



Influence of Motivation on Facilitators' Job Performance and Productivity in Literacy Programme of Ondo State, Nigeria

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ABSTRACT

Facilitators' job performance and productivity are factors that can result to achieving goals and objectives of Literacy programme in any nations. This has been attributed to motivation giving to facilitators of the programme. This, necessitated the study. Descriptive survey research was adopted for the study. The population of the study comprised, facilitators of Literacy programme in Ondo State, Nigeria. The sample size of the study was two hundred (200) respondents, selected through a simple random sampling techniques. Five research questions were raised to guide the conduct of the study. Data was generated through a self-structured research instrument, titled, "Questionnaire on the influence of motivation on facilitators' Job Performance and productivity at literacy programme of Ondo State, Nigeria." It was fashioned on four likert rating scale of Strongly agreed (SA), Agreed (A) Disagreed (D) and Strongly Disagreed (SD). The research instrument was validated by an expert in test and measurement, while the reliability of the research instrument was done through test re-test methods at two weeks interval. 0.69 coefficient reliability was obtained. The data generated were analyzed, using Descriptive Statistics (frequency counts, simple parentage and mean). Before on the findings of the study, conclusions were made that: facilitators' salaries were paid and very regularly. Also that facilitators of the programme were not motivated by allowing them to proceed or professional training for an enhance service delivery, and so on. Based on the conclusion, the providers and employers of facilitators of Literacy programme of Ondo State, Nigeria should allow and fund their professional training programme for an enhanced or improvised job performance and productivity. Also, facilitators' salaries should be paid regularly and incentives giving to them.

Keywords: Influence, Motivation, Facilitator, Literacy programme, Job, Performance, Productivity.

Background to the Study

It is truism, that globally, education has been perceived as a veritable weapon to fast track a meaning human and sustainable national development, holistically. Oyekan (2000), asserted that no nation can tower beyond the level of her educational attainment. A sustainable development of any country and nation progress and development could only be guaranteed, through education. Education contributes to economic growth of individuals and nations. Therefore, in any nation, the educational system is often considered as one of the most important social institutions for socio-economic, technological and scientific development, especially in the 21st century, characterized by knowledge explosion in which the place of quality and functional education at all levels cannot be over-emphasized while teachers occupies a vital position in the educational sector of the nation, Nigeria inclusive.

In the recent time, in Nigeria, the challenge to the educational system has to do with the provision of quality education now and for future generations in the light of the down-turn in the mono-economy and the nation's reliance on crude oil export and other factors: In order to prepare and equip students with sufficient knowledge, attitudes and skills to face the rapidly changing world, as well as, to fulfill the aspiration of nation building, the relevance of teachers in terms of their quality, commitment to job performance, morale, attitudes and the school environment where learning is taking place are very significant. Federal government of Nigeria (2004) stated that the national Policy on Education (NPE) of Nigeria recognizes that the quality of education and its products cannot rise above the quality of the teachers. Teachers are generally considered as the most important resource in the education sector. An important variable of teachers' quality is teachers' commitment to job performance. Alsiewi and Agil (2014), recognized that the degree and extent to which teachers are committing themselves to their schools, students, teaching activities, profession, colleagues and the society are very crucial forwards achieving educational goals (Karluki et al, 2014).

Oyekan (2000), noted, that no nation could achieved any meaningful educational development without committed teachers to job performance. Teachers are the vehicles through which educational direction, vision and mission statements of countries could be actualized. Teachers determine whether made learning educational goals of any country, are achievable, feasible and possible. The concept of commitment is the subject of interest in many organizations because it refers not only to the level of investment in an organization but, also signifies the strength of bound between an employee and an organization. This in turn reflects the degree to which an employee has internalized and adapted the characteristics and perspectives of the organization (Moore, 2009).

There are several benefits accruable to a schools where teachers' commitment is dominant. These can only be possible when teachers, are well motivated. The motivations are: teamwork, job satisfaction, participative decision making, openness, dedication to duty, responsible and high productive workers, decrease in employee turnover, decreased disagreements and conflicts and unexcused stay away from work among employees; among others (Asurakutlu, 2007; Bayukdere and Solmus, 2006 and Benkhoff, 1997). Somech and Bogler (2002), characterized organizational commitment by three factors namely the desire to remain in an organization, willingness to exert considerable efforts on its behalf and belief in and acceptance of its goals and values.

In recent time, it has been obvious that the formal system of Education based on the resources available at schools could not meet the need and yearning of many Nigerian, most especially the adults, that want to acquire education. Nigeria is a member of a nation thus, means that majority of citizens in the country are illiterates, thus, necessitated implementation literacy programme across the country by the three tiers of governments.

Literacy programme is a consciously planned programmed to develop the cognitive and intellectual capacity of its beneficiaries to be able to decode graphic symbols of sound (reading). However, UNESCO (1997), noted that literacy could also be defined in terms of acquisition reading, writing and numeracy skills. People must be able to adopt continuity to development in science, technology and to the pressure for social integration, participation and democratization. This among others, informed implementation of literacy programme in Nigeria.

Towards, achieving the cardinal goal of the programme, facilitators' commitment to job and their productivity had been identified as an important factor. This has also been attributed to many factors in which motivation is one of those factors. Motivation as determinant of teachers' commitment to job has been a good source of carrying out studies to many academics. Observable, from the extents studies many of the studies had been self-reported by the researchers, with little or non-empirical study on influence of motivation on facilitators' job performance and productivity in literacy programme of Ondo State, Nigeria. The observed gap was a major motivation for carrying out the study by the researchers.

Statement of the Problem

The findings of several studies were revealed that organizational commitment can be a major determinant of organizational performance or effectiveness, schools, inclusive. Committed teachers are dedicated to helping students learn regardless of academic difficulties or social backgrounds. It has also been established that once an employee has a true commitment it is hard to give up on the values that he believes in, in the organization.

In recent times, teachers' strike, students' threats, violence, insecurity to life and property, underfunding, lack of facilities, and the effects of the economic downturn have all combined to make teaching in schools unpalatable and difficult in Nigeria. These problems are increasingly being recognized as serious issues that are posing as challenges to teachers' level of commitment and the quality of education in Nigeria. Towards achieving educational goals, teachers occupy an important position. However, teachers' commitment to job performance has been attributed to several factors, when principal(s) leadership behaviour is one. This is not the situation in formal, rather in an informal system of education and by extension at Literacy programme. Literacy programme is a planned educational activities, essentially to make people to acquire Literacy skills (reading, writing and computation of numerals). This study was therefore carried out on influence of motivation on facilitator job performance and productivity at Literacy programme of Ondo State, Nigeria.

Research Questions

The following research questions were raised to guide the conduct of the study;

1. Are facilitators' salaries paid on time at Literacy programme of Ondo State, Nigeria?
2. Will undergoing professional training has influence on effective teaching of clientele by the facilitators of the literacy programme in Ondo State, Nigeria?
3. Will giving facilitator incentives enhances their interests on clientele's academic performance in Literacy programme of Ondo State, Nigeria?
4. Will conducive work environment have influence on facilitator job performance at Literacy programme of Ondo State, Nigeria?
5. Does incentives have impact on facilitator interest on clientele academic performance at Literacy Programme of Ondo State, Nigeria?

Purpose of the Study

The purpose of the study was on influence of motivation on facilitator job and productivity at Literacy Programme of Ondo State, Nigeria. The specific purposes were to:

- i. examine whether facilitators' salaries are paid on time;
- ii. determine whether undergoing professional training by facilitator will improve their effective teaching;
- iii. establish whether teachers' annual leave bonus motivate them to be punctual in school.
- iv. examine the impact in a conducive environment on teachers' performance
- v. determine the influence of giving incentives on facilitators job performance and productivity.

Significance of the Study

The findings of the study will be significant to stakeholders in to education and providers of Literacy programme in Nigeria in the following ways;

1. The result of the study will establish whether facilitator in Literacy Programme of Ondo State, Nigeria, are well motivated or not.
2. Moreover, findings of the study will also help the employers of facilitators of Literacy Programme to realize the importance of working condition for facilitators conducive for the facilitator of Literacy Programme
3. Also, the results of the study will enable the stakeholders to know the types of motivation that could be provided for facilitators of Literacy programme in Nigeria.
4. Finally, the study will add to the extant literature in the area of the study, thus, becomes a good source of reference material for the researcher, in future.

Literacy Programme in Nigeria

The commitment of governments and allied providers of the programme is precipitated on the desire to reduce illiteracy rate and spate in many nations, Nigeria, inclusively. There is no doubt that Nigeria is a member of E.g Nations other members are: Egypt, China, Pakistan, Indonesia, Brazil and others. According to Egunyomi (2015) "E.g. nations have their majority of citizens as illiterates" Aderinoye (1997), described illiterate as inability to read, write and carry out simple arithmetics activities to solve daily challenges

It has been observed that due to recent event of things globally in recent time, it is very imperative that every individual in any human society should be functionally literates. A person is functionally literate he can engage in all those activities in which literacy is required for effective functioning of his group and community and also enabling him to continue to use reading and writing and calculation for his own and the community development "(Aderinoye, 1997). Beyond this, Nigerians government to eradicated literacy is premised on many factors. An illiterate society is an undeveloped one. There is an human community that can witness development without functional literacy. Literacy makes an individual to cultivate a good critical thinking and establish a right connection with the global community.

It is on the basis of the above facts, that government in Nigeria implemented literacy programmes. Literacy programme is therefore an act of volunteering programme designed to assist people with reading and writing skills difficulties established in line with academic standards. Kazi (2003), submitted that literacy programme provides the basic learning needs of the people, compromises both essential learning tools and the basic learning contents required to be able to survive, to develop their full capacities, to live and to work in dignity, to participate fully in development, to improve quality of their life, to make informed decision and to continue learning .

Therefore, the literacy programme in Nigeria is an interventional strategy to support adults in continuous updating of their knowledge and level of awareness through access to accurate information about strategic needs for a better life and enable them to transfer the information into practice and make decisions to find a way out of poverty and become self-recipient. The above can be explained as rationale for establishing literacy programme in Nigeria.

METHODOLOGY

Descriptive survey research design was used for the study, because not everybody in the study population could be covered. Therefore, data generated from the sample size of the was generalized on the entire population of the study. The population of the study comprised, all facilitators of Literacy programme in Ondo State, Nigeria. A total number of Two hundred (200) constituted the sample size of the study. A simple random sampling technique was used to select the respondents from twenty (20) literacy centres based, on them numeral strength of clientele and facilitator at the Literacy centres of Ondo State, Nigeria.

The research instruments used was self-developed questionnaire by the researcher, entitled, "Questionnaire on Influence of Motivation on Facilitators' Job Performance and Productivity at Literacy Programme of Ondo State, Nigeria". The research instrument was fashioned on four likert rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

The research instrument was validated by two experts in test and measurement. All corrections observed were effected in the final draft of the questionnaire. This made the research instrument to have both content and face validity. The reliability of research instruments was done through, test retest method, and 0.67 coefficient reliability obtained. This made the research instrument to be adjudged to have reliability a high value, therefore considered good enough for the study by the researchers. Data collected from the respondents were analysed using, descriptive statistics (frequency counts, simple percentages and mean).

4. PRESENTATION OF RESULTS AND DICUSSION OF FINDINGS

Presentation of Results

Research Question One: Are facilitator, salaries paid on time at Lieracy programme of Ondo State, Nigeria?

Table 1: Showing Frequency Counts, Simple Percentage and Mean (\bar{x}) on are Facilitators' salaries Paid dutime at Literacy programme of Ondo State, Nigeria?

S/N	Items	SD	D	A	SA	Mean	Remark
1.	I do receive monthly salary as at when due influence my positive attitude to work	6 3%	32 16%	36 18%	126 63%	3.41	Accepted
2.	My monthly salary is not paid as at when due and retards my job commitment.	142 71%	35 17.5%	13 6.5%	10 5%	1.45	Rejected
3.	My employer do pay my salary on monthly basis	6 3%	16 8%	32 16%	146 73%	3.59	Accepted
4.	Every month, I do set my salary and this makes me to teach well	12 6%	14 7%	30 15%	144 72%	3.53	Accepted
5.	My salary is fully paid, monthly and as a result, I don't teach	148 74%	28 14%	22 11%	2 1%	1.39	Rejected
6.	I don't receive a full salary, monthly. Hence, my productivity is increase	7 3.5%	26 13%	33 16.5%	134 67%	3.47	Accepted
	Total	321 26.7%	151 12.5%	166 13.8%	562 46.8%	2.8	Accepted

Table 1, presents the findings on research question one. Hence, on item (1) responses obtained indicated 126 (63%); 36 (18%); 32 (16%) and 6 (3%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (2), the following responses were obtained; 10 (5%); 13 (6.5%); 35 (17.5%) and 142 (71%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (3), responses obtained were: 146 (73%); 32 (16%); 16 (8%) and 6 (3%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (4), the following responses were obtained; 144 (72%); 30 (15%); 14 (7%) and 12 (6%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (5); 2 (1%); 22 (11%); 28 (14%) and 148 (74%) responses obtained for strongly agreed, agreed, disagreed and strongly disagreed. Finally, on item (6), the following responses were obtained; 134 (67%); 33 (16.5%); 26 (13%) and 7 (3.5%) for strongly agreed, agreed, disagreed and strongly disagreed.

Research Question Two: Will undergoing training have influence on professional effective teaching of clientele by the facilitators of literacy programme of Ondo State, Nigeria?

Table 2: Showing Frequency Counts, Simple Percentage and Mean on Influence of Undergoing Professional Training and Effective Teaching of Clientele by the Facilitators of Literacy Programme of Ondo State, Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remark
7.	My employer don't allow me to undergo professional training	155 77.5%	23 11.5%	13 6.5%	9 4.5%	1.38	Rejected
8.	Very often, my employer do allow me to undergo professional training	7 3.5%	20 10%	23 11.5%	150 75%	3.58	Accepted
9.	My employer do fund my professional training programme	144 72%	30 15%	14 7%	12 6%	1.47	Rejected
10.	My employer never fund my professional training programme	18 9%	22 11%	36 18%	124 62%	3.33	Accepted
	Total	324 40.5%	95 11.8%	86 10.7%	295 36.8%	2.4%	Rejected

Table 2, shows the results on research question two. On item (7), 9 (4.5%); 13 (6.5%); 23 (11.5%) and 155 (77.5%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (8), 150 (75%); 23 (11.5%), 20 (10%) and 7 (3.5%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (9), 12 (6%); 14 (7%); 30 (15%) and 144 (72%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. Finally, on item (10), the following responses were also obtained; 124 (62%); 36 (18%); 22 (11%) and 18 (9%) for strongly agreed, agreed, disagreed and strongly disagreed.

Research Question Three: Does prompt payment of leave bonushas effect, on facilitators' regularity in Literacy programme of Ondo State, Nigeria.

Table 3: Showing Frequency Counts, Simple Percentages and Mean on Impact of Leave Bonus and Teachers' Regularity in Literacy Programme of Ondo State, Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remark
11.	I do receive my leave bonus, annually and motivate me to come to school always	130 65%	30 15%	22 11%	18 9%	1.64	Rejected
12.	I don't receive my leave bonus annually. Hence, I do not come to school always	120 60%	40 20%	20 10%	20 10%	1.44	Rejected
13.	Since I have been working, I have been getting my leave bonus annually and it encourages me to work better.	148 74%	32 16%	14 7%	6 3%	1.7	Rejected
14.	Getting leave bonus is not a right to me and it discourage my teaching ability	6 3%	14 7%	40 20%	140 70%	3.57	Accepted
	Total	404 50.5%	116 14.5%	96 12%	184 23%	2.0	Rejected

Table 3, presents the findings on research question three. On item (11), 18 (9%); 22 (11%); 30 (15%) and 130 (65%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (12), 20 (10%), 20 (10%), 40 (20%) and 120 (60%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (13), the following responses were obtained; 6 (3%); 14 (7%); 32 (16%) and 148 (74%) for strongly agreed, agreed, disagreed and strongly disagreed. Finally, on item (14), the following responses were obtained; 140 (70%), 40 (20%); 14 (7%) and 6 (3%) for strongly agreed, agreed, disagreed and strongly disagreed.

Research Question Four: Will conducive work environment have influence on facilitators' job performance.

Table 4: Showing Frequency Counts, Simple Percentages and Mean on Influence of Conducive Environment on Facilitator's Job Performance at Literacy Programme of Ondo State, Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remark
15.	My conducive working environment makes me to perform than my duties well	160 80%	12 6%	18 9%	10 5%	1.39	Rejected
16.	My working environment is not conducive, therefore, I don't work well	12 6%	16 8%	10 5%	162 81%	3.61	Accepted
17.	Government do provide the necessary resources to enhance my job performance motivate, I don't teach students well	141 70.5%	23 11.5%	20 10%	16 8%	1.55	Rejected
18.	The necessary resources to enhance my job performance are not made available by government, therefore, I don't teach students well	7 3.5%	25 12.5%	36 18%	132 66%	3.46	Accepted
	Total	320 40%	76 9.5%	84 10.5%	320 40%	2.5	Accepted

Table 4, presents the findings on research question four. On item (15), the following responses were obtained; 10 (5%); 18 (9%); 12 (6%) and 160 (80%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (16) 162 (81%); 10 (5%); 16 (8%) and 12 (6%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (17), 16 (8%); 20 (10%); 23 (11.5%) and 141 (70.5%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. Finally, on item (18), the following responses were obtained; 132 (66%); 36 (18%); 25 (12.5%) and 7 (3.5%) for strongly agreed, agreed, disagreed and strongly disagreed.

Research Question Five: Does incentives have impact on facilitators' interest on clientele academic performance in Literacy Programme of Ondo State, Nigeria.

Table 5: Showing Frequency Counts, Simple Percentages and Mean(\bar{x}) on Impact of Facilitators' Incentives on clienteles' interest on Academic Performance at Literacy Programme of Ondo State, Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remark
19.	I have interest on students' academic behavior, government do rewards me with gifts every academic session	143 71.5%	23 11.5%	22 11%	12 6%	1.5	Rejected
20.	I have never receives any gift from government every academic session, therefore, I have no interest on students' academic	5 7.5%	20 10%	32 16%	133 66.5%	3.4	Accepted
21.	Government do increase my level and step as at when due and it motivate my job commitment	146 73%	23 11.5%	18 9%	13 6.5%	1.4	Rejected
22.	Government do not increase my level and step as at when due, that does not motivate me to have commitment to teaching students	14 7%	17 8.5%	29 14.5%	140 70%	3.4	Accepted
	Total	318 39.7%	83 10.3%	101 12.6%	298 37.2%	2.4	Rejected

Table 5, shows, the results on research question five. On item (19), the following responses were obtained; 12 (6%); 22 (11%); 23 (11.5%) and 143 (71.5%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (20), 133 (66.5%); 32 (16%); 20 (10%) and 15 (7.5%) responses were got for strongly agreed, agreed, disagreed and strongly disagreed. On item (21), the following responses were obtained; 13 (6.5%); 18 (9%); 23 (11.5%) and 146 (73%) for strongly agreed, agreed, disagreed and strongly disagreed. Finally on item (22), 140 (70%); 29 (14.5%), 17 (8.5%) and 14 (7%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed.

Discussion of Findings

The findings on research question indicates that the average rating scale of four ($x = 2.5$) is lesser than the mean of average of rating scale of four ($x = 2.8$). Thus, indicates that teachers salaries were not paid on time. This agrees with the assertion of Oyekan (2000), that teachers' motivation in terms of regular payment of salary is one of the factors that could spur teachers' optimal job performance.

Also the finding on research question two states that the average rating scale of four ($x = 2.5$) is greater than the mean of average rating scale of four ($x = 2.4$), thus portends that teachers' employer (government) is not motivating teachers through professional training. This negates the opinion of that teachers from time to time should be giving opportunity to be embarking on professional training programme, so as to update and upgrade their knowledge, values and pedagogical skills for productivity and enhanced job performance.

Moreover, the result of research question three shows that the average of rating scale of four ($x = 2.0$) is not greater than or lesser than the mean of average of rating scale of four ($x = 2.5$). this means that primary schools' teachers annual leaved bonus is not paid, annually. This negates the philosophy of many scholars and stakeholders, such as; Oyekan (2004) that incentives, such as; regular and prompt payment of leave bonus, annually is one of the factors that can enhance teachers' performance.

Furthermore, the result on research question four shows that the average of rating scale of four ($x = 2.5$) is not greater than the mean of average of rating scale of four ($x = 2.5$), also, thus, denotes that teachers are working in a conducive environment. This agrees with the opinion of Anthony and Kristonis (2006) that conducive working environment is a factor that can increase work performance of employees in any organization.

Finally, the result on research question five shows that average, of rating scale of four ($x = 2.5$) is greater than the mean of average of rating scale of four ($x = 2.5$). This suggests that teachers are not receiving nor giving incentives to enhance their job performance. The findings agrees with the opinion of Ajayi (1997) and Oyekan (2000) that, lack of concentration on motivation of teachers by their employers in form of incentives, such as; gifts, working conditions make teachers to be less committed to their job.

Conclusions

Based on the findings of the research, conclusion were made that facilitators' salary was paid on time and regularly. Besides, facilitators were not motivated by their employers (government) by allowing them to embark on professional training for job performance. Also, facilitators were not receiving their leave bonus annually as at when due and incentives as motivations. However, findings revealed that facilitators were working in a conducive environment.

Recommendations

Based on the conclusions, the following recommendations were made;

Firstly, the employers of facilitator should endeavor to be funding facilitators' professional training programme in Literacy programme in Nigeria.

Also, incentives should be giving to facilitators in form of gifts, timely payment of leave bonus, so as to enhance their commitment to job performance

Besides, facilitators working conditions should be made more conducive and teachers' salary should be paid regularly in Nigeria, and so on.

Lastly, facilitators should be allowed to undergo in-service training or programme for enhance to enable them to acquaint themselves with the last skills for an enhanced and improved service delivery.

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