

Study of the Motivational Factors of Return to Study of Adults in Accredited Public and Private Higher Education and University Institutions In the City of Likasi

Jean Félix MWADI KANONGE

Associate Professor at the Institute of Higher Education and Technical Likasi in the Democratic Republic of Congo

Abstract: *"The author of this article has investigated the motivational factors determining the return of adults to public and private higher education institutions in the city of Likasi. We were able to highlight 13 elements that proved to be factors determining the motivation of the adults by their return to school in particular, the improvement of the performance, the acquisition of the knowledge, the conditions of studies, the improvement of the financial situation, the demands of the job market, obtaining a high degree, the feeling of inadequacy related to previous studies and considering a promotion. "*

1. Introduction

Education is one of the important factors in the development of every human being. It is an instrument of revalorization of the person and humanity. It aims to highlight and develop certain qualities intrinsic to man, such as the ability to choose, to reflect, creativity, the ability to evolve, self-fulfillment. It concerns all categories of human beings, children, adolescents, young people, adults and old and only ends when a person dies.

Man, as a human being, is always animated by a spirit of curiosity. He wants to know, to discover, to discover, to free himself from all ignorance. It wants to develop from every point of view, mental or intellectual, moral, physical and social and thus meet the requirements as personal, family as community or societal.

He is therefore considered a subject in the center of his own life, acting on the world, changing him-self and everything he touches. He also finds the realization of his being in his action, in the relationships he establishes, through his activities with nature. It is about someone who is worth more because he is only because he owns. He has the necessary skills that he can develop to properly deliver and enhance his work or profession.

Thus, in view of the various changes taking place in different areas of life, the rapid evolution and the multidimensional transformations that the present world is undergoing, notably globalization and its consequences, information technology, the development of science, technology and technology, leading to the suppression of certain jobs and the creation of others which absolutely require the acquisition of new theoretical and practical knowledge, it is imperative to acquire more extensive knowledge and diversified to fit.

On this, one of the most effective ways to achieve this, to comply, to adapt, to develop, to change both professional and social status is to acquire and improve his knowledge through studies. P. GEORIS and A. BAUDOIN (1965,

p.79) also affirm it by saying that: "More and more modern knowledge was ranked among the main criteria making it possible to arrive at a material situation favored to acquire franchises. "Policies, to perform functions similar to those required by Europeans". This makes that man has the obligation to form, to inform himself and to learn during all his existence.

This justifies or explains the fact that for a long time, a large number of adults who had interrupted their studies, for one reason or another have returned to the benches to complete them. Thus, as adults, to learn well, to study, to acquire knowledge, they need to know why and how to study.

This decision to return to school, says Mr. GUINDON (1995, P15): "Is the result of a long reflection during which the adult students had scrutinized their motivations and specified their objectives". It is the result of awareness after a long reflection and a thorough analysis of their life. It is also an eloquent proof of the sense of responsibility on their part. It is also a provision that makes them free and responsible for their personal and collective destiny, because it is a development of "all men and all men".

We have found that an influx of this category of people is much more remarkable in most of the institutions of higher and university education, both official and private, and accredited in the city of Likasi. We mention: University of Likasi, Open University (CIDEP), Christian University Source of Life, University of CEPROMAD, University Institute of Congo, Higher Institute of Pedagogical and Technical and Institute Superior of Statistics.

Adults who attend these educational institutions continue their studies in various fields such as sociology, political and administrative sciences, management, law, criminology, management mathematics, computer management, theology, mechanics, electricity, electronics, informatics, building construction, electricity, human resources management, networks, philosophy, educational sciences, psychology, etc.

Volume 8 Issue 6, June 2019

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

With regard to the plans that are adopted, there are two, namely, part-time and full-time. The first concerns adults who follow their teachings by day, while the second is for those in the evening.

Adult persons who are subject to the first plan study for three years the cycle of graduate and five years in license while those of the second regime make four years in graduate and six years in license instead of five years as in the first regime. This justifies the terms full-time and part-time.

We recall that the concept of adult here refers to the context of training. The adults we are talking about are responsible, mature men who have interrupted their schooling to pursue a profession or other activities, or for a variety of reasons.

Among them, there are agents of the public administration of the State, those who work in different departments of the State, such as among others the DGRAD, the cadastre, the Urban Service of Urbanism, the Titles Real estate, the General Tax Department, the Mining Department, the Foreign Trade Department, etc. Teachers, agents of companies such as Gécamines, SNCC, SNEL, Boss Mining, TFM, some Mining who subcontract with Gécamines such as MUTANDA Mining for example, the army and those who carry out private activities such as traders, traders, etc.

Among them, there are those who occupy positions of responsibility as Heads of Services, Heads of Personnel, managers of Human Resources Services in a few companies, accountants, etc. In the Army of the Engineering School, there are Captains, Lieutenants and Warrant Officers.

Most of their marital status is married and fathers of families. Singles are really fewer the age of all these adults ranges from 25 to 50 years old.

On this point, it should be noted that they have responsibilities related to both professional and family life that is to say that they are subject to both professional and family constraints. In addition, as adults, there is another constraint, it is the one related to studies.

It should be noted that many of them continue their studies on a part-time basis while continuing to hold a job or perform any activity. They thus know, in addition to constraints, four types of influences, the first of which is that of studies on professional life, the second concerns professional life on studies, the third is related to the reactions of their co-workers, and finally, the fourth, which relates to the reactions of their employers.

It should be noted that all of these psychological situations have the following effects among other things: Adults have the opportunity to apply knowledge they have already acquired while they are studying. At the same time, the time and energy spent on their work is reduced during the week.

In relation to the influence of professional life on schooling, the adult people in question find that their work has become plentiful or cumbersome and thus causes concern about the studies they are doing.

Colleagues on their part, show towards this category of adults, reactions as positive, negative as neutral. Some of them are nice and encourage them to continue their studies, the others are jealous and hypocritical, and the others are unresponsive.

As for employers, both behave positively by increasing trust in adult persons, others are skeptical and react negatively to the fear of leaving the employee after graduation or in the future. Fearing a decrease in the latter's performance.

Note also that these adults raise concerns that are related to their professional, personal and family life whose resolution and adaptation require the acquisition and improvement of knowledge through studies.

Faced with this situation in relation to these adults with ambitions to continue their studies, despite the constraints to which they are subject, we asked ourselves the following question: What factors motivated adults to return to school?

This is the fundamental question that concerns us, to which we will attempt to answer the outcome of this investigation. The objective we pursue in this study is to determine the factors that motivated adults to return to school after a period of interruption.

This objective led us to formulate the following hypothesis: "The improvement of the yield,; the acquisition of knowledge, the conditions of study, the improvement of the financial situation, the requirements of the job market, the obtaining of a diploma of a high degree, the feeling of inadequacy linked to previous studies, the superiority of the spouse, the fight against the contempt of her superiors, the lack of opportunities to develop intellectually, the personal stimulation, the fear of losing the job and considering a promotion would be the factors determining the motivation of adults to return to school".

The results of this study are of interest to all those involved in education, namely:

The adult people themselves who are the main agents of their own formation, the trainers or teachers, the academic authorities of the Universities and Higher Institutes as well as the Government represented by the Ministry of Higher and University Education.

Adult people:

These results will help them to understand that in order to return to school, they must not only become aware of their current state, but above all, they must be motivated to do so because, as adults, before committing to a training process, they need to know why and how they need to be trained. They may also allow those who are discouraged to realize that it is still possible to study and complete their training, despite the difficulties they face. They will be stimulated or motivated to do so.

Trainers:

These results will enable them to become aware of the realities facing this category of adults. They will also know that these people have already acquired some knowledge and

professional experience for having carried out certain trades during their period of interruption. They will be able to take all these aspects into account in order to make use of their teachings, which they teach in techniques such as dialogue, presentation, debate, conferences and others in order to bring people to share their experiences.

Academic authorities:

They will learn not only about the motivational factors that adults return to study, but also about the different influences they have and the different constraints they face. As a result, they will be able to take this into account when making decisions and organizing teaching.

To the Government:

It may draw on our conclusion to review its general policy in relation to adult education in Higher and University Education. To achieve the objectives, we used the survey method; this allowed us to identify the factors that motivated our subjects to return to school after a period of interruption. In terms of data collection, we used instruments such as questionnaire, observation, interview and documentary technique.

The questionnaire consists of thirteen questions to which our respondents are asked to answer yes or no. The counting was done by identifying and grouping all the positive answers (Yes) on the one hand, and those that are negative (NO), on the other hand. And this by question and by Institution of Higher Education and University concerned by our study. His administration was indirect. The protocols were given to our respondents and the harvest was done according to the appointments with the concerned. The percentage statistical technique allowed us to perform the data processing.

If in the previous research, the researchers were interested in one of the return of the adult to the studies, the others to the motivational factors as well in the professional circles as school, for the others still to the identification of these same types factors, but determining the choice of courses by students enrolled in the first graduates of the University of Lubumbashi, the Higher Institutes of Statistics and Pedagogy. For our part, our study consists in identifying the factors determining the motivation of the adults to return to studies in the Institutions of Higher Education and University.

2. Theoretical Frame

In this part, we give some theories and the explanation of certain concepts to allow us to grasp the real and exact meaning of our study.

Motivation

Etymologically, the motivation concept comes from the Latin verb "hoverer" which means to move. According to G. TORTEL, quoted by UNESCO (1988, p.34), motivation "is what makes movement, it is the reason to have. It is the deep interest that mobilizes the whole being. It is the spring of the action, which gives it meaning and flavor. For LUSSIER (quoted by HICHICHAS 1981, p112.): "Motivation, a phenomenon of internal order that appeals to the conscience

and the will of the human being, is the engine of initiative and commitment. In the learning process ".

A) Theories on motivation

Classical psychology distinguishes motives from motives. The first being the intellectual causes of our acts and the second the affective ones. However, it should be noted that this differentiation is artificial insofar as there is not only one cause, but an entire inseparable set of conscious and unconscious, physiological, emotional and social factors interacting with each other. .

According to NKONGOLO MUKENDI (1992, p.41.): "There is of course the nervous system, the heredity and the environment that influence the development of the individual, but the motives must also be explored. And the deep aspirations that stimulate our behavior. There are therefore conscious or unconscious factors that direct behaviors in a given direction in order to achieve goals or meet needs. It is all of these factors that constitute the motivations. There are several theories about motivation. Here are some related to our study.

The phenomenological current of the motivation

From a phenomenological point of view, E. BOURGEOIS (1998, p.101) says that "the value attributed to training and learning is one of the essential components of the motivational process. The central question is to understand how the subject is constructed, his motivation to undertake such training, more precisely the meaning and value it gives him, in the singularity of the interactions between the internal dispositions on the one hand and his environment on the other. On the other hand, at some point in his life trajectory".

It is important to know that the value and meanings attributed to the training by the subject would thus refer to the life objectives that the subject sets for himself at a given moment in his history, and to his perception of training as a potential medium. To achieve its goals.

Still on the subject of value in training, BIGGS and MXARS (1981 ..., 33) have in a synthesis work on the possible motivations of the adult to engage in training, distinguished four categories of motivation:

a) Extrinsic motivations

These are the rewards that the subject expects as consequences of training, in terms of socio-professional mobility, for example.

b) Social motivations

These are the social rewards that the subject can expect from his commitment to training.

c) Motivations related to self-fulfillment:

It is the feeling of personal satisfaction that this subject can derive from having completed the business, having successfully met the challenge it posed for it.

d) Intrinsic motivations in the strict sense.

It is a question of the satisfaction that the subject can draw from the very process of learning and training, independently of its product.

B) Stimulus-response design**a) Conceptions focused on meeting needs**

MASLOW and F. HERBERG, cited by J. P. GUERE (1985, p. 24), spoke of theories centered on the satisfaction of needs. MASLOW was interested in the clinical observations that led to the development of a motivational theory whose basis and role is based on human needs. They can be summarized in two propositions:

2. The needs can be prioritized in five levels after the bottom of the pyramid are placed physiological needs. Other needs may arise when these first needs are met. These are security needs, social needs, self-esteem needs, and realization needs. This is how the author prioritized them in a diagram below:



Figure 1

2) Man's behavior is directed by the most felt need in a given situation.

F. HERBERG, for his part, has developed a theory called "a theory of two factors which can be summarized also in two propositions:

1. Dissatisfaction of the working man could be reduced by the following factors: it is the relationship between those in the command post and subordinates, salary, benefits, physical conditions work, the human resources management policy and the technical competence of the chief. These factors are called: "Hygiene Factors".

2. This set called by F. HERBERG: "driving factors". When present, they can motivate the person to perform well. These are factors such as promotion, responsibility, appreciation of performance, the possibility of being realized in an interesting job.

Sekiou and AL (1993, p.449): "see all motivational force that pushes the individual to satisfy his needs, desires, impulses and determines behavior to reduce a state of tension, so to restore a balance".

For PIERON, quoted by J. DELAY and P.PICHOT (1990, p.79): "The needs have in them an internal sensibility awaking a tendency to perform an act. In man, the complexity of cognitive structures determines, thanks to the

many learning's, educations, culture, arbitrary motivations of his own".

As a result, returning to school after a period of interruption is the expression of a behavior that enables them to meet their needs, taking into account the objectives they set for themselves in advance. That is to say before going back to school.

C) Design by Joseph Nuttin

This conception is in a behaviorist perspective. Joseph NUTTIN, quoted by KALALA NKUDI (1987, p.16) says that: "The scheme in which experimental psychology likes to formulate the behaviors of the organism (S-R) hides the problem of motivation".

The second remark made by the same author concerns the fundamental fact that can be described as follows:

The organism or individual is characterized by relationships of the environment. In the presence of a certain number of objects, some are coveted, while others are rejected.

In case of absence, certain objects and situations are sought and pursued. This theory shows us that the selective orientation towards the object preferred or sought gives the behavior its direction and its organization.

D) Psychoanalytical Design

For psychoanalysts, human behavior is influenced by motivations, not only unconscious, but also conscious.

In this regard, authors such as R. DELDINE and R. DEMOULIN (1997, p.240) emphasize that "Freud turned to the personal history of the individual to identify mobile early childhood mobiles, whose the individual has no direct memory, which can be found among forgotten experiences in the unconscious".

This Freudian theory addresses the motivations of our acts on the basis of drive. Thus, for FERREUD, the libido or sexual drive is the force that allows the person to reach the goal; he emphasizes that the motives of an act are to be sought in the historical content of the individual".

a) The Adult

KNOWLES (1930, p.72), "The adult is defined by his ability to use his experience. It goes even further by considering experience as the determining element of the identity of the adult; for children, experience means what has happened to them, whereas for adults it means "what they are".

MAFWASA MAKIONA (1989, p.83) defines him as "a person who has an active life characterized by social, political and economic responsibilities"

As for us (2009, p.13), the adult is "a mature person, able to assume his responsibilities, to bring solutions to the problems he faces, to propose appropriate solutions to the problems posed and to take steps to decisions of thoughtful way. He is someone who is not versatile, but anticipates and determined to achieve the goals he has set himself.

b) Adult Person

In the context of our study, it is about a mature person, able to take care of himself, who has a bag of experiences, who made the decision to go back to school in a higher institution or University, after they have interrupted for a definite period.

c) Studies

It is the acquisition of knowledge, both theoretical and practical, through teaching, training and research. Through studies, adult people acquire more extensive diversified knowledge; the capacity to practice life, to practice a specific profession and to create or create jobs.

3. Methodological Framework

a) Study population

Our study population includes adults who have returned to school after a period of interruption. They are enrolled and regularly take courses in accredited public and private higher education institutions in the city of Likasi. It is:

- Public Universities: Likasi University, Open University (CIDEP);
- Authorized Private Universities: the Christian University Source of Life, the University of CEPROMAD and the University Institute of Congo;
- Public Superior Institutes: the Higher Pedagogical and Technical Institute of Likasi, the Higher Institute of Statistics.

To constitute this population, we proceeded by the gradual identification of these adults concerned first in the educational institutions where they are registered, then in their professional circles where they work; and finally to their homes, for some. It was also and above all thanks to the information we were able to gather from the people concerned, one after the other.

Table 1: Study Population

No.	Size of the population	Numbers	%
1	institutions	11	7%
2	University of Likasi	23	15%
3	Open University CIDEP	11	8%
4	Christian University Source of Life	23	15%
5	University of CEPROMAD	25	16%
6	University Institute of Congo	35	23%
7	Higher Institute Pedagogical and Technical	24	16%
TOTAL		152	100%

Comment

In this table, 7% represents the number of 11 adult persons at Likasi University out of a total of 152; 15% represent the number of 11 adult people of the Christian Source of Life University of a total of 152, or 100%; 15% represent 23 adults from the University of CEPROMAD out of a total of 152, 100%, 16% represent 25 adult persons of the University Institute of Congo out of a total of 152, 100%, 23% represent 35 persons adults from the Instituted Superior Pedagogical and Technical out of a total of 152, or 100%; 16% represent 24 adults of the Higher Institute of Statistics out of a total of 152, or 100%.

b) Sample study

To rely on chance to determine the choice of individuals who will be part of the sample seems like a weakness on the part of the researcher.

However, as J.PBEAUD states: "non-probability sampling techniques have the advantage of not offending the common sense of being often easy to understand and explain". Thus for our study, we constituted the accidental sample. This is a sample extracted from the population according to a selection method guided by convenience for the researcher and by the concern not to introduce other factors that may differ from the value of the character observed in the sample compared to its value in the population.

The choice of accidental sample is justified by the fact that we have not had the opportunity to reach all the adults we have identified in the institutions where they study, in their professional circles and at their homes, despite the efforts provided. They proved difficult to find despite the many appointments. This is how we only selected the adult people we surveyed. Because they perform several other activities or other occupations. As a result, it looks like this:

Table 2: Sample Study

No.	Sample size	Numbers	Not investigated	investigated	%
1	Institution	11	-3	8	6%
2	University of Likasi	23	-4	19	16%
3	Open University CIDEP	11	-4	7	6%
4	Christian University Source of Life	23	-5	18	15%
5	University of CEPROMAD	25	-4	21	17%
6	University Institute of Congo	35	-6	29	24%
7	Higher Institute Pedagogical and Technical	24	-4	20	16%
	Higher Institute of Statistics	152	-30	122	100%

Comment:

- 6% represent the number of 8 surveyed out of 11 adults surveyed and 3 represent the number of non-surveyed at Likasi University.
- 16% represent the number of 19 surveyed out of 23 adults surveyed and 4 constitute the number of non-surveyed at the Open University CIDEP.
- 6% represent the number of 20 respondents out of 11 adults surveyed and 4 constitute the number of non-respondents at the Christian Source of Life University.
- 15% represent the number of 18 respondents out of 23 adults surveyed and 5 constitute the number of non-surveyed at the University of CEPROMAD.
- 17% represent the number of 21 surveyed out of 25 adults surveyed and 4 constitute the number of non-surveyed at the University Institute of Congo.
- 15% represent the number of 29 respondents out of 35 adults surveyed and 6 constitute the number of non-

respondents at the Institute Superior Pedagogic Technique.

- 16% represent the number of 20 surveyed out of 24 adults surveyed and 4 constitute the number of non-surveyed at the Higher Institute of Statistics.

C. Techniques of data production

1) The questionnaire

This technique allowed us to collect or collect from our respondent's precise information on the phenomena studied, namely the factors determining the motivation of adults to return to school.

2) The documentary technique

For our study, we used written documents such as books, doctoral dissertations, journals, etc.

3) The interview

This technique allowed us to collect some information about the living conditions of our respondents, their living conditions, work, and their occupations and to understand more deeply the difficulties they experience.

4) Observation

By this technique, we have really realized the different realities that our respondents face in the institutions where they are trained, in their professional environments where they work and at home.

4. Results of the Research

The results of our study are as follows:

In view of the observed results, of the eight (8) questions out of thirteen (13) asked, all the 122 people surveyed responded positively (YES), that is to say whether to improve performance, acquisition of knowledge, education conditions, improvement of financial situation, job market requirements, graduation from high grade and lack of education previous years and consider a promotion, would be factors of their motivation to return to school, we find the following:

All 122 adult persons surveyed, 100%, including 8 from Likasi University, 6%; 19 of the Open University (CIDEP), or 16%; 7 of the Christian Source of Life University, 6%; 18 from the University of CEPROMAD, 15%; 21 of the University Institute of Congo is 17%; 29 of the Higher Pedagogical and Technical Institute, 24% and 20% of the Higher Institute of Statistics, 16%, confirmed that the aforementioned elements are factors that motivated them to go back to school.

Improving performance as well as motivation could be justified by the way in which the concerned adults exercise their trades. Indeed, performance could improve when the people surveyed have appropriate knowledge for the exercise of their trades and know how to put them into practice; when they have the professional conscience, the love of work, the concern for progress and the spirit of research.

In terms of learning, as a motivator. It could be justified by the fact that all those surveyed need to acquire and enrich knowledge, both theoretical and practical, or to advance their professional careers, or to undertake or set up other

activities or trades, to adapt to the demands of the trades they practice or intend to pursue. This could allow them to further develop the spirit of initiative.

Concerning the improvement of the conditions of studies, as a motivating factor, it could be explained by a good organization of the lessons, and the training, the regular follow-up, the quality of the trainers. That is, competent, conscientious teachers, training facilities, decent infrastructure, affordable fees, and so on.

Regarding the improvement of the financial situation, it could be justified by the fact that some adult people had interrupted their studies for lack of the financial means to pay. As a result, during the interruption period, they were engaged in certain activities that allowed them to raise different costs because, as adults, they took care of themselves. They believe that the means at their disposal could enable them to support their studies and at the same time meet the various family obligations. This change in financial situation motivated them to return to school.

Talking about the demands of the job market, as a motivating factor, they would be explained by the fact that with the evolution of science, technology and technology, the use of computer tools and others resulting in consequences the suppression of certain jobs and the creation of others which, to exercise them require the acquisition of the appropriate knowledge, the improvement of the means of production; returning to school is a solution and a necessity to adapt.

For promotion, as a motivating factor for all our respondents, this would be justified by the fact that they decided to go back to school to have the opportunity to access the higher echelons, the positions of responsibility, of command because they all aspire to change their conditions of life; hoping that any promotion will lead to an improvement in the salary and other benefits of the new job.

Concerning the feeling of inadequacy linked to previous studies, as a motivating factor, it would be justified by the fact that in view of the current realities of the professional world, the knowledge already acquired by the adult persons concerned is proving inadequate. As a result, they feel incomplete, thus experiencing enormous difficulties in carrying out the trades for which they were trained. There is a big gap between what they have acquired as knowledge and what they must have now. The knowledge they possess is outdated, they feel humiliated, reduced and intellectually diminished by comparison with others. Hence, the return to school has proved a necessity for them.

On the subject of obtaining a high-level diploma, as a motivating factor, it could be justified to the extent that this document could enable them to open new horizons, in particular access to positions of responsibility with all that they have as advantages, to do the scientific research, for those who have the vocation to teach; the change of trades or professions, etc. Having a high-level diploma could also allow them to develop more and more, because the acquired knowledge diversifies and becomes more extensive than before.

To the question of whether the spouse's superiority complex would be a motivating factor for adults, the results show that of all the 8 adults surveyed at Likasi University, 6%, said yes. Of these 8 respondents, 15% of Open University 2, or 2%, said yes and 17, or 14% said no; of 7, or 6% of the Source of Life Christian University, 1, 1%, responded positively and 6, or 5%, denied; 18, or 15%, of the University of CEPROMAD, all or 100%, said no; 21, or 17%, of the University Institute of Congo; 2, or 2%, responded positively; and 19, or 16%, responded negatively; of 29, 24% of the Higher Pedagogic and Technical Institute 1, 1%, said yes and 28, or 23%, said no; of 20, or 16%, of the Higher Institute of Statistics, 2, or 2%, responded positively and 18, or 15%, did so negatively. This makes a total of 122, or 100%, of respondents; 8, or 7%, said yes and 114, or 93%, said no. This could be explained by the fact that for spouses:

Some have a higher level of education compared to that of their spouses. As a result, they see them as less intelligent people and often impose themselves by claiming their rights, sometimes, without reason or without valid reason;

The others receive higher wages than those of their spouses because they are both workers; The others are still working, but their spouses are doing pretty well or have almost no specific activities to do to meet the needs of their families. They depend in some way on their spouses and appear to them to be worthless or unimportant people. Because it is these wives or spouses who supply their homes, which support the studies of their children, in short, who take charge of their families. As a result, spouses are considered irresponsible. Feeling disappointed and complex, they decided to go back to school.

Regarding the question of whether the fight against contempt by his superiors is a motivating factor, the results show that out of 8 adults surveyed, 6%, from Likasi University, 3, that is 2%, said yes and 5, that is 4%, said no; out of 19, or 15%, of the Open University CIDEP, 8 or 6% responded positively and 11, or 9%, did so negatively; out of 7, or 6%, of the Source of Life Christian University, 3 or 2% said yes and 4 or 3% said no; out of 18, or 15%, of the University of CEPROMAD, or 5%, said yes and 12, or 10%, said no; out of 21, or 17%, of the University Institute of Congo, 3, or 2%, responded positively and 18, or 18%, did so negatively; out of 29, or 24%, of the Higher Pedagogical and Technical Institute (5%), said yes and 23, or 19%, said no, and out of 20, 16%, of the Higher Institute of Statistics, 6, or 5%, said yes and 23, or 19%, said no and 20, or 16%, of the Higher Institute of Statistics, 6, or%, accepted and 14, or 11%, denied. That makes a subtotal of 35, or 29%, who answered positively and a total of 87, that is 71%, who did it negatively on a total of 122, that is to say 100%.

In light of these results, it turns out that most of our respondents have not opted for the fight against the contempt of his superiors, as a factor in their motivation to return to school, this could be explained as follows:

Some exercise trades whose hierarchical leaders have a lower intellectual level than theirs. That is, they have not done any major studies. They assume positions of

responsibility following their seniority in professional life by practicing the same professions, or thanks to other reasons including tribalism, corruption etc. They feel they have more experience than newcomers regardless of their intellectual level. This situation is often the source of conflicts between officials and their subordinates;

Those surveyed who suffer from it have a higher level of education than their supervisors. Some are considered insubordinate persons because they cannot respect the orders given by their superiors.

Some hierarchical leaders, because of their low intellectual level, cannot easily collaborate with their subordinates because they perceive them as people who could replace them from one moment to another. Thus, they engage in sanctions of unjustified times against their subordinates. They want to prove to them at all costs that they do not know anything, whatever their intellectual level.

After all these pressures, some have made the decision to go back to school, either by asking for a lay-off or by combining both, that is, employment and education. It is in the interest of acquiring more knowledge, both theoretical and practical.

As to whether the lack of opportunities to develop intellectually would be a motivating factor for the return to school, it turns out that based on the results found that out of 8 adults surveyed from Likasi University, 6 %, 3, or 2%, said yes and 5, or 4%, said no, out of 19, of the Open University CIDEP, or 16%, 3, or 2%, said yes and 16, or 13 %, said no; out of 7 of the Christian Source of Life University, 6%; 1, or 1%, said yes and 6, or 5%, said no; out of 18 from the University of CEPROMAD, 15%; 2, or 2%, responded positively and 16, or 13%, did so negatively; out of 21 from the University Institute of Congo, 17%; 3, or 2%, said yes and 18, or 15% said no, out of 29 of the Higher Institute of Education and Technology, 24%, 6 or 5%, said yes, and 23, or 19%, have said no; out of 20 of the Higher Institute of Statistics, 16%; 5, or 4%, responded positively; and 15, or 12%, did it negatively. Which makes a total of 23, or 19%, who said yes and another sub-total of 99, or 81%, who said no out of a total of 122, or 100%.

These results could be explained as follows:

Some of the subjects surveyed are in occupations in which they have not been trained. Compared to their intellectual level, the activities they do appear to be too low and do not require enough effort to adapt;

This situation motivated them to return to school to enable them to meet the requirements of the various trades they could perform at the end of their training;

This insufficiency could also be explained by the fact that the knowledge already acquired for the exercise of certain trades turns out to be incomplete and unsuitable; even outdated;

By resuming studies, they can fill these gaps by acquiring both theoretical and practical knowledge. They will be able to develop intellectually.

To the question of whether the fear of losing one's job would be a motivating factor for adults, in view of the results found, it turns out that:

We find that out of 8 adults surveyed from Likasi University, 6%, 6, or 5%, said yes; and 2, 2%, said no; out of 19 from the CIDEP Open University, 16%; 10, or 8%, said yes; and 9, or 7%, said no; out of 7 of the Christian Source of Life University, 6%; 2, or 2%, answered negatively; 5, or 4%, did it positively; out of 18 from the University of CEPROMAD, 15%; 13, or 11%, said yes; and 5, or 4%, said no; out of 21 from the University Institute of Congo, 14, or 11%, said yes; and 7, or 6%, said no; out of 29 from the Higher Institute of Education and Technology, 15%; 18, or 15%, said yes; and 11, or 9%, said no; and 20 of the Higher Institute of Statistics 16%; 11, or 9%, responded positively; and 9, or 7%, did it negatively. Which makes the total of 122, or 100%, a sub-total of 74, or 61%, who said yes; and a total of 48, or 39%, who said no.

Given these results, for most of our respondents, the fear of losing their job is a motivating factor for their return to school while for the rest it is not. This statement could be justified by the fact that:

A large number of our respondents work in professions whose positions of responsibility require more skill and knowledge than they have. They thereby manifest certain shortcomings in the performance of their duties.

The others are assigned or engaged in positions whose jobs they carry do not relate to the knowledge acquired. That is, they have not been trained for these professions.

The others, although lacking the requisite knowledge and skills to carry out certain responsibilities, were recommended to be hired with the hope of learning on the job, that is, by exercising function or task. They work under stress. What makes that not to lose employed, with all the risks of being affected elsewhere or being sacked for having worked poorly, they become motivated to go back to school. As to whether personal stimulation is a determining factor in the motivation of adults to return to school, the results are as follows:

Out of 8 adults surveyed from Likasi University, 6%, 6 or 5% said yes; and 2, or 2%, who said no; out of 19 from the CIDEP Open University, 16%, there are 16, or 13%, who responded positively; and 3, or 2%, which is negatively, on 7 of the Source of Life Christian University, or 6%, there are 5, or 4%, who said yes and 2, or 2%, who have say no; out of 18 from the University of CEPROMAD, 15%; 14, or 11%, said yes and 4, or 3%, said no; out of 21 from the University Institute of Congo, 17%; 19, or 16%, responded positively and 2, or 2%, did so negatively; out of 29 of the Higher Pedagogical and Technical Institute, 24%; 25, or 20%, said yes; and 4, or 3%, said no; and out of 20 of the Higher Institute of Statistics, or 16%, there are 18, or 15%, who said yes; and 2, or 2%, who said no. That is, of the total

of 122, or 100%, a sub-total of 103, or 84%, who said yes and another sub-total of 19, or 16%, who said no?

On this, we say that most of our respondents opted for this factor, while the rest said the opposite. This situation could be justified as follows:

- As adults, they resolved personally, in all responsibility without any outside influence, to return to school; that is, they have not undergone any external pressure to do so. They have acted as responsible persons, aware of what they are and what they plan to become according to the goals they set themselves before returning to school.
- In view of all the answers provided by our respondents, that there are in total 13 elements which proved to be factors determining their motivation for their return to school, among which eight motivated all our 122 adult people investigated or 100% of whom:
- Performance improvement with 122 yes, 100% of respondents;
- The acquisition of knowledge with 122 yes, 100% of respondents
- The conditions of study with 122 yes that is 100%.
- Improvement of the financial situation with 122 yes, 100% of respondents.
- The requirements of the job market with 122 yes, 100% of respondents
- Obtaining a high degree of care with 122 yes, 100% of respondents.
- The feeling of inadequacy related to previous studies with 122, yes, 100% of respondents.
- Consider a promotion with 122 yes, or 100% of respondents.
- And five who follow have more motivated ones and not the others. We quote:
- Personal stimulation, with 103 yes, 84% and 19 no, or 16%.
- The insufficiency of the possibilities to develop intellectually, with 99 yes, that is to say 81%; and 23 no, 23%.
- The fight against contempt on the part of his boss, with 87 yes, 71%; and no, 29%.
- The fear of losing the job held, with 48 yes, or 39%; and 74 no, 61%.
- The spouse's superiority complex, with 8 yes, or 7%; and 114 no, or 93%

5. Conclusion

To conclude, we say that the adult as a mature person, with experience, often acts after thinking, analyzing the situation in which he finds himself. He wants to find appropriate solutions to the problems he faces.

Education, as one of the most important factors in the life of a human being, concerns all aspects of the life of the human being, intellectual, moral, social and physical. It allows its development and enhances it.

In our study, we started from an observation concerning adults who returned to school after a period of interruption for various reasons already mentioned above. They have

followed their teachings since 2015 in the public and private Higher and University institutions of the city of Likasi.

As adults, they are not only subject to the various constraints, but they also suffer some of the influences listed above.

In view of this, we wanted to know what were behind their motivation to return to school, that is to say, the factors that motivated them to return to school, despite all these constraints to which they are subject and the influences they undergo. This is how we asked ourselves the following fundamental question: What are the determining factors in the motivation of adults returning to school?

The objective we pursued in our study was to determine the factors that motivated adults to return to school after a period of interruption.

To carry out this study, we used a population composed of adults who have returned to school since 2015.

As for the collection of data for our study, we used the survey method as well as the instruments such as observation, questionnaire, interview and documentary technique.

The results we achieved led us to identify the factors that motivated adults to return to school. These results proved that they were really motivated by 13 factors, of which 8 proved to be more determinant in the motivation of all the 122 adult persons surveyed and 5 others were in the motivation of one and not of the others. Since this study was of interest to the adult people themselves, the academic authorities of Universities and Higher Institutes, the trainers and the government represented by the Ministry of Higher and University Education, we wish you the following:

- a) That the adult people who are at the center of their training and first beneficiaries, take care to organize themselves accordingly in order to be able to adapt to the various constraints related to their training because, the studies require of them great sacrifices.
- b) That academic authorities and trainers organize lessons in:
 - Also applying techniques such as dialogue, debate, conferences, and presentations to enable the adults concerned to share their experiences.
 - Using distance education and online.
 - Conciliating mainly theory to practice.
- c) That the government take into account this category of adult persons by providing conditions that allow it to complete its training; to review its general policy on adult education.

By way of example: by reducing costs and improving their study conditions.

References

- [1] BIGGS J.B., MOORE P.J.; The proof learning .Englewood cliff M.J., 1998.

- [2] BOURGEOIS. E; Identity and Learning, Motivation and Commitment in Training, Journal of Continuing Education, 1997.
- [3] DELAY J. and PICHOT, P.; Abstracts of psychology, 3rd edition, Paris-Masan, 1990
- [4] DELDINER and DEMOULIN, R.; Introduction to Psychology. From BOECK WESMALE, Brussels, 1994.
- [5] GEORGIS, P. and BAUDOIN, A.; Evolution of education in the Democratic Republic of Congo since independence, CEMUC, Brussels, 1965.
- [6] GUERE.J. ; Treaty of Organizations, UK, France, 1982.
- [7] HANDLEBAR. Mr. Return to Adult Education, Education of the Pedagogical Renewal, Quebec, 1995.
- [8] HICHACHA S; Adult Motivation for Continuing Education in T. Nacef div, 1995.
- [9] KALALA NKUDI; Course of general psychology syllabus, F.P.S.F., UNILU, 1999.
- [10] MUKENDI, Syllabus General Psychology Course, F.P.S.F., UNILU, 1999.
- [11] KNOWLES. Mr. The adult learner: towards a new art of training. The organization editions, Paris, 1990.
- [12] MAFWAGA MAKIONA; Literacy and Development General Andragogy, Training Seminar for Facilitators. Ed. Agricultural Extension Center, Luozi, Bas-Zaire, from 03 to 11 April 1989.
- [13] MWADI KANIONGE; Adult Education and Community Development (Case of the City of Likasi), D.E.A. Brief, UNILU, 2009.
- [14] UNESCO; Methods in the system of ed. ismaanced, 1998.
- [15] SEKIOU summer A; Human Resource Management, 4 UNC Publishing, Montreal, 1993.