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MOTIVATION BUILD-UP GUIDE FOR PH.D. ADULT LEARNERS WITH PROFESSIONS

Abstract

This study seeks to outline and explain some motivational guides that help adult learners who already have their professions, in their educational journey. This category of learners may be already financially independent. What will actually be a reason for them to gain extra knowledge? What will motivate them to use part of their working life to be a Ph.D. student? This study first defines what motivation is, and its use in this context. A search was done. A questionnaire was sent to university students at the Kwame Nkrumah University of Science and Technology, Ghana. Answers from 368 respondents to the questions gave a high trend of the interesting outcome. The outlined motivational guides in this study ran through respondents' answers on what the majority of professional workers seek to motivate themselves when they take a step to gain additional knowledge to what they currently apply at their workplaces. Respondents said learners' background in previous education should be checked, focus on courses should be based on real-life issues, and enough time should be spent on them evaluating and giving them constructive feedback. The outlined guides positively raise learners' mental orientation to attain an educational goal.

1.0 Introduction

Motivation is defined as an internal or external reason to behave in a particular way to take action in order to achieve a particular goal by overcoming

barriers [1]. The person to be motivated would have a reason why he or she is into taking such a task to accomplish it. An adult learner with a profession is a person who is older and is involved in a higher learning activity in addition to a profession he/she does. In Europe, adult learners comprise more than 75% of part-time students [10]. Sometimes such a person may be financially independent, has a family, or maybe handle so many other obligations in life. How can this person able to achieve a goal, for example as a Ph.D. student? That is where motivation becomes very essential.

Motivational guides are mostly influenced by teachers' support. Other influences may be the content and activities of the learning procedure, personal life circumstances, and the surroundings they find themselves [2]. This paper shall tackle a few of the motivational guides

2.0 Motivation Guides

2.1 Check and consider the background of your learner

Their background may be either they are professionals in Engineering, health, laboratory technology, or beginners in educational sectors. Professionals may have levels of experience and personal goals. If you know such, you will be able to appropriately choose materials or eLearning materials for them to facilitate their understanding. Some may be practically good, but theoretically lacking [3]. Beginners may be slow learners, so they need a different approach, very basic materials are recommended. Allow more time for them to present their tasks (in the class section or home task. In presenting a topic to an adult learner, you would have to allow more time to present their solution. In class, a 2 to 3 minutes allowance is good for them to assimilate after every 10 minutes presentation before continuing with the next one. For home tasks, allow more days so they can have enough time to think through and give proper solutions. [4]

2.2 Focus on real-world solutions

Information given to learners with profession should focus on real-world-based solutions relevant to the course. If defaulted, it will not offer any practical value for such a learner. For example, how is an eLearning course going to contribute to their skill set? Is an eLearning course going to further their career? Why should they invest time in the eLearning experience in the first place? It would be best if they are given a reason to stay motivated and focused. They can be given scenarios that are visible, with a practical application of knowledge [5].

2.3 Give them time to explore

Adults are adults. They are almost able to do everything on their own. They need not be spoon-fed. They should be given instructions on one thing and allowed to explore the eLearning content in another on their own. This

encourages them to seek extra training materials and come out with their own viable solutions to tasks given to them. When such professional learners gather information autonomously, they are more likely to become lifelong learners with a constant thirst for knowledge [6]

2.4 Take time to assess them

Enough time for adult learners with professions is very important, especially for those who are slow learners. It is good for good assessment [7]. This allows the learner to ask questions that might border him/ her during research. Teachers are encouraged to give free consultation times to such a learner as this is a very important part of giving self-confidence to them to even ask trivial questions. Sometimes during general class, some adult learners with procession may feel shy or demotivated to ask simple questions bordering them. They may feel they might expose their ignorance. But during individual time with the teacher, such questions could be asked and addressed.

2.5 Provide constructive feedback

In pedagogy, the teacher's feedback to students is a very relevant and integral part of accomplishing a course. However, such feedback should be very constructive. Feedback can be destructive if not constructively given, especially to an adult learner who is already a professional and is just for a theoretical upgrade. Constructive feedback seeks to address a few mistakes or encourage accurate results the learner presents in his/her solution in a professional way. By this, the learner is able to redo and get better results.

2.6 Provide rewards

In dealing with adult learners with professions, rewards are not necessarily in monetary form since most of them may be richer or well-to-do. However, they could be given printable certificates to show off to their peers or monumental designs to signify the field of work. This could be enough motivation for them to show their family or keep it for life [9]

Conclusion

Respondents' answers from this study, when used in the field of education, will be helpful for Ph.D. adult learners. The research indicated that most adult learners with their own professions are hard-working individuals who want to broaden their horizons or solve everyday problems. This means that they may need a little help eliminating distractions in order to connect with the current trend of learning. These motivational outlines can serve as a source of guidance for teachers, education counselors, and psychologists when handling clients. The outlined guides, if properly executed, will facilitate the learning and the aim of Ph.D. adult learners. It is therefore relevant to motivate them to achieve such goals.

3.0 Acknowledgment

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