MOTIVATIONAL STRATEGIES AND THEIR APPLICATION TO THE EDUCATIONAL NEEDS OF ADULT LEARNERS AT INSTITUTIONS OF HIGHER EDUCATION

by

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ABSTRACT

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Adult education and what motivates adult learners to come back to schools is not a new issue in the field of education. Although, in recent years more and more attention is directed towards adult learners and their motivation to learn, their needs as learners, and the teaching strategies and methods that meet and enhance these needs. Researchers agree that adult education became a very diverse and multifaceted area of study, perfectly reflecting the population of adult learners that it represents. Also, adult education is a mirror image of societal structures: it's economical, political, and cultural changes greatly influence and affect the educational needs and demands of adult learners. Researchers go even further by saying that adult education significantly reflects on global issues, and becomes a vast and open arena for new ideas and views. On the other hand, adult education does not signify one complete educational theory. It includes a number of educational models or sets of educational assumptions. Andragogy is one of them.

The purpose of this study was two fold. One, the study compared traditional pedagogical and new andragogical models of learning and teaching. Following the assumptions drawn from

andragogical model of education, the educational needs and motivational strategies that enhance these needs were explored. Two, the research selected a number of requirements and qualities of a motivating teacher and presented them as recommendations to the educators of adult learners.

This study was conducted through a comprehensive review and critical analysis of research and literature over past 23 years (1980 – 2003) focused upon objectives of the study.

The review of literature pointed to a variety of external factors that greatly affected the field of adult education. They include, but are not limited to the following ones: globalization of the economy, technological changes, cultural and ethnic diversity, and fundamental transformations in the demographics of American society. The research supported the assumption that adults represent a unique group of learners that significantly differs from children and adolescents. Although, the review of the literature clearly showed that there is no one set theory of learning and teaching in adult education.

The field of adult education appears to be an extremely dynamic and constantly changing field, with great flexibility and adaptation to socioeconomic modifications, and possibilities for the future growth and development.

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CHAPTER ONE

INTRODUCTION

"… one of the most absorbing topics of our day – adult education".
Jaime Tores Bodet

In today's world the student populations are rapidly changing. More adult learners are coming back to school in nearly every degree-granting institution of higher education. According to Merriam and Caffarella (1999), there are three major factors that describe how these changes affect American society and the populations of the adult learners. The number one factor includes the radical changes in the demographics of our society in recent years. There are a greater percentage of adult populations in today's world. The numbers of adults over age sixty-five are rapidly growing (the generation of baby boomers, born between 1946 and 1964). Therefore, all structures of our society must shift their focus and their attention towards this change. The American society of today's world contains more cultural and ethnic diversity than it ever had. Also, the population of the United States is better educated than ever before.

Additional factors that greatly affect adult learning are the global economy and technology. Globalization of the economy is shifting the focus of adult education by concentrating on a service and information society versus a production society. Therefore, Merriam and Caraffella (1999) note, that the ability to learn becomes an exceptionally valuable skill in today's society. It is also extremely important to note the impact of technological changes and its affects on adult education. Technological progress demands an increase of knowledge production, therefore it demands for fast growing and quickly adapting learners. As Merriam and Caraffella (1999) conclude, adult education becomes "particularly sensitive to a restructured workplace, reliance on technology to produce knowledge, and a market demand for multiskilled workers" (p. 20). The growth of the global economy, the advanced computerized technologies,

and the growing number of decentralizing work places are increasing the demand for a highly qualified workforce that can offer higher workmanship quality and skills, and can also offer the ability of continuous adaptation and professional growth. In addition, the growing amount and complexity of available information and choices those adult populations must engage in everyday life (e.g. in financial management, health care issues, technological progress, etc.) make learning extremely important and valuable for successful and active performance within the means of the modern society.

Each year approximately 40 million adults in the United States participate in educational activities (Wlodkowski, 1993). The National Center for Education Statistics projects that by the year 2011-2012, the number of students earning master's level degrees will increase by 500,000. Loden and Rosener (1991) addressed how much the workforce of America would change during 1990. They forecasted that by the year 2000 there would be more women in the classrooms, more international students and minorities, and more students holding full-time jobs while in school. When one looks around the classrooms in the year 2003, one should be able to confirm that these predictions have become reality. The National Center for Education Statistics puts this picture into numbers and further supports Loden and Rosener's assumptions. According to the Projection of Education Statistics (2003), the number of master's degrees is growing rapidly. It will increase by 467,000 in 2003-2004. Even further, this number will increase to 501,000 in 2011-2012. We also can see a significant increase in the number of adult learners regardless of their gender, age, and socioeconomic background (Thoms, 2001).

Kolberg and Smith (1992) argue that the world of today is globally competitive and will become even more competitive in the future. Therefore, the educational system must "properly prepare tomorrow's leaders" (p. vi) in order for our economic system to survive over the long

term: “This syllogism – work organization, trained workers, educated workers – must be established as America’s new business paradigm in partnership with federal, state, and local governments”(p. 3).

Kolberg and Smith (1992) suggest that the American society of today’s world must accept and embrace a new concept of lifelong learning as a value of the future. Furthermore, Belanger (1996) notes, “ the question is no longer whether adult learning is needed, and how important it is. The issue today is how to respond to this increasing and diversified demand, how to manage this explosion” (p. 21). Geissler (1996) supports this statement and expands it by saying that lifelong learning must become a motto of adult education. He states, “the duty to be free (with the pressure to realize oneself) is the duty to go on learning” (p. 37). Therefore, the mission of education according to Knowles (1980) is:

> To produce *competent* people – people who are able to apply their knowledge under changing conditions, and we know that the foundational competence all people must have is the competence to engage in lifelong self-directed learning. We now know, also, that the way to produce competent people is to have them to acquire their knowledge (and skills, understanding, attitudes, values, and interests) in the context of its application (p. 19).

Faculty, as well as administrators in the field of education, face many challenges in creating learning environments and learning strategies that are appropriate and meet the standards of today’s world for the adult learner. Therefore, one of the major tasks for professional educators of today becomes a mission of understanding the characteristics and educational needs of the adult learner, discovering ways of supporting those needs and helping

the adult learners to become more motivated, and creating various educational strategies that promote motivation to learn and to achieve.

Purpose of the study

The purpose of this study is twofold. One, to examine the educational needs of the adult learner; to discover the most effective educational strategies that enhance these needs; and to identify the general characteristics of a motivating teacher. Two, to take the results of this study and formulate recommendations to professional educators and administrators who are directly involved with adult learner populations.

This study is conducted by means of a comprehensive review and critical analysis of research and literature over the past 23 years (1980-2003); and, is focused upon the objectives of the study during the spring and summer of 2003.

Research objectives

The primary research objectives of the study are:

1. To determine the educational needs of the adult learner.
2. To examine the motivational strategies that meet the educational needs of the adult learner at best.
3. To record general characteristics of a motivating teacher of adult learners.
4. To formulate recommendations to professional educators and administrators who concentrate on the populations of the adult leaner at institutions of higher education.

Definition of terms

For clarity of understanding, the following terms are defined:

Adult – any human being, past the age of puberty, who has discontinued his fulltime attendance in a formal school situation, and functions in one or more adult life roles, spouse, parent, worker, or any human being who has reached the legal and/or socially prescribed age for assumption of adult rights, privileges, and responsibilities.

Adult Education – a process by which the instructional needs of an adult, as perceived by themselves or others, are met through organized learning experiences.

Adult Learner – an adult who is enrolled in any course of study, whether special or regular, to develop new skills or qualifications, or improve existing skills and qualifications.

Andragogy – the art and science of teaching adults and of adult learning in a climate where the adult is given primary consideration: contrasted with pedagogy.

Institution of Higher Education – any such institution as defined by section 801 (e) of the Elementary and Secondary Education Act of 1965.

Limitations of the study

This study is a critical analysis of research and literature and does not include a measurement instrument. This fact limits the research to personal interpretation of chosen literature.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter the educational needs of the adult learners and the motivational strategies that sustain those needs at institutions of higher education are explored. The chapter focuses on the androgogical approach to education versus the pedagogical one, the educational needs of the adult learners who return back to school, the motivational strategies that enhance the learning process for the adults, and the characteristics of a motivating teacher.

From pedagogy to andragogy

" I believe that the significance of adult education is simply that it can free us men and women from insignificance, from the sense of being powerless…"
Sir John Maud

Knowles (1990), the founder of andragogy in the United States, describes adult learner as a neglected species. Writings, concerning adult education, were sparse until recently. Although, there is a spike of interest towards the topic of the adult learner, the researchers still do not have a single answer or a theory that embraces all the knowledge about the adult learner. According to Merriam (2001), what we do have "is a mosaic of theories, models, sets of principles, and explanations that, combined, compose the knowledge base of adult learning" (p. 3). Adult education as a professional field was founded in 1920. However, not until the middle of the 20th century (the two decades between 1960 and 1980) did the researchers start paying more attention to the unique characteristics of adult learners and combining them into an integrated framework of adult learning.

In 1968 Knowles proposed a new model of adult learning theory. His idea was to distinguish adult learning from a well-known concept of pedagogy that refers to the framework of children learning. It was called ***andragogy.*** The European concept of andragogy, which Knowles, Holton III, and Swanson (1998) defines as "the art and science of helping adults learn" (p. 272) was contrasted with pedagogy, "the art and science of helping children learn" (p. 272). A German grammar school teacher, Alexander Kapp, first used the term andragogy in 1833. In 1920's, this term was reintroduced by German social scientist Eugen Rosenstock. He articulated the opinion that adult education should become a special area of interest with special teachers, special teaching methods, and a special educational philosophy. Rosenstock (cited in Knowles, Holton III, and Swanson, 1998), in a report to the Academy in 1921, expressed his concern:

> It is not enough to translate the insights of education theory [or pedagogy] to the situation of adults… the teachers should be professionals who could cooperate with the pupils; only such a teacher can be, in contrast to a "pedagogue", an "andragogue" (p. 59).

The term "andragogy" was fully adopted in Europe in 1957, and eventually brought to the United States in 1960 by Malcolm Knowles, who used the term 'andragogy' to express the way adults learn. In a book "Andragogy in Action", Knowles and Associates (1985) write:

> Clearly, by 1970 – and by 1980 – there was a substantial enough body of knowledge about adult learners and their learning to warrant attempts to organize it into a systematic framework of assumptions, principles, and strategies. This is what andragogy sets out to do (p. 7).

The andragogical model of learning derived from many contributions from the various subjects in the sciences of human development. The evidence of this statement is illustrated in Tables A and B.

Table A.

Contributions to Adult Learning Theory

Ancient Chinese and Hebrews (Confucius, Lao Tse, Hebrew prophets)	Ancient Greeks (Aristotle, Socrates, Plato)	Ancient Romans (Cicero, Evelid, Quintillian)
⇩	⇩	⇩
Case method A leader or one of the group members would describe situation, often in a form of parable, and together they could explore its characteristics and possible solutions.	Socratic dialogue A leader or a group member would pose a question or dilemma and the group members would seek an answer or solution.	Used challenges that forced group members to state positions and defend them.

Table B.

Contributions to Adult Learning Theory

Social Sciences	**Adult Education**
Clinical Psychology Sigmund Freud (behaviorism) Carl Jung (four ways of extracting information from experience – sensation, thought, emotion, intuition) E. Erikson (eight ages of man) Maslow (self-actualization) R. Rogers (student-centered teaching)	H. McClusky (differential psychology of adult potential) C. Houle, A. Tough (understanding the process of adult learning – continuing learners) Boucouvalas (learning style and physiology of learning)
Developmental Psychology and Gerontology Pressey, Kuhlen (1957), Donahue, Tibbitts (1959) Havighurst (1961), Kastenbaum (1964-65) Birren, Neugarten (1964), Botwinick (1967) Bischof (1969), Goulet, Baltes (1970) Granick, Patterson (1971), Hendrickson (1973) Grabowski, Mason (1974), Maas, Kuypers (1975) Gubrium (1976), Knox (1977), John (1987)	
Sociology and Social Psychology Lewin (1951)Argyris (1964), Bennis (1966, 1968), Hare (1969), Elzioni (1961,1969), Lippitt (1969) Barker (1963, 1968, 1978), Knowles (1973) Moos (1974, 1976, 1979), Bronfenbrenner (1979) Zander (1982), Harris, Moran (1979, 1982)	
Philosophy Lindeman (1926), Bryson (1936, 1952) Benne, Bergevin (1967), Ellias, Merriam (1980) Buford (1980), Apps (1985), Darkenwald (1982)	

To fully understand the meaning of andragogy, the researchers must understand the meaning of pedagogy. “Pedagogy” originates from the Greek words “paid” – “child” and “agogus”, meaning “leader of”. Therefore, the word “pedagogy” carries a literal meaning of the art and science of teaching children. “Pedagogue” from the Greek *paidagogos* means teacher, trainer of boys. Knowles, Holton III, and Swanson (1998) describe it as an ideology which underlying concepts are rooted from the assumptions about teaching and learning. Pedagogy became widely used in Europe between the seventh and twelfth centuries, primarily in the monastic and cathedral schools. In later centuries, the pedagogical model of teaching became the only model used by the educators. As Knowles, Holton III, and Swanson (1998) note, because of the wide use of the pedagogical model, until recent years, adults have been taught according to the pedagogical model as if they were children.

This research will attempt to take a closer look at the pedagogical model of learning and compare it with androgogical assumptions about learning. Knowles and Associates (1985), Knowles (1990), and Knowles, Holton III, and Swanson (1998) describe and compare characteristics of pedagogical and androgogical models of learning and their assumptions about learners. Knowles derived five assumptions that illustrate the learner in the light of pedagogical model. The learner (1) is dependent on the teacher, carries out the teacher’s directions; (2) the learner has little life experience that would be of value for a learning process; (3) the learners readiness to learn mainly depends on their age; (4) the learner perceives learning as a process of acquiring subject matter content as prescribed by the teacher; (5) primarily motivators for the learners are external pressures (like teachers, parents, grades, etc). Later, Knowles, Holton III, and Swanson (1998) divided the first assumption about learners into two: the need to know and the learner’s self-concept.

As one can see, the pedagogical model of learning gives full responsibility to the teacher in making all decisions about the learning process. The learner becomes a follower of the teacher's instructions. As individuals mature, according to Knowles, Holton III, and Swanson (1998), their need and abilities to self-direct the learning process, to become more independent learners in deciding what, how, and when to conduct the learning activities, and to systematize their learning around their personal life experiences and life circumstances, grows progressively from infancy to pre-adolescence, and it amplifies rapidly during adolescence years. Thus, pedagogical assumptions should be taken into consideration. Children do have a high degree of dependency, especially the first year of their life. As they start to mature, the dependency decreases. Therefore, the learners begin to require a different approach towards the evaluation of their needs and abilities, and different assumptions about their learning process must be made.

Knowles proposed a new way of looking at adult education and distinguishing child education (*pedagogy*) from the adult one (*andragogy*). To fully understand andragogical assumptions about learners and learning, Knowles (1990) suggests taking into account a definition of "an adult". He divides it into four categories:

> First, the *biological* definition: we become adult biologically when we reach the age at which we can reproduce – which at our latitude is in early adolescence. Second, the *legal* definition: we become adult legally when we reach the age at which the law says we can vote, get a drivers license, marry without consent, and the like. Third, the *social* definition: we become adult socially when we start performing adult roles, such as the role of fulltime worker, spouse, parent, voting citizen, and the like. Finally, the *psychological* definition: we become adult psychologically when we arrive at a self-concept of being self-directing (p. 57).

As described by Merriam and Caffarella (1999), the andragogical model is based on five assumptions about the adult learner and the learning process. These assumptions greatly differ from of those of the pedagogical model. Furthermore, Knowles (1990) and Knowles, Holton III, and Swanson (1998) added one more assumption which brings the total to six: (1) adults have a great need of knowing what they need to learn; (2) they become more self-directed learners, versus being a dependant and a follower; (3) adults acquire a substantial amount of experience during their life and they bring this acquired experience into their learning process; the experience differs in quantity and quality, and should become a rich source of learning; (4) the readiness to learn becomes closely related to developmental stages of the adult learners and their social roles in the society; (5) adult learners are more task or problem–centered learners, where the learning is applicable to their life situations; (6) adult learners can be motivated two ways: by external motivators (job promotions, higher salaries, etc.) and by internal motivators (increased job satisfaction, better quality of life, increased self-esteem, etc.). The latter ones play a greater role in the adult learning. Knowles and Associates (1985) and Knowles (1990) do not contest pedagogical and andragogical models of learning against each other. On the contrary, Knowles (1990) views them as parallels. They both should be examined and taken in consideration when conducting learning experiences; “the andragogical model is a system of assumptions which includes the pedagogical assumptions” (p. 64). Merriam and Caffarella (1999) agree with Knowles (1990) and state:

> We see andragogy as an enduring model for understanding <u>certain</u> aspects of adult learning. It does not give us the total picture, nor is it a panacea for fixing adult learning practices. Rather, it constitutes one piece of the rich mosaic of adult learning (p. 278).

It means that adult educators have a greater responsibility to decide which program design to choose and which assumptions are applicable to certain learning situations.

As shown in Table C, Knowles and Associates (1985) compare pedagogical and andragogical models for program design.

Table C.

Comparison of Pedagogical and Andrologogical Educational Program Design

Pedagogical	**Andragogical**
⇩	⇩
Content Plan (four elements) 1. Teacher is responsible to cover all the content students need to know. 2. Pedagogue clusters the content into units. 3. The logic of the subject matter determines the sequence of the content. 4. The most efficient way to transmit this content to the students is through a lecture, audiovisual presentations, and/or assigned reading.	Process Design (seven elements) 1. Climate setting – conductive for learning: physical environment, psychological climate (mutual respect, collaboration, mutual trust, support, authenticity, pleasure, humanity). 2. Involving learners in shared planning. 3. Learners make decisions about their learning needs. 4. Learners prepare their learning objectives. 5. Learners design their learning plans. 6. Teachers help learners in carrying out their learning plans. 7. Learners are involved in evaluation of their learning.

Knowles and Associates (1985), Knowles (1990), Knowles, Holton III, and Swanson (1998), Cross (as cited in Smith & Pourchot, 1998), and Pratt (1993) agree that andragogy has not reached the status of educational theory. Also, they note that as an educational model or a set of educational assumptions, andragogy identified some vital characteristics of adult learners that deserve closer attention of the practitioners in the field of education. As Pratt (1993) writes, "andragogy has been adopted by legions of adult educators around the world… very likely, it

will continue to be the window through which adult educators take their first look into the world of adult education" (p. 21).

The educational needs of adult learners

"The best thing for being sad is to learn something. This is the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honor trampled in the sewers of baser minds. There is only one thing which the mind can never exhaust, and never dream of regretting. Learning is the thing for you".
Terence H. White "The Once and Future King"

Adults as learners represent a very assorted and diverse population. As Greenberg (1992) writes:

> Minority students,… part-time students, resuming to school or starting for the first time as adults. Grown-up men and women whose lives have all been different: some tall, some short; some black, some tan; some born here, some born there. Unique human beings with pasts, presents, and the futures (p. 2).

Further, to emphasize the diversity and the differences of adult learners that characterize the learning institutions in the United States, the author offers an analogy of a potluck supper, where each participant brings a different dish. The meal becomes very interesting, exciting, and full of variety. So are the adult learners (varied and diverse) who engage in learning activities and demonstrate the realistic picture of adult education.

Greenberg's argument illustrates one of the major key points in understanding the adult learner – adult diversity. Long (1998) refers to it as adult variability. He points out that variability may be described as physiological, psychological and sociological variables. Furthermore, Cross (as cited in Smith and Pourchot, 1998) emphasizes social and cultural

influences that directly affect adult learning activities. He indicates that the learning needs of adults arise from the desire of personal fulfillment (like a getting a better job or advancing in a current one), social relationships, and involvement in community life, religious practices, acceptance, and cultural knowledge. Jarvis (1992) provides additional support to this concept by stating " the process of learning is located at the interface of people's biography and the sociocultural milieu in which they live, for it is at this intersection that experiences occur" (p. 17). Even more researchers take in account the variables that affect adult learners' needs and their educational goals. Adults (consciously or unconsciously) participate in learning activities everywhere – they learn at home, in their work environments, and in their communities (Taylor, Marienau & Fiddler, 2000).

Despite the significant variables that describe each adult learner, Taylor, Marienau, and Fiddler (2000) point out two overlapping themes when talking about adult learners, "adults experience situations, problems, and changes that are opportunities for and the basis of learning; and development is one possible response to these internal and external changes" (p. 9). Other researchers, (as cited in Taylor, Marienau, and Fiddler 2000), Aslanian and Brickell, and Merriam and Clark, agree that change and developmental issues become major and continuous factors for adults needing to learn and their participation in learning activities. Therefore, understanding adult learning from a sociocultural prospective becomes a main theme for understanding educational needs and describing the educational goals of adult learners.

To better identify with sociocultural theory as a foundation, many researchers started turning their interest towards Vygotski's ideas on the importance of social context in learning (Bonk & Kim, 1998). Social life directly affects individual's cognitive development. Wertsch (1991) writes, "the basic tenet of the sociocultural approach to mind is that human mental

functioning is inherently situated in social interactional, and historical contexts"(p. 86). Therefore, to understand human learning processes, one needs to understand the context in which the learning occurs. According to Wertsch (1991), three elements represent sociocultural theory: (1) developmental analysis ascribes the origins and changes of mental functions of human beings; (2) higher order mental functioning has its basis in social context, and (3) social and individual psychological activities are judged by tools and signs (such as written language, artwork, photographs, maps, etc.). As Bonk and Kim (1998) note, the main point is that learning environments change. Even further, currently adult learning environments are rapidly changing. Best and Eberhard (1990) point out the impact of economical, social, and societal structural changes on adult education. To sum it up, the social world and the changes that occur around adult learners, greatly affect their learning process, their choices as learners, and their educational needs. Taylor, Marienau, and Fiddler (2000) support this assumption and further explain it by stating that one of the essential and distinguishing attributes of adult learners is:

> … the wealth of experience. They have seen, been, and done. They have personal history: marriage and divorce or other long-term relationships, perhaps children and grandchildren, certainly births and deaths of people close to them. They have work history: various jobs, sometimes at impressive levels of responsibility. They also have a social history: firsthand knowledge of the same historical period that their instructors have. These experiences are valuable – we would claim essential - contributions to learning process (p. 7).

Jarvis (1995) also stresses the importance of taking in account learners' prior knowledge and experience. Brookfield (1993) emphasizes self-directed opportunities for adult learners and the availability of direct possibilities in designing, being in charge of the whole learning process, and

evaluating their learning activities. According to Bonk and Kim (1998), sociocultural theory embraces all of the above-mentioned assumptions and creates a fertile ground for their integration in adult education.

The question of educational needs and what brings adult learners back to schools points towards a variety of reasons. Lawler (1991) indicates that adult learners have a great interest in connecting their educational experiences with their personal and professional life tasks. Further, she expands on saying that adult learners "are, for the most part, looking to education to fill in gap in their lives and meet their immediate needs" (p. 13). Lawler (1991) concludes that as much as the population of adult learners is diverse, their educational needs are none less broad and different. What is a need? Pennington (1980) argues that there is no general and broadly accepted definition of a need. He gives a number of examples of the research in the field of education that made an attempt to describe need:

- A need is a deficiency that detracts from a person's well being (Atwood and Ellis).
- A need describes objectively demonstrable deficiencies of individuals in relation to their environments (Archambault).
- A need is a gap between an actual and satisfactory situation and does not imply any state of deficiency or deprivation (Scriven & Roth).
- Walton isolates four elements of a statement of needs: (1) a factual description of some empirically verifiable characteristic of an individual, (2) a comparison of this description with some desirable characteristic defined by an external criterion, (3) a conclusion that a change is desired, and (4) a strategy for satisfying the need through education (p. 2).

Furthermore, Pennington (1980), by taking in consideration all of the above mentioned definitions of a need, concludes that a need is “a gap between current set of circumstances and some changed or desirable set of circumstances” (p. 2). In other words, it is a gap between the present (what it is now and here) and the possible future (what it could be). Number of researchers (Pennington, 1980; Knowles, 1980, 1985; Lawler, 1991) suggest a use of needs assessment as a first step in understanding the unique characteristics of adult learners and therefore, creating a framework for successful practice. As Lawler (1991) points out, it is vital to keep in mind who adult learners are and what do they bring to educational settings: they know how to direct their personal and professional lives, they have a huge volume of knowledge and experiences behind them, their expectations of themselves as learners and of others are much higher, and they want to be treated with respect and dignity. Thoms (2001) expands the characteristics of adult learners by ascribing the following attributes that pertain to a number of adults at the institutions of higher education:

> Adult learners have set habits and strong tastes; have a great deal of pride; have established a rational framework (values, attitudes, etc.) by which they make decisions; have a strong need to apply what is learned – and apply it now!; want to be competent in their application of knowledge and skills (pp. 5-6).

Justice (1997), however, divides adult learners returning back to school into two categories: adult learners in their late twenties and thirties, and adult learners beyond age of forty. He argues that there is a difference in the educational needs of adult learners depending on their age. According to Justice (1997), the younger group of adult learners (late twenties and thirties) is concentrating on the need to produce and contribute, and their educational goals are mostly related to “vocational advancement and development” (p. 3). Where for older adults (beyond age of forty),

a strong need for personal growth and development is accentuated more frequently. A growing body of research supports his assumptions and further puts emphasis on adult learners' diversity and the need to take in account each individual learner.

At the beginning of 1980's, Knowles (1980) called attention to the importance of diagnosing specific learning needs that pertain to specific learners during a specific learning activity. Further, he suggested that adult learners should diagnose their educational needs by themselves. According to Knowles (1980), the diagnostic process should involve three steps: (1) learners must develop a plan of skills and knowledge that is necessary to acquire, (2) learners must evaluate their existing level of knowledge and skills, and (3) learners must compare and examine the difference between the created plan and the current level of the skills and knowledge that they do possess. The final step of this self-diagnostic process clearly defines the educational needs and gives adult learners the direction in their learning. Also, openly stated educational goals offer adult learners the numerous opportunities for further personal and professional growth.

In conclusion, the educational needs of adult learners must be identified on a continuous basis, taking in account economical, technological, and social changes not only in the parameter of domestic arena but also in a vicinity of a broader global picture.

Motivational strategies for adult learners

"The most important motive for work in the school and in life is the pleasure in work, pleasure in its results and the knowledge of the value of the result to the community."
Albert Einstein

According to Galbraith (1991), adult learning carries a high degree of diversity and complexity. Its stage of occurrence is extremely wide-ranging. Galbraith (1991) further states

that because of these reasons adult learning process becomes "… a challenging and creative activity demanding that facilitators and learners constantly reexamine their educational purposes, processes, values, needs, and desires in relationship to potential self-growth as well as to the enhancement of society" (p. 1).

The topic of motivation, as well as the whole learning process, is none less multifaceted and varied. Wlodkowski (1999) refers to motivation as "a cornucopia of differing assumptions and terminology" (p. 1). Covington (1992) writes that the knowledge about motivation is irregular. He states: "Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define" (p. 1). Despite variations, the researchers agree that motivation cannot be directly measured or authenticated. Wlodkowski (1990) calls it an "idea"; Beidler and Beidler (1992) describe motivation as a "want" to do something; and Deci (1985) points out to the "exploration" as one of the possible definitions of motivation.

So what is motivation? How does it apply to adult learners and their learning process? Most of the scientists agree that motivation explains why people think and behave certain way. It contains three shared characteristics: (1) it is coming from inside rather than outside, (2) it calls for certain actions and responses, and (3) establishes the ways these actions and responses will be carried out. Wlodkowski (1990) explains that the word motivation is commonly used to describe the processes that stimulate behavior and lead the behavior certain direction. Furthermore, he argues that motivational processes such as attention, concentration, effort, perseverance, and initiative, receive their start and continue through the use of human energy. Therefore, Wlodkowski (1990) continues, "there is a dynamic interaction between what is going on within us, such as needs, feelings, and memories, with what is going on outside us, such as the many environmental attractions and influences in our daily lives" (p. 98). His conclusion points out a

constant change that may occur in motivation. This change is possible because of the very nature of human behavior which is strongly goal oriented. Gage and Berliner (as cited by Knowles, Holton III, and Swanson, 1998) refer to the fact that human behavior is always directed by some purpose or a goal. Knowles (1990) further supports this assumption by bringing an example from Eduard C. Lindeman's writings: "Adults are motivated to learn as they experience needs and interests that learning will satisfy" (p. 31). This statement later became one of the foundation stones of modern adult learning theory.

According to Dweck (1985), to understand the whole spectrum of motivational complexity requires an understanding of the specific learning goals in the specific situations that they emerge. Further, Locke and Latham (1984) argue, that behavior depends on goal setting and that the goals control future actions of the learner. Covington (1992) describes goal-oriented learning as very much futuristic one, because goals are "the creature of future thinking" (p. 14). Although, goal oriented learning represents only one out of two broadly accepted ideas of achievement motivation. The other one points out to motivation as a drive, that is, a strong stimulus followed by action. In other words, the need becomes the reason for action. Therefore, motivation develops into a factor that helps or facilitates learner's achievement, and increases or enhances the end result. This theory of need achievement (achievement motivation) initially was developed by John Atkinson and David McClelland in 1950's and the beginning of 1960's. Atkinson directed his focus upon the role of individual differences for the understanding of motivational processes. Emotional responses were considered the base for understanding achievement motivation. However, Covington (1992) calls attention to the considerable modifications that Atkinson's theory of learned-drive has experienced starting with 1970's. He refers to attribution theory and self-worth theory of motivation.

At the beginning of 1970's, Weiner raised an assumption that primary motivators in achievement behavior are cognitive processes rather than emotional ones (Covington, 1992). Attribution theory turned the attention to the role of effort in achievement. So the traditional question of *why* learners achieve or do not, became a question of *how.* This step, according to Covington (1992), became essential for educators in their approach to instructional planning and their perception of learners' motivation to achieve. Attribution theorists concluded that effort to achieve is the foundation of personal worth. This brought to attention the theory of self-worth, which implicated towards achievement ability. To be able means to be worth. Even further, by maintaining self-worth, learners increase their sense of competency (Covington, 1984).

Motivation to learn becomes a reflection of many complex and diverse elements. As Johnson and Johnson (1985) place together, motivation to learn consists of:

> … feelings of pride and satisfaction from achievement, planning, loss of self-consciousness, the merging of thought and awareness in the goal oriented concentration on completing learning tasks, information processing, metacognitive awareness of one's intentions to learn and the process one is engaging in to do so, clear perceptions of feedback, the search for new information and conceptualizations of knowledge, and the absence of anxiety and fear of failure (p. 250).

Gergen, Gulerce, Lock, and Misra (as cited by Wlodkowski, 1999) bring further attention to the idea of motivation as a multifaceted and diverse issue. They state that different and sometimes controversial views of human beings (logical, practical, self-centered, and self-directed versus illogical, philanthropic, other-oriented, and other-directed) are coexistent. These theoretical assumptions speak of intricacy of human behaviors and a number of factors that greatly affect these behaviors. Wlodkowski (1999) points out the processes of socialization as

influential aspects deeply affecting human behavior. He states: “Critical to this view is the understanding that people learn through their interaction with and support from other people and objects in the world” (p. 68). McCombs and Whisler (1997) note that human beings are inquisitive and dynamic, they value experience, and they want to be effective and successful at what they value. Wlodkowski (1999) suggests that adult learners are the most open to culturally responsive teaching, which is based on intrinsic motivation. Further, Knowles, Holton III, and Swanson (1998) support this assumption by stating that adult learners are more interested in learning that furnishes them with problem solving skills in their personal and professional lives or presents positive results in internal payoffs. A number of researchers emphasize the internal need satisfaction as a main motivator for adult learners. Brookfield (1996) writes that external factors cannot be neglected and should be carefully taken in account, but the final choice to learn comes internally. He proposes self-direction as one of the unique characteristics of adult learning: “Self-directed learning as the mode of learning characteristic of an adult… is concerned as much with an internal change of consciousness as with the external management of instructional events” (p. 58).

Wlodkowski (1985) attempts to explain the differences between internal and external motives and offers four factors that ascribe adult motivation to learn:

1. Success – adults want and they need to be successful learners. Spence (1983) notes that the degree of motivation directly depends on success (the more successful learning activity is, the more motivated learners will be, and vise versa).
2. Volition – adults want to have choices in their learning and be confident in what they have chosen to learn.

3. Value – adults want to learn what they find meaningful and of some significant value to their personal or professional life.
4. Enjoyment – adults want to experience learning as a gratifying activity.

These four factors according to Knowles, Holton III, and Swanson (1998), comply with the principles of andragogical model of adult education. The first principle of andragogy states: "The need to know. Adults need to know why they need to learn something before undertaking to learn it" (Knowles, Holton III, & Swanson, 1998, p. 64). Knowing why adult learners need to learn is a major point in providing adults with choices in their learning. Principle four indicates readiness to learn. Adults want to learn the things that are of some value to them at the given time. Principle six talks about motivation to learn. It implies that the most effective and powerful motivators are internal ones, like self-esteem and self-worth, personal needs fulfillment, greater job satisfaction, or better quality of personal lives. Therefore, Knowles, Holton III, and Swanson (1998) conclude that the most valued learning experiences for adult learners are the ones that bring personal value and satisfaction into their lives. Also, the researchers note that Wlodkowski's position is similar to Vroom's theory of expectancy, which applies to adult motivation in the place of work. Vroom (1995) points out three factors that are critical to individual's motivation: (1) valence – the value of the end result, (2) instrumentality - the possibility that the end result will occur, and (3) expectancy – personal believe that the end result will be rewarded. Knowles, Holton III, and Swanson (1998) translated it into the learning terms. They explain: "Adult learners will be most motivated when they believe that they can learn the new material (expectancy) and that the learning will help them with a problem or issue (instrumentality) that is important in their life (valence)" (p. 150).

All of the above mentioned assumptions give some understanding of who adult learner is, what are adult learners expectations when entering the institutions of higher education. One question still remains open – what motivational strategies should be used in dealing with the population of adult learner?

According to Wlodkowski (1999), motivational strategies are specific and intentional actions of a teacher. They are directed towards increase of learners' interests and their motivation to learn. Furthermore, the strategy creates motivational condition. Wlodkowski (1999) describes it as "a mental emotional state of being in which learner is desirous of information, knowledge, insight, and skill " (p. 69). He points out that motivational conditions are best described by two characteristics: interest and curiosity. When interest and curiosity are awaken, the learning process occurs. Nonetheless, the research shows that there are at least four more motivational conditions that greatly contribute to adult motivation to learn: inclusion, attitude, meaning, and competence. Wlodkowski (1999) attempts to explain each one of them in more detail. Inclusion, according to him, is a social climate, created in an environment where learning takes place. Learners and teacher feel safe, comfortable, and respected. Knowles (1985) divided climate setting into two categories: physical and psychological. He noted, that psychological climate is of greater importance and further ascribed several characteristics that explain it the best:

- *A climate of mutual respect*. People are more open to learning when they feel respected.
- *A climate of collaborativeness*. Sharing relationship from the outset.
- *A climate of mutual trust*. People learn from those they trust more.
- *A climate of supportiveness*. People learn better when they feel supported rather than judged or threatened.

- *A climate of openness and authenticity*. When people feel free to be open and natural.
- *A climate of pleasure*. Learning… should be an adventure, spiced with the excitement of discovery.
- *A climate of humanness*. The more people feel that they being treated as human beings, the more they are likely to learn (pp. 15-17).

Wlodkowski (1999) concludes that the base of any learning experience is the relationship that evolves between the learner and the teacher. Beidler and Beidler (1992) call this relationship a partnership between learners and the teacher. They interpret this partnership as a dependency on each other when the end result brings positive outlook.

The second motivational condition refers to attitude. Johnson (as cited by Wlodkowski, 1999) states that an attitude combines ideas, information, and emotions, which create a tendency to respond in a particular manner to people, ideas or events. Wlodkowski (1999) explains influences that affect the learners' attitudes. He points out to learners' needs that make certain learning objectives more or less desirable. Knowles (1985) divides learners' needs into two categories: felt needs and ascribed needs. Felt needs are the ones that the learners are very well aware of. The ascribed needs, on the other hand, are the ones that certain organization or society has imposed on them. Knowles (1985) suggests a wide range of motivational strategies that would bring a balance between felt and ascribed needs: from very simple interest finding checklists to more complicated performance assessments.

The second and third forces that affect learners' attitude, according to Wlodkowski (1999), are relevance and choice. Relevance and choice allow learners to "connect to who they are, what they care about, and how they perceive and know" (p. 74). During this phase the

relationship or even more, a partnership between the learner and the teacher starts to build. The fourth influence is awaken curiosity. Wlodkowski (1999) calls it an “emotional nutrient for a continuing positive attitude towards learning” (p. 75). However, Beidler and Beidler (1992) offer three more factors that are crucial to creation of a positive attitude towards learning: context, control, and enthusiasm. The adult learners need to see clear connections to what they are learning and their values, they need to take control over their learning process, and feel enthusiastic about the material and learning activities that they participate in. “It takes an enthusiastic teacher to make students care about making choices, to provide meaningful context for the materials in a course, to make students curious about those materials” (p. 22). Also, Thoms (2001) adds that teacher flexibility and willingness to adapt to the needs of the adult learners are the main motivating forces in creating successful learning environments and positively exuberating learning process.

The third motivational condition is meaning. As described by Wlodkowski (1999), motivational meaning refers to relation of adult values and purposes expressed through learning activities. Adult learners are seeking to understand what is truly important for them, what is the most of interest to their personal and professional growth, and they try to realize it through learning. Csikszentmihalyi (as cited in Wlodkowski, 1999) states that enrichment of meaning in learning is the core of learning and motivation. Lambert and McCombs (1998) note that challenging and engaging learning activities are the most successful and productive for the populations of adult learners. As illustrated in Table D, Wlodkowski (1990), Wlodkowski (1998) categorize motivational strategies according to their relation to the major motivational factors.

Table D

Motivational Strategies that Enhance Adult Learner Motivation and Their Active Participation in Learning Activities

Major Motivation Factor		Motivational Strategies
Attitude	⇨	1. Guarantee of a successful learning quality instruction, positive confrontation of learner's beliefs, values, and expectations, continuous feedback (discussion, reflections, open talk). 2. Safe, successful, and interesting first experiences (personal examples, humor). 3. Emphasized amount and quality of a needed effort for a successful learning (filling out learning contracts, verbal assurance). 4. Clear learning goals (learning objectives, purpose of the study). 5. Clear evaluation criteria (examples of tests and projects from previous courses, clear rating scales). 6. Promote self-directed learning (set goals, choices of learning content and/or materials).
Need	⇨	1. Know the learners' needs (interviews, group discussions, questionnaires). 2. Involve learners in sharing their results of learning (discussion, feedback).
Stimulation	⇨	1. Ensure variety of instructional methods and materials (change of methods of instruction – lecture, discussion, games; change of materials – books, videotapes, slides, power point presentations; change of interpersonal learning patterns – individual, partners, small or large groups). 2. Make learning experiences different and fascinating by bringing in new and diverse materials or information (new topics, unusual assignments, surprising research).
Reinforcement	⇨	1. Use of positive reinforcers (feedback, comments, points, certificates). 2. Natural consequences (discussion, feedback, comparison of the past results).

Table D, continued

Major Motivation Factor		Motivational Strategies
Affect	⇨	1. Personalize abstract content (use of familiar objects, pictures, and movies, examples of famous people and events). 2. Use of cooperative learning techniques to achieve the results (partners, small groups, large groups).
Competence	⇨	1. Consistent and timely feedback (comments, notes, graphic records, phone calls, e-mail messages). 2. Evaluation performance (real situations or simulated ones).

Wlodkowski's attempt to classify adult motives to learn is afar the most detailed in the current light of research in the field of adult education. Long (1998) refers to numerous studies (starting with Houle, 1961 to more recent ones) and efforts to make some order in identifying motivational factors that directly affect adult learners. He admits that it is extremely difficult to sum up the motives any one adult to give for learning. Also, Long (1998) suggests one general concurrence that appears to represent a uniting force of adult educators. It refers to the adult learner tendency of describing their learning as problem or goal-oriented learning:

> …much of adult learning is focused on some immediate perplexing condition or circumstance. Thus, the challenge to the adult educator is to discover the *problematic* element that will arouse the interest of adult learners regardless of their global or specific motives for learning (p. 26).

As Ball (1984) concludes, motivation not only appears to be a multifaceted area of focus for many researchers in the field of education, it *is* a "complex topic and will remain so…" (p. 326).

Pratt and Cervero (as cited in Brookfield, 1990) write, “Effectiveness is irrevocably contextual. What is effective in one context, with student or group of students, or for one purpose may be severely dysfunctional in another context, with different people, or for another purpose” (p. 192). This statement easily can be applied to the framework of motivation and its importance in the field of education. Motivation also is contextual. What can be stimuli to one student or group of students, or for one purpose, maybe completely dysfunctional with different students or for different purposes. Therefore, motivating teaching becomes a significant form of science and art put together.

Characteristics of a motivating teacher

When we do the best we can, we never know what miracle is wrought in our life, or in the life of another.
Hellen Keller

Knowles (1980) wrote, “the primary and immediate mission of every adult educator is to help individuals satisfy their needs and achieve their goals “(p. 27).

As stated in Chapter one of this research paper, adult learner populations are inevitably changing. They become more diverse (age, gender, race, national origin, etc.) and more educated as it ever been. These changes are taking place as a result of even broader and deeper societal transformations: social systems of our society (family, community, organization, state, nation) are undergoing major developmental modifications and challenges alongside with economical, technological, political, and cultural ones. Capra (as cited in Knowles, 1990) describes these fundamental changes:

> We found ourselves today in a state of profound, worldwide crisis. We have an energy crisis, high inflation and unemployment, pollution and other environmental disasters, the ever-increasing threat of nuclear war, a rising wave of violence and crime, and so on.
>
> All of these threats are actually different facets of one and the same crisis – essentially a crisis of perception. We are trying to apply the concepts of an outdated worldview – the mechanistic worldview of Cartesian-Newtonian science – to a reality that no longer be understood in these terms.
>
> We live in globally interconnected world, in which biological, psychological, social, and environmental phenomena are all interdependent. To describe this world appropriately we need an ecological perspective that the Cartesian worldview cannot offer.
>
> What we need, then, is a fundamental change in our thoughts, perceptions, and values. The beginnings of this change are already visible in all fields, and the shift from a mechanistic to a holistic conception of reality is likely to dominate the entire decade. The gravity and global extent of our crisis indicate that the current changes are likely to result in a transformation of unprecedented dimensions, a turning point for our planet as a whole (pp. 170-171).

Knowles (1990) suggests considering the social systems of our society as systems of learning resources. Therefore, not only these global changes affect and greatly influence our thoughts, perceptions, and values, but also, it changes the traditional view of education. Knowles (1990) calls for “a new institutional form of education - a lifelong learning resource system or “Learning Community” (p. 171). He describes eight assumptions that lifelong learning community model is based on: (1) because of the affects of the global changes, learning becomes a lifelong process; (2) learning is a dynamic force and the learner is the core initiator of that force; (3) the main goal

of education is to assist the development of learners' skills and abilities that are required in life situations; (4) because of the diversity of learners' backgrounds (education, life and work experiences, learning goals, learning styles, etc.) educational programs need to become as close match as possible with learners' uniqueness; (5) educator's task is to identify relevant resources and supply them to the learners; (6) educators need to focus their attention on creating a community of self-directed learners; (7) educators need to create systems of enhanced cooperative learning; (8) learning becomes more organized and more efficient when it follows a clear learning plan.

As the mission of education becomes more complex and challenging, that means the role of educator or a teacher becomes quite different either. This model of lifelong learning requires a very different set of skills, attitudes, and even values that teachers must bring into their classrooms. Teachers must involve learners in analysis of their educational goals and aspirations, must diagnose the barriers and the ways to overcome them, must plan strategies that would lead to successful accomplishment of the preferred results. Teachers must create such partnerships that would provide each classroom participant with an equal right "to act as a knower, learner, and a teacher, and to reach beyond their own boundaries" (Leistyna, Woodrum, & Sherblom, 1996, p.198). So, the ultimate objective of a teacher of adult learner, according to Knowles (1980), "is to help people grow in the ability to learn, to help people become mature selves" (p. 37). Galbraith (1990) offers more detailed requirements for the teachers of adults: they must be technically proficient in the content matter, also they must posses interpersonal skills that exemplify characteristics of caring, trust, and encouragement. Knox (1986) further points out three areas of knowledge that the teacher of adult learners should have mastered: knowledge of content, knowledge of learners, and knowledge of teaching methods. Numerous researchers

suggest that educators of adults should demonstrate sense of self-confidence, enthusiasm, creativity, patience, humor, and flexibility, to mention a few. Also, the research shows a variety of roles assigned to the teachers of adult learners: mentor, facilitator, counselor, content resource person, learning guide, and program developer (Brookfield, 1986; Rossman & Rossman, 1990; Daloz, 1999).

Knowles (1980), Knowles and Associates (1984), Knowles, Holton III, and Swanson (1998) suggest that andragogical approach to learning includes both technical and interpersonal characteristics of an effective and successful teacher of adult learners: (1) create an adequate physical and psychological climate for learning; (2) involve learners in mutual planning of the whole learning process; (3) involve learners in diagnosing their own learning needs; (4) support learners in preparing their own learning objectives; (5) support learners in recognizing resources for successful achievement of their objectives; (6) help learners in realizing their learning plans; (7) help learners in evaluating their learning process.

Brookfield (1986) separates six main beliefs of a successful facilitator of adult learning:

1. Participation in learning is voluntary; adults engage in learning as a result of their own volition.
2. Effective practice is characterized by a respect among participants for each other's self-worth. … an attention to increasing adult's sense of self-worth underlies all facilitation efforts.
3. Facilitation is collaborative.
4. Praxis is placed at the heart of effective facilitation. Learners and facilitators are involved in a continual process of activity, reflection upon activity, collaborative analysis, and so on.

5. Facilitation aims to foster in adults a spirit of critical reflection.

6. The aim of facilitation is the nurturing of self-directed, empowered adults (pp. 9-11).

Galbraith (as cited in Galbraith, 1998) offers ten principles of effective practice for adult educators. He points out that these principles are the foundation of meaningful teaching and learning: (1) an appropriate educational philosophy should accompany educational process; (2) a good teacher has a sufficient understanding of adult learner variables and issues of diversity; (3) a favorable psychosocial environment for learning should be created; (4) teacher should be aware of physical, social, and psychological behaviors or actions that minimize motivation to learn; (5) teacher should create a challenging environment where learners are presented with opportunities to question, critically analyze, and develop alternative ways of thinking; (6) "praxis should be fostered to enhance critical thinking and reflection" (p. 8); (7) a vision and justification should be present; (8) authenticity and credibility should be main characteristics of educational process; (9) it is important to take in account learners' experiences of learning; and (10) independence should be greatly encouraged. All ten principles point out the direction a teacher should pursue. Also, these principles make clear that educators of adult learners should have a good understanding of themselves and their students. Why is it important to have a good understanding of self as a teacher and your students?

Galbraith (1998) argues that knowledge of self is fundamental in the development of teaching style and in the development of personal vision for teaching. Understanding adult learners gives teacher a direction and confidence in his/her teaching style, also provides teacher with more tools in reaching tom the learners.

A number of researchers point out to the importance of personal philosophy or vision for teaching. Brookfield (1990) suggests that developing of personal vision of teaching is the starting point or the very core of teaching. Personal philosophy or vision gives teacher a sense of direction, reduces the feelings of uncertainty, helps to defend personal believes and values, helps to create personal and collective professional identity, helps to know what influence does teacher have on the students, and helps in self-evaluation. Further, Brookfield (1990) offers four steps in conveying personal vision to the learners: (1) a teacher must be clear about his/her personal convictions of teaching, (2) a teacher must communicate to the learners the values, beliefs, and purposes that are a part of teaching rationale, (3) a teacher must be open and willing to discover learners' backgrounds, cultural beliefs, and expectations, and (4) a teacher must be creative in responding to learner needs. Senge (1994) refers to vision as an expression of our values and our hopes. Galbraith (1998) concludes, that " through an understanding of our beliefs, values, attitudes, and personal philosophy or vision of teaching that we contribute to a foundationally sound practice of helping adults learn" (p. 12).

Wlodkowski (1999) suggests five pillars as essential characteristics of a motivating teacher. They are: expertise, empathy, enthusiasm, clarity, and cultural responsiveness. He further argues "our most advantageous approach as instructors is to see these pillars as skills and not as abstractions or personality traits. They can be learned, and they can be improved on through practice" (p. 26). The first pillar is expertise. There are a few different names that refer to expertise (like knowledge, content matter, competences, etc.), but according to Wlodkowski (1999), all of them contain three essential parts: (1) teachers posses some volume of knowledge that is valuable to adult learners, (2) teachers are competent in their area of teaching, and (3) teachers are ready to release this knowledge through an instructional process. Wlodkowski

(1999) further explores each of these parts and tries to explain their importance in teaching adult learners. Teachers of adults are quite different from the ones that teach children. They are put in quite different situation – teacher (adult himself or herself) is facing other adults versus children. Wlodkowski (1999) very explicitly describes this specific environment:

> Many adults will have had experiences that far surpass the background of their particular instructor. As a group, they have out-traveled, out-parented, out-worked, and out-lived any … individual instructors. Collectively, they… changed more jobs, survived more accidents, moved more households, faced more debts, achieved more successes, and overcome more failures (p. 27).

So the main task of a teacher becomes a task of connecting and building bridges that would lead to common understanding and creation of knowledge collectively, or as earlier Knowles (1990) referred to it, creating a "learning community" (p. 171).

Knowing the subject matter and being ready to convey it to adult learners effectively, enhances teacher confidence, allows for more flexibility, and increases creativity in teaching methods and approaches. The most important point in being well prepared as a teacher is that it allows for more open two-way communication between teacher and learner. Freire (1994) suggests that content "must be delivered up to the cognitive curiosity of teachers and pupils. The former teach, and in so doing, learn. The latter learn, and in so doing, teach" (p. 111). It also enhances student motivation to learn and teacher motivation to teach well. As Daloz (1999) points out, what really matters is the rich texture of the content, because it provides learners with the most room for growth and learning.

As it was mentioned earlier in this study, adult learners carry huge amount of life and educational experiences into learning process. Also, they have specific goals and objectives that

they are trying to achieve. Adult learners have certain expectations of the teacher and of the whole learning process, as well. They bring in a wide range of emotions and feelings and by that they assist in creating very specific learning environments. Wlodkowski (1999) suggests that these are the components of empathy or understanding and compassion. Daloz (1999) refers to empathy as care. He states that the central component of good teaching is not acquired instructional expertise or volume of conveyed knowledge. It is care that teachers bestow upon their students and because it is so intensely humane activity, it is within the reach of all of us. Daloz (1999) further proposes four guidelines that emphasize the elements of carrying towards learners: (1) listening to student stories and relating those stories to their personal and professional life problems; (2) seeing teachers as guides and supporters through the learning process who help to find the right way and the right answers; (3) viewing teachers as sensors of the whole learner and acknowledgers of powers and forces that inspire and move the learner forward; (4) accepting teachers as a carrying part of their learners' lives who display it through taking care of themselves and the others.

One of the main characteristics of a motivating teacher is enthusiasm. Teachers who care about their subject matter and value what they teach often express it through enthusiasm and try to convey it to their students. Feldman (as cited in Wlodkowski, 1999) says that enthusiastic teachers are powerful models that manage to replicate the same behaviors and attitudes in learners. Enthusiasm can be very contagious and serve as a great stimulant, which in turn produces greater alertness in students and thus, better learning. Wlodkowski (1999) argues that enthusiasm is best described by two criteria: (1) value of teaching content and the learner, and (2) expression of it through emotion and zeal. Beidler and Beidler (2001) add that enthusiasm is

vital and transferable. Only enthusiastic teacher can make students be deeply involved in their learning, supply meaningful materials, and engage student curiosity.

Instructional clarity plays nonetheless important role in the line of characteristics of a motivating teacher. Clarity means understanding of material and also an excessive organization of presentable material and the teaching process itself. Wlodkowski (1999) suggests that instructional clarity should include the following components:

- anticipation of possible problems and an ample number of relevant examples on hand;
- number of quality samples, graphics, and stories to illustrate the point;
- clear and logical list of learning objectives;
- clear introduction to the learning content;
- use of visual tools, such as graphs, pictures, samples, etc.;
- employment of transitions from one topic to another;
- application of clear and familiar language, etc.

Thoms (2001) implies that the delivery of content must be thorough, fluid, and understandable. She calls it “thinking on your feet” (p.10).

The last pillar of a motivating instructor is cultural responsiveness. Wlodkowski (1999) emphasizes a respect for cultural diversity and an understanding that learners are very different “as a result of history, socialization, and experience as well as biology” (p. 60). Shor (1992) further supports this assumption by stating that one of the goals of the democratic classroom is to create a zone of transformation where different cultures (teacher and learners) come together. Freire (1994) expands this supposition by saying that teaching must be based on the foundation of ethics of respect for differences: “Mutlticulturality must be created, politically produced,

worked on, in the sweat of one's brow, in concrete history" (p. 157). Further, Freire developed a concept of critical consciousness in education. It refers to seeing a whole as a sum of parts that are related and influence each other. Teachers become critically conscious when learning takes place as an act of not only information but also as an act of transformation. According to Shor (1992), critical consciousness can be described by four qualities: (1) Power awareness: seeing learning process as interconnectedness between societal groups and individual human beings whose actions can transform or influence those groups; (2) Critical literacy: engaging into analytical thinking, questioning official knowledge, understanding the deeper context of the subject matter, being open and ready to look for the causes, applying those found answers to one's own situation or to the learning process as a whole; (3) Desocialization: understanding and challenging prejudices, examining social values, developing concern for justice, environment, and for the community one represents; (4) Self-education: developing individual and group critical thinking, building a learning community in the classroom and outside of it, using learning activities as a base for constructive change.

Wlodkowski (1999) offers three guidelines that represent culturally responsive teacher: (1) teachers must create a learning environment that is safe, inclusive, and respectful to all learners, (2) teachers must take in account every learner and adapt motivational factors to them, and (3) teachers must make a relation of content matter to the needs and concerns of the learners and the society at large. He views these five pillars of a motivating teacher as skills that can be practiced, improved, and applied in an everyday classroom environment. He also points out that five pillars are just a foundation of a motivating teacher, but not the whole structure. It is up to an individual teacher build upon them and make it applicable to specific learners in specific learning environments.

As Daloz (1999) concludes, “Good teaching rests neither in accumulating a shelfful of knowledge nor in developing a repertoire of skills. In the end, good teaching lies in willingness to care for what happens in our students, ourselves, and the space between us” (p. 246).

CHAPTER THREE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This final chapter contains a review of the key points of the research on motivational strategies and their application to adult learners at institutions of higher education. It will also summarize the purpose of the research. Recommendations for teachers of adult learners will conclude this chapter.

Summary

The purpose of this study was to examine the educational needs of the adult learner, to identify the most effective educational strategies that enhance these needs, and to distinguish general characteristics of a motivating teacher of adult learners.

The focus of the study was directed at 23 years (1980-2003) of research in the field of adult education and how it evolved into the new perspectives and avenues towards adult learners, their relation to economical, political, social, and cultural development of a modern society. Chapter two of this research compared pedagogical and andragogical models of learning and teaching and their applications to the populations of adult learners. It also took a closer look at the educational needs of the adult learners and the motivational strategies to meet those needs within the means of a modern society and current educational system. By exploring and identifying the most effective educational strategies, the researcher addressed the general characteristics that a motivating teacher of adult learners would exemplify.

Conclusions

My models were the people who stepped outside of the conventional mind and who could actually stop my mind and completely open it up and free it, even for a moment, from a conventional, habitual way of looking at things… If you are really preparing for groundless, preparing for the reality of human existence, you are living on the razor's edge, and you must become used to the fact that things shift and change. Things are not certain and they do not last and you do not know what is going to happen. My teachers have always pushed me over the cliff… "

Pema Chodron

The radical changes that the modern society is faced with in today's world (globalization of the economy, cultural and ethnic diversity of adult populations, fundamental changes in the demographics of American society, etc.) are greatly affecting the field of adult education. Adult learners are opening to a new era of possibilities and potential, and to more and greater opportunities to learn. On the other hand, adult learners are becoming more vulnerable in a countless number of choices and decisions that they have to make in everyday life, in a search of new ways of adaptation and survival in ever-fast changing world. This is the era where education becomes a major contributor and a most significant aspect of professional and even personal lives of adults.

In general, the research shows a huge step forward that the field of adult education has taken in the recent years. Research supports the assumption that adults represent a unique group of learners with different needs and goals than children and adolescents do. These findings about the differences between adult learners, children and adolescents are compiled in a new model of education called andragogy. As the research shows, andragogy greatly differs from the

traditional pedagogical model of learning and teaching, and becomes a foundation for further discoveries and further creations of the educational framework in the field of adult education. Major deviations between pedagogical and andragogical models of education appear in their attempts of program design. The andragogical model refers to the learner as the central force that an educational process evolves around: learners make decisions about their educational needs, they are active participants in program planning and evaluation, they prepare their own learning objectives and assess the final results of their learning. Teachers also assume a completely different role - instead of taking full responsibility for the learning process (as it is in the pedagogical model), they become more like facilitators, mentors, supporters, and/or guides through the learning process. They create a learning dialogue as a form of classroom communication. Even further, this dialogue can be easily expanded beyond the classroom walls. Freire (1994) notes that dialogue represents democratic relationship, “the opportunity to open up to the thinking of others, and thereby not wither away in isolation” (p. 119).

As for the educational needs of adult learners, the research shows that the needs are greatly dependent on the following variables: social and cultural influences, developmental differences, prior knowledge and experience, and future personal and professional goals. Despite a number of variances, the research suggests to take in account three major factors when dealing with the populations of adult learners – diversity, individual characteristics of the learners, and the constantly changing nature of the economical, political, and social world that surrounds adult learners.

The research also points to the diversity of motivational factors in adult learning environments. To fully understand what are the motives for adults to learn, a number of researchers suggest taking a closer look at the specific learning goals and specific situations

where those goals emerge. Also a majority of the researchers agree that the motives can be categorized into external and internal, with the greater emphasis on the internal ones. Internal motivators (as self-esteem, self-worth, fulfillment of personal needs, and the increase of a quality in personal life) are the most powerful and effective for adult learners. Knowing what are the main and the most important motives for adults to learn helps teachers in designing and applying the most efficient motivational strategies in the classroom setting. There are four major motivational conditions that significantly contribute to adult motivation to learn: inclusion, attitude, meaning, and competence. Also, the research suggests that every teacher of adult learners should carefully consider learners' individual characteristics and uniqueness.

The multifaceted populations of adult learners require a different approach not only in learning but also in the teaching process. Some of the research points to a new form of education as a lifelong learning community model. Therefore, the teachers of adult learners have to adjust and adapt their teaching practice to the new approaches and new models in the field of adult education. The majority of the researchers agree that the teachers of adult learner must master four areas of knowledge: they have to know the content material and be competent in what they teach, teachers have to know their learners – their goals and aspirations, teachers must be creative and diverse in their teaching methods, and also teachers must be comfortable with themselves and know who they are, why they became the teachers of adult learners. Hooks (1994) sums up the last requirement by stating that, "teachers must be actively committed to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students" (p. 15).

Adult educators must perceive themselves as a part of the whole – we live in a complicated world where education is only a small part of it. Other parts consist of political,

economical, and social environments that by all means should be taken in regard and considered as a part of every instructional process:

> "…the truth is: regardless of what society we are in, in what world we find ourselves, it is impermissible to train engineers or stonemasons, physicians or nurses, dentists or machinists, educators or mechanics, farmers or philosophers, cattle farmers or biologists, without an understanding of our own selves as historical, political, social, and cultural beings – without a comprehension of how society works (Freire, 1994, p. 133).

Freire's statement on the understanding of societal structures and their functions in everyday life, points to diversity as an exceptionally strong characteristic of adult education. Therefore, one of the main tasks of the teacher of adult learners becomes a mission of creating respectful, inclusive, and safe learning environments. In other words, of becoming a culturally responsive teacher.

Adult educators must exhibit such qualities as caring, creativity, confidence, flexibility, patience, and humor. Implications towards such qualities direct a more holistic, humanistic, and democratic approach to adult education.

The learning and teaching process in adult education becomes a two-way street – students learn when teachers teach, and teachers learn from their students. Lindeman, the founder of the theory of adult education in the United States (as cited in Knowles, 1990) wrote, "under democratic conditions authority is of the group. This is not an easy lesson to learn, but until it is learned democracy cannot succeed" (p. 31). Adult education is a process deeply engaging all participants (teachers and the learners) in playing an active role, experiencing enjoyment and fulfillment, and also discovering the ways that enhance their personal and professional lives. The

field of adult education is a very dynamic, constantly changing, and forceful field, with great possibilities and potential for future growth and development. To conclude, Freire (1994) said:

> In the dialectical perception, the future of which we dream is not inexorable. We have to make it, produce it, else it will not come in the form that we would more or less wish it to. True, of course, we have to make it not arbitrarialy, but with the materials, with the concrete reality, of which we dispose, and more as a project, *a dream*, for which we struggle (p. 101).

Recommendations

We are a society of constant changes and transformations. It also means that we are a society of constant growth and development. Adult education becomes its creation and its product. The volume of adults returning back to schools will continue to grow. We have already made a huge leap from being a youth-centered learning community to an adult- centered one. According to the latest research, adult education will continue to grow and become one of the biggest and the most demanding industries around the world. Therefore, it puts a huge emphasis on the need for creative, well-prepared, and dynamic practitioners in the field of adult education. What makes a good teacher of adult learners? To answer this question and based on the review of the literature of the past 23 years, the researcher compiled a selected list of qualities and requirements that represent a picture of a true and devoted practitioner in the field of adult education. These qualities and requirements are basically recommendations to teachers of adult learners:

- know the students, their personal/social backgrounds – be a culturally responsive teacher;
- actively listen to what they have to say;

- be prepared to devote your time to them;
- be positive, emphasize their efforts; effectively praise and reward learning;
- give a lot of support and encouragement; help learners to discover their potential;
- vary the instructional methods and materials (*against boredom even the gods struggle in vain – F. Nietzsche);*
- keep the classroom environment dynamic and in motion, ignite the dialogue and discussions;
- show enthusiasm: be passionate for the content matter, bring a high value to it; energy and enthusiasm are contagious;
- make the learning process an exciting and challenging experience; challenge evokes critical thinking and critical questioning;
- establish expectancy for success; Wlodkowski (1999) suggests five strategies how to establish high expectancy for success: (1) make the criteria of assessment as fair and clear as possible, (2) use relevant models to demonstrate expected learning, (3) let learners know the expected amount of time needed for study and practice for successful learning, (4) use goal-setting methods, (5) use contracting methods;
- model caring and empathy; Wlodkowski (1999) says, “when learning between instructor and learner is reciprocal and respectful, it is an inspired dimension of being: not something one practices or performs but something one enters and lives “ (p. 337).
- concentrate on the positive efforts first and show pride in their accomplishments;
- encourage to share their feelings about the accomplishments;

- accommodate your teaching techniques to the individual needs of the learners;
- know learner expectations and help to live them out.

Learning and teaching does not occur in a moment, it is a carefully designed and well thought through process. Teachers and learners alike contribute their knowledge, their skills, and their attitudes to the success or failure of that process. Also, this learning process does not take place in a vacuum. It absorbs and reflects on a number of circumstances in the community and society or the world at large. Thus, the classroom becomes a window to the world surrounding it, which greatly affects teacher and learner relationship, their partnerships that are starting to develop, and also it affects the end result of the whole learning process. Nevertheless, this window of learning can illuminate countless opportunities, the beauty and excitement of learning, and bring new hope by opening some new horizons for the future explorations and future possibilities.

An important question that every teacher of adult learners should keep in mind is *how* we influence our students and motivate them to learn? It is a question and a matter of relationship that we develop and must carefully foster. If learning is a journey, we, as teachers, are responsible for guiding our learners through that journey, ensuring safety, positive experiences, and pleasures of discovery that emerge throughout it.

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