



The Initial Judgment and Orientation of the Influence of Learning Motivation on the Willingness of Adults to Study in Higher Education

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Abstract. The study of the influence of learning motivation on the intention of adult higher education is a complete research topic, the research theme, the research goal, the research object are obvious, to study this topic, we need to clearly clarify the three concepts of learning motivation, adults and the intention of studying, among which there are three class problems, seven class problems and twenty class problems. Then we can determine the research objectives, research scope, research hypothesis and so on.

Keywords: learning motivation; Higher education; The willingness to apply for education

1 Introduction

This study first clarified the research theme and purpose, and then collected and collated the relevant literature and reviewed it. Make full use of the previous research results, determine the independent variables and dependent variables related to this study, and clearly define the hypothesis concept. On the basis of synthesizing the previous research theories, the research method and research theory of this topic are put forward. Through the carefully designed questionnaire to promote the purpose of the research. After the questionnaire is obtained, the results are compared and analyzed with relevant statistical tools to confirm whether the theories and related hypotheses proposed in this analysis are correct. Finally, according to the results of the data review, reasonable countermeasures and suggestions are put forward." There were 256 adult colleges and universities, 9 fewer than in the previous year, and the enrollment of adult specialized colleges and universities was 3.785,300, 147,700 more than in the previous year, an increase of 4.06 percent; There were 8,326,500 students, an increase of 553,600, or 7.12 percent; There were 2.779,500 graduates, 309,900 more than in the previous year, up 12.55 percent. Online college enrollment was 2.839,200, 60,100 more than in the previous year, up 2.16 percent; The number of students enrolled was 8.739 million, an increase of 274,500, or 3.24 percent; Graduates 2,590,600 people, 131,900 people less than the previous year, down 4.84%, the national higher education self-study examination for academic education examination 6.257,800 people, the graduation certificate

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489,400 people "[1], therefore, the subject needs to define two words and a theme phrase, the problems to be explained are also in this range. 1. Better provide learning platforms and opportunities for lifelong education for all citizens. Improve the efficiency of social intellectual investment and economic benefits. The investment of the state in adult higher education actually has immeasurable benefits for social development. The most important thing is to focus on improving the intellectual level and ability of the public, which is the most basic education demand orientation and inspires us to explore adult higher education in depth.

2 Demonstrate the Existence of Relevant Problems

2.1 Research Question 1: Study Motivation

Learning motivation is a theme word, the meaning of which is very simple and clear. It refers to a possible behavior of learning yearning or maintaining learning, and tends to a dynamic event of academic goal for future self-improvement. It mainly includes three thematic parts: academic demand, academic expectation, academic satisfaction or showing off. Theoretically, it mainly includes Maslow's five-level needs theory, Hyde's attribution theory, McClelland's achievement motivation theory, Bandura's self-efficacy, lifelong learning theory and other comprehensive issues that can be comprehensively elaborated. Its strategies are very diversified. Heuristic, incentive, calling, interest and so on, to encourage stakeholders to participate in a certain learning process consciously, independently and voluntarily. Obviously, this determination points to the motivation of adults, not the needs of non-adults, involving three aspects: ① What is the cause of the behavior? (2) What causes the behavior to be directed to a certain end? ③ What is the reason for maintaining the behavior? Whether "by integrating technology, gamification, and personalized learning paths, educators can create a good learning environment that inspires students' intrinsic motivation and ultimately leads to improved achievement and lifelong learning" needs to be explored further, so only adults can relate to these three questions, and only adults can answer them. [2]At the same time, the study needs to categorize learning motivation, including: ① noble, correct motivation or low, wrong motivation, ② immediate motivation or distant indirect motivation, ③ internal learning motivation or external learning motivation, these three kinds of motivation internal confrontation, or they themselves constitute a set of contradictions, this set of contradictions is just the potential initial experience of learning motivation. It also confirms the complexity and variability of learners' learning motivation, and also shows the instability or change of learning motivation at any time, which will affect the learner's original motivation may be noble, because all kinds of willingness may promote the learning motivation to become low, perhaps from the right to the wrong, Including the transformation of direct motivation into indirect motivation is caused by the length of the timeline, the friendly or bad environment, the leading and assisting role transformation, etc., resulting in learning motivation as a variable with multiple influencing factors, "the type of motivation that has the greatest impact on students is educational motivation, while pressure motivation is the least significant". [3]

2.2 Study Question 2: Adult Higher Education Enrollment Intention

This topic is sufficiently clear and sufficiently meaningful to express the fact that adults take a certain type of event seriously in a certain type of educational field, that is, how they themselves intend to participate in the attainment of an adult higher education degree, and at the same time implies that adults, as intellectually rational economic persons, have their own choices, both rational and emotional. That they are responsible for their own actions, that is, the enforcement of their intention to attend school. Obviously, there are two very strong cores in it: ① The current situation of adult learners themselves. **First, what is the professional environment they are in, in principle, only a part of the system needs to improve their academic qualifications, because the occupation has clear requirements for academic qualifications, prompting all people or a part of people, if it is all people to change the demand for academic qualifications must be the country to file and upgrade the academic requirements of related occupations, this situation is rare,** Because a country's educational requirements within the system will not rush to this point, Bian Xiangrui et al. "With the gradual regression analysis method to build knowledge interest, external stimulation, career development and self-outlook four factors have an impact on farmers' learning motivation regression model" proved that the different occupational environment has a great impact on learning motivation. [4]Therefore, it is feasible and inevitable for some people to put forward the requirements of academic qualifications, which can be called the will to study involuntarily. Of course, starting from the learners themselves, from the perspective of survival of the fittest, this part of people are also active adaptation. **Second, what is the position, professional adults have the demand for progress, Maslow gave a clear statement in this regard, is a higher level of demand, from the section level cadres promoted to the department level cadres in many professions have related clear requirements, especially the requirements of the academic level, college or undergraduate, or higher level requirements,** Of course, different institutions have different requirements, such as the university of the position in the academic requirements will be very high, directly require the qualification of doctoral students; We are not to encourage or oppose anything, but to explain the problem in a realistic way. Due to the professional needs of the post, a small number of people who require progress in the position will have a strong intention to apply for higher education, which drives them to study for higher adult education without hesitation. **Third, what is their own academic qualifications? Some potential professional workers are not satisfied or very dissatisfied with their own academic qualifications for various reasons, which leads to their strong demand for adult higher education.** Of course, ① the needs of relevant people in the system are more urgent, and they are also the main subjects and main participants in the study, which has been solidified as a dominant problem in the thinking of research. However, in addition, some people outside the system who are not satisfied with the existing academic qualifications will also be the potential group of students. Although it is relatively small compared with the previous part of the people, it is also worth paying attention to, especially some academic education such as MBA, the popularity is still amazing in some places at some time. ② **The willingness to apply for a higher degree.** This problem is relatively simple, most

of them are motivated by the needs of vocational positions and so on to apply for the future education, only the internal clear demand will lead to their future education demand is positioned, will have the willingness to apply for adult higher education, but also the academic demand first, this will be a smaller amount of demand, no need to go into details.

2.3 Research Question 3: Analysis of the Three Links of the Influence of Learning Motivation on Adult Higher Education Enrollment Intention

The above issues are analyzed respectively on learning motivation and adult higher education intention to study. The framework of this study is the study on the influence of learning motivation on adult higher education intention to study, which is a holistic structure, involving influencing elements, influencing process and influencing results. The first is the influencing factors: (1) Policy changes, the occupational demand for education is induced by policy changes, mostly not spontaneous behavior, is the result of policy-driven, "From the perspective of historical institutionalism, political power, economic development, educational governance reform and the overall reform of higher education, the four forces of the combined effect, is the main motivation of higher education policy changes. In the new era, in order to better serve the lifelong learning of the whole people, adhering to the diversified policy value orientation, establishing a systematic policy framework, and constructing a collaborative policy formation and implementation mechanism should become the focus of the future restructuring of the policy system of continuing education for higher education";^[5](2) Occupational position demand, no matter what occupation position as long as there is the stimulation of educational demand, there will naturally be a certain number of people involved, the above part has been fully demonstrated; (3) environmental stimulation is mainly reflected in the incentive of the external environment, just as the promotion of professional title positions require the promotion of education or the hidden rule to achieve a certain degree to promote, the surrounding environment stimulates some people to study adult higher education; (4) internal incentive, refers to a small number of people are not satisfied with their own education, purely in order to improve their own education treatment and apply for study, this part of the proportion of people is not high, but also an effective part of adult higher education, "While intrinsic motives provide the internal rewards, extrinsic motivation supplies the required external rewards to keep the engine of learning running"^[7]. The second is the influence process: this paper studies the influence of learning motivation on the intention of adult higher education, the process is very important, it examines the dynamic interaction between learning motivation and the intention of adult higher education, can very clearly express a state of continuous activity in the mind, which has four main forms. (1) Continue, adhere to the study of adult higher education that has been applied for, and will persevere to treat it, and try its best to complete the whole process of study and study, get the beloved academic certificate, meet their own internal needs or to achieve the most ideal results; (2) stop, have been enrolled in adult higher education research and training is not satisfied with the fact, no matter what reason has produced an unsustainable motivation and behavior, forcing themselves to terminate the process of adult higher education

study; ③ Boredom, has become a fact of adult higher education newspaper reading results have a sense of boredom, although did not terminate the process, but it has produced a bad impression or view, its attitude is repressed in the opposition, apathetic synthesis; ④ Fighting, do not care about the causes and consequences of adult higher education newspaper reading, the main focus is to pay attention to their own comparison with the people around, care about whether they can be on time, smoothly get the same results as others, always strive for the most results in comparison and struggle with others, the other is irrelevant. The third is the impact of the results: through the analysis of the front-end influencing factors and the impact of the process of analysis, can be compared to determine the learning motivation to affect the adult higher education will to read the final results of nothing more than these four, ① read, which is the most ideal result in the development process of adult higher education, to promote the learning motivation of most people can take practical action to read adult higher education, “gender (boys show higher motivation to learn math), and math classroom environments (students in well-disciplined math classes with supportive teachers who employ instructional strategies fostering math reasoning also demonstrate higher motivation to learn math)”^[6]; ② do not apply for study, some of the final result is not to apply for adult higher education for a variety of reasons, this part is a very clear attitude of rejection, is completely free from the adult higher education system; ③ Hesitancy, whether it is because of environmental problems, incentive problems, economic conditions or publicity fluctuations, this part of the people hesitate to apply for adult higher education, including thought and action, these people may miss the study plan year by year; ④ regret less than, this part represents the people who have reported for adult higher education, have been uncomfortable with the results of the fact that has been produced after the study of adult higher education and there is the worst result, that is, the study of adult higher education regret, the final result is halfway out of adult higher education.

In this study, a sample survey was conducted on the students who had enrolled in the adult higher education study program of Chongqing University of Arts and Sciences, and they followed the educational process of Chongqing University of Arts and Sciences in their actions. At present, they did not explicitly say that they would terminate or regret their participation in the study. Firstly, a total of 500 adult higher education students were randomly selected from a university to conduct a questionnaire survey. The effective questionnaire rate reached over 83%, and the proportion of male and female students was 50%. In the age distribution, adult higher education students aged 18-25 years old should account for 1/3, 26-35 years old should account for 1/3, 36 years old and above should account for 1/3. In other words, considering the influencing factors, influencing process and influencing results of adult higher education students' learning motivation on enrollment are diverse, accounting for 50% of male and female students, and 1/3 of their age groups.

3 Conclusion

Only after understanding all the problems and assumptions that learning motivation affects the willingness of adult higher education to study can we continue to study, otherwise it is a passive tree, which is the first thing to be clarified in this paper.(1) Academic value: Firstly, from a theoretical perspective, it is recognized that the influence of learning motivation on the willingness to enroll in adult higher education exists and is unstable. The influencing factors are diverse, including significant and neutral effects; Secondly, it is important to provide decision-making recommendations for the policy promotion of adult higher education.(2) Practical value: Firstly, to increase the proportion and enthusiasm of adult higher education enrollment, improve enrollment rates, promote more people to receive higher educational experiences, enhance their knowledge needs to better adapt to social development; The second is to promote universities similar to Chongqing University of Arts and Sciences to better serve local socio-economic development, provide more useful talents that adapt to local economic and social development, or enable learners who enroll in adult higher education to make better contributions to local development..

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