

**MOTIVATIONAL STRATEGIES AND ADULT EDUCATORS' JOB SATISFACTION
IN AKWA IBOM NORTH-EAST SENATORIAL DISTRICT**

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Abstract

The study examined the influence of motivational strategies on adult educators' job satisfaction in Akwa Ibom North East senatorial district. Survey research design was adopted for the study. The population for the study consisted of all the facilitators in Akwa Ibom North-East senatorial district. A simple random sampling technique was used in selecting three adult educators from two adult education centres in each Local Government Areas under the study area. This means that fifty four adult educators were selected as sample for the study. The instrument used for the study was a structured questionnaire titled "Motivational Strategies and Adult Educators' Job Satisfaction Questionnaire (MSAEJSQ)." The instrument was validated by an expert in measurement and evaluation in the Department of Educational Foundations, College of Education Afaha Nsit, Akwa Ibom State. Test-retest method was used to ascertain the reliability of the instrument using cronbach alpha coefficient, a reliability coefficient of 0.75 was obtained. The data collected was analyzed using chi-square statistics. The result shows that adult educators' participation in professional development programmes significantly influenced adult educators' job satisfaction. The result also shows that provision of material inducement significantly influenced adult educators' job satisfaction. Based on the findings, the following recommendations were made: regular professional development programme should be organized for adult educators in Akwa Ibom North-East senatorial district; they should be encouraged to enroll in professional development programmes; adult

educators should be adequately remunerated and; they should be provided with adequate instructional materials.

Keywords: Motivation, Motivational strategies, Adult educators, Job satisfaction

Introduction

The importance of motivation in the realisation of organisational set goals cannot be over emphasized. This is because workers who are adequately motivated in their work places always perform well towards the realisation of organisational goals while also deriving satisfaction. Motivation, according to Ngwoke (2015), has to do with the internal state or mental and psychological set in an individual which compels, energizes, sustains and directs the individual's activity towards a goal. Wikipedia (2016), defined motivation as a theoretical construct used to explain behaviour. It represents the people's action, desires and needs. Motivation can also be defined as any condition which initiates, guides and maintains a response. It is a function of arousal which may either be appetitive or aversive. Staff motivation according to Udeazor (2014) is a process by which the management of an organization propel workers to pull energies towards optimal attainment of goals. Udeazor (2014), went further to say that motivation is also synonymous with activation, stimulation, encouragement, inducement and inspiration which makes workers decide to work and intricately get committed to work while also deriving satisfaction. In adult education subsector, it is important that government as well as adult education managers provide adequate motivation for adult educators in order to encourage them to put their best because if there is absence of motivation, adult educators will have very little interest for their job which will invariably affect adult learners' performance. Consequently, there is need to adequately motivate adult educators in order to enhance their performance, productivity, efficiency and satisfaction so as to bring about effective teaching and learning.

An adult educator according to Nwabuko and Ebirim (2017) is not just the teacher in the classroom teaching a group of adult learners but includes one who is a health educator, an agricultural extension worker, a discussion group leader, a community development worker, a vocational skill trainer and any other person who helps mostly adults to learn something. Therefore, an adult educator is one who helps an adult or adults to learn anything useful to the adult learner or learners.

Job satisfaction in the context of this research refers to the fulfillment acquired by experiencing various job activities and rewards. Job satisfaction refers to what one has in a job. It is directly

proportional to the feelings of happiness and contentment in the minds of adult educators about their jobs. When adult educators' needs are satisfied, it promotes their psychological wellbeing and enable optimal functioning and performance. Job satisfaction not only increases efficiency, but also provides intrinsic motivation for work. It is necessary for the development of any educational organisation because directly or indirectly, it influences attitude, morale, and production level of adult educators. It is therefore important for literacy managers to pay adequate attention to the needs of adult educators since the achievement of organisational goals especially learners performance to a large extent is dependent on adult educators level of productivity and sense of responsibility. Hence, it is important that adult educators are adequately motivated if the objectives of the adult education programme is to be achieved.

There are many ways an adult educator could be motivated. However, this study will focus on two of those; adult educators' participation in professional development programme and provision of material inducement. Professional development according to Imogie (2012), is a planned systematic sequence of instruction under competent supervision designed to impart pre-determined skills, knowledge or abilities with respect to designated objectives. Professional development is intended to make an individual play his assigned roles more productively. It involves the renewal of workers skills, knowledge, attitude and habits which have become obsolete and irrelevant to the need of their employment as a result of changing social, economic, administrative and technological advancements. Hence, it is a motivational strategy towards ensuring that adult educators carryout or perform their assigned task more fruitfully.

Professional development programme should be provided to bridge the gap between the demand and supply of labour; when there is the dire need to remove any deficiency in the workers general attitude to work and working relationship with others and to serve as morale booster, status enhancement and general improvement on productivity of workers. A professional development need could be said to be a gap in the kind of performance or competence an employee has and the kind of performance and competence which he is expected to have (Maduabum, 2012). Adult educators irrespective of previous training and experience, should be given periodic professional development to enable them adapt to changing tides. Succinctly, an adult educator will become better as he becomes more experienced, but he will be much better and more satisfied if he or she is given adequate professional development.

Provision of material inducement is another motivational tool which seems to enhance adult educators' job satisfaction. Overtime, incentive measures like salaries, secondary benefits and tangible rewards (recognitions) and sanctions have been used to motivate employees for better performance. Other benefit such as housing/vehicle allowance, pension and other retirement benefits play a major role in total compensation such that when they are absent, they contribute to a culture of absenteeism, alternative job seeking and ultimately, low productivity (Sabry, 2016). Invariably, good incentive system encourages employees to be productive, creative, innovative and loyal (Adams, 2017). Discussing on the role of material inducement in motivating adult educators, Akpakwu (2017) stresses that adult educators should be adequately motivated in order to bring about outstanding performance through the provision of incentives like transport fare, good recreational centre etc. Akpakwu (2017) further states that if adult educators are provided with the above, they will to some extent derive satisfaction which will ultimately lead to the growth and development of the literacy centre.

It has been observed by researchers that adult literacy centres are faced with a number of challenges and one of those challenges is in the area of adult educator's job satisfaction. It is obvious that some states government seldom conduct in-service training programme for their adult educators and it has been widely reported that adult educators are not properly remunerated as in the case with their colleagues in the formal schools. This is evident due to the fact that most adult educators across the country are paid less than the minimum wage recommended by the federal government which is thirty thousand naira.

Ideally, every state agency for adult education should make provision for adult educators within their states to be trained on the latest innovation in andragogy so as to enable them to help adult learners to learn effectively. Equally, adult educators should be properly remunerated as in the case with their colleagues who teach in the formal sector of the basic education system. It is therefore on this premise that this study sought to examine motivational strategies and adult educators' job satisfaction. The problem of this study put in question form; to what extent do motivational strategies influence adult educators job satisfaction in adult education centres in Akwa Ibom North East senatorial district?

The main objectives of the study was to investigate motivational strategies and adult educators job satisfaction in adult education centres in Akwa Ibom North East senatorial district. Specifically, the

study sought to examine the influence of adult educators participation in professional development on their job satisfaction in adult education centres in Akwa Ibom North East senatorial district; Investigate the influence of provision of material inducement on adult educators' job satisfaction in adult education centres in Akwa Ibom North East senatorial district.

Hypotheses

- Ho₁** Adult educators' participation in professional development programme do not significantly influence their job satisfaction in adult education centres in Akwa Ibom North East senatorial district.
- Ho₂** Provision of material inducement do not significantly influence adult educators' job satisfaction in adult education centres in Akwa Ibom North East senatorial district.

Methodology

Survey research design was adopted for the study. Survey research design according to Ibanga (2020), allows the researcher to carry out a survey of a given population for the purpose of exploring, describing or explaining certain attributes that are unique to them. The study covers the nine Local Government Areas that make up Akwa Ibom North East senatorial district, they include; Itu, Ibiono, Uyo, Uruan, Nsit Atai, Nsit Ibom, Nsit Ubium, Etinan and Ibesikpo Asutan Local Government Areas. The population for the study consisted of ninety six (96) adult educators from forty adult education centres in the area under study. A simple random sampling technique was used in the selection of three adult educators from two adult education centres in each Local Government Area under study. This means that fifty four adult educators were selected from eighteen adult education centres in the area under study. A structured questionnaire titled '*Motivational Strategies and Adult Educators Job Satisfaction Questionnaire (MSAEJSQ)*' was used for data collection. The instrument was validated by an expert in measurement and evaluation in the Department of Educational Foundations, College of Education Afaha Nsit, Akwa Ibom State. Nine copies of the instrument was administered to nine adult educators in three adult education centres in Ikot Ekpene Local Government Area of Akwa Ibom North West senatorial district. Test-retest method was used to ascertain the reliability of the instrument. The result was analyzed using Cronbach alpha coefficient. A reliability coefficient of 0.75 was obtained indicating that the instrument was reliable for the study. Fifty copies of the instrument were administered with the help of two research assistants.

All the copies administered were retrieved and used for the analysis. The two hypotheses were tested with chi-square statistics at 0.05 level of significance.

Result of hypotheses

Ho₁ Adult educators' participation in professional development programmes do not significantly influence their job satisfaction in adult education centres in Akwa Ibom North East senatorial district.

Table 1: Chi-square result on the influence of adult educators participation in professional development programmes on their job satisfaction in adult education centres in Akwa Ibom North East senatorial district

Job Satisfaction Level	Regularly Participates	Fairly Participates	No Participation	Total	Level of Sign	x^2 -cal	x^2 -cal	df	Decision
High	8 (87)	1 (0.7)	1 (0.6)	10					
Average	17 (17.4)	2 (1.5)	1 (1.1)	20	0.05	74.2	9.5	4	Rejected
Low	22 (20.9)	1 (1.8)	1 (1.3)	24					
Total	47	4	3	54					

Table one above shows that the x^2 calculated value of 74.2 is greater than the x^2 table value of 9.5 at 0.05 level of significance with a degree of freedom of 4. Thus, the null hypothesis is rejected. This shows that adult educators' participation in professional development programme significantly influenced their job satisfaction in adult education centres in Akwa Ibom North East senatorial district.

Ho₂ Provision of material inducement do not significantly influence adult educators' job satisfaction in adult education centres in Akwa Ibom North East senatorial district.

Table 2: Chi-square result on the influence of provision of material inducement on adult educators' job satisfaction in adult education centres in Akwa Ibom North East senatorial district.

Job Satisfaction Level	Adequately Provided	Fairly Provided	Not Provided	Total	Level of Sign	x^2 -cal	x^2 -cal	df	Decision
High	7 (81)	1 (0.9)	1 (0.6)	10					
Average	17 (17.4)	2 (1.5)	1 (1.1)	20	0.05	72.8	9.5	4	Rejected
Low	20 (19.9)	3 (2.8)	1 (1.3)	24					
Total	45	6	3	54					

Table one above shows that the x^2 calculated value of 72.8 is greater than the x^2 table value of 9.5 at 0.05 level of significance with a degree of freedom of 4. Thus, the null hypothesis is rejected. This shows that provision of material inducement significantly influenced adult educators' job satisfaction in adult education centres in Akwa Ibom North-East senatorial district.

Discussion of Findings

Result in Table 1 shows that adult educators' participation in professional development programmes significantly influenced adult educators' job satisfaction. This is in agreement with Oyegun (2019) who conducted a similar study in Ondo state. Oyegun (2019) submitted that adult educators who participated often in professional development were very satisfied in their jobs than those who seldom participate or who never participated. This is also evident in the fact that when some facilitators are asked how satisfied they were when they participate in professional development programmes, their responses are always positive

Result in Table 2 shows that provision of material inducement significantly influenced adult educators' job satisfaction. This in agreement with Adam (2017) who submitted that good incentive system encourages employees to be productive, creative, innovative and loyal. This is true because observation has shown that when teaching and learning materials are adequately provided, it goes a long way in creating some level of satisfaction among facilitators. The result here indicates that provision of instructional materials as well as prompt payment of salaries and other emolument significantly brings about satisfaction among adult educators this is true because when instructional materials are available, it make teaching easy because the learners will be able to clearly understand the concept taught. Similarly, facilitators who receive their salaries will be happy to put in their best as against when they are not paid on time.

Conclusion

Based on the findings, the following conclusions were made;

1. Regular professional development programme significantly influences adult educators' job satisfaction in Akwa Ibom North East senatorial district.
2. Provision of material inducement significantly influenced adult educators' job satisfaction in Akwa Ibom North East senatorial district.

Recommendations

Based on the findings, the following recommendations were made;

1. Regular professional development programme should be organized for adult educators in Akwa Ibom North East senatorial district and they should also be encouraged to enroll in professional development programmes.
2. Adult educators should be adequately remunerated and provided with instructional materials to aid effective teaching and learning in Akwa Ibom North East senatorial district.

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