

Impact of Motivation on Adult Learners in Functional Literacy Programme in Oyo State, Nigeria

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Abstract

This study was carried out to examine the impacts of social traction on the performance of adult learners in Ifedore Local wernment Area, Ondo State. It is obvious that society change the life of adult learners may be positively or negatively, four research questions were drafted to achieve the purpose of this study which was mainly the topic of this work. Survey method was the research design adopted and questionnaire instrument for data collection in this study. One hundred and twenty randomly selected of adult learners from five villages in Ondo West Local Government Area, of Ondo State. Frequency counts percentage and chart were used analyse data collated from the raw information provided by the respondents. The findings of this study depict that social interaction great influence in adult learner classes. The overall results shows that social interaction assist in adult learners class, as it helps to expose where learner is lacking and how the instructor can help. A total number of eleven tables was constructed for the results of this research, along with carts. From the findings of this work, the results shows that social interaction has great influence in adult learner classes. The purpose of social interaction is to help the impact the adult learner with knowledge, therefore instructor should be careful so as not to misplace priority.

INTRODUCTION

Education is the industry that produces manpower for the economy of nations. Therefore, education enhances manpower development by improving the number and quality of human resource, Bareday in Afonja (2003) says that education is truly a mirror of the level of development and the aspiration of any people. Education in general and functional literacy programmes in particular are means of advancing people in terms of giving them knowledge, skills attitudes necessary for expanding their potentials. Akinpelu (2002) is the view that education programmes are organized for learners who have pre-occupation or jobs other than studying. Further words education is associated with vocational occupation or professional skills of development. Functional literacy one step further from elementary literacy. It refers to the ability to usethe stills of reading writing and computing in the acquisition of information as would make the individual function more actively and beneficially in the economics, social, politicalpsychological and cultural activities of the community whether or she lives. Essentially, for any adults to participate in any functional literacy programme there must be need for it. Need and motivation are two important things that guide the adult participants in functional literacy progrmmes. Literacy is seen as a tool for developing skill, knowledge and attitudes for the daily survival of human persons. Therefore, literacy is an educational process which aims at in calculating in the individuals the ability to read and write and to carry out basic calculations. Literacy could be seen as the ability to function better in one's social context. Thus, literacy is aimed at enhancing one's understanding of the society in which one is required to assume a functional role. UNESCO (2011) defined it as the ability to identify. Understand, interpreted create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continue of learning by individuals to achieve their goals to develop their knowledge and potential and to participate fully in their community and wider society. Oduaran (1991) defined functional literacy as one step further up from elementary literacy. It refers aptly to the ability to sue the skills of reading, writing and computing that would benefit the individual. Beder (1990) and Thompson (1992) identified self-improvement, family responsibilities, job participation, advancement, urging by other people, social expectations and relationships, escape from bore dome and stimulation and cognitive interest as a basic motivation. Needs attract the attach adults to take part in functional literacy programmes and Maslow Hierarchy of Needs, they are: Psychological; Safety, stability and security; Belongingness (social affiliation love); Self-esteem and Self-actualization.

The above hierarchy of needs make us understand why adult learners participate in functional literacy programs. For instance an adult learner who lacks social and economic rewards tend to participate in functional literacy programmes so as to improve these needs he years to have and. for growth and development of self. The tension and problems learners encounter in his environment or working place will motivate him to learn more so as to find a solution to the tension and problems. He participates in functional literacy programmes so as to

improve safety, security for himself, whether in his job or environment. The learning needs of adult learners vary according to their social role. Adults who newly arrive working age will be obsessed with learning how to make a living, a woman with young children will be interested in domestic matters and in the children's education. So also a member of a church choir will be interested in learning music better. The individual as an adult learner has a need that is sometimes termed self-fulfillment or self-actualization. Some adult learners may wish to develop skills in their work which will enable them excel or in other skills from which they may derive satisfaction and recognition such as in sports or in domestic practice like sewing or cooking. Some may wish to enhance their social standing cultivate new social relationships and feel the need for learning how to achieve such needs. There are some adult learners which may have lost educational opportunities in the past may feel incomplete as persons unless they fill what they see as gaps in their knowledge education. The behavior of adult learners in a given environment is aimed at fulfilling basic wants or needs which vary at a given time. The need to improve on one's job, further knowledge or education, to improve social status, for socialization, mental improvement psychological capability, political orientation, religious improvement, awareness etc. will motivate adult learners to participate in functional literacy programmes. The adult learners can be a spouse, parents, workers, young adults etc. if these needs that motivate them to participate in functional literacy programmes are met, they can be satisfied in the aspect of growth and development for themselves and the society in which they live. The attitude of the adult educator can also motivate adult learners to enroll in functional literacy programmes. Availability of the facilities in the environment where it is located can also encourage learners to participate in literacy programs. Because adult learners are motivated by what they see, how they are treated thereby causing growth and development.'

Statement of the Problem

There has been a rapid increase in the participation of adult learners in functional literacy programmes in recent years. This is evident in the high rate of adult learner's enrolment in functional literacy programmes in Oyo metropolis taking advantage of centers offering such programmes. In spite of the various tasks which adult learners who participate address with, they still avail themselves with these learning and activities or opportunities what then could be the motivating factors. To what extent do these factors serve as determinants of adult learner's participation in functional literacy programmes?

The focus of this study is to determine the factors which motivate adult learner's participation in functional literacy programmes in Oyo State.

Research Questions

The following research questions were raised for this study:

1. What are the objectives of adult learners' participation in functional literacy programmes?
2. To what extent does adult learner's social interaction or relationship influence their participation in functional literacy programmes in Oyo State?
3. Does psychological characteristics of adult learners serve as determinants to participation in functional literacy programmes?
4. To what extent do adult learner's economic factors influence participation in literacy programmes?

What will gratify their needs at whatever level they may be struggling. Therefore, if adults are hungry, they should be helped to what will give them food, if they are well-fed, safe, loved and esteemed, they must be helped to explore undeveloped capabilities and become fully equipped.

Therefore, the federal government of Nigeria realizing that the only way to transform every area in the country into an advanced state and to eradicate illiteracy, empower citizens is to direct its policy towards equal and adequate educational opportunities for all citizens by creating literacy centers that will promote functional literacy programmes for growth and development. It is therefore very important to determine the factors that motivate adult learners to participate in functional literacy programmes.

Scope of Study

The study is limited to the geographical area of Oyo metropolis. It covers specifically adult learners of some selected functional literacy centres who participate in functional literacy programmes.

REVIEW OF RELATED LITERATURE

According to Freire (2001), the most significant benefits of functional literacy programmes to adult learners is empowerment. The programmes help adults to function and key roles in conflicting and post conflicting resolutions. The education development of adults irrespective of their gender in a society is of great importance to the development of a nation. The idea for the inclusion of functional literacy programmes into literacy centers in any country is to enable adults to live and work as persons, develop their potentials, make critical and

informed decisions and function effectively in society within the context of their environment. Motivation is a psychological concept which explains what exactly motivates adult to learn voluntarily and undertake specific actions.

According to the encyclopedia of education research (1992) nation is and umbrella term having a wide variety of connotations and denotations. It is seen as a characteristic that stimulates adults to learn. Psychologists define it as a process that directs, and sustains behavior. It is regarded as driven by rewards, or incentives, energizers, needs and interest which propels the individual into action.

Needs according to Webster's international dictionary is a want of something requisite, a necessary duty which is desirable and useful. Need arises when there is a gap. Adult learners have a range of different motivating factors that propel them into participating in functional literacy programmes. These are the factors that make it essential that the education of adult must be taken with greatest seriousness so that necessary skills and capabilities will enable them to read the word and world as they grapple with life challenges. This chapter is a review of some existing literature on the factors motivating adult learner's participation in functional literacy programmes in Oyo Metropolis.

In order to inspect closely the factors motivating adult learner's participation in functional literacy programmes below are some guidelines of the specific areas to be covered in this review.

- The concept of literacy
- The role of functional literacy and its benefits to adult learners
- Functional literacy programmes in Oyo metropolis
- Effects of motivation in functional literacy programmes
- Factors motivating adult learners participation in functional literacy programmes.

The concept of Literacy

Literacy is an instrument for acquiring relevant knowledge and skills required for development. This implies that adults cannot acquire information and knowledge required for their survival without literacy is seen as a tool for developing skills, knowledge and attitudes for the daily survival of human persons. A literate person is one who is able to read, write and understand simple written text about his daily life. Literacy is very critical for development in the contemporary society because it is used to improve the living conditions of adults in the society. The potency of literacy is hinged on its ability to liberate and emancipate the recipient from ignorance which is an obstacle to self-fulfillment of an individual.

Role of functional Literacy and its benefits to Adult Learners

According to UNESCO (2011) functional literacy is referred to as work oriented, earner oriented or occupational oriented literacy, (treats illiterates in a group context within a given environment of occupation with a view to satisfying the collective and individual needs of the group. Functional literacy is thus tailored made to the needs of adults in content and method. Functional literacy combines the skills of reading, writing and computing as well as social, technical, and occupational training.

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It is geared towards the adults socio-cultural functioning as could be found in family life, health environment and civic programmes. Functional literacy benefits adult learners in the areas of productivity in terms of economic development. In terms of technological capacity functional literacy helps adult learners to interact intelligently with others and also to solve problems it helps participants to meet basic needs for growth and development.

The Effect of Motivation in Functional Literacy Programmes

Where an understanding of programmes where an understanding of motivations is relevant as in adult education programmes this is due to the distinctive nature of adult learners. Learning for most adults is voluntary and most adult learners benefit from successful completion of the programmes. Adult learners are independent learners who must be convinced of the content and method of the programmes before they enroll for it. They participate in functional literacy programmes to reason best known to them. They are motivated due a gap or pressing need that needs to be satisfied or met. Adult learners believe that if they participate in functional literacy programmes it will help to reduce poverty, to develop themselves socially economically, politically,

psychological and to satisfy their felt needs. Behavioral theory of motivation says that for the organism to respond positively to a given condition, will automatically lead to improvement in the organism's life. The need for self-actualization also motivates them to take part in functional literacy programmes. The process theory of motivation also state the engaging in an activity the individual will consider the probability of the goal. Adult learners are also motivated if the location for the functional literacy programmes is accessible.

Functional Literacy Programmes in Oyo State

There are some programmes existing in Oyo State metropolis that are meant to bring or foster meaningful development in the life of adults in the environment.

Adult basic education: It is a programme designed to improve the reading and writing skills of adult learners. It gives them the basic skills to function well in the society they belong. The greatest need of adult basic education is for adult learners to be equipped with literacy skills, retention, education or the knowledge to cope with any situation develop study skills so as to improve their academic performance.

Training and retraining: A positive attitude towards training and retraining is the best way for developing adult learners who might have some constraints; their skill or job. It is used to develop adult learner's human resources to its fullest potential. It makes it easier for adults to train and retrain.

Liberal Education: Liberal Education as an approach to learning that empowers adult learners and prepares them to deal with complexity, diversity and change. It provides adult learner with broad knowledge, cultivar science and society. It gives the adults how to develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as problem solving. :

Civic Education: Adult learners are made to have knowledge on their right and privileges in his or her society through functional literacy programme adults will be educated on their civic right. That is why political education must form an integral part of social policy and must be given back to adult citizen.

Extension Education: It is a dynamic, non-formal system for developing and implementing programmes. Extension education is provided for obtaining a perspective for identifying the needs of adult learner. Adult learners are motivated to participate more in extension programmes because it strengthens their skill especially in the area of agriculture and health.

Distance Education: This in a field of education that focuses on teaching methods and technology with the aim of delivering teaching for adults who are not physically present in a traditional education setting. It helps to give equal opportunity to adult learner regardless of their socio-economic status, area of residence, gender, race, and age of cost. It mates adult learners to utilize every educational opportunity for positive growth and development.

Effect of Motivation of Adult Learner Participation In Functional Literacy Programmes

Needs, drives incentives, energizer tend to propel adult learner to take part in functional literacy programme. They see it as a sense of importance. They participate in order to upgrade themselves, enhance employ ability, and improve on already acquired skills, self-actualization, and knowledge acquiring so as to develop them meaningful in the society to which they belong. Some adult learner wish to participate in order to improve on their social stand and learn how to make constructive use of their leisure times. Vallerand (1997) in his self-determination theory is of the view that a person's intrinsic motivation is concerned with doing something for his own sake in order to derive pleasure and satisfaction. They see it as a process for their advancement in all ramifications of their lives. Maslow arranges the human needs into hierarchy in their order of potency, placing the needs in five stages, he formulates the principles under which they operate: thus it is only when one partially gratifies a more basic and pressing needs that the next level on the hierarchy rears up its head: deprivation of a satisfied need best equips the individual to seek a way to resolve the gratification of the need in future and when basic needs have been met people become more healthy and motivated to actualize their highest potentialities.

- Psychological needs are the most basic needs for adult's survival. They include food, water, sex, air and elimination of waste.
- Satisfy needs require a measure of security for self-preservation
- Love and belongingness needs are needs for affectionate relationships. These are needed to be part of a group and general community.
- Esteem needs are the needs for self-respect self-confidence, feeling of strength and adequacy and to receive recognition for others.
- Need for self-actualization includes fulfilling one's individual nature in all its endeavors. Becoming everything one is capable of becoming. Generally, these needs actually motivate adult learners into participating in functional literacy programmes because they see a felt need and want to accomplish it.

Factors motivating adult learner's participation in functional literacy programs can be grouped under the following headings.

Political Factors

The need for adult learner to take part in decision making process is one of the usefulness of literacy and the promotion of democracy, political party right, the right to vote and be voted for, if results are lacking or being ignorant of the political condition of their society, they see it as a pressing need and want to be educated in any programme that can teach them what they ought to know. Political education can be defined as an integral part of social policy and must be given back to the people who have all the rights and obligations of adult citizens. The need to be politically wise in the communities or societies adult learners belong from the motivating factor that makes them to take part in functional literacy programmes and thus making them important. Due to this need adult learner want to be politically active and want to take part in every decision making process.

Socio-Cultural Factors

The influence on the society on both learning and behavior is no longer in doubt one of the important influence is inter-personal relationship. This is significant to the community and environment in which adult learner live or work. Every community needs some development which comes from inside or outside the society. The members of the community are responsible for its development, if these are lacking the adult members are willing to take part in literacy education in order to bring meaningful development and sustainability in this gain, members can enjoy self-reliance, pride of creativity and ingenuity and independence with this education members are liberated through social and cultural development. Adult learners participate as a result of social integration; social change brings about sharing, accommodation, and interaction among members for meaning growth and development.

Economic and Physiological Factors

An adult learner who is gainfully employed in either public or private sector of the economic where they can utilize their skills, knowledge and potentials in the development of the nation sees a need to improve on the skills already acquired. Therefore need to participate in any functional literacy programmes that will broaden and enhance more on the existing knowledge or skill. Culien (1994) is of the view that the ability to read, write and compute does not corner, functionality of the adult learner of if he is unable to satisfy his health and nutritional needs. If he does not know how much food he consumes, what quantity of food to eat, shelter and the type of clothes to put on and how to take care of the body, what exercise to part take in so as to maintain good health once aware of this need the adult learner will like to participate in functional literacy programmes so that these needs might be meant.

Educational Factor

It is a need that motivates adult learner's participation in functional literacy programmes. The adult learner has learning needs which they term as self - fulfillment. The adults need skills that will enable them achieve their aim successfully and wish to improve on their learning capabilities. Adult learners who may have lost some educational opportunities in the past and may feel in complete as persons unless they fill what they see as gaps in the knowledge or education. Others may want to learn how to make meaningful use of their leisure time. According to Okukpon (2005) leisure education is provided for adults in the sense that it assists adults in making productive use of their leisure time is to avoid boredom.

They take part in order to be self and better informed citizen as well as those who simply find a creative stimulus in the act of learning. It will be seen that adult learners are individuals who may be interested learners are individuals who may be interested in learning for a very wide variety of reasons, many of which are personal and need to be met and harnessed.

Physiological Factors

It must be confessed that many adults attitude towards life is associated to what they might have experienced before in life. They might have experience of painful memories of school, social interaction which was not rewarding. As adults family members like the children, wife or husband, they worry about their work, health and how to cater for their families, they also worry about financial challenges that they might be facing. Thus bringing emotional breakdown and instability due to this pressing need and how to remedy the situation, adult learners are motivated to take part in programmes that will help improve their emotions reduce fears and help them to be aware of the dangers of being worried and how to cope with any situation whether domestic situation or not. From these reviews, we can say that functional literacy is truly a need that adults need to avail themselves for in any of its programmes. The functional literacy programmes is to satisfy the pressing needs of adults who wish to gratify these needs.

RESEARCH METHOD

Research Design

This study is designed to find out the factors motivating adult learners' participation in functional literacy programmes in Oyo State using five adult literacy centers to ascertain the factors. The adult participants of about 100 in number formed the population of the study. The researcher used the descriptive survey design as the method that can be adequately used to obtain general view of the adult learners and what they think of when it comes to functional literacy programme. This design was used because it was the only design that could give the general idea of what the adult learner's opinion is on functional literacy education.

Population

In this study, the population comprises of all the adult learners of Nigeria, especially all the people that have attained a certain functional literacy school in Oyo State, Nigeria.

Sample and Sampling Techniques

With regards to this study, due to distance and time constraints, five functional literacy centers was selected out of all the major centers in Nigeria. The target population was selected adult learners from selected adult literacy centres in major towns of Oyo State.

Instrument

The researcher developed a questionnaire on the impact of motivation of adult learners' participation in functional literacy programmes. The questionnaire contained 30 questions designed to cover all the factors that enhance participant's enrolment in functional literacy programmes. The questionnaire was divided into two sections: Section A and Section B.

Data Analysis

Data analysis is the summary, description and interpretation of the result of the subjects under this study. It is the process of analyzing the data in this work, the frequency counts and simple percentage were used.

Results and Discussion

Research Question 1: What are adult learners's objectives in participating in functional literacy programmes?

Table 1: Response on motivating factors in relation to adult learner's objectives in participating in functional literacy programmes.

Types of responses	No of responses	Percentage (%)
Yes	64	64
No	36	36
Total	100	100

From the table, 64% of the respondents indicated that they are satisfied with the above factors that they have some objectives in participating in functional literacy programmes.

Research Question 2: to what extent does adult learner’s social interaction or relationship influence their participation in functional literacy programmes?

Table 2: Response on adult learning social interaction and participating in functional literacy programme.

Types of responses	No of responses	Percentage (%)
Yes	57	57
No	43	43
Total	100	100

From the table 57% of the respondents see social interaction or relationship as a factor motivating their participation in functional literacy programmes while 43% did not see it as a factor

Research Question 3: To what extent do adult learners psychological characteristics serve as determinants of adult learner’s participation in functional literacy programme?

Table 3: Psychological factors and learner’s Participation in Functional Literacy Programme.

Types of responses	No of responses	Percentage (%)
Yes	75	75
No	25	25
Total	100	100

75% of the respondents indicates that they were with this factors while 25% of the respondents disagreed.

Research 4: To what extent do adult learner’s economic reasons influence their participation in functional literacy programmes?

Table 4: Economic Factor

Number of Respondents= 100

Types of responses	No of responses	Percentage (%)
Yes	70	70
No	30	30
Total	100	100

Out of 100 respondents, 70 (70%) showed that economic reasons influence their participation in function literacy programmes while 30 (30%) of the respondents showed that it does not.

Discussion

From the data analysis, the study revealed that out of four sub-scales factors which are objectives in participating in functional literacy programmes, social interaction or relationship influence, learner's psychological characteristics, and economic reasons. Show that they all motivate adult learner's participation in functional literacy programmes.

- Learner's objectives in participating in functions literacy programmes: The adult learners were satisfied with this factor probably because they see it as means of development in their lives.
- Social interaction or relationship influence adult learner's participation in function literacy programmes? The learners are motivated by these factors because they see the means of learning so that they can interact and socialize with their environment. This factor is in agreement to Maslow's hierarchy of human needs of chapter two.
- Psychological characteristics of adult learners showed that respondents are motivated in order to know how to cope mentally in any situation they find themselves. This is applicable to her berg's and Maslow's hierarchy of human need. They are of the views that adult needs to have certain need that propel them into any action.
- Economic Reason: After analysis of this factor, it showed that a lot of adult learner's motive in participating in functional literacy programmes is due to economic reasons or factor. For example, they take part in order to learn how to compute, know how to read and write in order to improve on their business transactions, vocations and employment as the case may be (Cullen 1994). The implication from this findings showed that adult learners have felt needs that need to be met. As a result of these felt needs, they are motivated to participate in functional literacy programmes which are in agreement with Vallerand (1997) in his self determination theory that a person's intrinsic and extrinsic motivation makes him or her to carry out an action that is worthwhile and will bring satisfaction. Also A.H Maslow arranges human needs into hierarchy in their order of potency. Because they are needs that will motivate adult learners to take part in any functional literacy programmes.

Conclusion

The research showed that adult learners are motivated to participate in functional literacy programmes in Oyo metropolis because they have gaps that need to be met in order to enhance their well-being. It showed that they have motives they want to acquire in order to be up and doing in the society to which they belong. These needs which are social, political, psychological, religious, economic physiological energizes them to enroll in functional literacy programmes.

Recommendations

Since this research revealed those factors motivating adult learners participation in functional literacy programmes the researcher there fire makes the following recommendations.

- ❖ That adult learner should be motivated more so that illiteracy and ignorance will be out and thereby enhancing meaningful development.
- ❖ Government should provide more adequate literacy centres that will faster functional literacy programmes.
- ❖ Adequate awareness should be encouraged, especially in the rural areas so that more adult learners can participate effectively in functional literacy programmes.
- ❖ The creation of more centres will help to ameliorate the scourage of poverty and help participates to be knowledgeable in how to make ends meet for development,
- ❖ Working conditions should be provided for. In the sense that the facilitators need to be funded in order to bring about meaningful development on the part of adult learners.

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