuable information for educational administrators who make curriculum decisions in regards to the preparation of future adult home economics educators.

5. Monitor enrollment trends and participant profiles in Continuing Education sewing classes by repeating similar studies at regular intervals.

This study should be repeated at regular intervals in order to monitor enrollment trends and maintain an accurate profile of adult participants in Continuing Education sewing classes. Changes to the

questionnaire should be made to collect more home sewing information including the kinds of sewing done, intended use of the knowledge gained in the classes and the degree to which participants' new-found knowledge affected their sewing activities. This information will be meaningful to program planners.

6. Investigate the psychological reasons underlying adults' decisions to participate in sewing courses.

Knox and Videbeck (1963) stated that an individual will not be able to take advantage of all educational opportunities available and will have to choose. This choice will depend upon the person's own psychological orientations toward and evaluation of the objective opportunities presented by the environment. This is closely related to Boshier's (1977) life-space and life-chance theory based upon Maslow's hierarchy of needs as well as McClusky's (1970) power-load-margin theory. A study of adults in sewing classes to investigate the psychological reasons underlying their decisions to participate would provide a greater depth of understanding into why they do participate and would be valuable to adult education program administrators.

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APPENDICES

APPENDIX A

Instruction Sheet for Assistants

This survey is part of a study being done under the supervision of Dr. Nelma Fetterman of the Clothing and Textiles Department at the University of Alberta. The study is designed to address such questions as why adults, like yourselves, participate in sewing courses, why people sew and whether they view sewing as housework or as a leisure time activity. In order to gain some insight into these questions participants in a variety of sewing courses offered through Continuing Education will be asked to complete a two part questionnaire.

The first part in an Education Participation Scale (numbers 1 to 40 on your answer sheet) which is designed to determine why you have decided to participate in this course. YOu are asked to rate 40 statements on a scale ranging from no influence to much influence in relation to your decision to take this course. Instead of circling the appropriate category on the scale itself, please indicate your answers directly on the optical scoring sheet (answer sheet) using the pencil which has been provided. On your answer sheet mark A for no influence, B for little influence, C for moderate influence and D for much influence. Choose only one category for each statement. There are no right or wrong answers.

The second part of the questionnaire asks for demographic information such as age, sex, marital status and income as well as sewing information such as why you sew and where you learned to sew. These questions are to be answered on the answer sheet using numbers 41 to 60. PLEASE NOTE THAT ALL ANSWERS ARE TO BE RECORDED ON THE ANSWER SHEET PROVIDED AND NOT ON THE QUESTIONNAIRE.

There is an information section on the optical scoring sheet that has a place for your name, sex, birthdate, identification number and special codes. PLEASE LEAVE THIS AREA BLANK! All responses will be kept confidential and since we ask that you do not give your name it will be impossible to identify individual respondents.

You may decline to complete this questionnaire if you so desire. YOur responses are important to the success of this study, however, and your help and cooperation will be greatly appreciated..

Please complete this questionnaire during your coffee break and return the optical scoring sheet and the orange Education Participation Scale to your instructor. If you are not able to finish this evening please complete them at home and return them to your instructor at your next class.

Thank you for your cooperation.

Instructor:

Please place completed questionnaires in the envelope which has been provided and give it to the in-school coordinator to send to Pat Steblyk via the courier service. Please seal the envelope to prevent loss of the contents.

Thank you for your assistance and cooperation.

Sincerely,

Alison Drohan

Graduate Student

APPENDIX B

Questionnaire

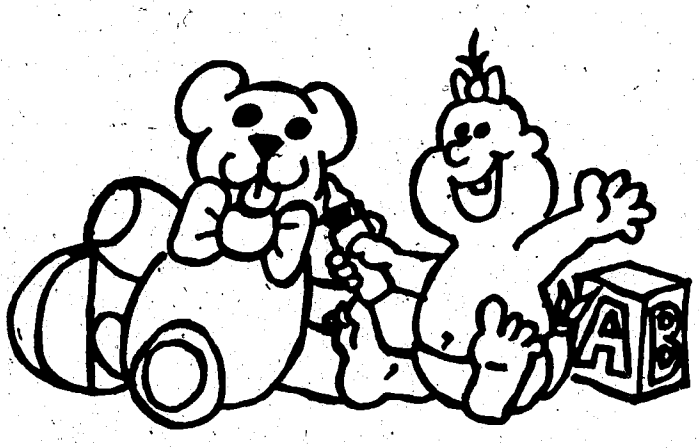
Please continue to use the answer sheet and a lead pencil to record your responses to the following questions.

Fill in the circle which corresponds to the letter beside your choice.

41. Sex
A. Female
B. Male

42. Age
A. 17 - 19 years
B. 20 - 29 years
C. 30 - 39 years
D. 40 - 49 years
E. 50 - 59 years
F. 60 years and over

43. Marital Status
A. Now married (excluding separated)
B. Separated
C. Divorced
D. Widowed
E. Never married (single)
F. Common law
G. Other



44. How many children do you have living with you?
A. none
B. 1
C. 2
D. 3
E. 4
F. 5
G. 6
H. 7
I. 8
J. 9 or more

45. What is the age of your **youngest** child in your household?
A. I have no children
B. Under 1 year
C. 1 - 3 years
D. 4 - 6 years
E. 7 - 12 years
F. 13 - 16 years
G. 17 years or older

46. What is the highest level of education you have completed?

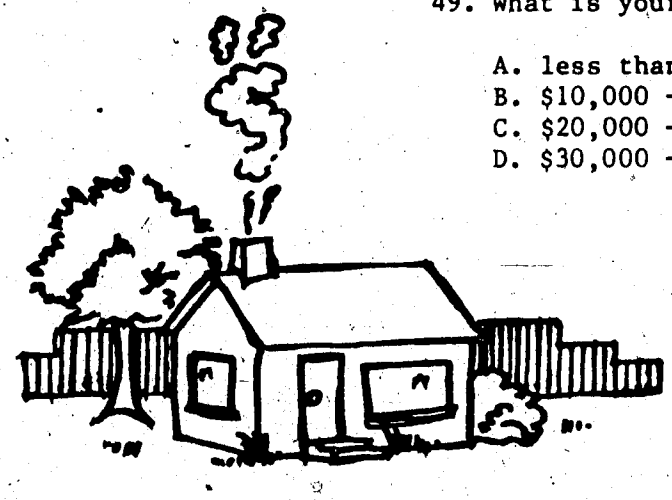
A. elementary school
B. junior high school
C. high school
D. technical diploma program
E. college diploma/certificate
F. university (less than a degree)
G. university undergraduate degree
H. graduate degree

47. How many hours per week do you **work for pay** outside your home?

A. none
B. 20 or less
C. 21 - 35 (but not full-time)
D. full-time

48. If you are employed outside of your home, what is **your occupation**?

A. not employed outside my home
B. unskilled
C. clerical/sales
D. manager/administrator
E. technical
F. educational
G. professional



49. What is your total yearly **family income** before taxes

A. less than $10,000
B. $10,000 - $19,999
C. $20,000 - $29,999
D. $30,000 - $39,999
E. $40,000 - $49,999
F. $50,000 - $59,999
G. $60,000 and over

50. In what area of the city do you li

A. northwest
B. northeast
C. southwest
D. southeast
E. I do not live in Edmonton

51. What is the distance between your home and the location of this class?

A. less than 1 km
B. 1 - 5 km
C. 6 - 10 km
D. 11 - 19 km
E. 20 - 40 km
F. more than 40 km

52. Do you own a sewing machine? A. yes B. no

53. What or who was your major source of **sewing instruction** when you were learning to sew?

A. mother
B. friend or relative other than your mother
C. self-taught, e.g., using books on sewing and/or pattern instructions
D. evening or continuing education courses, workshops, or seminars
E. college or university clothing courses
F. courses offered by fabric, sewing machine, or department stores
G. courses or information offered by district home economists
H. TV or video sewing programs
I. home economics classes in junior and/or senior high school
J. other

To help you identify **your level of sewing skill**, three descriptions follow:

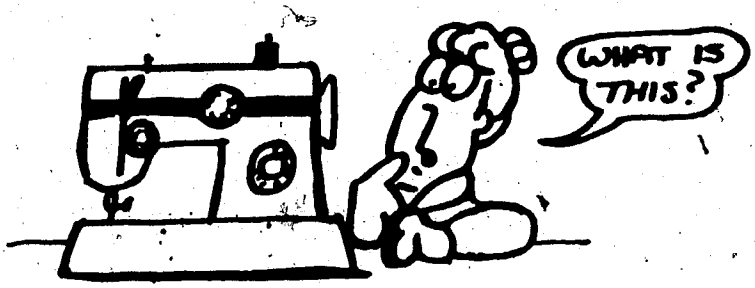
Beginner: I am able to sew straight seams and construct simple items. I do not have much confidence in my ability to sew difficult items well.

Intermediate: I am able to insert zippers, apply collars and cuffs, and set in sleeves. I am able to construct more complex crafts and home decorating items. I am somewhat confident of my ability to sew difficult items well.

Advanced: I am able to make tailored garments with accurate detailing. I am able to add original design features to items I sew and can construct complicated crafts and home decorating items. I am confident in my ability to sew difficult items well.

54. Using the above descriptions as a guide, please indicate which of the following categories best describes **your level of sewing skill**:

A. non-sewer
B. beginner
C. beginner - intermediate
D. intermediate
E. intermediate - advanced
F. advanced



The following is a list of **reasons home sewers give for sewing.** Please refer to this list to answer questions 55, 56 and 57.

A. Sewing is a form of self-expression or a creative outlet for me
B. To obtain original items
C. Because I enjoy sewing
D. To repair, maintain, or alter clothing and household items
E. To save money (economize)
F. To obtain clothing which fits better
G. Sewing is necessary because there are items which I cannot purchase
H. I get better quality if I sew, rather than buy, items
I. Sewing gives me a sense of accomplishment or achievement
J. Other

55. From the list above, which is **your most important** reason for sewing?

56. If you have more than one reason for sewing, what is **your second most important** reason for sewing?
(If you have only one reason for sewing, go to #58.)

57. If you have more than two reasons for sewing, what is **your third most important** reason for sewing?
(If you have only two main reasons for sewing, go to #58.)

58. How many adult education classes (including this one) have you taken in the past 5 years?

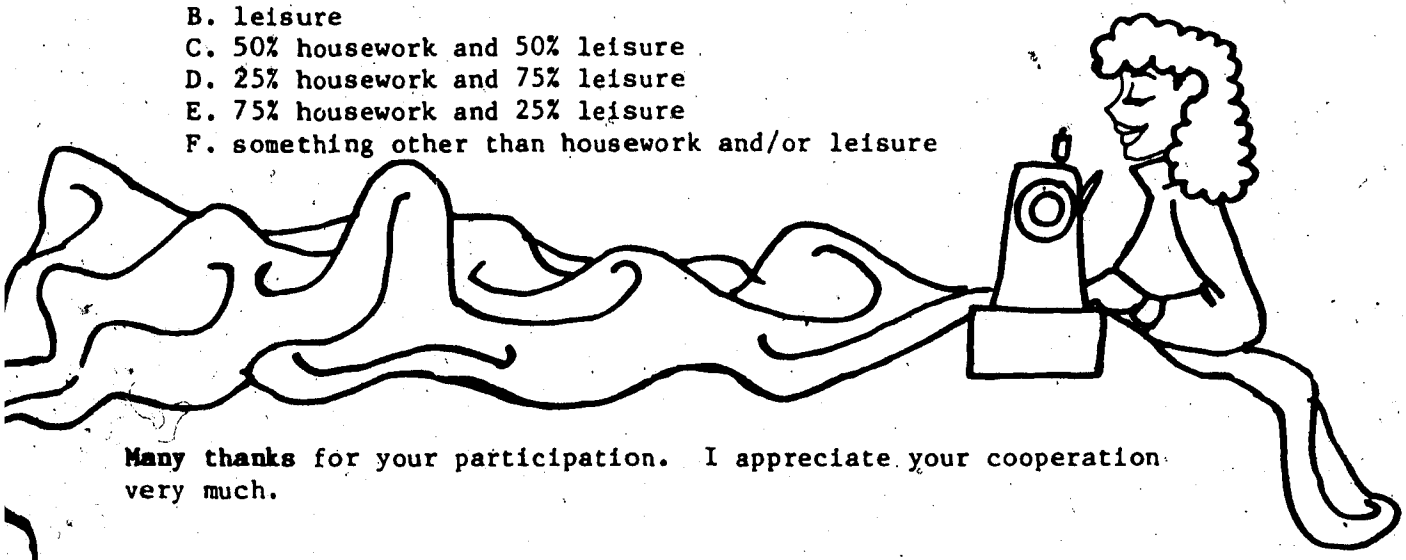
A. This is my first one.
B. 2 (including this one)
C. 3
D. 4
E. 5
F. 6 - 10
G. 11 - 15
H. 16 - 20
I. more than 20

59. If you have taken other adult education classes in the past 5 years, please indicate the subject area(s) of the other class(es).

A. I have not taken other adult education classes.
B. sewing
C. family life/personal development
D. foods
E. a variety of home economics classes
F. a variety of classes from different subject areas

60. What kind of activity do you consider your sewing to be?

A. housework
B. leisure
C. 50% housework and 50% leisure
D. 25% housework and 75% leisure
E. 75% housework and 25% leisure
F. something other than housework and/or leisure



Many thanks for your participation. I appreciate your cooperation very much.

If you would be interested in the results of this study, please let me know by leaving your name and address with me or contacting me at the following address:

Mrs. Alison Drohan
Room 115 Home Economics Building
University of Alberta
Edmonton, Alberta T6G 2M8

or by contacting my advisor:

Dr. Nelma Fetterman
Room 223B Home Economics Building
University of Alberta
Edmonton, Alberta T6G 2M8
Telephone: 432-3813

APPENDIX C

Optical Scoring Sheet

SIDE 1

GENERAL PURPOSE - NCS - ANSWER SHEET

FOR USE WITH ALL NCS SENTRY OPTICAL MARK READING SYSTEMS
SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

NAME (Last, First, M.I.)

SEX (M) (F)

GRADE OR EDUC 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

BIRTH DATE			IDENTIFICATION NUMBER										SPECIAL CODES					
MO	DAY	YR	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Jan		0 0				0	0	0	0	0	0	0	0	0	0	0	0	0
Feb		1 1				1	1	1	1	1	1	1	1	1	1	1	1	1
Mar		2 2				2	2	2	2	2	2	2	2	2	2	2	2	2
Apr		3 3				3	3	3	3	3	3	3	3	3	3	3	3	3
May		4 4				4	4	4	4	4	4	4	4	4	4	4	4	4
Jun		5 5				5	5	5	5	5	5	5	5	5	5	5	5	5
Jul		6 6				6	6	6	6	6	6	6	6	6	6	6	6	6
Aug		7 7				7	7	7	7	7	7	7	7	7	7	7	7	7
Sep		8 8				8	8	8	8	8	8	8	8	8	8	8	8	8
Oct		9 9				9	9	9	9	9	9	9	9	9	9	9	9	9
Nov																		
Dec																		

	A	B	C	D	E	F	G	H	I	J
1	0	1	2	3	4	5	6	7	8	9
2	0	1	2	3	4	5	6	7	8	9
3	0	1	2	3	4	5	6	7	8	9
4	0	1	2	3	4	5	6	7	8	9
5	0	1	2	3	4	5	6	7	8	9
6	0	1	2	3	4	5	6	7	8	9
7	0	1	2	3	4	5	6	7	8	9
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28	0	1	2	3	4	5	6	7	8	9
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31	0	1	2	3	4	5	6	7	8	9
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33	0	1	2	3	4	5	6	7	8	9
34	0	1	2	3	4	5	6	7	8	9
35	0	1	2	3	4	5	6	7	8	9
36	0	1	2	3	4	5	6	7	8	9
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38	0	1	2	3	4	5	6	7	8	9
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57	0	1	2	3	4	5	6	7	8	9
58	0	1	2	3	4	5	6	7	8	9
59	0	1	2	3	4	5	6	7	8	9
60	0	1	2	3	4	5	6	7	8	9