



## **INFLUENCE OF LIFELONG LEARNING THROUGH OPEN AND DISTANCE MODE AS AN INDISPENSABLE FACTOR TO ENHANCE MOTIVATION AMONG LEARNERS.**

Navaneedhan, C.G., Meston College Of Education, India.

### **Summary**

*The concept of life long learning strategies in the globalised world is very essential as it promotes motivation in professional development and job training imparting education through resources based on updated information through different types of training courses and promoting the availability of the same in self instructional mode( SIM) as a multimedia package developing training strategies meeting the needs of teachers and students in different disciplines.*

*Secondly life long learning adopted by organizations provide hybrid model of training to individuals using a judicious combination of face-to-face exchange and web based delivery, made possible by internet technology.*

*Lifelong learning is "lifelong, life wide, voluntary, and self-motivated" learning to learn (learning how to recognize learning strategies, and monitor and evaluate learning) is a pre-condition for lifelong learning leading to the development of metacognitive strategies among individuals.*

*Life long learning has led to the realization that formal learning, typically concentrated in the earlier stages of life, can no longer sustain an individual throughout their life.*

### **Introduction:**

**Lifelong learning** is a term that recognizes learning is not only confined to childhood or the classroom, but also takes place throughout life and in a range of situations. During the last fifty years, constant scientific and technological innovation and change has had a profound effect on learning needs and styles. The following are the established contexts for lifelong learning beyond traditional "brick and mortar" schooling:

- Home Schooling where this involves learning to learn or the development of informal learning patterns.
- Adult education or the acquisition of formal qualifications or work and leisure skills later in life.
- Continuing education which often describes extension or not-for-credit courses offered by higher education institutions.

- Work based learning which includes professional development and on-the-job training.
- Personal learning environments or self-directed learning using a range of sources and tools including online applications

Though the term life long learning is defined in more than one way depending on the context, it is motivated formally and informally by adopting selective way instructional design as mentioned below.

1. Educators are guides to sources of knowledge.
2. People learn by doing.
3. People learn in groups and from one another.
4. Assessment is used to guide learning strategies and identify pathways for future learning.
5. Educators develop individualized learning plans.
6. Educators are lifelong learners. Initial training and ongoing professional development are linked.
7. People have access to learning opportunities over a lifetime.

The present paper work focuses on the achievement of motivation through lifelong learning strategies, which includes professional development and job training. Motivation to learn in an individual depends on the following four categories viz: 1) need recognition 2) improving social status 3) acquiring skills and 4) capacity building.

#### **Dependence of Motivation on need recognition**

Motivation is the self-drive an individual possess constantly initiating what they would like to do satisfying their needs. Maslow proposed that people have five increasingly higher-level needs; physiological, safety, social, self-esteem, and self-actualization. According to his “potency process principle,” people become motivated to satisfy the lower-order needs and then, in sequence, each of the higher-order needs. In this context of professional development and job training, need recognition refers to identification of individual skills employees possess and categorizing them in to groups based on similarities of skills to empower them by giving authority, information, and tools they need to do their jobs with greater autonomy. Empowerment boosts employees’ feelings of self-efficacy and allows them to satisfy higher-level needs for achievement, recognition, and self-actualization.

#### **Dependence of Motivation on improving social status**

Ingrid (2008) pointed out the Potential Mediating Role of School Motivation and Education to attain Social Status in general and refers to the processes through which initial relative social position is associated with own social status attainment over a period of time. Cognitive ability is linked to motivation and education, are the other two major influential contributors of status attainment. This aspect of status attainment has nothing to do with one’s parental social background, but rather acts on its own as an attribute for achieving higher status attainment. In the professional development and job, training domain that the paper is concerned about takes in to account the following strategies to improve social status:

1. Sharply differentiating good performers from average and poor performers.
2. Tying rewards clearly to performances.
3. Paying well according to job criteria.
4. Fostering mutual reliance and friendship among co- workers.
5. Encouraging sharing of best practices.
6. Designing jobs that are meaningful distinctive fostering sense of contribution to the organization.
7. Increasing the transparency of all processes.
8. Building trust in granting rewards , assignments, and other forms of recognition.

### **Dependence of Motivation on acquiring skills**

Kesten, (1987) suggested that motivation to acquire skills could be initiated by independent learning. Independent learners develop the values, attitudes, knowledge and skills needed to make responsible decisions and take actions dealing with their own learning. Independent learning is fostered by creating the opportunities and experiences, which encourage student motivation, curiosity, self-confidence, self-reliance and positive self-concept; it is based on student understanding of their own interests and a valuing of learning for its own sake. Independent learning is part of an ongoing, lifelong process of education that stimulates greater thoughtfulness and reflection and promotes the continuing growth of students' capabilities and powers. Professional skills could be acquired by motivation based on providing the following learning environment :

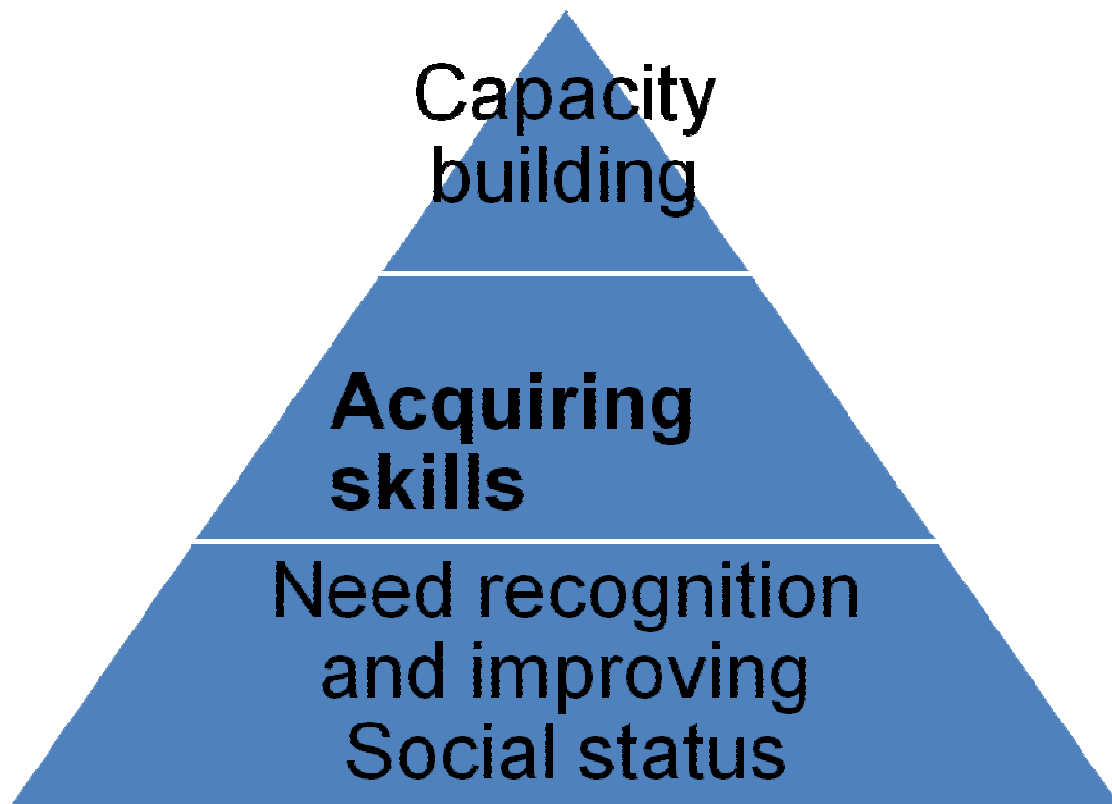
1. Fostering creativity.
2. Exposure to latest knowledge resources.
3. Encourage to adopt autonomous learning strategies.
4. Encouraging periodic presentations by the learners.
5. Practice of time management.

### **Dependence of Motivation on Capacity building:**

Capacity building in a broader sense of an individual or an organization is defined as ability to work across sectors, mobilization of support and additional resources, transfer of skills and knowledge, and creation of sustainable delivery .Capacity building is motivated in an individual by

1. Encouraging new ways of thinking
2. Providing awareness and perception of up to date knowledge resources.
3. Encouraging adaptiveness to new environment.
4. Training in leadership, negotiation, and problem solving skills.
5. Developing the ability for critical analysis.

The present paper work establishes that professional development and job training could be achieved satisfactorily by life long learning strategies initiating motivation in individuals in all the four categories mentioned earlier. The following hierarchical order representing in the pyramidal form explains how an organization emphasize the life long strategies depending on the social and cultural needs at global level. The base of the pyramid represents individuals looking for life long strategies to motivate them in order to satisfy their basic requirement namely need recognition to improve their social status. Close examination of the pyramid reveals that there is greater percentage of population striving to achieve this. The next level in the pyramid is acquiring skills through a number of resources available. The percentages of population move to this level are the people willing to climb the next level of the ladder. However, the percentage of population being less than the first level the actual growth of the organization depends on the second level of the pyramid largely. The third level in the pyramid is capacity building the highest level in the ladder reached by the people who excel in the in the second level of the pyramid.



**Objectives of the study:**

1. To find the effectiveness of life long learning in professional development and job training.
2. To know the relationship between motivation and the factors determining motivation namely a)Need recognition b)improving social status c) acquiring skills d) capacity building.

**Hypothesis of the study:**

1. There is no impact of life long learning on professional development and job training.
2. The factors determining motivation is not related to life long learning process.

**Tools of the study:**

Questionnaire designed by the author to measure the components of motivation namely 1) need recognition 2) improving social status 3) acquiring skills and 4) capacity building, consists of 40 statements divided into four sub divisions ,each with 10 statements .Each statement is assessed by four options a)agree, b) strongly agree, c) undecided d) disagree on a four point likert scale. The positive statements are marked in the ascending order and negative statements in the descending order. The questionnaire was assessed by survey method. The students were asked to read each statement to tick an appropriate choice according to their understanding. The scores obtained were subjected to statistical analysis.

**Metodology:** A sample of **100** B.Ed students in the age group 25 to 35 years (enrolled through open and distance mode) were selected for the study. A survey was conducted on the sample by distributing the questionnaire. Each statement is formulated in the questionnaire to measure the motivation level required based on the four components namely a) need recognition, b) social status, c)acquiring skills, and d) Capacity building was evaluated based on the scores obtained against it. The total score obtained in the questionnaire under each subdivision was

collected. Co-relation coefficient value “r” was calculated to show the extent of relationship between motivation and its components.

**Results and discussion:**

The findings of the survey method were listed as follows:

1.The correlation coefficient values were found to be significant revealing the relationship between motivation and its components namely need recognition ,social status, acquiring skills, and capacity building.

2.The extent of correlation coefficient was maximum for the motivation level required and capacity building revealing that it is absolutely essential to motivate individuals through a variety of means to raise to highest level in the pyramid model representing motivation.

3.The extent of correlation coefficient was minimum for the motivation level required and need recognition and social status of the individuals revealing that if the individuals are motivated to slight extent using simple motivation strategies to reach lowest level in pyramid model representing motivation. It was shown that majority of the individuals belong to this category.

Findings of the present paper work is supported by Robinson (1992),study stating that motivating individuals through good communication, allotting work depending on individual's capabilities and preferences, setting realistic and clear job standards, promoting participative decision making, could lead to capacity building ensuring strong motivation levels. Further it was seen that social theorist (Dawson, 1993) revealed that by satisfying employees' needs it could be possible to increase the productive tendencies, Vaida (2003) Hoy and Miskel (1991) , Boje and Rosile (2004) supported the view that motivation could be initiated by rewarding with incentives depending uniqueness of employees' needs, personalities and behaviour.