

## MOTIVATIONAL STRATEGIES FOR PROMOTING ADULT LEARNERS' PARTICIPATION IN ENTREPRENEURSHIP EDUCATION PROGRAMMES IN ENUGU STATE, NIGERIA

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### Abstract

*The study investigated the extent to which motivational strategies promotes adult learners' participation in entrepreneurship education programmes in Enugu State, Nigeria. Two research questions and two corresponding null hypotheses guided the study. The study adopted descriptive survey research design. The population of the study comprised 3,943, made up of 3,391 adult learners and 552 facilitators in the 17 local government areas in Enugu State, Nigeria. Simple random sampling technique was adopted for the study. The sample was drawn from 10 % (394) of the entire population. Instrument for data collection was a well-structured questionnaire titled Motivational Strategies for Promoting Adult Learners' Participation in Entrepreneurship Education Programme Questionnaire (MSPALPEEQ). The instrument was face validated by three experts. A reliability coefficient values of 0.73 and 0.88 were obtained using statistical tool for the clusters A and B. The overall reliability coefficient of 0.81 shows that the instrument is reliable. The data generated were analyzed using mean and standard deviation for the research questions and t-test for null hypotheses at 0.05 level of significance. Findings of the study revealed that recognition as motivational strategy to a high extent and collaborative learning environment to a very high extent promote adult learners' participation in entrepreneurship education programme in Enugu State, Nigeria. Based on the findings of the study, the researchers among others recommend that facilitators should encourage and motivate adult learners by recognizing their wealth of experiences and status in the society as well as create collaborative learning environment in order to promote adult learners' participation in entrepreneurship education programmes.*

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**Keywords:** Motivation, motivational strategies, adult learners, entrepreneurship education.

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### Introduction

Entrepreneurship education is a vital tool for the empowerment of individuals more especially, the adult learners. Entrepreneurship education, according to Ezeonwurie (2017), aims to provide individuals with the knowledge, skills, and incentive to foster entrepreneurial success in a range of ventures, it is a lifelong learning process. In the same vein, Okoye (2019) defines entrepreneurship education as a curriculum that stresses the acquisition of practical information, skills, and attitudes that require the learner's initiative, prod him into action, and risk entering into new chances in order to address life difficulties. Entrepreneurship education requires the application of one's energy and enthusiasm to the creation and implementation of new ideas and solutions (Nzewi, Onwuka & Onyesom, 2017). From the definitions above, it can be deduced that entrepreneurship education brings about positive change and provides direction in life.

Similarly, Ezinwa (2017) states that entrepreneurship education is all about stimulating creative thinking and fostering a strong sense of self-worth and accountability, it is aimed at equipping the young with the necessary skills and capacities needed in the

world of work. Entrepreneurship education is roughly characterized as the capacity and readiness to build, organize, and run a firm while dealing with risks in order to profit (Ashni & Priya, 2020). From the above submissions, entrepreneurship education therefore, involves inspiring and encouraging individuals to be problem solvers and creative as well. It promotes creative thinking and improves self-worth. In the same vein, Sani (2019) opined that the essence of the entrepreneurial programme is to impact the knowledge and skills required to generate worth by identifying and building opportunities; it is to give individuals, regardless of their specialties, with abilities that would enable them to engage in income-generating initiatives if they are unable to acquire paid work; thus, it is a shift from a take-a-job attitude to a make-a-job mentality. In the same vein, Onoh (2018) opined that entrepreneurship education is the inculcation of values into the learners through the facilitators and it is aimed at preparing them with skills necessary to establish new business and make innovations towards sustainability and profit maximization of business units, which will create aggregate wealth for the nation. Entrepreneurship education is a means of giving individuals the capability to create jobs, and make use of acquired knowledge, skills and attitudes in bettering their lives and their societies in general. Entrepreneurship education will therefore, equip individuals and out-of-school youths in particular with the required ability, survival skills and frame of mind with which to be useful to themselves and the nation in general (Echem, 2023). Meanwhile, there is no doubt about the benefits of giving adult learners in Enugu State, Nigeria entrepreneurship education, which will equip them with essential entrepreneurial skills with which to become productive and self-reliant. Provision of entrepreneurial skills to adult learners is one of the important avenues for keeping them occupied and useful for personal as well as national development. In this challenging time, there is an increasing consciousness that a conventional education is not enough to equip people with knowledge, skills and attitude they need to improve their chances of a comfortable and decent life. Entrepreneurship education can be promoted through motivation of adult learners.

Motivation is an engine behind any successful programme or project. It has ever remained an effective tool for the actualization of any goal. The word motivation is derived from the Latin word "movere," which means "to move," and it generates a reflection of things moving up, keeping one working, and assisting one in realizing one's goals (Korth, 2007). Deriving from the above, motivation is a tool that moves people to pursue their goals and to work towards the satisfaction of their needs. In the same vein, Nguyen (2017) states that motives are the why of behaviours, the need and the ones that drive behaviour and explains what we do. From the above, motivation is what controls behaviour and moves or stimulates one to action. It is meant to address the needs of all adult learners.

Motivation can be extrinsic or intrinsic. Extrinsic motivation refers to an agent's pursuit of an external reward unrelated to the activity in question while intrinsic motivation refers to the action being sought because it is intrinsically fascinating or delightful (Radel, Pjevac, Davranche, D'Arripe, Colson, Lapole & Grue, 2016). Consequent on the above, adult learners are more interested to learn when they are curious, when they are to learn things that are relevant to their interests, when individuals set goals (Edu, 2017). The definitions above imply that motivation is that internal and external driving force that encourages one to act in order to attain a goal. Thus, for goal of entrepreneurship education to be meaningful and to be achieved, the adult learners need to be motivated for effective participation in teaching and learning process. This is to say

that adult learners need the driving force (motivation) that will spur them into action. When confronted with a constant stream of shifting possibilities and hazards, motivation is a key strategy that helps one to adapt, work efficiently, and maintain wellbeing. Adult learners are motivated when outstanding rewards crown their efforts or endeavour (Reeve, 2018). Similarly, Filgona, Sakiyo, Gwany and Okoronka (2020), submitted that motivation is a broad phrase that refers to a wide range of drives, desires, needs, desires, and other comparable influences. It drives learners in reaching learning goals, a facilitator who motivates learner has a central element of good teaching, learning is inherently hard work and can be achieved through motivation. Continuing, the author stated that motivation is what drives us to do or refrain from doing something. It is an inward push or drive to perform a particular action. or behaviour. Low motivation of learners can result in poor quality of learning, lack of facilitator – learner relationship, inconsistency, nonchalant attitude, among others (Teneva, 2018). Thus, facilitators play an important role in inspiring adult learners to participate in learning activities within their respective educational contexts. Motivation is connected to the amount of intellectual energy normally expended in learning tasks. From the above, it can be deduced that low motivation affects performance. Therefore, facilitators are responsible for learners' motivation for the achievement of entrepreneurship education goals.

Furthermore, in order to learn, act, and feel compelled to participate in and complete the learning process, a person must be motivated; Motivation is an important aspect in both teaching and learning which drives facilitators and learners in reaching teaching and learning goals (Filgona, Sakiyo, Gwany & Okoronka, 2020). Motivation helps adult learners to acquire entrepreneurial skills, knowledge and attitude, so as to be employed or establish their own businesses (Ngware, Boukary, Wekulo, Mutisya, Zikani, Ofieno, & Riechi, 2018). Deriving from the above submissions, motivation inspires people to work and this inspiration can be intrinsic or extrinsic in nature, motivation is an influential factor that can bring about success in teaching and learning process. This is to say that motivation puts our needs, desires and interest to motion. Motivation, according to Eze and Ogbueghu (2017) is a physical framework that underlies human purposeful or goal-directed behaviour. Similarly, Javalgi, Martin, Young, Hart and D'yke (2018) see motivation as the source of start of the action towards the fulfilment of life goals. Motivation helps to inspire, direct, and sustain positive behaviour in facilitators and learners throughout time. It entails setting goals and adjusting efforts to achieve them. It also stimulates creativity and curiosity, igniting learners' desire to study (Asogwa, Onah, & Gideon, 2020). Thus, for goal of entrepreneurship education to be meaningful and to be achieved, the facilitators need to motivate adult learners for effective teaching and learning process to occur. Motivation is what moves one to action, so as to obtain a desired outcome or stipulated goal(s). It is a driving force behind the achievement of any target or objective (Echem, 2023). In the context of this study, motivation will be seen as what moves one to action, so as to realize a desired outcome or stipulated goals such as promoting entrepreneurship education for adult learners. Motivation of adult learners can promote participation in entrepreneurship education programmes as no meaningful programme can be achieved without motivational strategies.

Motivational strategies according to (Igi Global, 2024), are tactics, techniques or approaches to encourage learners to participate in the teaching and learning process. Motivational strategies are those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (Zoltan Dornyei, 2001). Similarly, Get Goally, (2023), states that motivational strategies are systematic approaches or set of

techniques employed to enhance an individual's drive or desire to engage in a particular behavior or activity, often rooted in psychological and cognitive principles. The author further stated that motivational strategies is a tool kit with special tricks up he's sleeve to help someone feel excited about doing something. Motivational strategies such as recognition and collaborative learning environment can promote adult learners' participation in entrepreneurship education.

Recognition is a form of positive reinforcement that tells learners that they are doing the right thing and encourages them to keep doing it. It can come through gift cards, celebrations, praising innovations among others (Mrinmory, 2024). In the same vein, Qualtrics (2025) stated that recognition is appreciating and acknowledging, he hard work and accomplishments of the individuals and teams within your organization. Similarly, Pappas (2025) asserted that gift cards, monetary incentives, badges, praises, are some of the motivational strategies that promote adult learners' participation in entrepreneurship education programmes. Recognizing the unique needs of adult learners is carried in designing entrepreneurial education programmes that can cater for their specific needs and ensuring that the learning experienced remains relevant, engaging and supports their goals. The author further stated that adult learners being a wealth of prior knowledge and experience which can enhance their ability to integrate new information and apply it effectively (Kenterpro, 2023). Recognition, as a motivational strategy will help in promoting adult learners' participation in entrepreneurship education because when they are motivated or encouraged through gifts, cards, certificates, awards, incentives, recognition, good working condition, provision of conducive teaching and learning environment, provision of instructional materials, adequate funding of entrepreneurship programmes etc., they will give their best in ensuring that they become usefully and gainfully engaged through entrepreneurship education (Ofojebe & Ezeugoh, 2010). In the same vein, adult learners can be motivated through rewards, respects, building of self-esteem, giving of incentives and gifts, among others (Indeed editorial team, 2022).

Facilitators of entrepreneurship education for adult learners can motivate adult learners by creating a sense of accomplishment and seeing that individuals who accomplish particular milestones are appropriately recognized and duly rewarded. Recognizing the human worth of adult learners and assigning duties to them based on the level of their abilities, build motivation for promoting entrepreneurship education. Adult learners who are overlooked during entrepreneurship classes are frequently apathetic to the achievement of their stated goals, thus, making the task difficult (Foster Capital, 2024). According to Ofojebe and Nnebedum (2016), learners' motivation causes them to crave for achievement, which is the benchmark for attaining objectives. The authors went on to say that motivation makes learners to be resilient, creative, and committed to improving teaching and learning processes. Another motivational strategy for adult learners' participation in entrepreneurship programmes is collaborative learning environment. Collaboration, also known as team work is indispensable in the teaching and learning process. This type of learning modality offers learners the opportunity to learn from themselves. Their working together as a team helps reduce learners' feelings of isolation in the learning environment (Hawangji & Robert, 2022). Collaborative learning model shifts from a teacher-centred to a learner-centred one. It has positive influence on improving learners' critical thinking skills (Han & Ellis, 2021). It builds on the ground that knowledge is gotten through social interaction, thus making learners to read, respond and participate by expressing and discussing their ideas and opinions to solve real world problems (Dewi, Ema, Haris & Kundera, 2021). Similarly, Ezeugbor, Onyali, and Okoye

(2018) believe that creating an atmosphere for teamwork, and providing counselling services to adult learners, among other things, are motivation strategies for promoting any given programme. Based on the assertions above, it can be deduced that collaborative learning environment improves performance, hence, can be instrumental in promoting entrepreneurship education for adult learners. In the same vein, Awen (2020) stated that collaborative learning environment allows the birth of new kinds of thinking and perspectives in adult learners. It has the capacity to solve problems and develop new ideas. The author further stated that collaborative learning requires team members to establish and maintain a shared understanding of the situation they are facing and any problem they have identified.

Collaborative learning is the process where each group member contributes his/her own personal experience information, perspective, insight, skills and attitudes with the aim of improving learning outcomes of others (Awen, 2020). Adult learners may learn a lot from working in groups. Collaborative learning makes learners participate in small group activities in which they share knowledge and expertise while the teacher acts as a facilitator. This type of learning environment promotes deep learning in which learners engage in high quality social interaction (Karin, Johanne, Ton, Jonne & Fred, 2017). Collaborative learning in entrepreneurship education is a dynamic motivation strategy that fosters active engagement and knowledge sharing among learners. It encourages teamwork and the exchange of diverse perspectives to enhance the learning experience. Collaborative Learning encourages peer-to-peer learning, critical thinking, fostering of communication and networking, cultivating teamwork and leadership, enhancing creativity and innovation, experiential learning and real-world challenges, among others (Fastercapital.com, 2024). Adult learners participate in entrepreneurship education activities and learn best when they are not passive recipients of learning contents. From the above, it can be deduced that collaborative learning promotes adult learners' active participation in the learning environment.

Any country's expansion and progress are reliant on the degree of production and empowerment of its people, particularly the young adults (Olajide & Akojenu, 2017). One of the deadly problems militating against economic expansion and development in Enugu State, Nigeria is unemployment of young people. As a result of unemployment in the State, there have been incidents of deviant behaviours such as obnoxious dressing, restiveness, bombings, thuggery, kidnapping, drug abuse, theft among others (Apase & Yawe, 2019). Enugu people are naturally bold, strong, resourceful, energetic, and hardworking (Onyishi, 2017). These attributes when combined with motivational strategies, can promote adult learners' participation in entrepreneurship education in Enugu State Nigeria. Several efforts have been made at encouraging empowerment programmes such as introduction of Nigerian Economic Empowerment Strategy (NEEDS), State Economic Empowerment Strategy (SEEDS) and vocational skill acquisition programmes for adult learners in Enugu State in the past, the fact remains that these ideas and innovations failed to yield expected results due to inadequate motivation of adult learners, insecurity, shortage of instructional materials, inadequate supervision, in-depth corruption, inadequate trained facilitators, irregular power supply, inadequate of accessible roads, among others (Onyishi, 2017). Some of these adult learners received half-baked entrepreneurial trainings, as there were low motivations. More so, entrepreneurship programmes are majorly visible on paper, as there are no effective implementations and achievement of these programmes, hence they come out not knowing what to do with the little they have learned (Onyishi, 2021). The Nigerian

government saw the importance of giving adult learners entrepreneurship education in order to empower them. The fact remains that adult and non-formal education at the State level, provides entrepreneurship education to adult learners in Enugu State, makes it imperative that facilitators are prepared to carry out this task effectively (Onyishi, 2017).

### **Statement of the Problem**

Motivational strategies are vital instruments for promoting adult learners' participation in entrepreneurship education, which will empower them for personal and national development. Motivational strategies will encourage adult learners to engage in entrepreneurship education classes which will help them become economically equipped for self employment. Entrepreneurship education will equip adult learners with gainful skills and knowledge for self reliance. Unfortunately, most adults are reluctant in participating in entrepreneurship education some personal reasons and this has led to high rate of unemployment and poverty which have ravaged our society and has resulted in increase in crimes such as insecurity, kidnapping, corruption, fraud among others. More so, adult learners who have different needs and responsibilities needing their attention, find it difficult to participate in entrepreneurship education classes. These adult learners need to be motivated to engage in entrepreneurship education classes which will in turn equip them with knowledge skills and attitudes that will help them solve these numerous needs and carry out their responsibilities as well. Given this myriad of issues affecting adult learners' participation in entrepreneurship education, this study investigates motivational strategies that can promote adult learners' participation in entrepreneurship education in Enugu State. Hence, the study explored motivational strategies such as recognition and collaborative learning environment for promoting adult learners' participation in entrepreneurship education programmes.

### **Purpose of the study**

The general purpose of this study is to investigate the extent to which motivational strategies can promote adult learners' participation in entrepreneurship education programme in Enugu State, Nigeria. Specifically, the study ascertained the:

1. extent to which recognition can promote adult learners' participation in entrepreneurship education programmes in Enugu State.
2. extent to which collaborative learning environment can promote adult learners' participation in entrepreneurship education programmes in Enugu State.

### **Research Questions**

The following research questions guided the study.

1. To what extent can recognition promote adult learners' participation in entrepreneurship education programmes?
2. To what extent can collaborative learning environment promote adult learners' participation in entrepreneurship education programmes?

### **Hypotheses**

The following null hypotheses were formulated to guide the study.

**H<sub>01</sub>:** There is no significant difference in the mean ratings of adult learners' and facilitators on the extent to which recognition can promote adult learners participation in entrepreneurship education programs in Enugu state, Nigeria.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of adult learners and

facilitators on the extent to which collaborative learning environment can promote adult learners participation in entrepreneurship education programmes in Enugu state Nigeria

**Methods**

The study adopted descriptive survey research design. Descriptive survey aims at collecting data on and describing in a systematic manner the characteristic features or facts about a given population (Nworgu, 2015). The study was conducted in Enugu State and the choice of the area was due to lack of motivation of adult learners in participation in entrepreneurship education programmes. The population of the study comprised 3,943, made up of 3,391 adult learners and 552 facilitators drawn from 112 literacy centres from the 17 local Government areas in Enugu state, Nigeria (Government of Enugu state, Agency for mass literacy adult and Non Formal education [2021]). The sample of the study was drawn from 10% (394) of the entire population. This is in line with Nwagu (2005) who stated that the sample size for specific population could be at least 40% for many hundreds and 10% for few thousands. The reliability co-efficient scores of 0.79 and 0.94 were obtained from the two clusters of the instrument. The overall reliability co-efficient of 0.87 indicates that the instrument is reliable.

The instrument for data collection was the researchers structured questionnaire titled Motivational Strategies for Promoting Adult Learners’ Participation in Entrepreneurship Education Programme Questionnaire (MSPALPEEPQ). The instrument was a 4-point rating scale of very high extent (VHE) = 4; high extent (HE) = 3; low extent (LE) = 2 and very low extent (VLE) = 1. To determine the validity of the instrument, the questionnaire was face and content validated by three experts. Two from the Department of Continuing Education and Development Studies and one from the Measurement and Evaluation Unit of the Department of Science and Education, all from the University of Nigeria Nsukka, to ascertain the relevance of the instrument and its appropriateness to the study. The reliability of the instrument was tested by administering 20 copies of the questionnaire to adult learners in Afikpo North L.G.A. of Ebonyi State, who have same characteristics and similar experiences and cultural similarities. A reliability coefficient values of 0.73 and 0.88 were obtained using statistical tool for the clusters A and B. The overall reliability coefficient of 0.81 shows that the instrument is reliable. The data collected were analyzed using mean and standard deviation. The test was used to test the two null hypotheses at 0.05 level of significance was accepted while those less than 0.05 level were neglected as being significant.

**Results**

**Research Question One:** To what extent can recognition promote adult learners’ participation in entrepreneurship education programmes?

**Table 1: Mean analysis of the ratings of the respondents on the extent to which recognition can promote adult learners’ participation in entrepreneurship education programme.**

| S/NO | Item Statement  | Adult learners (n = 339) |     |      |     | Facilitators (n = 55) |     | Overall |  | Remark |
|------|---|--------------------------|-----|------|-----|-----------------------|-----|---------|--|--------|
|      |   | Mean                     | SD  | Mean | SD  | Mean                  | SD  |         |  |        |
| 1    | Recognizing that adult learners have wealth of experience promote | 3.88                     | .33 | 3.55 | .62 | 3.56                  | .61 | VHE     |  |        |

|   |  |             |            |             |            |             |            |           |  |
|---|--|-------------|------------|-------------|------------|-------------|------------|-----------|--|
|   | adult learners' participation in entrepreneurship education.   |             |            |             |            |             |            |           |  |
| 2 | Providing gift items in recognition of adult learners' participation in entrepreneurship education.  | 3.77        | .44        | 3.40        | .77        | 3.41        | .77        | HE        |  |
| 3 | Providing monetary rewards for good performance encourages adult learners' participation in entrepreneurship education.                                  | 3.29        | .69        | 3.43        | .62        | 3.43        | .62        | HE        |  |
| 4 | Creating convenient time for the classes motivates adult learners to participate in entrepreneurship education.  | 3.53        | .62        | 3.40        | .65        | 3.40        | .65        | HE        |  |
| 5 | Recognizing adult learners' values and contributions to entrepreneurial classes can promote adult learners' participation in entrepreneurship education. | 3.35        | .93        | 3.33        | .65        | 3.33        | .66        | HE        |  |
| 6 | Providing certification at the end of programme promote adult learners' participation in entrepreneurship education programmes.                          | 3.71        | .69        | 3.47        | .62        | 3.48        | .62        | HE        |  |
| 7 | Ensuring that adult learners are supported through incentives can promote adult learners' participation in entrepreneurship education.                   | 3.41        | .62        | 3.60        | .55        | 3.60        | .56        | VHE       |  |
|   | <b>Overall</b>   | <b>3.56</b> | <b>.29</b> | <b>3.45</b> | <b>.43</b> | <b>3.51</b> | <b>.36</b> | <b>HE</b> |  |

Table 1 shows the mean ratings of adult learners and Facilitators on the extent to which recognition promotes adult learners' participation in entrepreneurship education programmes in Enugu State. The analysis indicates that the mean ratings of adult learners on items 1, 2, 5, and 7 are within the mean range of 3.50 to 4.00. On the other hand, the

mean ratings of Facilitators on items 3, 4, and 6 are within the mean range 2.50 to 3.49 while their mean rating on item 14 is within the mean range of 2.50 to 3.49. The overall mean ratings of ( $M = 3.56, SD = .29$ ) and ( $M = 3.45, SD = .43$ ) for the adult learners and Facilitators respectively, indicate that the facilitators had a higher mean rating than the adult learners. Besides, the overall mean rating of ( $M = 3.51, SD = .36$ ) indicates that recognition to a high extent can promote adult learners' participation in entrepreneurship education programmes in Enugu State.

**H<sub>02</sub>:** There is no significant difference between the mean ratings of adult learners and facilitators on the extent to which recognition can promote adult learners' participation in entrepreneurship education programmes in Enugu State, Nigeria.

**Table 2: t-test analysis of the difference in the ratings of adult learners and Facilitators on the extent to which recognition can promote adult learners' participation in entrepreneurship education programmes**

| Group          | N   | Mean | Std. Deviation | df  | t     | Sig. |
|----------------|-----|------|----------------|-----|-------|------|
| Adult Learners | 339 | 3.56 | .29            | 393 | -1.07 | .295 |
| Facilitators   | 55  | 3.45 | .43            |     |       |      |

Table 2 revealed that there is no significant difference between the mean ratings of adult learners and facilitators on the extent to which recognition can promote adult learners' participation in entrepreneurship education programmes in Enugu State, Nigeria,  $t(393) = -1.07, p = .295$ . This implies that the null hypothesis is not rejected since the associated probability value of .684 is greater than the .05 level of significance.

**Research Question Two:** To what extent can collaborative learning environment promote adult learners participation in entrepreneurship education programmes?

**Table 3: Mean analysis of the ratings of the respondents on the extent to which collaborative learning environment can promote adult learners' participation in entrepreneurship education programmes**

| S/N | Item Statement  | Adult Learners' (n = 339) |     | Facilitators (n = 55) |     | Overall |     | Remark |
|-----|---|---------------------------|-----|-----------------------|-----|---------|-----|--------|
|     |   | Mean                      | SD  | Mean                  | SD  | Mean    | SD  |        |
| 1.  | Ensuring conducive collaborative learning environment promotes adult learners' participation in entrepreneurship education classes. | 3.47                      | .62 | 3.82                  | .90 | 3.68    | .75 | ✓HE    |
| 2.  | Grouping adult learners for brainstorming promotes adult learners' participation in entrepreneurship education.                     | 3.65                      | .49 | 3.69                  | .75 | 3.49    | .67 | IE     |
| 3.  | Ensuring all learners actively participate in group discussions promotes participation of adult                                     | 3.82                      | .39 | 3.49                  | .68 | 3.56    | .75 | ✓HE    |

|    |   |             |            |             |            |            |           |            |
|----|---|-------------|------------|-------------|------------|------------|-----------|------------|
| 4. | learners in entrepreneurship education. Providing relevant entrepreneurship topics for team critical thinking promotes adult learners' participation in entrepreneurship education. | 3.53        | .51        | 3.55        | .76        | 3.51       | 81        | √HE        |
| 5. | Rotating team leadership among adult learners promotes learners' participation in entrepreneurship class.   | 3.71        | .47        | 3.51        | .82        | 3.67       | 65        | √HE        |
| 6. | Organizing group workshops for hands on learning promotes adult learners' participation in entrepreneurship education.  | 3.47        | .62        | 3.67        | .65        | 3.50       | 61        | √HE        |
| 7. | Creating adult learners friendly activities promote adult learners' participation in entrepreneurship education programmes.   | 3.35        | .79        | 3.50        | .61        | 3.53       | 62        | √HE        |
| 8. | providing interesting discussions in small groups enhances participation of adult learners.   | 3.00        | .79        | 3.53        | .62        | 3.44       | 60        | HE         |
| 9. | Giving adult learners the opportunity to communicate in small and large groups promotes adult learners' participation in entrepreneurship education programmes.                     | 3.29        | .69        | 3.46        | .59        | 3.65       | 63        | √HE        |
|    | <b>Overall</b>  | <b>3.48</b> | <b>.23</b> | <b>3.58</b> | <b>.62</b> | <b>3.5</b> | <b>40</b> | <b>√HE</b> |

Table 3 shows the mean ratings of Adult learners and Facilitators on the extent to which collaborative leaning environment promotes adult learners' participation in entrepreneurship education programme in Enugu State. The analysis indicates that the mean ratings of adult learners on items 8, 9, 10, and 11 are within the mean range of 3.50 to 4.00. On the other hand, the mean ratings of Facilitators on items 12, 13, 14, and 15 are within the mean range 2.50 to 3.00 while their mean rating on item 14 is within the mean range of 2.50 to 3.49. The overall mean ratings of ( $M = 3.48$ ,  $SD = .23$ ) and ( $M = 3.58$ ,  $SD = .62$ ) for the adult learners and facilitators respectively, indicate that the facilitators had a higher mean rating than the adult learners. Besides, the overall mean rating of ( $M = 3.53$ ,  $SD = .40$ ) indicates collaborative leaning environment to a very high extent promotes adult learners participation in entrepreneurship education programme in Enugu State.

**Ho<sub>2</sub>:** There is no significant difference between the mean ratings of adult learners and facilitators on the extent to which collaborative learning environment promotes adult learners' participation in entrepreneurship education programme in Enugu State, Nigeria.

**Table 4:** t-test analysis of the difference in the ratings of Adult learners and Facilitators on the extent to which collaborative learning environment promotes adult learners' participation in entrepreneurship education programme.

| Group          | N   | Mean | Std. Deviation | Df  | t     | Sig. |
|----------------|-----|------|----------------|-----|-------|------|
| Adult Learners | 339 | 3.48 | .23            | 393 | -.476 | .329 |
| Facilitators   | 55  | 3.58 | .62            |     |       |      |

Table 4 revealed that there is no significant difference between the mean ratings of adult learners and facilitators on the extent to which collaborative learning environment promotes adult learners' participation in entrepreneurship education programme,  $t(393) = -.976$ ,  $p = .329$ . This implies that the null hypothesis is not rejected since the associated probability value of .684 is greater than the .05 level of significance.

### Discussion

The result from research question one revealed that recognition to a high extent promotes adult learners' participation in entrepreneurship education programmes in Enugu State through providing gift items in recognition of adult learners' participation, recognizing adult learners' values, providing monetary rewards for good performance, creating convenient time for the classes, among others. Further analysis revealed that there is no significant difference between the mean ratings of adult learners and facilitators on the extent to which recognition can promote adult learners' participation in entrepreneurship education programmes in Enugu State, Nigeria. This study is supported by Pappas (2025) who stated that gift cards, monetary incentives, badges, praises, are some of the motivational strategies that promote adult learners' participation in entrepreneurship education programmes. The findings were also in agreement with Ofojebe and Ezenugoh (2010) which stated that motivation of adult learners through gifts, rewards, incentives, recognition, good working condition, provision of conducive teaching/learning, environment, adequate funding and convenient timing, promotes adult learners' participation in entrepreneurship education programmes.

Again, the findings of the study in research question two revealed that collaborative learning environment to a very high extent promotes adult learners' participation in entrepreneurship education programme. This type of learning modality offers learners the opportunity to learn from themselves. Their working together as a team helps reduce learners' feelings of isolation in the learning environment (Hawangji & Robert, 2022). Collaborative learning model shifts from a teacher-centred to a learner-centred one (Han & Ellis, 2021). It builds on the ground that knowledge is gotten through social interaction, thus making learners to read, respond and participate by expressing and discussing their ideas and opinions to solve real world problems (Dewi, Ema, Haris & Kundera, 2021). In the same vein, Awen (2020) stated that collaborative learning environment allows the birth of new kinds of thinking and perspectives in adult learners. It has the capacity to solve problems and develop new ideas. The author further stated that collaborative learning requires team members to establish and maintain a shared understanding of the situation they are facing and any problem they have identified. Adult learners participate in entrepreneurship education activities and learn best when they are not passive recipients of learning contents. Collaborative learning makes learners participate in small group activities in which they share knowledge and expertise while the

teacher acts as a facilitator. This type of learning environment promotes deep learning in which learners engage in high quality social interaction (Karin, Johanne, Ton, Jonne & Fred, 2017). The findings of the study in research question two showed that the respondents unanimously agreed positively, to a very high extent that collaborative learning environment promotes adult learners' participation in entrepreneurship education programme through ensuring conducive collaborative learning environment, grouping adult learners for brainstorming, ensuring all learners actively participate in group discussions, providing relevant entrepreneurship topics for team critical thinking, rotating team leadership among adult learners, organizing group workshops for hands on learning, among others. In the hypothesis two, the findings of the study indicated that there was no significant difference in the mean ratings adult learners and facilitators on the extent to which recognition can promote entrepreneurship education for adult learners in Enugu State, Nigeria. This means that the null hypothesis was not rejected. Inference drawn therefore was that adult learners and facilitators agreed on the same parameter on the extent to which recognition can promote adult learners' participation in entrepreneurship education programme in Enugu State, Nigeria.

### **Educational Implications of the Study**

The findings of this study imply that recognition-based motivational strategies should be integrated into adult entrepreneurship education programmes to enhance learners' participation. Facilitators need to acknowledge adult learners' experiences and values, provide incentives, and ensure flexible class schedules to sustain learners' interest and commitment. The strong influence of a collaborative learning environment further implies that adult entrepreneurship education should adopt learner-centred approaches such as group discussions, teamwork, and hands-on activities. These strategies promote active participation, peer learning, and deeper understanding, thereby improving the overall effectiveness of entrepreneurship education programmes in Enugu State, Nigeria.

### **Contribution to Knowledge**

This study contributes to knowledge by providing empirical evidence on the effectiveness of motivational strategies in promoting adult learners' participation in entrepreneurship education programmes in Enugu State, Nigeria. Specifically, it establishes that recognition of adult learners' experiences and status significantly enhances their participation, while a collaborative learning environment promotes participation to a very high extent. The study also adds to adult education literature by validating reliable motivational measures that can guide facilitators and policymakers in designing learner-centered entrepreneurship education programmes for adults.

### **Conclusion**

The study revealed that motivational strategies such as recognition and collaborative learning environment are indispensable in promoting adult learners' participation in entrepreneurship education programmes. Premise on this, the study emphasized that motivational strategies such as recognition to a high extent and collaborative learning environment to a very high extent, promote the participation of adult learners in entrepreneurship education programmes in Enugu State, Nigeria. These motivational strategies have been proven from the findings of the study to be very vital in promoting adult learners participation in entrepreneurship education programmes, Hence it is very imperative for facilitators, administrators, policy makers, ministry of education governmental and non-governmental organizations and other stakeholders to ensure that

adult learners are motivated to learn as well as participate in entrepreneurship education programmes for self reliance and national development.

### **Recommendations**

Based on findings of the study, the researchers made the following recommendations:

1. There is need for facilitators and educational programme planners to provide rewards such as gift items, incentives, cards monetary rewards among others, that will motivate adult learners to participate in entrepreneurship education programmes.
2. Facilitators should encourage and motivate adult learners by recognizing their wealth of experiences and status in the society
3. Facilitators should also recognize that adult learners are busy people and are engaged and thus be treated as such by fixing time of programmes to suit adult learners
4. Adult learners should be respected in order for them to be motivated to learn
5. Administrators, ministry of education and stakeholders should package entrepreneurship education in an attractive and practical manner, so as to win adult learners interest to participate in the programme.

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