Motivational Strategies Provided for Facilitators in Adult Literacy Centres in Enugu-North Senatorial Zone, Enugu State, Nigeria.

Ewelum Johnson Nnadi

Department of Adult Education

Nnamdi Azikiwe University, Awka, Anambra State

Nigeria

Abstract

The focus of this study was to determine the motivational strategies provided for facilitators in adult literacy centres in Enugu-North Senatorial zone, Enugu State, Nigeria. Five research questions guided the study. The study adopted a descriptive survey design. The population of the study comprised all the facilitators in adult literacy centres in Enugu-North senatorial zone of Enugu-State. The sample of the study was 160 facilitators selected through simple random sampling technique. Questionnaire which was duly validated by two experts in Adult Education and one expert in Measurement and Evaluation was used for data collection. The reliability of the instrument was determined using Cronbach Alpha Coefficient and 0.81 was obtained and taken as reliable. Data collected were analyzed with Mean. The findings of the study include that the facilitators were not provided with conducive physical learning environment, given appropriate reward systems, in-service training programmes, adequate teaching resources and not fully involved in school decision-making process. One of the recommendations is that the government should make adequate provision for conducive physical learning environment in the literacy centres.

Keywords: Motivation, motivational strategies, facilitators, Adult literacy.

Introduction

In all works of life were people work, motivation plays prominent role in realizing set goals. This is because staff who are motivated in the services they render in their workplaces always perform well towards realization of organizational goals. Wikipedia (2016) defined motivation as a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Staff motivation as defined by Udeozor (2004) is a process by which organization management propels workers to pull energies towards optional attainment of goals. Udeozor went further to say that motivation is also synonymous with activation, stimulation, encouragement, inducement and inspiration which make workers decide to do work and intrinsically get committed to work.

In education industry, the motivation provided by the government for the employees is enough to keep them working for the institution. If no motivation is present, the employees' quality of work will deteriorate. One of such areas that needs urgent attention in adult education is facilitators' motivational strategies which influence their work commitment, performance, productivity and efficiency. Among these motivational strategies for facilitators include: comfortable pay, use of bonuses, awards, incentive and rewards, participatory decision-making process, supportive evaluation and supervision, promotion, conducive working conditions and physical work environment, adequate support through effective teaching resources, interpersonal relations in the organization and recognition (Nyakundi, 2012). Motivational strategies in this context involve various ways or means through which facilitators are empowered to carry out their facilitation task effectively for maximum output and realization of the institutional goals.

Motivational strategies used for facilitators depend on worth and whether such motivational strategies are provided for the facilitators as encouragement in adult literacy centres. Facilitators are those who help a group to have an effective dialogue without taking any side of the argument, especially in order to reach a consensus. Adult literacy education facilitators are those who are engaged in helping adults to learn in literacy centres. Literacy on the other hand is the ability to read, write and compute figures. The motivational strategies used and analyzed for this study include but not limited to: conducive physical learning environment, in-service training, reward system, teaching resources and participatory decision-making.

The physical learning environment refers to the level of upkeep, ambient noise, lighting, indoor air quality and/or thermal comfort of the school's physical building and its location within the community. The physical environment of the school speaks to the contribution that safe, clean and comfortable surroundings that make a positive school climate in which students/learners learn (American Institutes of Research, 2016). On the other hand, motivating facilitators through effective rewards such as promotions, compensations, incentives, scholarships, recognition, among others will ultimately result in improved high performances in literacy classes. Andrew (2004) noted that any form of reward will assist to boost workers productivity and performance.

In the same vein, in-service training can be offered to the facilitators through short and long courses, induction training, coaching, university education, on-the-job training, guidance, shadowing and monitoring (Edmung cited in Zamumuzi, 2004). The in-service training will equip them with the current innovation on the theories and practices of adult education that will boost their competencies. Equally, teaching materials are needed to concretize learning. Learning is faster and understood when teaching aids are utilized by the facilitators in their literacy classes. In addition, facilitator's participation in decision-making is a collaborative process in which issues in education are tactfully ironed out and solved. Their participation shows belongingness in an educational setting which will elicit the desired performances from the facilitators unlike when they are not involved. It is, therefore, expected that when all the motivational strategies are put in place by the government, the rate of performance by the facilitators will continue to be at increase.

Nonetheless, the observation of the researchers shows that adult literacy centres in the area of the study are faced with a number of challenges and one of such challenges is in the area of facilitating learning where the instructional delivery and learners' performance seem to be ineffective. This situation seems to be affected by such issues relating to facilitators' effectiveness which includes the way and manner facilitators are committed in performing their task which posed a great threat to facilitation effectiveness. This has equally affected the level of enrolment of adult learners in adult literacy centres as many of them drop out of the programme which has created a gap that needs to be bridged. One wanders what might be the cause of this ineffectiveness of the facilitators. Could it be that the facilitators are not motivated at all by the government or that the government's motivational strategies are grossly inadequate?. It is possible that if the facilitators are adequately motivated in their jobs, the level of their performance in facilitating the adult learners will be commendable, hence the need for the study.

Research Questions

The following research questions guided the study:

1. How conducive is the physical learning environment provided for facilitators in adult literacy centre in Enugu-North Senatorial zone?
2. What are the appropriate reward systems given to facilitators in adult literacy centres in Enugu-North Senatorial zone?
3. What are the in-service training given to facilitators in adult literacy centres in Enugu-North Senatorial zone?
4. How adequate are the teaching resources provided for facilitators in adult literacy centre in Enugu-North Senatorial zone?
5. Do facilitators participate in decision making process in adult literacy centres in Enugu-North Senatorial zone?

Methods and Materials

Descriptive survey design was adopted for the study. Two research questions guided the study. The population of the study comprised all the facilitators in adult literacy centres in Enugu-North Senatorial zone of Enugu state. The sample of the study was 160 facilitators selected through simple random sampling technique. Questionnaire which was duly validated by two experts in Adult Education and one expert in measurement and Evaluation was used for data collection. The reliability of the instrument was determined using Cronbach Alpha Coefficient and 0.82 was obtained and taken as highly enough. Data collected were analyzed with mean. Decision rules was based on 4-points numerical scale assigned: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and strongly Disagree (SD) = 1 point. The criterion mean of 2.5 was adopted. This implies that any item with mean of 2.5 and above was agreed on while items with mean below 2.5 were disagreed.

June 2016

Results

Table 1: Mean scores on conducive physical learning environment provided for facilitators.

S/N	Items	Mean	Decision
1	The overall design and appearance of the physical learning environment in the literacy centre is motivating and encouraging.	2.46	Disagreed
2	The space and size of the learning environment is conducive and of	2.37	Disagreed
3	The physical learning environment is generally distracting, noisy and	2.31	Disagreed
4	The physical learning environment is very accommodating having adequate facilities, resources and basic amenities for effective teaching	2.43	Disagreed
5	Organization of materials found in the classroom and their setting is appropriate.	2.42	Disagreed
6	Centre location is easily accessible, safe for learning and fencing outraging for protection.	2.20	Disagreed
7	The quality of infrastructure in the learning environment has strong influence on learning	2.33	Disagreed
8	Classrooms are well equipped and furnished.	2.11	Disagreed
9	Well equipped laboratories and technical workshops are available.	1.92	Disagreed
10	Libraries are well stocked with books to encourage facilitators.	1.13	Disagreed
11	Ornamental flowers and garden are found around the compound.	2.24	Disagreed
12	There is power generating equipment that supplies electricity.	2.01	Disagreed
	Grand Mean	**216**	**Disagreed**

Table 1 shows that all the items were disagreed by the respondents. This was because the mean scores are less than the criterion mean of 2.5. This implies that facilitators were not provided with conducive physical learning environment that will motivate them to perform.

Table 2: Mean Scores on the appropriate reward systems given to facilitators

S/N	Items	Mean	Decision
1	Facilitators pay and salaries are commendable and motivating	2.14	Disagreed
2	Allowances are provided for extra service of the facilitators	2.52	Agreed
3	Scholarships are provided as means of rewarding hard working facilitators.	0.01	Disagreed
4	Facilitators are promoted as at when due.	2.54	Agreed
5	Facilitators exercise administrative freedom during facilitation.	2.63	Agreed
6	Facilitators are regularly given awards for high performance.	1.04	Disagreed
7	Recognition and praises are available for facilitators task accomplishment.	2.51	Agreed

8	Facilitators are offered bonuses for high productivity.	2.33	Disagreed
9	Gifts are given to facilitators at the end of academic year.	2.26	Disagreed
10	Facilitators are given letter of recommendations in appreciation for their commitment.	1.11	Disagreed
11	Health welfare packages are given to motivate facilitators.	0.14	Disagreed
	Grand Mean	**0.75**	**Disagreed**

Table 2 above also shows that out of the eleven items on the appropriate reward systems given to facilitators, only items 2, 4, 5 and 7 were agreed by the respondents while other items were disagreed. The grand mean also shows a mean of 1.75 which implies that the facilitators were not given appropriate reward systems.

Table 3: Mean scores on in-service training programmes given to facilitators.

S/N	Items	Mean	Decision
1	Induction training and orientation are provided for newly employed facilitators.	2.43	Disagreed
2	Off-the-job training through tertiary education are offered to facilitators.	1.68	Disagreed
3	Mentoring through observation of experts is used as means of motivating facilitators for high performance.	1.24	Disagreed
4	Free educational scholarships are provided as means of improving their level of competencies and skills upgrading.	0.23	Disagreed
5	Facilitators are sent to long and short course abroad.	0.00	Disagreed
6	Facilitators attend long and short courses within Nigeria.	0.62	Disagreed
7	Professionals of adult education are regularly offered on-the-job training.	0.11	Disagreed
8	Computer-based training are available for facilitators.	0.46	Disagreed
	Grand Mean	**0.85**	**Disagreed**

Table 3 reveals that all the items were disagreed by the respondents, grand mean inclusive. This is because the means of the items are less than 2.5 which is the criterion mean. This implies that the facilitators were not given in-service training programmes to upgrade their knowledge and skills.

Table 4: Mean scores on adequate teaching resources provided for facilitators

S/N	Items	Mean	Decision
1	Computers are adequately provided for learning.	2.13	Disagreed
2	Overhead projectors are adequately provided.	1.21	Disagreed
3	Slides are utilized.	0.22	Disagreed
4	Printers and scanners are adequate.	1.34	Disagreed
5	Television sets are used during facilitation.	1.07	Disagreed

6	Radio, tape records are used to enhance learning.	1.20	Disagreed
7	Video recorders and DVD players are played during instructional delivery.	1.10	Disagreed
8	Chalk and chalkboards/whiteboards and markers are adequate in the classrooms.	2.62	Agreed
9	Graphic materials e.g. diagrams, charts, pictures, maps and posters are used for learning.	2.57	Agreed
10	Film strips are sued to display lessons.	2.54	Agreed
11	Animations are used to represent facts.	2.28	Disagreed
12	Science materials are used during learning.	2.11	Disagreed
13	Printed materials e.g. textbooks, journals and primers are available for consultations.	2.65	Agreed
14	Mathematical sets are used for calculation.	2.53	Agreed
15	Bulletin boards are adequate for displaying information and learners results.	2.55	Agreed
	Grand Mean	**1.87**	**Disagreed**

Table 4 shows that out of the fifteen items, only items 8-10 and 13-15 were agreed by the respondents while other items were disagreed. The grand mean of 1.87 was also disagreed because it is less than the criterion mean of 2.5. This implies that the facilitators were not provided with adequate teaching resources in the literacy classes.

Table 5: Mean scores on participatory decision making process

S/N	Items	Mean	Decision
1	Facilitators participate activity in drawing up staff meeting agenda.	1.32	Disagreed
2	Facilitators are involved during admission of new learners in the centres.	1.34	Disagreed
3	Facilitators are sought during procurement of educational materials.	1.35	Disagreed
4	Facilitators are usually carried along in decision making when discussing matters concerning their welfare.	1.24	Disagreed
5	Facilitators' consents are sought during formulating rules and regulations in the centre.	0.15	Disagreed
6	Facilitators are rationally involved when planning programme for the academic year.	1.02	Disagreed
7	Facilitators participate when financial and resources allocation matters are discussed.	0.48	Disagreed
8	Facilitators are involved in issues relating to supervision and control in the centres.	2.58	Agreed
9	Facilitators are usually involved in issues relating to learners welfare	2.58	Agreed

	services and academic success.		
10	Facilitators are allowed to take decision on assessment procedures.	2.54	Agreed
11	Facilitators' opinions are sought for during important school decisions.	2.55	Agreed
12	Facilitators' consents are sought for when deciding co-curricular activities and implementation of curriculum.	2.60	Agreed
	Grand Mean	**1.65**	**Disagreed**

Table 5 equally shows that out of the twelve items, only items 8-12 were agreed by the respondents while other items were disagreed. The grand mean of 1.65 was also disagreed owing to the fact that it is less than the criterion mean of 2.5. This implies that facilitators were not fully involved in decision making process of the centres.

Discussion

The result of research question one shows that all the items on conducive physical learning environment provided for facilitators were disagreed. This indicates that the physical learning environment put in-place in the literacy centres is grossly inadequate which may have contributed to the facilitators' ineffectiveness towards realization of the educational goals. The poor physical learning environment contributes to the poor performance of the facilitators. Supporting the above, Afolabi (2002), while reporting on Ondo State, mentioned that the classrooms in most of the schools were inadequate in terms of decency, space, ventilation and insulation from heat; the incinerators and urinal were not conveniently placed, and the school plant was poorly maintained; these combined deficiencies constituted a major gap in the quality of learning environment, thus the attendant result of non-attainment of the set standards and goals in schools. Oduaran (1996) opined that the first step to achieve educational objectives is to create a conducive physical learning environment or climate filled with adequate facilities and resources. There is actually a general belief that the condition of school's physical learning environment including infrastructure has an important impact on teachers' effectiveness and students' (facilitators and adult learners inclusive) academic performance. Facilities are needed in the physical learning environment in order to facilitate effective teaching and learning in an educational institution and some of these facilities include: the classrooms, offices, libraries, laboratories, conveniences and other buildings as well as furniture items and sporting equipment. Oduaran further noted that the conducive learning environment has two components, namely: psychological climate which should be one of mutual trust and respect between the instructor and learners and among learners and one in which competition and threats are discouraged while encouraging cooperation and the progress of learner according to his own pace.

The result of research question two shows that facilitators were not given appropriate reward system which is even the outstanding motivating factor towards objectives realization. This is in agreement with Carraher, Gibson and Buckley (2006) who advocate that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees, organization must make such policies and procedures and

June 2016

formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. Hu, Hsu, Lee and Chu (2007) corroborate this when they pointed that reward which includes monetary (e.g salary, bonuses) and non-monetary incentives (e.g participation in decision-making, public recognition) is a key exchange resource that employers use to support their differentiation of employees rather than the incentives created by the possibility of more money.

Although, some research has shown that efficient reward system can be a good motivator, an inefficient reward system can lead to de-motivation of the employees. Reio and Callahon (2004) argue that both intrinsic and extrinsic rewards motivate the employee and result in higher productivity. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance.

Furthermore, the Management Study Guide (2015), highlighted that use of incentives is also another means of achieving workers' efficiency, maintaining effectiveness at the workplace and promoting work productivity. The guide defined incentive as an act or promise for greater action. It is also called a stimulus to greater action. Incentives are something which is given in addition to wages. It means additional remuneration or benefit to an employee in recognition of achievement or better work. Incentives provide a spur or zeal in the employees for better performance. It is a natural thing that nobody acts without a purpose behind. Therefore, a hope for a reward is a powerful incentive to motivate employees. Besides monetary incentive, there are some other stimuli which can drive a person to better. This will include job satisfaction, job security, job promotion, and pride for accomplishment. Therefore, incentives really can sometimes work to accomplish the goals of a concern.

The result in research question three equally shows that the facilitators were not given in-service training to update themselves with the innovations in theories and practices of adult education. A neglect of the training implies that the facilitators will operate with the usual practices that do not enhance teaching and learning. The new knowledge acquired in in-service training will engender more achievement of the objectives of literacy education. This is in accordance with Akanbi (2001) who expressed that, no matter how automated an organization may be, high productivity depends on the level on motivation and the effectiveness of the workforces. Staff training is an indispensable strategy for motivating workers. The organization must have good training programme. This will provide the employee information on professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task. Kreisman (2002) opined that if an organization does not recognize the individual's need and desire to grow, then development becomes a primary reason for resignation.

Also, Krueger and Rouse (1998) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training.

The result in research question four reveals that adequate teaching resources were not provided for facilitators' utilization in the literacy centre which should have been the basis for concretization of learning.

The adult learners learn faster when the teaching materials are presented during their literacy activities. The teaching materials also reduce the burden of facilitators and save time. This is in line with Aila (2005) who pointed out that teaching and learning resources are vital because they are used to enhance learning, generate more interest and create a situation where the students, adult learners inclusive would fully engage in classroom activities. Nzeneri (2010) likewise envisaged that teaching and learning effectiveness demands the use of appropriate instructional materials or media to facilitate and improve the quality of instruction and to benefit greater number of learners. It aids the attainment of both instructional objectives and educational goals.

Finally, the result of the research question five indicated that facilitators were not filly involved in the decision-making process in the various literacy centres. When the staff of any institution are not fully involved in the issues that concern them, the tendency is that the legitimacy of the staff will be minimize, hence the realization of the instructional objectives well be affected. This is in agreement with Welfson cited in Olorunsola and Olayemi (2011) that boredom and frustration at work is often the result of an employee's lack of involvement in decision-making processes with the organization's goals and a feeling that their ideas are not wanted or listened to. Welfson, further expatiated that staff turnover increases as employee's walkout of the door for more interesting jobs. Olorunsola and Olayemi (2011) corroborated this fact and saw involvement/participation of employees in decision making as empowerment while a neglect of employees in decision making is seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. The authors assumed that participative decision-making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers (increased efficiency) and workers (job satisfaction), in short an everyone-wins scenario. The success or failure of any school is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school.

Conclusion

From the forgoing, it is evident that motivation in any organization boosts the performance and productivity of workers, facilitators in adult literacy education inclusive. The motivational strategies provided for the facilitators in adult literacy centres within the time of the study were grossly inadequate and this has brought about ineffectiveness of the facilitators in the literacy centres. A neglect of the motivational factors threatens the realization of educational objectives. There is, therefore, the need for the government and the educational administrators to intensify efforts in ensuring that facilitators' work environment and condition of service are comfortable so as to achieve the instructional delivery and realize the educational objectives.

Recommendations

Based on the findings, the following recommendations were made:

1. The government should make adequate provision for conducive physical learning environment in the literacy centres. This is because a good learning environment reinforces the efforts of the facilitators by providing a good stimulus for effecting teaching and learning to take place. It also presents learning as a lifelong enterprise and enables learners to discover appropriate value system in education industry.

2. The government should try as much as possible to pay the facilitators the salaries, allowances and other reward systems as at when due. This will go a long way in eliciting positive responses in form of performances towards the realization of the educational objectives.

3. There is also the need to train and re-train the facilitator to update their knowledge and skills with the current theories and practices in education. This should be done through organizing conferences, workshops, short and long courses, on-the-job trainings, among others by the government and school administrators.

4. The government and school management should make provision for varieties of teaching materials. This will help in making the teaching and learning faster and reliable.

5. The school administration should endeavour to involve the facilitators in decision making process, especially in issues that concern their welfare. This will make them feel that they are part and parcel of the school administration which will equally elicit their desire performance towards realization of the institutional goals.

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