

**FACTORS AFFECTING MORALE OF LITERACY PROGRAMME FACILITATORS
IN NIGERIA
A CONCEPTUAL ANALYSIS**

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Abstract:

This is a conceptual paper that examines the multifaceted factors influencing the morale of literacy facilitators in Nigeria. Despite the crucial role these facilitators play in addressing Nigeria's literacy challenges, they face significant challenges that undermine their motivation and performance. Through analysis of existing literature and empirical studies, this paper identifies four primary categories of influencing factors: working conditions, compensation and benefits, professional development opportunities, and organizational support and recognition. The findings reveal that inadequate infrastructure, inconsistent remuneration, limited training opportunities, and minimal involvement in decision-making collectively contribute to low morale among literacy facilitators. Based on this analysis, Suggestion across institutional, governmental, and community dimensions to enhance facilitator motivation and effectiveness. These include improving physical learning environments, establishing fair compensation frameworks, implementing regular professional development programs, fostering participatory governance, and developing evidence-based monitoring systems. This conceptual analysis contributes to the broader discourse on educational quality by highlighting the interconnectedness between facilitator wellbeing and literacy program effectiveness, ultimately advocating for systemic interventions to support those at the frontline of Nigeria's adult education efforts.

Keywords: Factors, Morale, facilitators, Adult Education

Introduction

Adult literacy education represents a cornerstone of national development, particularly in countries like Nigeria facing significant educational challenges. Despite concerted efforts over decades, Nigeria continues to grapple with

alarming literacy rates, with recent estimates suggesting approximately 38% of adults remain non-literate (National Bureau of Statistics, 2020). Within this context, literacy facilitators the frontline professionals responsible for delivering basic literacy skills to adult learners occupy a pivotal yet often undervalued position in the educational ecosystem. The moral and professional standing of these facilitators substantially influences program effectiveness, learner retention, and ultimately, the success of national literacy initiatives. Unfortunately, emerging evidence suggests that widespread demoralization among literacy facilitators poses a substantial threat to the achievement of Nigeria's educational targets.

The professional landscape for literacy facilitators in Nigeria is characterized by numerous challenges that potentially undermine their motivation and effectiveness. Ewelum (2016), conducted a seminal study in Enugu North Senatorial Zone revealing that facilitators were not provided with conducive physical learning environments, appropriate reward systems, regular in-service training programs, adequate teaching resources, and were not fully involved in school decision-making processes. These deficiencies represent not merely logistical challenges but fundamental threats to professional motivation and job satisfaction. The cumulative effect of these factors contributes to high attrition rates, reduced instructional quality, and ultimately, diminished learning outcomes for adult literacy students. This conceptual paper aims to systematically investigate the complex interplay of factors affecting morale among literacy facilitators in Nigeria. Unlike previous studies that have often focused on isolated aspects of facilitator experiences, this comprehensive analysis synthesizes evidence across personal, institutional, and systemic dimensions to present a holistic understanding of the morale ecosystem. Specifically, the paper addresses the following research questions:

1. What institutional factors most significantly influence facilitator morale in Nigerian literacy programs?
2. How do socioeconomic conditions and policy frameworks interact to affect facilitator motivation?
3. What evidence-based interventions show promise for enhancing morale and professional satisfaction?

4. How might improve morale among facilitators contribute to broader educational outcomes in adult literacy programs?

The conceptual significance of this analysis lies in its potential to reframe discussions around educational quality by placing facilitator wellbeing at the center rather than the periphery of program effectiveness. By examining morale not as a secondary concern but as a fundamental determinant of literacy success, this paper contributes to the growing recognition that educational transformation requires attention not only to curriculum and pedagogy but also to the human systems that deliver them. The practical applications of this research extend to policy development, program design, and institutional leadership in adult education contexts throughout Nigeria and potentially in similar settings across sub-Saharan Africa.

Conceptual Framework and Literature Review

Theoretical Foundations of Morale

Understanding the factors affecting morale among literacy facilitators requires grounding in established theoretical frameworks of motivation and professional satisfaction. The concept of morale in professional contexts refers to the collective sense of purpose, confidence, and enthusiasm that individuals bring to their work, influenced by both internal psychological factors and external environmental conditions. This paper draws primarily on Herzberg's TwoFactor Theory, which distinguishes between hygiene factors (elements that cause dissatisfaction when absent but do not necessarily motivate when present, such as working conditions and salary) and motivators (elements that genuinely drive satisfaction and performance, such as recognition and professional growth). This theoretical lens helps explain why merely addressing basic needs without providing meaningful professional fulfillment may prove insufficient for sustaining morale among literacy facilitators.

Complementing this framework, Self-Determination Theory (SDT) offers additional insights by emphasizing the importance of autonomy, competence, and relatedness as fundamental psychological needs that support motivation. When applied to literacy facilitators in Nigeria, SDT suggests that morale depends not only on material conditions

but also on feelings of professional efficacy, autonomy in instructional decisions, and connection to a meaningful professional community. These theoretical foundations collectively highlight the multidimensional nature of morale, which encompasses both objective working conditions and subjective professional experiences.

The Nigerian Context of Adult Literacy Education

The institutional landscape for adult literacy in Nigeria is characterized by a complex interplay of governmental, non-governmental, and community-based initiatives. The National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) serves as the primary federal body responsible for policy coordination, though implementation varies significantly across states and local government areas. This decentralized structure creates considerable disparity in resource allocation, program quality, and facilitator support systems.

Within this patchwork system, literacy facilitators operate with inconsistent contractual arrangements, ranging from voluntary positions with minimal compensation to formally employed teaching roles within state literacy programs. Previous research on educator motivation in Nigeria has predominantly focused on formal school settings, with limited attention to the unique challenges facing adult literacy facilitators. Ewelum's (2016), study in Enugu State represents one of the few direct investigations into this specific population, highlighting several systemic deficiencies affecting facilitator motivation. Additional insights can be drawn from studies on teacher motivation in comparable contexts, such as Nyakundi's (2012), research on public secondary school teachers in Kenya, which identified similar patterns of demoralization related to inadequate resources, limited professional development, and minimal administrative support. These parallel findings suggest that while literacy facilitators face circumstances distinct from their formal education counterparts, many motivational challenges cut across educational contexts in resourceconstrained environments.

Conceptual Model of Influencing Factors

Based on synthesis of existing literature and theoretical frameworks, this paper proposes a conceptual model in which factors affecting morale among literacy facilitators operate across three interconnected levels:

Institutional Factors: Organizational policies, physical working conditions, resource availability, leadership approaches, and decision-making structures within literacy centers.

Socioeconomic Factors: Compensation levels, job security, social recognition, career progression opportunities, and community status.

Professional Factors: Training opportunities, instructional autonomy, feedback mechanisms, peer collaboration, and sense of professional efficacy.

This model acknowledges the dynamic interaction between these levels, recognizing that factors such as inadequate compensation (socioeconomic) may exacerbate the negative effects of limited professional development (professional), while supportive institutional leadership might buffer against broader structural constraints. The following sections will explore each of these dimensions in greater depth, examining both the challenges and potential pathways toward enhanced morale and professional fulfillment. **Key Factors Affecting Morale of**

Literacy Facilitators

Working Conditions.

The physical infrastructure and working conditions within which literacy facilitators operate constitute a fundamental dimension influencing professional morale. Ewelum's (2016) research in Enugu State specifically identified the absence of conducive physical learning environments as a critical demotivating factor for facilitators. Many adult literacy centers in Nigeria operate in substandard facilities characterized by inadequate lighting, insufficient ventilation, limited furniture, and lack of basic teaching resources. These conditions not only impede effective instruction but also symbolically communicate societal disregard for both facilitators' professional work and adult learners' educational pursuits.

Beyond physical infrastructure, the organizational environment significantly impacts facilitator morale. This includes factors such as class sizes, scheduling flexibility, administrative support, and safety conditions. Facilitators working in contexts with excessive bureaucratic impediments, frequent interruptions, or security concerns report substantially higher stress levels and lower job satisfaction. The cumulative effect of these environmental factors is a professional experience characterized by frustration rather than fulfillment, ultimately undermining the intrinsic motivations that often draw individuals to literacy work initially. The symbolic message conveyed by poor working conditions extends beyond immediate discomfort to suggest a devaluation of both the facilitators' professional role and the adult learners they serve.

Financial Incentives

The economic dimension of literacy facilitation represents perhaps the most immediately apparent factor affecting morale. Throughout Nigeria, literacy facilitators frequently face inconsistent compensation, with many receiving stipends rather than formal salaries and experiencing regular delays in payment disbursement. The financial precarity associated with literacy work creates practical hardships while simultaneously conveying a lack of professional valuation. This economic strain is particularly acute when compared to compensation structures in formal education settings, creating a perception of literacy facilitation as less legitimate or professionally validated.

The concept of appropriate reward systems emerged as a significant theme in Ewelum's (2016), research, with facilitators expressing dissatisfaction not merely with compensation levels but with the absence of structured, transparent approaches to recognition and remuneration. This distinction aligns with Herzberg's theoretical framework, which differentiates between baseline hygiene factors (adequate compensation to prevent dissatisfaction) and genuine motivators (reward systems that recognize excellence and foster professional growth). The current reality for many Nigerian literacy facilitators fails to meet either standard, resulting in both practical hardship and professional demoralization. The psychological impact of inadequate

compensation extends beyond financial strain to affect facilitators' sense of professional dignity and social standing within their communities.

Professional Development

The availability of systematic professional development opportunities represents a crucial factor influencing facilitator morale and effectiveness. Research indicates that literacy facilitators in Nigeria frequently lack access to regular in-service training programs, leaving them underprepared for the distinctive challenges of adult education. This training deficit affects both pedagogical skills (appropriate teaching methods for adult learners, literacy assessment techniques) and content knowledge (emerging approaches to literacy instruction, digital literacy integration). Without ongoing professional growth opportunities, facilitators often experience professional stagnation and diminishing self-efficacy, particularly when facing challenging teaching situations or diverse learner needs.

Closely related to professional development is the issue of career progression pathways. Unlike formal education systems that typically feature clearly defined hierarchies, advancement opportunities, and credentialing structures, adult literacy facilitation in Nigeria often operates as a professional dead-end rather than a career with growth potential. The absence of articulated progression trajectories compounds frustrations around compensation and working conditions, creating a perception of literacy work as temporary employment rather than a meaningful professional path. This lack of career structure not only affects retention of experienced facilitators but also limits the field's ability to attract new talent with strong qualifications and commitment to adult education.

Organizational Support and Recognition

The nature of organizational relationships and institutional support structures significantly influences facilitator morale. Ewelum's (2016), research specifically highlighted facilitators' exclusion from meaningful participation in decision-making processes as a key factor undermining professional satisfaction. When facilitators perceive themselves as implementers of decisions made without their input rather than as professional partners in educational design, they experience reduced ownership and commitment to program outcomes. This dynamic is particularly

damaging in adult literacy contexts, where facilitators' proximity to learner needs positions them as valuable sources of insight for program improvement.

The role of recognition and respect extends beyond formal institutional structures to encompass community perceptions and social validation. Literacy facilitators frequently operate in contexts where their professional expertise receives minimal acknowledgment from either the community or the broader educational establishment. This invisible professional status contrasts sharply with the significant challenges they navigate daily, including limited resources, diverse learner needs, and complex socioeconomic barriers to literacy acquisition. The cumulative effect is a professional identity characterized by marginalization rather than pride, substantially undermining the psychological rewards that might otherwise compensate for material deficiencies.

Conclusion

This conceptual analysis has examined the complex interplay of factors affecting morale among literacy facilitators in Nigeria, highlighting how institutional, socioeconomic, and professional dimensions collectively influence motivation and effectiveness. The evidence consistently demonstrates that working conditions, compensation structures, professional development opportunities, and organizational recognition represent interconnected pillars determining whether facilitators experience their work as frustrating or fulfilling. The challenges identified including inadequate infrastructure, inconsistent remuneration, limited training, and exclusion from decision-making paint a concerning picture of the current state of literacy facilitation in Nigeria. Yet within this challenging landscape, opportunities for meaningful intervention abound.

The recommendations presented spanning institutional improvements, policy reforms, and community engagement outline a comprehensive approach to enhancing facilitator morale. While resource constraints present real barriers to implementation, it is noteworthy that several potentially high-impact strategies require minimal financial investment but substantial commitment to cultural and organizational change. Particularly promising are approaches

that recognize facilitators as professional partners rather than implementers, creating systems for meaningful voice and participation in literacy program design and implementation.

Suggestions for Enhancing Facilitator Morale

Improving Physical Learning Environments

Literacy programs should prioritize creating conducive learning spaces that facilitate effective instruction and communicate respect for both facilitators and learners. This includes ensuring adequate furniture, lighting, ventilation, and basic teaching resources. While resource constraints present real challenges, even modest improvements in physical environments can yield significant morale benefits. Institutional leaders should engage facilitators directly in identifying priority areas for environmental enhancement, recognizing that this participatory approach itself can boost morale by validating facilitators' professional perspectives.

Strengthening Professional Development Systems

Literacy programs should implement structured in-service training programs specifically designed for the unique challenges of adult education contexts. These programs should move beyond one-time workshops to establish ongoing professional learning communities where facilitators can share challenges, refine instructional techniques, and develop specialized expertise in adult literacy. Training content should address both pedagogical skills (teaching strategies for diverse adult learners, literacy assessment techniques) and content knowledge (emerging literacy approaches, digital skills integration). Additionally, institutions should explore tiered credentialing systems that create meaningful professional progression pathways within the field of adult education.

Fostering Participatory Governance

Literacy centers should establish formal mechanisms for facilitator involvement in decisionmaking processes, recognizing that professional autonomy and voice significantly influence morale. This might include regular facilitator representation on program planning committees, structured feedback systems for program improvement, and shared leadership models that distribute administrative responsibilities. By creating channels for facilitators to

contribute their frontline perspectives to organizational decisions, programs can enhance both morale and program effectiveness through more responsive design.

Community and Civil Society Engagement

Literacy programs should collaborate with community leaders to establish formal recognition mechanisms that celebrate facilitator contributions and achievements. These might include annual appreciation events, feature stories in local media, certificates of recognition from community leaders, or other forms of acknowledgment that enhance the social status of literacy work. Such recognition costs little financially but can yield substantial morale benefits by addressing facilitators' needs for professional validation and social respect.

Fostering Professional Community

Civil society organizations supporting literacy work should prioritize building professional networks that connect isolated facilitators to colleagues facing similar challenges. These communities of practice can reduce professional isolation, facilitate resource sharing, and create collective advocacy for improved working conditions. Digital platforms offer promising opportunities to connect facilitators across geographic distances, creating virtual spaces for collaboration, problem-solving, and mutual support.

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