



# **Empirical Analysis on Influence of Facilitation and Motivation on Enhancement and Effective Service Delivery of Distance Learning Programme, Ondo State, Nigeria**

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## **ABSTRACT**

The implementation of Distance Learning Programme is aimed at making people to have access to education outside the formal system of education, coupled with other numerous considerations. However, the effective delivery of the programme is bedeviling with several challenges. This research was carried out on facilitation and motivation strategies on enhancement of effective service delivery in Distance Learning Programme of Ondo State. Descriptive survey research design was used. The population of the study comprised clientele of Distance Learning Education of Ondo State. The sample size of the study was Three hundred (300) respondents, selected through a multi-state sampling technique. The research instrument for the study was self-developed by the researcher, entitled, "Questionnaire on Empirical Analysis on Influence of Facilitation and Motivation on Enhancement and Effective Service Delivery in Distance Learning Programme of Ondo State, Nigeria", fashioned on Yes and No. The research instrument was validated by an expert in test and measurement t, while its reliability was determined through test retest method and 0.73 coefficient reliability was obtained. Findings indicated that there were facilitation and motivation and which enhanced effective instructional delivery of Distance Learning Education of Ondo State. Hence, clientele were motivated, ICT facilities were adequately provided. Based on the conclusions, the following recommendations were made; efforts should be geared towards adequate provision of ICT facilities to Distance Learning Programme of Ondo State. Also, supportive services should be more supplied to the programme, and so on.

**Keywords:** *Empirical analysis, Influence. Facilitation and Motivation, Distance learning*

## **Background to the Study**

In recent time, Distance learning programme has gains attention for various reasons, internationally. Online distance learning programme first appeared in higher education, during the 1980s and subsequently experienced a period of rapid growth and development throughout the 1990s (Hill, 2014e; Holder, 2007; Simonson, Smaldino, Albright, and Zvacek, 2012). With advances in technology that made it easier than ever before to access and navigate the Web, the latter half of the 1990s saw strong gains and focus on online enrollments, while an ever-growing number of institutions joined the ranks of those offering online programs (Herbert, 2006; Herron & Wright, 2006; Simonson et al., 2012). By the start of the 2000-2001 academic year, online course delivery had become the dominant form of distance education in the United States, offered by 90% of all degree granting institutions with distance learning programs (U.S. Department of Education, National Center for Education Statistics, 2003).

This era of expansion for online education continued throughout the first decade of the 21st century as the number of students enrolled for university education are too many than the available faculties in higher institutions of higher learning across, the globe. In Nigeria, experience the situation remains the same with the situation of other nations, developed and undeveloped countries, alike. Erinsakin (2014) contended that Distance Learning Education Programme implementation started due to the outrageous number of Nigerians who are willing to acquire functional tertiary education, but due to some constraints could not do so. It could either be a result of work constraint, lack of access to initiations etc.

Distance learning education programme (Erinsakin ,2016). relies on Information and Communication Technology (ICT). Hence, Distance Learning Education is a process of education where there is a quasi-separation between the learners and facilitators. Therefore, teaching and learning is made possible through the ICT gadgets. Scholars, especially in non-formal education system has identified several benefits of Distance Learning Education such as; it makes study flexible, it enhance personal study habit and individualized study, gives opportunity to people who could not acquire education through the formal system to do so etc.

Adults entering into higher education, however, have needs that are often considerably different than those of a typical undergraduate student who is enrolled full time, lives on campus, and is between the ages of 18-22 ( DiConsiglio, 2010) . By contrast, adult students are more likely to be enrolled

part time, live off campus, and must balance their studies with outside commitments to their family, job, and other social obligations (Fairchild, 2003; Kasworm, 2003; Ruffalo Noel Levitz, 2015). This combination of factors has increasingly led adults to opt for the convenience and flexibility of studying online. Despite the increased popularity and advantages of learning online, studies have shown that online courses suffer from dropout rates that are typically 10-20% higher than those of their hybrid or face-to-face counterparts (Ali and Leeds, 2009). This problem has been studied extensively and is recognized throughout the literature as an area of significant concern for both the students who enroll in online courses and for the institutions that offer them. While attrition can negatively affect an institution in terms of its finances, growth, and perceived quality, students who drop out put themselves at risk of delayed academic progress, reduced measures of social and emotional well-being, and both short and long term financial penalties (Allen and Seaman, 2015) with adults now comprising a majority of online enrollments, this cohort of learners stands to be disproportionately impacted by these adverse effects associated with a high online dropout rate.

Although it is difficult to associate the high rate and spate of attrition in online education to any factor. However, findings of researches have identified a lack of motivation as a primary cause of student dropout. Likewise studies have shown that when motivation is present, learners are more likely to persist in their coursework (Hart, 2012) This positive relationship between motivation and persistence has been shown to exist across a variety of learning contexts and student populations (Fjortoft, 1995) Looking specifically at adults learning online, motivation has been linked to persistence in both graduate and undergraduate programs as well as in a variety of workplace-based settings. Several researchers have been conducted but empirically little or none has not been done on empirical analysis on influence of facilitation and motivation on enhancement and effective effective service delivery in Distance Learning Programme of Ondo State, Nigeria. It was against this backdrop the researchers were motivated to conduct the study.

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### Statement of the Problem

The implementation of Distance Learning Programme in most nations of the world, Nigeria, inclusive have been attributed to diverse factors, such as, work constraint and lack of access to schools. This however, informed the implementation of Distance Learning Education in Nigeria to educational opportunity to Nigerians who are interested to acquire functional education. People enroll for Distance Learning Education for various reasons. Some of the facts or reasons are political reason, desire to actualize one's educational dream, economic reasons among others.

Observably, in the implementation of Distance learning programme, several challenges have been identified as factors mitigating agency to effective delivery of Distance Learning Programme. These factors have been good sources of conducting studies for scholars. From the avalanche of existing literature less attention has been on facilitation and mobilization influence on enhancement and effective service delivery in Distance Learning Education in Ondo State, Nigeria. It was against this background this study was conducted.

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### Research Questions

The following research questions were formulated to guide the conduct of the study.

1. Does effective teaching affect clientele performance in Distance Learning Education of Ondo State?
2. Do facilitators communication skills enhance effective instructional delivery?
3. Do ICT facilities have influence on enhancement of clientele interest in distance learning programme in Ondo State?
4. Are clientele of distance learning education programme support by providing the necessary primers?
5. Are clientele well motivated in distance learning programme of Ondo State?

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### Purposes of the Study

The purpose of this study was to investigate the role of facilitation and motivation strategies on enhancement of effective service delivery in distance learning programme of Ondo State. The specific purposes are to:

- i. find out effects of effective teaching on clienteles' academics performance in distance learning education programme of Ondo State;
- ii. determine the whether facilitators of distance learning education programme possesses good communication skills
- iii. ascertain whether ICT facilities have influence on enhancement of teaching in distance learning education programme of Ondo State.
- iv. find out the effect of provision of primers on effective instructional delivery in distance learning education of Ondo State
- v. determine whether clientele of distance learning education are motivated in Ondo State

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### Significance of the Study

The findings of the research will be significant in the stakeholders in the provision of Distance learning programme in the following ways;

Firstly, the results of the study will enable the providers of distance learning education programme in Ondo State to know the effect of motivation on effective instructional delivery in distance learning education of Ondo State.

Moreover, the findings of the study will help the facilitators to know the influence of motivation and various ways through which clientele of distance learning education can be motivated for high academic performance in distance learning education programme of Ondo State.

Lastly, the study will add to literature with in the confine of the study, thus, serves as a source of reference to researchers in future. This will be made available public through the Open Educational Resources (OER).

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## Literature Review

### *Online Learning:*

Online learning has been a mean through which education can be acquired for nearly three decades, dating back to the late 1980's when the first online courses were offered over networked computers (Levine, 1997). Evolving from earlier methods for reaching distant learners, the origins of online learning can be traced back to the correspondence courses of the 19th and early 20th centuries in which students and instructors communicated and sent materials back and forth through the mail (Deming, Goldin, Katz, and Yuchtman, 2015). The revolution in technology, globally in the 20th century allowed institutions to experiment with more efficient and effective ways to reach and educate distance learners. Subsequently, allowing distance education to be being delivering through radio in the 1920s, by television in the 1930s through the 1950s, and then by satellite and fiber-optic communication networks in the 1980s and 1990s (Cuban, 2001) and (Sener, 2015).

With the establishment of the modern Internet in 1985, it became more successful and possible to be delivering ring distance education courses entirely online, however this mode of delivery did not become widespread until early Web browsers, such as Mosaic in 1993 and Netscape Navigator in 1994, made it a possible for distance education courses to be delivered via the World Wide Web (Simonson et al., 2012). Today, online distance learning is being used as alternative to formal system and means of acquiring education for several reasons in the nation of the world, Nigeria, inclusive. Sarumi(2001) states that the few available tertiary institution in the country could not accommodate the numerical strength of people yearning for education. Aso, works constraint have make many people to be see online distance learning as alternative ,coupled with many factors (Erinsakin, 2016)

Originally, the largest providers of online courses were for-profit institutions, along with a smaller number of public and private schools oriented towards meeting the needs of adult learners (Clinefelter and Aslanian, 2014). These online courses and programs arose out of a need to provide access to students who were limited in their ability to travel to campus by factors such as distance as well as commitments to family and work (Levine, 1997; Sener, 2015; Simonson et al., 2012). The power of online learning to increase access to this segment of the student population became evident as early as 1997, when James Stukel, then president of the University of Illinois, predicted that the "Internet, and the technology which supports it," would be "the third modern revolution in higher education" (Cuban, 2001, p. 102). Stukel believed that online learning would have as profound an impact on access to higher education as did the landgrant movement of the 19th century and the community college movement of the 20<sup>th</sup> century (Cuban, 2001).

By the early 2000s online education was quickly on the rise, with year-to-year increases in online enrollment consistently outpacing the growth of overall enrollment in higher education (Allen and Seaman, 2011). From 2002 – 2010, online enrollment grew at a compound annual rate of 18.3 %, while overall student enrollment across higher education increased at a yearly rate of just over 2 % (2011). Although the growth rate of online enrollments began to slow down in 2010, the number of online students enrolled continued to increase into the next decade, and by 2012, more than 1 out of every 3 students in higher education were enrolled in at least one online class (Allen and Seaman, 2014; Allen and Seaman, 2015). In this relatively short amount of time, online learning has carved out its place in the landscape of higher education, with over 95% of "institutions with 5,000 or more total students" offering some type of online distance education (Allen and Seaman, 2015). While the most popular online programs include business, information technology, and nursing, online offerings have expanded to just about every corner of the curriculum (Clinefelter and Aslanian, 2014).

The rise and widespread adoption of online learning in higher education can be attributed to several factors that can be categorized into those that are student-related and those that are institution-related (Aslanian and Clinefelter, 2012; Simonson et al., 2012). Chief among student-related factors that have contributed to the growth of online education is an increasing demand to learn in a format that is both convenient and flexible (Aslanian and Clinefelter), and ( Koper, 2015) . These elements are especially important to adult and non-traditional learners who are often limited by busy schedules and prefer not to be tied down to a fixed meeting time or location (Koper, 2015) Online learning frees students from these concerns by providing anywhere, anytime access to course materials, thus granting students the degree of convenience and flexibility that they seek.

Other factors that have contributed to increasing student enrollments in online education include the ability to learn at their own pace, the opportunity to enroll in programs outside of their geographical region, and an overall lower cost when compared to learning in person (Park and Choi, 2009). For institutions, factors that have contributed to the growth of online education range from the practical to the pedagogical. From an accessibility standpoint, delivering courses online allows institutions to meet the demand for greater numbers of course offerings than they are physically able to accommodate on campus (Bannier, 2010). In addition, online courses allow institutions to reach students who are interested in enrolling, but not able to travel to campus due to distance or another type of limitation (Simonson et al., 2012). From a budgetary standpoint, offering courses online can also provide an option for institutions to serve a greater number of students at a lower cost (Aslanian and Clinefelter, 2012).

The rise of online learning has also coincided with a shift in pedagogy across higher education from a lecture-based, teacher-centered model to one that is grounded in active learning and is focused on the student (Conrad and Donaldson, 2011; Heyman, 2010; Ivankova, 2007; Simonson et al., 2012). This evolution has been aided by a newer generation of online tools, including blogs, wikis, podcasts, and social networking sites (collectively known as Web 2.0) that promote collaboration through the re-use and sharing of student created content (Simonson et al., 2012). As a result of these advances in online tools and pedagogy, institutions have found increased levels of interaction in their online classes, sometimes even exceeding what is found in the traditional classroom (Aslanian and Clinefelter, 2012; Simonson et al., 2012).

As online education has grown, it has been met with increased acceptance across higher education (Allen and Seaman, 2015). When the Babson Survey Research Group first began tracking the state of online learning in U.S. higher education in 2002, less than 50 percent of chief academic officers believed that online education was critical to the long-term strategy of their).

This acceptance of online education has been buoyed by a body of research over the past two decades that has shown no significant difference in the effectiveness of distance and online education when compared to traditional face-to-face instruction (Bernard et al) Additional evidence-based support for online education can also be found in a 2010 meta-analysis comparing the effectiveness of online and face-to-face instruction which found that “on average, students in online learning conditions performed better than those receiving face-to-face instruction” (U.S. Department of Education, 2010) that in their analysis, online instruction was found to be more effective only when it was utilized as part of a blended learning approach. When a fully online approach was compared to a traditional classroom-based model, the two were found to be statistically equivalent. The authors suggest that the improved effectiveness of a blended learning approach is likely due to “differences in content, pedagogy and learning time” that are enhanced by the blended environment and have little to do with the medium through which the instruction was delivered.

### ***Motivation***

Motivation has been defined and interpreted in various ways (Ahl, 2006 ) and Keller, 1983) define motivation as “the process whereby goal-directed activity is instigated and sustained” (p. 5). It is this definition that “captures the elements considered by most researchers and practitioners to be central to motivation”.

### ***Academic Motivation***

Since this study is concerned with motivation in the context of adult online education the term ‘academic motivation’ will be used in order to highlight the distinction between motivation as a purely psychological construct and motivation as a facilitator for student learning. In his research on the development of a model for motivational course design, Jones (2009) uses the term ‘academic motivation’ to denote the importance of motivation in regards to student learning and achievement and also to differentiate between how motivation is viewed in various contexts (e.g., academic, athletic, work, etc.).

The importance of motivation as it relates to student learning cannot be understated, with numerous scholars acknowledging the significance of this link (Efklides, Kuhl, and Sorrentino, 2001). In one of the earliest studies to formally quantify the effect of motivation on student achievement, Fyans and Maehr (1987) found that motivation “plays a critical role in determining school achievement”, accounting for up to 35% of the variance in student performance in their sample of nearly 10,000 high school juniors (p. 19). This finding is in line with other scholars who have also noted the positive effect of motivation on student performance and achievement in their own research (ChanLin, 2009). These positive results can be attributed to the studious behaviors that are more likely to be exhibited by motivated learners “such as attending carefully to the instruction, mentally organizing and rehearsing the material to be learned, taking notes to facilitate subsequent studying, checking their level of understanding, and asking for help when they do not understand the material” (Zimmerman and Martinez-Pons, 1992 as cited in Pintrich and Schunk, 2002).

### ***Theoretical Framework***

#### ***Self-efficacy theory***

Albert Bandura propounded the theory of self-efficacy in 1977 as part of his overarching social cognitive theory of motivation (Maddux and Kleiman, 2016). Since then, self-efficacy has become an important and widely studied construct in the field of human motivation. Bandura, (1994); Bures et al., (2000); Eccles and Wigfield, 2002; Pintrich and Schunk, (2002) defined motivation as an individual’s belief in their ability “to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3) self-efficacy is recognized as a representation of an individual’s perceived level of competence (Bandura, 1994, 1997; Pintrich and Schunk, 2002). The need for humans to see themselves as competent is fundamental throughout the literature on motivation and vital to a number of motivation theories, including theories such as; attribution theory, expectancy-value theory, goal theory, self-concept theory, and self-worth theory (Bandura, 1994; Jones, 2009).

Self-efficacy has a wide range effects on of human behavior and influences motivation in many of ways (Bandura, 1994; Pintrich and Schunk, 2002), including determining “the goals people set for themselves; how much effort they expend; how long they persevere in the face of difficulties; and their resilience to failures” (Bandura, 1994, Motivational Processes section, para. 5). For instance, an individual with high self-efficacy beliefs will set challenging goals for themselves, exert and put more effort in pursuit of those goals, and continuing to persist in the face of obstacles (Bandura, 1994; Bures et al., 2000; Pintrich and Schunk, 2002). For this individual, their believes in their abilities to achieve what they have set out to do is resolute. At the same time an individual who is lacking in self-efficacy will have little interest in pursuing new challenges and will decrease their effort or quit altogether when faced with obstacles (Bandura, 1994, 1997; Pintrich and Schunk, 2002).

This individual tends to focus on what they perceive as their own limited abilities and the likelihood of a negative outcome. Since self-efficacy is largely influenced by “personal factors, prior experiences, and social support” (Pintrich and Schunk, 2002, p. 189) this construct can vary widely between individuals and situations (Eccles and Wigfield, 2002; Gallagher, 1994 as cited in Park, 1996) and will continue to fluctuate throughout an individual’s lifetime (Bandura, 1994).

When examined in an academic context, high self-efficacy has been found to be associated with increased student learning and achievement (Bandura, 1997; Bures et al., 2000; Jones, 2010; Schunk and Pajares, 2001). For example, in a meta-analysis of the literature on self-efficacy, Multon, Brown, and Lent (1991) found “positive and statistically significant relationships between self-efficacy beliefs and academic performance and persistence outcomes across a wide variety of subjects, experimental designs, and assessment methods” (p. 30). Given the importance of self-efficacy in relation to student performance, several scholars have recommended several methods to aid in enhancing students’ perceptions of self-competence (Bandura, 1994; Jones, Epler, Mokri, Bryant, and Paretto, 2013; Keller, 1987c). Bandura (1994) cites the importance of mastery experiences, social models, and social persuasion, Jones et al. (2013) recommends setting clear expectations, providing students with feedback, and “challenging students at an appropriate level” (p. 37), while Keller (2015) provides a host of strategies aimed at increasing students’ confidence, thereby helping them to “form the impression that some level of success is possible if effort is exerted”.

Therefore, the choice, relevance and appropriateness of self-efficacy theory to the study has to do with that motivation can induce effective facilitation for an enhance service delivery in distance learning programme. Workers tend to exert much energy and efforts on work when they are pleased with various factors, such as; climate and condition of their working places and environment. Also, workers’ productivity may increase with their satisfaction about their remuneration, among others.

## Presentation of Findings and Discussion of Results

### Presentation of Results

**Research Question One:** Does effective facilitation has effect on clientele’s performance in Distance Learning Education of Ondo State?

**Table 1: Showing frequency counts and simple percentages on does effective facilitation has effect on clientele’s performance in distance learning education programme of Ondo State.**

S/N	ITEMS	YES	%	NO	%
1.	My facilitators teaches very well which motivate me to learn	270	90	30	10
2.	Poor teaching by my facilitators defer my interest in learning	19	6.3	281	94
3.	Effective facilitation result into high academic performance in Distance learning education programme of Ondo State	214	71.3	86	29
4.	If facilitation is poor, there will be a gradual extinction of the programme	250	83.3	50	17
5.	Facilitation don’t facilitate regularly to the enlightenement of the clientele	81	27	219	73
6.	Irregularities in facilitation will not encourage clientele towards their studies	242	81	58	19.3

Table 1 shows results on research question one. On item (1), (2), and (3); 270 (90%) and 30 (10%); 19

(6.3%) and 281 (94.1%) and 214 (71.3%) and 86 (29%) responses were obtained for Yes and No. On items (4), (5), and (6); 250 (83.3%) and 50 (17%); 81 (27%) and 219 (73%) and 242 (81%) and 58 (19.3%) responses were obtained for Yes and No. **Research Question Two:** Do facilitator communication skills enhance effective instructional delivery in distance learning education programme of Ondo State?

**Table 2: Showing frequency counts and simple percentages o do facilitator communication skills enhance effective instructional delivery in distance learning education programme of Ondo State.**

S/N	ITEMS	YES	%	NO	%
7.	I am motivated to learn due to skillful delivery of lessons by the facilitators	284	95	16	5.3
8.	I am not discouraged towards learning by lack of skillful presentation of lesson by the facilitators	81	27	219	73
9.	The communication skill ability of facilitators is very high in distance learning education programme of Ondo State	215	72	85	28.3
10.	Facilitators at distance learning education programme of Ondo State lack communication skills	86	29	214	71.3
11.	Most facilitators speeches are not clear to all	100	33.3	200	67
12.	Facilitators of distance learning education programme speech are clear and understandable	2134	71	87	29

Table 2 shows findings on research question two. On items (7), (8) and (9); 284 (95%) and 16 (5.3%); 81 (27%) and 219 (73%) and 215 (72%) and 85 (28.3%) among the respondents responded Yes and No. On items (10), (11) and (12); 86 (29%) and 214 (71.3%) and 100 (33.3%) and 200 (67%) and 213 (71%) and 87 (29%) responses were obtained for Yes and No, respectively.

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## Discussion of Findings

The result on research question one showed that facilitation in distance learning education of Ondo State has a positive relationship with the clientele's academic performance. The results agree with the submission of Sarumi (2000) that effective facilitation in all forms of non-formal education is necessary if the learning objectives are to be achieved.

The findings on research question two shows that the facilitators of distance learning programmes of Ondo State possess communication skills that could enhance effective instructional delivery in distance learning education programme of Ondo State. The results aligns with the view of Erinsakin (2016) that one factors that can make instructional delivery in any teaching and learning setting is when teachers or facilitators have or possess high communication process. It was further contained that the ability of teachers or facilitators to explain the topic taught would determine the clientele or students' knowledge on the topic.

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## Conclusion

Based on the findings of the study, conclusions were made that in distance learning education of Ondo State facilitation and motivation could enhance effective instructional delivery due to the high level of communication skills of the facilitators' provision of primers for the need of the clientele, clientele motivation and availability of ICT for DCE programme of Ondo State.

## Recommendations

Based on the conclusions of the study, the following recommendations were made by the researchers.

1. The clientele and facilitators of distance learning education programme of Ondo State should be well motivated to make them have interests in their study.
2. ICT facilities should be more adequately provided at distance learning education programme of Ondo State.
3. Qualified facilitator that possess effective communication skills should be employed to distance learning education programme of Ondo State.
4. Supportive services like, primers, communication network or system should be made very convenient for the clientele of distance learning education of Ondo State and so on.

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