Original Article

MOTIVATING ADULT LEARNERS IN BORNO STATE AGENCY FOR MASS EDUCATION

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Abstract

This study investigates the critical issue of motivating adult learners within the context of the Borno State Agency for Mass Education (BOSAME). Borno State, situated in northeastern Nigeria, has faced numerous challenges, including conflict and displacement, which have significantly impacted its education sector. In this setting, understanding how to effectively motivate adult learners becomes imperative for the success of mass education initiatives. The objectives of this study are to assess the key motivational factors that influence adult learners in Borno State Agency for Mass Education (BOSAME), to evaluate the effectiveness of various instructional approaches and teaching methods in motivating adult learners and provide practical recommendations for the Borno State Agency for Mass Education to implement motivational interventions. The research employs a mixed-methods approach, combining surveys, interviews, and classroom observations to comprehensively explore the factors influencing adult learner motivation. It examines the role of relevant and contextually appropriate learning materials, the significance of self-directed learning, and the impact of recognition and support on learner motivation. Additionally, the study delves into the unique socio-cultural and economic dynamics of Borno State, which shape adult learner motivation. The findings of this study hold relevance not only for Borno State but also for broader educational contexts grappling with motivating adult learners in challenging circumstances. The outcomes provide insights into strategies and interventions that can enhance motivation, promote lifelong learning, and ultimately contribute to the socio-economic development of the region. Understanding how to motivate adult learners in such contexts is essential for addressing literacy gaps, empowering communities, and fostering resilience in the face of adversity.

Keywords: Motivating Adult Learning, borno state, mass education.

INTRODUCTION

Adult education programs, particularly in regions with diverse educational challenges such as Borno State, Nigeria, play a pivotal role in advancing literacy and lifelong learning among adult learners. Borno State, located in the northeastern part of

Nigeria, faces unique socio-economic and cultural contexts, and the Borno State Agency for Mass Education (BOSAME) serves as a vital institution in addressing the educational needs of its adult population. The importance of adult education, both as a tool for individual empowerment and as a means to foster community development, cannot be overstated. The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes the significance of adult education in achieving Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 (UNESCO, 2015). In Borno State, where socio-political unrest has disrupted traditional educational systems, adult education programs have taken on an even more crucial role in rebuilding communities and empowering adult learners Aminchi Daniel, 2015.

However, adult education programs, including those offered by Borno State Agency for Mass Education (BOSAME), often encounter challenges related to motivating adult learners to actively engage in the learning process. Motivation is a multifaceted construct that influences an individual's willingness and enthusiasm to participate in educational activities Keller, (2016). In the context of adult education, motivating learners is particularly important because many adult learners face various barriers to participation, including work and family responsibilities, limited prior educational experiences, and low self-confidence Field, (2016).

Understanding and addressing the motivational factors that influence adult learners in Borno State's Agency for Mass Literacy programs is crucial for the success and sustainability of these initiatives. To this end, this research paper aims to explore and analyze the key motivational factors that impact adult learners in Borno State Agency for Mass Education (BOSAME) programs. By identifying these factors,

BOSAME and other stakeholders can develop tailored strategies to enhance learner motivation, improve program effectiveness, and ultimately contribute to the broader goals of adult education in Borno State.

This paper begins by reviewing relevant literature on adult education and it covers the motivation and its types, factors influencing motivation and motivational approaches. The specific challenges faced by adult learners in Borno State. It then presents the methodology used to investigate motivational factors and their impact on adult learners in BOSAME programs. Subsequently, the paper providing insights into how BOSAME and similar agencies can foster a more motivating and inclusive learning environment for adult learners in Borno State.

Problem statement

In Borno State, Nigeria, the Borno State Agency for Mass Education (BOSAME) plays a pivotal role in providing educational opportunities to adult learners, aiming to uplift their socioeconomic status and contribute to community development. However, despite the agency's efforts, there is a pressing issue concerning the motivation of adult learners within its programs. The primary concern lies in understanding the factors that contribute to a lack of motivation among adult learners and how this demotivation hinders their educational progress. This study seeks to address this problem by examining the motivational challenges faced by adult learners in the Borno State Agency for Mass Education and proposing effective solutions to enhance their motivation and engagement.

LITERATURE REVIEW

Adults' motivation to participate in continuing education as they age has been a subject of interest for various researchers, Galbraith (2014). The motivational factors vary according to people's age group as well as different reasons to learn. Adult learners are motivated in various ways. For many

adults, there are several motivations to engage in learning, such as learning what is relevant to their real-life situations and what is useful for them Knowles, Holton, and Swanson,(2013) considered that the motivation factor for adult learners is different than it is for children. According to McKeachie (2016), the teacher needs to understand the learner's motivation before engage in learning in order to provide an effective learning environment. For example, according to Gom (2019), if teachers understand the nature of the learner, as well as his/ her learning needs and tendencies, "this will help them to prepare their lessons and delivery in a manner that brings out maximum output – or learning". Therefore, this study's aim is to identify the perceptions of adult learners at the Yanbu adult-education schools in Saudi Arabia regarding the motivation to learn. The study also investigates if there is a difference, by gender, by age, and among the learners' perceptions, about both the internal and external motivation to learn.

Adult Education made many efforts for literacy and adult education. For example, it gave people the opportunity to catch up with literacy and general educations as well as the opportunity to continue their education at adult education schools. The Yanbu adult education schools' vision is to help adult learners acquire the knowledge and skills that will enable people to pursue lifelong learning. The schools also provide learners with skills and knowledge that are necessary to participate in the country's overall development. The Yanbu adult-education schools mission is to provide adult learners with an appropriate learning environment that meets' needs by considering the characteristics of adult learners. The Yanbu adult- education schools' goals are to deepen God's love in the learners' hearts; to provide an opportunity for people who have completed the basic stage of literacy for continuing education in other phases; and to organize various cultural programs for adults' cultural, social, and economic needs (Ministry

of Education, 2018). According to the Ministry of Education (2017), general adult education in Saudi Arabia includes three years of primary school, and three years each of intermediate and high school. Many programs offered by the General Department of Adult Education enable adults to learn. This study focuses in general adult education that offers people who have not completed or who dropped out of their general-education studies the opportunity to continue learning. The program is also offered for individuals who wish to improve their education level.

THEORETICAL FRAMEWORK

This study's theoretical framework is focused on Knowles' theory of andragogy. According to Knowles (2013), andragogy is the art and science of teaching adults. Knowles et al. (2014) stated that andragogy is based upon six assumptions regarding the adult learners' characteristics, which are built around the learners' needs and interests. The sixth principle of andragogy is directly related to the motivation of adult learners. Ferrari (2013) pointed out that "the other five can also be viewed as highly revealing, not only in terms of how adults learn, but also in terms of what motivates them to engage and remain engaged in learning". Adult learners have a great desire to know the reason to learn something before they start learning, and they have a deep need to move towards autonomy.

Accordingly, adults are ready to learn and to apply the things they need to know in order to cope with their real-life situations. Adults come in an educational activity with different experiences. The adults' orientation with learning is life-centered; therefore, their motivations and purposes to learn vary Knowles et al., (2015). Some adults are responsive to external factors and others utilize internal factors to engage in learning.

Motivating adult learners in adult education programs is a multifaceted endeavor that draws upon various theories and models from the field of education and

psychology. These theories help educators and program administrators understand the factors that influence adult learner motivation and provide insights into how to enhance it. Andragogy Knowles, (2016) Malcolm Knowles introduced the theory of andragogy, which emphasizes that adults have unique characteristics and motivations for learning. Adults are motivated to learn when they perceive the learning as relevant to their goals and experiences. Locke & Latham, (2019) Goal-Setting Theory emphasizes the importance of setting specific, challenging goals to enhance motivation. In adult education, learners who set clear and achievable learning goals are often more motivated to work towards them. Kolb, (2013) David Kolb's Experiential Learning Theory suggests that adults have different learning styles, including diverging, assimilating, converging, and accommodating. Understanding and catering to these learning styles can enhance adult learner motivation by aligning instruction with individual preferences. Weiner, (2019) Attribution Theory explores how individuals attribute their successes and failures. In adult education, understanding how learners attribute their learning outcomes can help educators address motivational issues and enhance persistence.

Self-Determination Deci & Ryan, (2019) Self-Determination Theory (SDT) posits that motivation is driven by individuals' needs for autonomy, competence, and relatedness. In adult education, learners are motivated when they feel a sense of autonomy in their learning choices, develop competence, and have supportive relationships with instructors and peers. Eccles & Wigfield, (2014) Expectancy-Value Theory suggests that motivation is influenced by an individual's expectations of success and the perceived value of the task or goal. In adult education programs, learners are motivated when they believe they can succeed (expectancy) and find the content valuable and relevant.

MOTIVATION AND ITS TYPES

Motivation is a key factor for successful learning because it can stimulate people' need to learn. The word motivation is difficult to understand. For a long-term, educators have an interest in trying to understand the motives which adults express for learning Galbraith, (2014). According to Beck (2004), the term "motivation" came from the Latin verb "movere," meaning to move. "Motivation is then concerned with our movements, or actions, and what determines them". Rogers and Horrocks (2016) stated, "Motivation in learning is that compulsion which keeps a person within the learning situation and encourages them to learn" (p.105). Ryan and Deci (2000) pointed out that learners who have motives will be active in doing these things. On the other hand, learners who are not motivated will act negatively when performing tasks. Adult learners are stimulated to learn in a variety of ways, Knowles et al (2017) found that adults are motivated to learn by internal and external factors. Some adults are motivated by external factors (better jobs, promotions, higher salaries, etc), and others utilize internal factors (the desire for increased job satisfaction, self-esteem, quality of life, etc) to engage in their learning. For Knowles et al (2013), "the most potent motivators are internal pressures". Internal motives are hard to recognize because they are not visible motives that can be perceived or observed tangibly. Something inside them makes them have a strong desire to learn, Pintrich et al (2017) stated: intrinsic motivation represents engagement in an activity for its own sake. "People who are intrinsically motivated work on tasks because they find them enjoyable. Task motivation is its own reward and doesn't depend on explicit rewards or other external constraints".

In contrast, external motivation refers to behavior that makes learners act not because they are interested in the learning, but for some benefits of external compensation Gonzalez-DeHass, Willems, &

Holbein, (2015), for example, money, grades and honor, social or family pressures, and the threat of punishment. Compliments, appreciation, and acknowledgements are all sources of extrinsic motivation Nas, (2016). Both internal and external motivation can play a vital role with the learners' attitudes about learning Lee & Pang, (2017). Therefore, it is very important for teachers to know why adults are learning. Sometimes, adults are motivated to learn by one type of motivation, and other time, both kinds of motivation influence adult learners.

TYPES OF MOTIVATION

Motivation can be classified into two primary categories: Intrinsic and Extrinsic.

Intrinsic motivation occurs when an individual perceives an activity as inherently rewarding and willingly engages in it. In this case, the motivation stems from the individual's internal desires and is driven by the pleasure or satisfaction derived from the activity. The impetus for engaging in the activity originates within the individual, rather than being influenced by external factors.

Between the two types of motivation intrinsic motivation should be preferred to extrinsic motivation. It produces better learning because it is related to the interest of the individual. The learner undertakes the activity in which he has interest without waiting for any external pressure. When the learner does not show any intrinsic motivation or interest in learning we have to resort to extrinsic motivation by the use of inventiveness may be financial or nonfinancial (monetary or non-monetary) such as rewards, awards, competitions, praise etc. Extrinsic motivation can be created among adult learners by providing opportunities for higher learning, employment facilities, job promotion, credit facilities, tailoring machines, income generating units such as poultry, dairy, fishery units, awards, rewards, certificates etc. Motivation methods adopted in literacy campaigns include Padayatras, public meetings, door to door campaigns, wall writings, slogans, small group meetings, personal contacts, wall writings, songs, dramas, press advertisements, etc.

FACTORS INFLUENCING MOTIVATION

Motivation is a very complex phenomenon which is influenced by multiple variables operating within and outside the learner.

All these factors can be grouped under four categories.

1. Environmental factors: Proper place, freeness from noise, public movement, lighting, ventilation, etc.

2. Learner related factors: Physiological, psychological, philosophical, social, economic and cultural.

3. Material related factors: Readability, understandability, applicability, meaningfulness, relevance of the material to the needs, problems and interests of the learners.

4. Volunteer related factors: The personality of the volunteer method of teaching, commitment, etc.

MOTIVATIONAL APPROACHES

The success of the adult education program mainly depends upon the effective learning of adults. A wide range of approaches are necessary to motivate the adult learners depending upon the nature of persons, their motives, needs and interests. These approaches may be categorized as (1) Approach with Friendliness

(2) Engaging in a Participatory Approach

(3) Need-based Approach

(4) Problem Solving Approach

(5) Success-Oriented Approach

(6) Educational Guidance Approach

(7) Deficiency Approach

(8) Curriculum Approach

These approaches are suggested based upon the experiences of several field functionaries.

(1) Approach with Friendliness

This approach is widely embraced in various situations to foster rapport, share information, exchange ideas, and impart knowledge without bruising anyone's ego. Employing this method in adult education settings serves the purpose of treating adults with equal respect and initiating conversations about their well-being, their children, and their families. By doing so, it encourages adults to openly express their thoughts and needs. This approach proves particularly valuable when individually explaining programs to adult learners and in group settings, as it helps establish their full cooperation and gather objective data during field surveys. It also proves effective in skillfully addressing personal obstacles, dispelling misconceptions, mitigating social stigma, and rectifying program shortcomings. Ultimately, it facilitates engaging adult learners with greater ease and effectiveness.

(2) Engaging in a Participatory Approach

Within the framework of this program, adult learners stand as its primary beneficiaries. Their active involvement can extend across multiple stages of the program, encompassing planning, management, resource mobilization, coordination, monitoring, and evaluation. When program personnel acknowledge and respect the learners' age, status, knowledge, and familiarity with others, it naturally instills confidence in them to actively participate in the program.

(3) Need-based Approach

The adult education program emphasis upon catering to the varied needs of adults. If the functionaries of the program can meet the needs of the people or show the appropriate ways to meet their needs through other agencies naturally that will increase their confidence in the functionaries. Hence, it is essential to understand the needs of the adult learners. Their needs are often related to health, agriculture, family welfare, animal husbandry, environment, etc. When their needs are satisfied, they will participate in program willingly and effectively.

(4) Problem Solving Approach

Adults through illiterate, are members of the community and have varied problems from dawn to dusk. Their problems are often related to financial and non-financial matters. They are related to agriculture, filling up preforms, contacting and getting benefits from banks, co-operative societies and other financial institutions. If their problems are solved they get interested and participate in the program.

(5) Success-Oriented Approach

Happiness is frequently intertwined with our achievements in everyday tasks. When we accomplish something through our diligent efforts, it invariably yields a sense of personal fulfillment. Likewise, when adult learners receive periodic updates on their progress in learning activities, it naturally ignites their motivation to exert greater efforts in their ongoing pursuit of knowledge.

(6) Educational Guidance Approach

In the realm of adult education programs, the instructor serves as the frontline facilitator. Their effectiveness hinges on various factors, including their rapport with the learners, the thoughtful selection of teaching venues and schedules that align with adult learners' needs, a focus on the learning process rather than traditional teaching methods, a personal commitment to empower illiterate adults with literacy, a structured presentation of materials, consideration of adult learners' age and life experiences, and their capacity to establish a conducive environment for program initiation through public gatherings, individual interactions, and cultural activities. These elements collectively play a significant role in motivating adult learners.

(7) Deficiency Approach

This approach lays emphasis on filling up the knowledge gap with regard to the requirement of adult learners. Adults though they are illiterate have an

understanding of society, mode of dealing with the officials, neighbours, etc., and their own ways of calculating the house hold expenditure and other income and cost aspects. Yet, their methods seem to be crude. Modem civilization requires tactful, accurate, timely, logical; and knowledgeable ways of doing the things and dealing with the people. The knowledge deficiencies of adults in terms of democratic living, ways of generating income, uses of literacy, agriculture, etc., should be filled in by program functionaries, functionaries of development departments - (agriculture, health, animal husbandry, industries, etc.), local leaders and other elite members of the society.

(8) Curriculum Approach

Curriculum refers to the organized whole of learning experiences intended to bring out the desired changes in the learners. Simply, it refers to the teaching-learning materials provided to the adult learners. The teaching-learning materials intended for the adult learners should be attractive, need based, time-bound, diversified, relevant, flexible and systematic in all aspects of organisation. The letters, the getup of the primers, usage of local language, pictures, slogans, meaningful sentences, etc., can make the adults duly motivated to learn. They can inspire, strengthen, simulate and widen the intellectual horizons of adult learners and simultaneously help them to acquire literacy skills. They must also be able to impress the adult learners to continue their learning after the acquisition of rudimentary skills.

SUMMARY

The success of the program crucially hinges on the adequate motivating adult learners, community members, and program functionaries alike. Special emphasis should be placed on motivating program functionaries, as they, in turn, become catalysts for inspiring the community and adult learners. Moreover, program functionaries must recognize their responsibility in actively participating in the

program to create the essential conditions for effective learning. Furthermore, it's essential to recognize that motivation is context-specific and holds a broader significance within the context of adult education programs. Adult education is an endeavor rooted in the field, demanding creativity and innovation in its execution. Therefore, the types and approaches to motivation discussed here should be given top priority. Ultimately, the success of adult education programs relies heavily on the dedication of those involved, particularly the program functionaries who play a pivotal role in motivating adult learners. A comprehensive understanding and analysis of the discussed aspects will greatly assist adult education functionaries in formulating appropriate strategies to motivate both adult learners and the community, thereby ensuring the program's success.

CONCLUSION

Motivating adult learners in the Borno State Agency for Mass Education (BOSAME) programs involves a holistic approach that considers the relevance of content, learner autonomy, goal setting, learning styles, and attributions of success and failure. By implementing strategies informed by motivational theories, such as Self-Determination, Expectancy-Value Theory, Goal-Setting Theory, Adult Learning Styles, and Attribution Theory, BOSAME and similar agencies can create a more motivating and effective learning environment for adult learners in regions facing unique educational challenges like Borno State.

The Motivational Framework for Adult Learners in Adult Education Programs provides a structured approach for educators and program developers to enhance motivation among adult learners. By considering the multifaceted nature of motivation and integrating these theories and concepts, educators can design programs that are more engaging, relevant, and effective for adult learners. This framework serves as a guide for researchers and practitioners to create a

motivating and inclusive learning environment in adult education programs, ultimately contributing to the broader goals of adult education.

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