

Motivational Factors Influencing Participation and Performance of Adult Learners' in Functional Literacy Programmes in Ondo State, Nigeria

¹, Dr. S. T. Aroge ², Dr. Francis O. Olaniyi,

^{1,2}, Department of Adult Education, Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Nigeria.
Ondo State, Nigeria.

ABSTRACT: The study examined motivational factors influencing participation and performance of adult learners' in functional literacy programmes in Ondo State, Nigeria. The study adopted a survey research design. The sample comprised of 150 respondents in Ondo State, Nigeria. Four research questions were formulated for the study. Descriptive research design of survey type was adopted for the study. The sample size comprised of 150 respondents' in Ondo State, Nigeria. The instrument used was structured questionnaire tagged on factors motivating adult learners' participation in functional literacy programmes in Ondo State, Nigeria. The data collected was analyzed with descriptive and inferential statistics. The four research questions were answered with frequency counts, percentage and standard deviations. Findings revealed that adult learners participated in functional literacy programs to read and write (33.3%). On the basis of findings, it also revealed that it was for the sake of job that most adult learners participated in functional literacy programmes (52.7%). Findings also revealed that adult classes encouraged sound interpersonal relationship with others (33.3%), it was also discovered that adult learners' desire to go back to class stimulates them (33.3%). It was, therefore, recommended that government should make policies that would aid adult functional literacy programmes to become achievable in the country. There should be subsidy for adult learners in literacy classes in Ondo State, Nigeria. There should be collective efforts by the facilitators and all other stakeholders to ensure sound adult literacy classes in Ondo State, Nigeria.

KEYWORDS: Adult education, functional literacy, programmes, adult learners.

I. 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 and attitudes necessary for expanding their potentials. Akinpelu (2002) is of the view that education programmes are organized for learners who have pre-occupation or jobs other than studying. Further, the words education is associated with vocational occupation or professional skills for the development. Functional literacy is one step further from elementary literacy. It refers to the ability to use the skills of reading, writing and computing in the acquisition of such information as would make the individual function more actively and beneficially in the economic, social, political, psychological and cultural activities of the community, where he 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 programmes. According to Oduaran (1991), 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 inculcating 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, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuation of learning by individuals to achieve their goals to develop their knowledge and potential and, to participate fully in their immediate community and wider society. Oduaran (1991) defined functional literacy as one step further up from elementary literacy. It refers aptly to the ability to use the skills of reading, writing and computing that would benefit the individual. Beder (1990), identified self-improvement, family responsibilities, job participation, advancement, urging by other people, social expectations and relationships, escape from boredom and stimulation and cognitive interest as a basic motivation. Needs attract adults to take part in functional literacy programmes and to enhance their productivity and sustenance.

Maslow's theory elucidated the basic foundation for the literacy needs of adult learners, and 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 programmes. For instance, an adult learner who lacks social and economic rewards will not participate in functional literacy programmes, except it is to improve these needs he/she has to engage in it for growth and development of self.

The tension and problems that 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 at working age will be obsessed with learning how to make a living, a woman with young learning how to make a living; a woman with young children will be interested in domestic matters and in the children's education. 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 and education. The behaviour of adult learners in a given environment is aimed at fulfilling basic want or needs which vary at a given time. The need to improve on one 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 (Freire, 2001).

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 earners to participate in literacy programmes; because adult learners are motivated by what they see, how they are treated thereby causing growth and development (Freire, 2001).

II. OBJECTIVE OF THE STUDY

This study seeks to find out the factors motivating adult learners' participation in functional literacy programmes in Ondo State, Nigeria. It seeks to look at the factors enhancing or propelling adult learners to take part in functional literacy programmes. Factors like physiological and basic human factors or needs that motivate adult learners to take part. They take part to seek improvement for what they feel is not fully actualized, until it is fully actualized; the need will continue to bother the adult learners. The study is to know how these needs are driven so that the adult educator can be well equipped and prepared on how to teach the adult learners. Cope with them and any situation they might have and to motivate and help them find solutions to those problems; thereby bringing about growth, change in behaviour of the learners and the society to which they belong. Specifically, this study sought to:

- to examine the extent to which functional literacy influences adult learner's life in Ondo State, Nigeria.
- to determine the effect of functional literacy programmes on adults and its outcome in Ondo State, Nigeria.
- to assess the role of handlers in making sure there is value for these adult classes across Ondo State, Nigeria
- to establish the importance of functional literacy programmes and motivation that are for adult learners in Ondo State, Nigeria.

III. RESEARCH QUESTIONS

The specific questions that guided this study are:

1. What are the adult learners' objectives in participating in functional literacy programmes?
2. To what extent does adult learners' social interaction or relationship influence their participation in functional literacy programmes?
3. Do responsibility and personal life factors motivate adult learners' participation in functional literacy programmes?

4. To what extent do adult learners' economic reasons influence their participation in literacy programmes?

Literature Review: The review of relevant literature for this study was carried out under the following sub-headings:

Adult Learners: Adult educators should endeavor to translate both the basic human needs and educational needs into interest so as to motivate the adults into participating more in functional literacy programmes. Knowles(2000), stress that the highest expression of the act of the adult educator is skills in helping adult learners to discover and become interested in meeting their needs. Freire (2001) is of the view that in knowing learners' needs will enable them organize themselves, translate their needs into interest in order to improve on the aspirations of their potentials. It should be noted that people differ in need the specific needs of the adults should be given in the area of content, methodology and evaluation. Motivation is a psychological concept which explains what exactly propels human beings to voluntarily undertake specific actions. Psychologists differ in their definition of motivation. They define it as drives, needs, incentives reinforcement, energizer, goal and expectancy. Motivation determines largely when an adult learner want to learn and how much far he will not respond to any stimulus unless he is in a state of need and feels he can himself, by responding. As a matter of fact, man's need must be motivated so that he can be satisfied with himself, his job and his environment he lives. Maslow and Murray(2005) two psychologists identified some basic human needs. Murray(2005), a cognitive theorist sees internal structure as the basis of human behavior. Thus, when the brain is internally instigated, it organizes other psychological processes. He classified motives into two major categories of primary needs and secondary needs. The primary needs in basic requirements for living / such as the need for intake of food, water, air, the need for excretion and exhalation and the need for withdrawal (for safety) when faced with anger. The secondary needs include the desire to control and influence others, desire to admire someone else, need for independence and need to fight. He further theorizes that at a given time some needs remain until they are satisfied. Murray(2005) postulated that needs come to the fore and express themselves with more urgency than others. Murray(2005) was the first need theorist of motivation. Maslow(1995) in his principles of motivation has highlighted that human beings are active beings whose behaviors are agitated or propelled by some potent forces.

He calls the forces organismic based needs. He postulated that unsatisfied need creates tension within an organism thereby serving as a force to direct behavior towards reduction of the tension. Maslow's hierarchy of needs consists of need for foods, shelter, health, clothing, transportation education. They need for transformation of experiences and awareness of reality for adult learners and societal benefit. In the area of economic and physical need. This motivates the learner to participate in any of the functional literacy programmes because it will provide the knowledge for their need to be solved. The adult learners want to be economically balanced that is to upgrade their skills and employability gives the need for their participation in functional literacy. They also participate to meet employment expectations. Adult learners are encouraged because they want to be more acceptable and also to guarantee solution for the quest for a change in job and to reduce poverty. In other words to meet their immediate needs. Learning on the part of adult learners is supplemental and secondary to their primary role in the society. As soon as they identify the needs, they strive towards its fulfillment. They participate due to political need. If he is not wise politically, their rights and privileges might be trampled upon. The need or the driving force towards their participation in functional literacy programmes. They want to be responsible citizens and live right. The need for mutual interpersonal relationship in a community motivates their participation so that there will be development and execution of policies for the community. The motive of adult learners' participation in functional literacy programmes is to bring about solution of their felt needs. Adult learners desire a need and they are interested in the programmes in order to develop in their lives. The comfortability of the venue can also motivate adult learner as participation in functional literacy programmes. The adult learners are a group of individuals that need to be gratified; the need can be socially, educational, economic, political, psychological, physical needs and also technological needs. If these needs are met, they can function meaningfully in the society they belong (Ojokheta and Omoregie, 2008).

Effects 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 programmes. They see it as a sense of importance. They participate in order to upgrade themselves, enhance employability, and improve on already acquired skills, self-actualization, and knowledge acquiring so as to develop them meaningfully in the society to which they belong. Some adult learner wishes to participate in order to improve on their social standing 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 programmes 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 learners 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 influences is inter-personal relationship. This is significant to the community and environment in which adult learners 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 case, 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 meaningful growth and development.

Economic and Physiological Factor: An adult learner who is gainfully employed in either public or private sector of the economy 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. Vallerand (1997) opines that the ability to read, write and compute does not mean that he is functional in all areas of human endeavour and also the adult learner is unable to satisfy his health and nutritional needs, that means functional literacy is essential for such adult learner. 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 partake 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 useful for his existence.

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 incomplete 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 Factor: It must be admitted that many adults attitude towards life is associated to what they might have experienced in life. They might have experienced 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 are to satisfy the pressing needs of adults who wish to gratify these needs.

Institutional Factor and Participation: Adult literacy programmes take place in various places which include community centres, churches and mosques, that are often unsuitable for adult learning (Akinpelu, 2007). Meaningful adult learning needs to be conducted in a supporting and conducive environment. In some cases, learning mainly took place in poorly ventilated and poorly illuminated structures. Lack of toilets and travelling fairly long distances to the centres posed health problems causing low participation (Omolewa, 2006). The learning was mainly found to be teacher-centred leading to low motivation among learners as they could not open up to share experiences. Much as emphasis is placed on conducive learning venues, sometimes adults prefer to learn elsewhere regardless of the quality of physical facilities rather than in a formal school setting to avoid being teased or embarrassed by children or younger ones even if the physical facilities are user friendly

Teaching and Learning Materials: Text books used in the teaching of functional literacy are called primers and the content covered should enable the learners to read passages fluently and with understanding in mother tongue languages or in languages of the catchment area (Akinpelu, 2007). According to Okedara (1999) in his report on the teaching and learning materials used at the adult literacy centre in Iseyin, Oyo State of Nigeria, to the tobacco farmers observed that learners lacked literacy support materials at home, except for the primary school curriculum books for their children which were irrelevant to adults. The study also established that teachers had no guides, curriculum or reference materials which led to lack of detailed content, sequence, uniformity and standardized teaching. Despite lack of a uniform curriculum for adult learners, the instructor is supposed to involve learners in needs identification and come up with a curriculum based on unique circumstances in the locality. Ouso (1994) asserts that if suitable books and other materials are not available and the teacher resorts to using materials intended for children, most adult learners may feel demeaned. It is however, noteworthy that the reviewed literature puts more emphasis on the importance of supplying learning resources but do not demonstrate a clear linkage between the resources and how they can stimulate meaningful learning. Probably the development of learner-generated materials (LGM) where learner's indigenous knowledge is tapped through the concept of talking a book needs to be reinforced in order to enhance the teaching of literacy (Aderinoye, 2007). Such an initiative can help to build confidence in learners if they realize that they can write a book. Learners may also feel encouraged to read materials in which they participate in developing, hence minimize the misconception that the art of writing a book is a preserve of the professionals.

Curriculum and Content Delivery: Aderinoye and Ojokheta (2008) state that curriculum is not a concept to be confined to a classroom full of students within the compound of a school or college. Curriculums indeed a body of content of knowledge, values and skills, with associated real-life activities to be transferred to a group of learners in various settings and needs serious consideration and careful development as part of all new policy initiatives. This argument tends to reinforce the fact that adult learning goes beyond the classroom and that knowledge and skills gained are for application in real life situations.

IV. RESEARCH METHOD

Research Design: The research design adopted for this study is the descriptive method of the survey type. The researcher adopted the descriptive survey method because it was found relevant for the study. The study finds out factors motivating adult learners' participation in functional literacy in Ondo State, Nigeria.

Population: The target population consists of all adult learners in Ondo State, Nigeria. The respondents in this study were adult learners participating in adult literacy classes.

Sample: Simple random sampling was used because a large number of individuals, subjects or phenomenon exist in the sample in target to study. One hundred and fifty (150) sample was selected from adult classes in Ondo State, Nigeria.

Research Instrument: The instrument used by the researcher for this study is structured questionnaire consisting questions relating to the purpose of the study and the research questions raised for the research.

Data Analysis: Data collected from the questionnaire were compiled, sorted, classified and coded into coding sheet and analyzed, using frequency counts, mean, percentage and Anova. Pearson Product Moment Correlation Co-efficient (PPMCC) were used to test for relationship in the hypotheses at 0.05 level of significance.

V. RESULTS AND DISCUSSION

Research Question One: What are the adult learners’ objectives in participating in functional literacy programmes?

Table 1: respondent response on adult learners’ objectives in participating in functional literacy programmes.

S/N	STATEMENT	RESPONSES						TOTAL
		A	D	SA	SD	MEAN	STD. DEV	
1.	Adult learners participated in functional literacy programme to be able to read and write?	31 20.7%	39 26.0%	50 33.3%	30 20.0%	2.47	1.034	150 100.0
2.	It is for the sake of my job that I partake in functional literacy programme	79 52.7%	28 18.7%	27 18.0%	16 10.7%	3.13	1.060	150 100.0
3.	Often times, adult learners’ quest to be conversant with social and economic issues attract them to functional education	18 12.0%	63 42.0%	40 26.7%	29 19.3%	2.47	0.939	150 100.0
4.	I participate in functional literacy to get white collar job in my state	33 22.0%	36 24.0%	43 28.7%	38 25.3%	2.43	1.095	150 100.0
5.	It is the political space that encourages me to go back to adult class	35 23.3%	46 30.7%	44 29.3%	25 16.7%	2.61	1.023	150 100.0

Source: **Researcher’s survey, 2019**

The Table above shows the result of research question one which stated that what are the adult learners’ objectives in participating in functional literacy programmes, from the result 33.3% of the respondent strongly agreed that adult learners participated in functional literacy programme to be able to read and write, 20.7% agreed while 26.0% disagreed and 20.0% strongly disagreed with the mean of 2.47 and standard deviation of 1.034, 18.0% of the respondents strongly agreed that it is for the sake of my job that I partake in functional literacy programme, as 52.7% agreed while 18.7% and 10.7% disagreed and strongly disagreed respectively with the mean of 3.13 and standard deviation of 1.060, 26.7% and 12.0% of the respondents also strongly agreed and agreed respectively that often times, adult learners’ quest to be conversant with social and economic issues attract them to functional education as 42.0% and 19.3% disagreed and strongly disagreed respectively with the mean of 2.47 and standard deviation of 0.939, 28.7% of the respondent also strongly agreed that I participate in functional literacy to get white collar job in my state, 22.0% agreed while 24.0% disagreed as 25.3% strongly disagreed with 2.43 as the mean and 1.095 as the standard deviation. It is shown from item 5 that 29.3% and 23.3% strongly agreed and agreed respectively that it is the political space that encourages me to go back to

adult class while 30.7% and 16.7% disagreed and strongly disagreed respectively with the mean of 2.61 and standard of deviation of 1.023. The result revealed that most adults participate in functional literacy programmes to help them with their writing and reading ability for different purposes, most specially to involve themselves literarily to political and environmental activities around them; while some participate in functional literacy programmes to get white collar jobs.

Research Question Two: To what extent does adult learner social interaction or relationship influence their participation in functional literacy programme?

Table 2: Respondents view on doe’s adult learner social interaction or relationship influence their participation in functional literacy programme.

S/N	STATEMENT	RESPONSES						TOTAL
		A	D	SA	SD	MEAN	STD. DEV	
6.	Adult class encourages sound interpersonal relationship of adult learners	31	38	50	31	2.46	1.040	150
		20.7%	25.3%	33.3%	20.7%			100.0
7.	Adult learners desire to go back to class stimulates his/her interaction in adult class	40	42	52	16	2.71	0.980	150
		26.7%	28.0%	34.7%	10.7%			100.0
8.	Socio-economic engagement enhances adult learners’ participation in functional literacy programmes	35	39	49	27	2.55	1.040	150
		23.3%	26.0%	32.7%	18.0%			100.0
9.	Adult learners social cast is a factor that influence his/her participation in functional literacy programmes	38	65	28	19	2.81	0.958	150
		25.3%	43.3%	18.7%	12.7%			100.0
10.	Learners ability to grow his academic certificate is a factor that influence his/her participation in functional literacy programmes	39	52	32	27	2.69	1.050	150
		26.0%	34.7%	21.3%	18.0%			100.0

Source: **Researcher’s survey, 2019**

The table above shows the result of research question two which states that to what extent does adult learner social interaction or relationship influence their participation in functional literacy programme?, from the result 33.3% of the respondents strongly agreed that Adult class encourages sound interpersonal relationship of adult learners, as 20.7% agreed while 25.3% and 20.7% disagreed and strongly disagreed respectively with the mean of 2.46 and standard deviation of 1.040, 34.7% and 26.7% of the respondents also strongly agreed and agreed respectively that adult learners desire to go back to class stimulates his/her interaction in adult class as 28.0% and 10.7% disagreed and strongly disagreed respectively with the mean of 2.71 and standard deviation of 0.980, 32.7% of the respondent also strongly agreed that Socio-economic engagement enhances adult learners’ participation in functional literacy programmes, 23.3% agreed while 26.0% disagreed as 18.0% strongly disagreed with 2.55 as the mean and 1.040 as the standard deviation, 18.7% and 25.3% strongly agreed and agreed respectively that Adult learners social cast is a factor that influence his/her participation in functional literacy programmes while 43.3% and 12.7% disagreed and strongly disagreed respectively with the mean of 2.81 and standard of deviation of 0.958. Finally, item 10 reveals that 21.3% of the respondent strongly agreed that Learners ability to grow his academic certificate is a factor that influence his/her participation in functional literacy programmes, 26.0% agreed while 34.7% disagreed and 18.0% strongly disagreed with the mean of 2.69 and standard deviation of 1.050

It is clear from the result that social class has been a great influence on adults participation in functional literacy programmes in the sense that most adults that lack the knowledge acquired in literacy programmes might feel inferior or find it difficult to interact in the society. The need to interact freely and engage in socio-economic and social activities would drive adults to participate in functional literacy programmes.

Research Question Three: Do responsibility and personal life factors motivate adult learners' participation in functional literacy programmes?

Table 3: Respondents response on responsibility and personal life factors motivate adult learners' participation in functional literacy programmes?

S/N	STATEMENT	RESPONSES						TOTAL
		A	D	SA	SD	MEAN	STD. DEV	
11.	Learners growing responsibilities is a factor that influence his/her participation in functional literacy programmes	40 26.7%	19 12.7%	56 37.3%	35 23.3%	2.43	1.119	150 100.0
12.	Learners economic need is a factor that influence his/her participation in functional literacy programmes	30 20.0%	48 32.0%	35 23.3%	37 24.7%	2.47	1.073	150 100.0
13.	Learners personal disposition is a factor that influence his/her participation in functional literacy programmes	33 22.0%	52 34.7%	39 26.0%	26 17.3%	2.61	1.015	150 100.0
14.	Learners family is a factor that influence his/her participation in functional literacy programmes	48 32.0%	34 22.7%	27 18.0%	41 27.3%	2.59	1.199	150 100.0
15.	Learners children is a factor that influence his/her participation in functional literacy programmes	38 25.3%	54 36.0%	28 18.7%	30 20.0%	2.67	1.066	150 100.0

Source: **Researcher's survey, 2019**

The Table above shows the result of research question three which states that Do responsibility and personal life factors motivate adult learners' participation in functional literacy programmes, from the result that 37.3% of the respondents strongly agreed that Learners growing responsibilities is a factor that influence his/her participation in functional literacy programmes, as 26.7% agreed while 12.7% and 23.3% disagreed and strongly disagreed respectively with the mean of 2.43 and standard deviation of 1.119, 23.3% and 20.0% of the respondents also strongly agreed and agreed respectively that Learners economic need is a factor that influence his/her participation in functional literacy program mesas 32.0% disagreed and 24.7% strongly disagreed with the mean of 2.47 and standard deviation of 1.073, 26.0% of the respondent also strongly agreed that Learners personal disposition is a factor that influence his/her participation in functional literacy programmes, 22.0% agreed while 34.7% disagreed as 17.3% strongly disagreed with 2.61 as the mean and 1.015 as the standard deviation, 18.0% and 32.0% strongly agreed and agreed respectively that Learners family is a factor that influence his/her participation in functional literacy programmes while 22.7% disagreed and 27.3% strongly disagreed with the mean of 2.59 and standard deviation of 1.199. Finally, it is shown from item 15 that 18.7% of the respondent strongly agreed that Learners children is a factor that influence his/her participation in functional literacy programmes, 25.3% agreed while 36.0% disagreed and 20.0% strongly disagreed with the mean of 2.67 and

standard deviation of 1.066 The result revealed that learners’ responsibilities motivate them to participate in functional ability. A learner who is a father might be motivated to participate in functional literacy programme so has to be able to impact literacy knowledge into their offsprings, and also want to have the literal knowledge on how to build up a family while most learners are being motivated by family members to participate in functional literacy programmes.

Research Question Four: Do adult learners’ economic reasons influence their participation in literacy programmes?

Table 4: Respondent response on adult learners’ economic reasons influence their participation in literacy programmes

S/N	STATEMENT	RESPONSES						TOTAL
		A	D	SA	SD	MEAN	STD. DEV	
16.	The desire to make more money is a factor in participating in functional literacy programmes	59	42	33	16	2.96	1.022	150
		39.3%	28.0%	22.0%	10.7%			100.0
17.	The presence of more political opportunities is a reason in participating in literacy classes by adults	35	34	60	21	2.55	1.000	150
		23.3%	22.7%	40.0%	14.0%			100.0
18.	Regular jobs and academic needs influence participation in literacy programmes	92	32	13	13	3.35	0.963	150
		61.3%	21.3%	8.7%	8.7%			100.0
19.	Exposure and social needs influence learners participation in literacy programmes	26	73	27	24	2.67	0.945	150
		17.3%	48.7%	18.0%	16.0%			100.0
20.	The presence of technology and advancement influences learners participation in literacy programmes	82	37	20	11	3.27	0.953	150
		54.7%	24.7%	13.3%	7.3%			100.0

Source: **Researcher’s survey, 2019**

The table above shows the result of research question three which states that Do adult learners’ economic reasons influence their participation in literacy programmes. From the result, 22.0% of the respondents strongly agreed that The desire to make more money is a factor in participating in functional literacy programmes, as 39.3% agreed while 28.0% and 10.7% disagreed and strongly disagreed respectively with the mean of 2.96 and standard deviation of 1.022, 40.0% and 23.3% of the respondents also strongly agreed and agreed respectively that The presence of more political opportunities is a reason in participating in literacy classes by adults as 22.7% disagreed and 14.0% strongly disagreed with the mean of 2.55 and standard deviation of 1.000, 8.7% of the respondent also strongly agreed that Regular jobs and academic needs influence participation in literacy programmes, 61.3% agreed while 21.3% disagreed as 8.7% strongly disagreed with 3.35 as the mean and 0.963 as the standard deviation. 18.0% and 17.3% strongly agreed and agreed respectively that Exposure and social needs influence learner’s participation in literacy programmes while 48.7% and 16.0% disagreed and strongly disagreed respectively with the mean of 2.67 and standard of deviation of 0.945. Finally, item 20 reveals that 13.3% of the respondent strongly agreed as 54.7 agreed that the presence of technology and advancement influences learner’s participation in literacy programmes while 24.7% disagreed and 7.3% strongly disagreed with the mean of 3.27 and standard deviation of 0.953.

The result revealed that the desire to be partakers of beneficial social and political opportunities and the ability to make use of technologies and other life comforting opportunities in the society motivates adult learners to participate in functional literacy programmes as the world is rapidly advancing in technologies.

VI. DISCUSSION OF FINDINGS

This study sought to examine factors motivating adult learners' participation in functional literacy in Ondo State, Nigeria. The main reason adult learners needed to be motivated to participate in functional literacy programmes is to help them discover and meeting their needs, as knowing their needs will enable them organize themselves, translate their needs into interest in order to improve on the aspirations of their potentials. From the research question one which states that "what are the adult learners' objectives in participating in functional literacy programmes?". The desire to be able to read and write which is the major aim of literacy programmes motivates adult learners while most adult learners are only motivated by their needs that could be solved by their participation in functional literacy programmes. Akinpelu (2007) defines motivation as inner state that channels behaviour to exert high level of efforts towards some set goals conditioned by ability to satisfy some individual needs. As a matter of fact, man's need must be motivated so that he can be satisfied with himself, his job and the environment he lives. The adult learners want to be economically balanced, and wants to upgrade their skills and employability so they can be more acceptable and also guaranteed solution for a quest to reduce poverty; all these wants motivate adult learners to participate in functional literacy programmes. From research question two which states that to "what extent does adult learner social interaction or relationship influence their participation in functional literacy programme?". This is significant to the community in which adult learners live or work, the members of the community are responsible for the development of the community in which it is the utmost need of adult learners to be part of development of the community and most adults introduce other adults through social relationship to participate in functional literacy programmes. In line with Ekundayo (2001) who describes participation as a process which assumes that people are at the center of development action meanwhile, true participation empowers and facilitates learning, the learning process is therefore an empowering process whose purpose is knowledge generation and acquisition, positive attitudes formation, development of self-awareness. Developed countries where literacy rates are low the governments usually embark on Non-Formal Education (NFE) to improve on the situation and NFE is usually implemented because literacy is used to have direct nexus with a nations' development. Watts (1983) suggests that in order to help a community it is necessary to know its actual needs and the literacy programme should be based on the actual community needs as learners' needs and desires motivate their participation in functional literacy programmes.

From research question three which states that "do responsibility and personal life factors motivate adult learners' participation in functional literacy programmes?; attitudes of adults towards life are associated with what they might have experienced in life. They might have bad experiences that imprint painful memories on them. Such memories may include: bad social interrelationship that doesn't turns out well, loss of loved ones. And as adults, they also worry about how to cater for their family and the financial challenges they are facing. Thus, 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 or not. According to Salgado (2012) who asserts that it is necessary to recognize that education cannot be limited to the transmission of basic skill of reading, writing and numeric while overlooking the everyday environment in which people live and relate and challenges adult learners encounter in their personal lives like their engagement in social development activities and family background issues. It has been further stated that it is necessary to incorporate activities that develop skills that enable learners analyze and confront their reality.

Research question four which states "do adult learners' economic reasons influence their participation in literacy programmes?"; most adult learners participate in functional literacy programme mainly to be partakers in political or social opportunities and to become employable or to improve their performance in their present job all of those reason is to achieve one purpose which is to step-up their financial status. Culien (1994) is of the view that the ability to read and write does not corner functionality of the adult learners of if he is unable to satisfy his health, nutritional and economical needs. Therefore, an adult learner needs to participate in any functional literacy programme that will broaden and enhance more on the existing knowledge or skills that would help them acquire knowledge on how to meet other personal economical needs.

VII. CONCLUSION

Based on the findings of this study, it was observed that functional literacy programme will not only provide good and sound adult learners in the society, but also enhance their social, political and economic productivities in the society.

RECOMMENDATIONS

The following recommendations have been made based on the findings of this study:

- Government should support adult literacy programmes in the society to enhance social productivity.

- All instructors should give sound and durable instruction to adult learners in Ondo State of Nigeria.
- There should be subsidy for adult learners in Ondo State of Nigeria.
- There should be collective efforts by the teachers and all stakeholders to ensure sound adult classes in Ondo State of Nigeria.

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