

The Influence of Motivation on Performance of Adult Learners in Continuing Education Centres (CEC) Donga Local Government Area of Taraba State, Nigeria

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Abstract: This study investigates the relationship between motivation and academic performance among adult learners in continuing education centres (CEC) donga local government area of taraba state, Nigeria. The study examining combine motivation, intrinsic and extrinsic motivational factors that influence adult learner's learning outcomes. Three Research objectives, and hypotheses were meticulously crafted to steer the inquiry forward. The research was carried out employing a survey methodology. The survey included all 220 comprise of adult students from various adult education centres. A total of 132 adult learners were selected randomly, employing the simple random sampling technique in accordance with the recommendations outlined in the research advisory table. The instrument used for this study was adapted motivational questionnaire and assessed with reliability coefficient of 0.87. The analysis employed were multiple regression and Pearson Product Moment Correlation (PPMC). The finding revealed that there is evidence of a significant influence of combine motivation, intrinsic and extrinsic motivation on academic performance among adult students in the Continuing Education Centre Donga L.G. A. The study conclude with recommendations include implementing personalized learning approaches, developing supportive learning environments, providing career counselling services, and establishing flexible scheduling options.

Keywords: Motivations, Adult learners, Performance, Continuing Education Centres PPMC.



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Introduction

Adult learning is characterized by a self-directed, goal-oriented approach, often referred to as andragogy. The need for lifelong learning has become increasingly prevalent due to rapid technological advancement, job market evolution, and the necessity of skill enhancement. Continuing education centres cater to adults aiming to improve their knowledge and skills to enhance their careers or personal development. The role of motivational factors in adult learning, especially within Continuing Education Centres (CECs), is a critical area of study that helps educators and administrators enhance the effectiveness of adult education programme. Adult learners often engage in continuing education for various reasons that can significantly influence their performance, commitment, and overall success. Understanding these motivational factors is essential for developing strategies that cater to diverse learning needs. The growing number of adults returning to study in continuing education centre is a reality. Adults are motivated to participate in continuing education due to the demand of a globalized economy which emphasizes a knowledge-based society. Knowledge-based society accentuates the more highly-skilled and multi-skilled workers who have global mobility, highly competitive, productive, flexible, independent and critical thinkers (Tan, 2005). Therefore, working adults are aware of the fact and they engage in continuing education centre for them to survive better at workplace and to live better life (Madsen & Wilson, 2006; Mulenga & Liang, 2008).

According to (Beck, 2004, as cited in Uzoma & Nneka 2023) motivation as a driving force that impels one to act and a means to get the desired goal. It is a condition that activates and sustains behaviour towards a goal. Motivation is a major factor for successful learning because it can stimulate people's need to learn (Arends, 2015). Motivation in learning is that connecting key or compulsion which keeps the learner within the learning situation and encourages them to learn. Bakar (2014) pointed out that learners who have motives will be active in acquiring knowledge, while learners who are not motivated, will act negatively when performing tasks. Thus, the need for motivational skills. Motivational skills, according to Gom (2009) are those actions and strategies that elicit a desired behaviour or response from a learner. These skills could be internal or external influences that contribute to productivity, satisfaction at work and meaningful contribution to education. Similarly, motivational skills play an important role in teaching profession. A self-motivated teacher is focused on his growth and that of the growth of her learners, by bringing positively and set clear goals for them.

Conversely, there are two main types of motivation, namely: Intrinsic and Extrinsic motivation.

- **Intrinsic Motivation:** This involves self-driven elements such as personal satisfaction, curiosity, and the desire for self-improvement. Research shows that when adults find intrinsic value in their studies, they are more committed and perform better (Deci & Ryan, 2000).
- **Extrinsic motivation:** This is also external motivation. This type of motivation comes from external forces or your surroundings. The driving force exists outside the human body that stimulates the individual action and also have a rewarding pushing impact for the learner. According to Legault (2016) Extrinsic motivation is an incentive activated by external factors such as reward, good marks. Individuals who are extrinsically motivated, work on tasks because they believe it will bring desirable outcomes such as reward, praise or avoidance of punishment. Examples of Extrinsic motivation are motivational speakers, videos or any external factors that drives you to do something. (Legault, 2016). Both Intrinsic and Extrinsic of motivation are very important and play a huge role in improving teaching and learning thereby achieving success in life.

Adult learners in Continuing Education Centre must be motivated in one way or another to urge them to take an enthusiastic interest in these programmes. According to Houle (2022), continuing education is the deliberate and systematic endeavor to introduce, review, or modify the

competences of professionals' professional performance. In reality, Wong (2022) defines continuing education as any learning possibilities that may be pursued after obligatory full-time schooling has finished. This sort of education appears to have no end as long as individuals are interested in acquiring new skills, ideas, and/or knowledge in order to operate well in their cultures. Adults might be enticed to actively participate in continuing education programs when they are eager to learn (Wong, 2022).

Motivational factors play a crucial role in shaping adult learner performance in Continuing Education Centres. By recognizing the complexities of adult motivations and implementing strategies that foster both intrinsic and extrinsic motivations, CECs can enhance learning outcomes and ensure that adult learners achieve their educational goals. Continuous research and adaptation of teaching methods will remain essential as the dynamics of adult education evolve. There is a lack of research, addressing the role of various motivation types to influence the adult learners' decision to return to school to learn. The researcher is optimistic that adult education can be improved if their needs can be considered. This situation has created a gap which needs to be filled by the present study and warranted the need to conduct an investigation towards examining the influence of motivation on performance of adult learners in continuing education centres in Donga Local Government Area of Taraba State, Nigeria.

Objectives of the Study

The main objective of this study was to investigate the influence of motivation on performance of adult learners in continuing education centres in Donga Local Government Area of Taraba State, Nigeria, and specific objective is;

1. To find out the relative influence of motivation on academic performance among adults students of Continuing Education Centre in Donga Local Government Area of Taraba State.
2. To find out the influence of intrinsic motivation on academic performance among adults students of Continuing Education Centre in Donga Local Government Area of Taraba State.
3. To find out the influence of extrinsic motivation on academic performance among adults students of Continuing Education Centre in Donga Local Government Area of Taraba State.

Research Hypotheses

To guide the research the following null hypothesis were formulated and tested at 0.5% level of significance:

Ho1: There is no significant influence of motivation on academic performance among adults' students of Continuing Education Centre in Donga Local Government Area of Taraba State.

Ho2: There is no significant influence of intrinsic motivation on academic performance among adults' students of Continuing Education Centre in Donga Local Government Area of Taraba State.

Ho3: There is no significant influence of extrinsic motivation on academic performance among adults' students of Continuing Education Centre in Donga Local Government Area of Taraba State.

Research Design

In this study, the researcher employed descriptive survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Olayiwola (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research. This study was

conducted in Donga Local Government Area of Taraba State, Nigeria. The accessible population involved all students in *Continuing Education Centre (CEC)* which comprised of two hundred and twenty students/learners (220) across the ten ward. The target population of this study consisted of all the selected adult students in Adult Basic Education (ABE) Wukari Local Government Area of Taraba State. Based on the Research Advisors (2006) guideline, the required sample size for the study was one hundred and thirty two (132) adult education students were picked from 220 adult student using the simple random sampling technique, while motivation questionnaire was used to collect data for the study.

Data Analysis

Multiple Regression analysis and Pearson Product Moment Correlation (PPMC) was used to analyse the data based on the research question and hypotheses raised, the null hypothesis were tested at $p \leq 0.05$ level of significance. The null hypotheses were retained when the calculated value was found to be greater than or equal to the alpha value ($p \geq 0.05$) and were rejected when the calculated value was found to be less than the alpha value ($p < 0.05$). This is based on the nature of the hypothesis stated that seek the combine relative influence of the independent variables on the dependent variable, Macqueen and Knussen (2006) opined that multiple regression is the best statistics to be use in that respect.

Data Presentation

The data collected are organized based on the research formulated hypotheses to guide the study.

Ho1: There is no significant relationship between study habit and academic performance of adult learners of Continuing Education Centre in Donga Local Government Area of Taraba State.

Table: 1 Summary of Multiple Regression Result of motivation that affect academic performance among adults' students of Continuing Education Centre in Donga Local Government Area of Taraba State.

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remarks
Variables	B	Std. Error	Beta			
(Constant)	17.605	1.573		11.191	.000	
intrinsic motivation	.294	1.388	.056	2.212	.003	S
extrinsic motivation	.859	.728	.416	1.180	.001	S

a. Dependent Variable: Academic Performance

$R=0.402$, R^2 ADJUSTED=0.487, F – VALUE=12.726

The above table shows that Intrinsic Motivation has the Mean of 37.4000 and standard deviation of 8.36946, while Academic Performance has the mean of 3.0834 and standard deviation of .72446. When both intrinsic and extrinsic motivation are zero, the predicted academic performance score is 17.605. This is statistically significant ($p < .001$) is statistically significant ($p < .001$). Motivation, academic performance is predicted to increase by 0.294 units, holding extrinsic motivation constant. This effect is statistically significant ($p = .003$). For every one-unit increase in extrinsic motivation, academic performance is predicted to increase by 0.859 units, holding intrinsic motivation constant. This effect is statistically significant ($p = .001$). The standardized coefficients allow us to compare the relative importance of each predictor. Extrinsic

motivation appears to have a stronger influence on academic performance (0.416) compared to intrinsic motivation (0.056). Contrary to the statement "There is no significant influence of motivation on academic performance among adults' students of Continuing Education Centre," the results actually suggest that both intrinsic and extrinsic motivation have statistically significant influences on academic performance. Both types of motivation show positive relationships with academic performance. Extrinsic motivation appears to have a stronger influence than intrinsic motivation. The effects are statistically significant, as indicated by the p-values (Sig.) being less than 0.05 and the "S" remark for both variables. In conclusion, based on the provided data, there is evidence of a significant influence of both intrinsic and extrinsic motivation on academic performance among adult students in this Continuing Education Centre, with extrinsic motivation showing a stronger effect.

Table 2: Summary of Person Product Moment Correlation on intrinsic motivation on academic performance among adults' students of Continuing Education Centre in Donga Local Government Area of Taraba State.

	N	Mean	Std. Deviation	df	r	P-value	Decision
intrinsic motivation	132	3.9866	0.59101	130	0.614	0.0001	Rejected
academic performance	132	51.7531	0.53050				

a. Dependent Variable: Academic Performance

(R = 0.614, df = 130, P-value = 0.0001)

The table above presents correlation analysis results between intrinsic motivation and academic performance. Contrary to the statement "There is no significant influence of intrinsic motivation on academic performance among adults' students of Continuing Education Center," the statistical evidence strongly suggests otherwise: The correlation coefficient ($r = 0.614$) indicates a moderately strong positive relationship between intrinsic motivation and academic performance. The p-value (0.0001) is much lower than the conventional significance level of 0.05, indicating that this relationship is statistically significant. The decision to reject the null hypothesis further supports the conclusion that there is indeed a significant relationship between these variables. Based on this data, we can conclude that there is a significant positive influence of intrinsic motivation on academic performance among adult students of the Continuing Education Center. Students with higher intrinsic motivation tend to have better academic performance.

Ho3: There is no significant influence of extrinsic motivation on academic performance among adults' students of Continuing Education Centre in Donga Local Government Area of Taraba State.

Table 3: Summary of Person Product Moment Correlation on extrinsic motivation on academic performance among adults' students of Continuing Education Centre in Donga Local Government Area of Taraba State.

	N	Mean	Std. Deviation	df	r	Prob	decision
extrinsic motivation	132	3.7651	0.48141	130	0.601	0.0001	rejected
academic performance	132	51.7531	0.53050				

a. Dependent Variable: Academic Performance

(R = 0.601, df = 130, P- value = 0.0001)

The table above presents the results of a correlation analysis between extrinsic motivation and academic performance. Contrary to the statement "There is no significant influence of extrinsic motivation on academic performance among adults' students of Continuing Education Center," the

statistical evidence strongly suggests otherwise. The correlation coefficient ($r = 0.601$) indicates a moderately strong positive relationship between extrinsic motivation and academic performance. The p-value (0.0001) is much lower than the conventional significance level of 0.05, indicating that this relationship is statistically significant. The decision to reject the null hypothesis further supports the conclusion that there is indeed a significant relationship between these variables. The decision to reject the null hypothesis further supports the conclusion that there is indeed a significant relationship between these variables.

Findings

From the findings of this study, it was revealed that there is a significant influence of combine motivation, intrinsic and extrinsic motivation on academic performance among adult students in the Continuing Education Centre Wukari Local Government Area. The findings agreed with the opinion of Obaidalah and Sarah (2019) their findings confirmed the importance of the five motivators for the adult learners at Saudi Arabia's Yanbu adult-education schools. However, this study indicated that adult learners are more motivated by internal, rather than external motivation. These research findings are consistent with Knowles (2012) who emphasized that adults are more motivated by internal pressures to learn. Additionally, Pintrich (2007) educators indicate that internal motivation to be more attractive and to result in better learning outcomes than external motivation. According to Schunk Pintrich, and Meece. (2020), intrinsic motivation enhances student engagement and persistence. Adult students motivated by internal factors are more likely to participate actively in learning experiences, leading to better comprehension and retention of information. Extrinsic motivators can lead to short-term increases in performance, especially when grades and certifications are tied to outcomes (Dweck, 2017). This is particularly relevant in a CEC, where many adult learners may prioritize immediate career benefits. He further suggested that when extrinsic rewards are effectively contextualized with learning objectives, it can enhance intrinsic motivation. For example, presenting the value of course content for career advancement can inspire students to engage more deeply with the material.

Conclusion

The main goal of this study is to examine influence of motivation on performance of adult learners in continuing education centres (CEC) in donga local government area of taraba state, Nigeria. Based on the finding of this study, researcher concluded that combine intrinsic and extrinsic motivation significantly influence the Performance of Adult Learners in Continuing Education Centres. The respondents agreed that there is a significant positive influences of combine intrinsic and extrinsic influence academic performance of adult learners in Continuing Education Centres Donga Local Government Area of Taraba State, Nigeria.

Recommendations

Based on the findings of this study, the following are hereby recommended;

- Tailor educational experiences to individual learners' backgrounds and goals to enhance motivation.
- Explore how constructive feedback can help maintain motivation and improve performance.
- Recommend training for instructors on motivational techniques tailored to adult learners.
- Suggest program designs that foster a supportive community of learners, enhancing motivation and engagement.

By implementing these above recommendations, educational institutions can utilize motivation to make informed decisions that enhance teaching effectiveness and improve learning outcomes of adult learners within Continuing Education Centres.

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