

UTILIZATION OF COMPENSATION AND SELF-EFFICACY FOR THE RETENTION OF FACILITATORS OF ADULT EDUCATION PROGRAMMES IN NSUKKA LOCAL GOVERNMENT AREA OF ENUGU STATE

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Abstract

This study investigated the extent to which compensation and self-efficacy are utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State. Two specific objectives and two research questions guided the study. The study adopted descriptive survey design. The population for the study comprised of all the 19 facilitators in the eight (8) functional adult education centres in Nsukka Local Government Area of Enugu State. The instrument used for data collection was a researchers' structured questionnaire, titled: "Utilization of Compensation and Self-efficacy for Retaining Facilitators of Adult Education Programmes (UCSRFAEPQ). It was structured using four-point rating scales. The instrument was validated by three experts. The instrument's overall reliability coefficient was 0.82 which showed that it was reliable. The findings revealed that compensation and self-efficacy are utilized to a high extent for retaining facilitators of adult education programmes. The researchers recommended among others that the Federal Government, through the Ministry of Education should ensure the payment of improved salaries commensurate with the workload of adult educators among others.

Keywords: Utilization, compensation, self-efficacy, facilitators, adult education programmes

Introduction

The role of compensation and self-efficacy in retaining facilitators (educators) of adult education programmes is enormous. Adult educators are those who are charged with responsibilities of teaching adults. Hence, Ukwuaba (2015) defined adult educators as persons who are charged to consciously and systematically administer the teaching learning activities, programmes and the processes with the primary aim of assisting others to learn. Furthermore, Eidoo (2019) expressed that adult educators are people who guide lifelong learning journeys of children, youth and adults. Hence, they are involved in educating individuals from cradle to grave and not just restricted to educating adults. Therefore, in this study, an adult educator is defined as someone responsible for delivering adult education programmes tailored to the needs and interests of adult learners. The adult educators'-or facilitators' role according to Giannoukos, Besas, Galiropoulos and Hioctour (2015) include facilitation, encouragement of active engagement, and fostering critical thinking. The fact is that adult educators play a vital role in guiding learners through their educational journey. In addition, Tzovla and Kedraka (2020) emphasizes that there is need for facilitators to possess the skills to create a positive learning atmosphere, prioritize learners -centered approaches, and as well as andragogical expertise to enhance the effectiveness of adult education programmes. NMEC (2010) defined adult education (andragogy) as any organized learning activity for people considered to be adults by the society.

However, adult education programme has been defined in different context by different authors and just as the name implies, it is an educational activities designed for

adults often aimed at improving their lives. Hence, Ayantunji (2023) sees adult education programme as any educational programme (s) organized for adults and youths regardless of its contents, place of study and also has to be flexible in order to satisfy the needs and aspirations of the beneficiaries and their communities. Adult education programmes focuses on aiding adults to live successfully as productive members of society and make meaningful contributions to societal development, rather than solely preparing them for life (Olajide & Ayantunji, 2016). The programmes are organized educational activities deliver by adult educators for those that did not have the opportunity to attend formal schooling, those that dropped out of formal schooling for one reason or another and those who wants to upgrade their professional skills.

Adult education programme is developmental oriented geared towards making adults to be more useful to themselves and society at large. Owede (2015) emphasized that adult education programmes constitute organized and sequential learning experiences designed to meet the needs of adults. Ani, Obodo and Uzosike (2021) emphasized that adult education programmes are all educational in nature; relatively organized and planned; must be a deliberate activity directed towards the felt needs and interest of recipients; target audience must be adults with social responsibility; must be learner-centered, need-oriented, and organized out-of-formal school and must deal with matters of immediate concern. Therefore, contextually, adult education programme refer to organized learning activities designed to cater specifically to the educational needs and interests of individuals who have surpassed the traditional age of compulsory schooling. This is to equip them with the right skills, knowledge and attitude necessary to contribute meaningfully in national development. There are varieties of adult education programmes by different categories of scholars in different areas of adult education. Due to the facts that adult education programme is development oriented, it involves so many programmes, some of which according to Ukwuaba (2015) include: functional literacy, extramural programmes, correspondence courses, open university, distance education, lifelong education, remedial education, women education, pre-retirement education, internship programmes, etc. delivered by facilitators (educators) of adult education. Other adult education programmes well known by the researchers include adult basic literacy, post literacy, vocational and environmental education. Therefore, to ensure the uninterrupted and smooth running of adult education programmes, the retention of skilled and dedicated facilitators of adult education programmes becomes very paramount.

Different studies have been carried out on retention, particularly as it concerns facilitators retention in different ways. For instance, Jean-Charles (2023) refers to teacher (facilitator) retention as the ability to keep and maintain teachers in the teaching profession each year. Teacher retention according to (Arroyo, 2023) is the proportion of teachers in one year who are still teaching in the same school the following year. In addition, teacher (facilitator) retention has been defined as the need to prevent good teachers from leaving the job for the wrong reasons (Kelchtermans, 2017). Common among these definitions of teacher retention is the concept of longevity or continuity within the teaching profession. They all emphasize the importance of keeping teachers in their roles over time, whether within the profession in general (Jean-Charles, 2023), within the same school (Arroyo), or by preventing good teachers from leaving for undesirable reasons (Kelchtermans, 2017). Each definition underscores the significance of retaining facilitators or teachers to ensure stability, consistency, and quality within the educational system. However, this study adopted he definition by Kelchtermans (2017) because his definition focuses not only on retaining teachers but also on retaining the right teachers. This definition acknowledges

the importance of quality in teacher retention efforts, recognizing that it's not just about keeping any facilitator or teacher in the profession but rather about retaining those who contribute positively to learner's learning outcomes. The retention of facilitators of adult education programmes is the ability to prevent quality adult educators from leaving the profession for the wrong reasons. However, there are varieties of factors that retains facilitator of adult education programmes. Some of the factors that retains adult educators according to Lopez (2023) include compensation and self-efficacy etc.

Compensation is one of the factors that determine if a teacher, including adult educators, could stay or leave. Compensation includes the wages and benefits paid to teachers for the performance of their duties. These wages and benefits include basic salary, retirement, medical insurance, Scholarships, tuition reimbursement, coupons from community organizations, relocation costs, signing bonuses among others. Compensation in this study refers to facilitator salary as well as other benefits, such as health, insurance and retirement benefits. Teachers, including adult educators, who don't feel they are getting paid fairly or if they don't have enough perks, are more likely to go elsewhere for work (Carver-Thomas & Darling-Hammond, 2019). In addition to o working conditions, administrative support and compensation, another factor that can combat teacher burnout and attrition, thereby retaining teachers, particularly adult educators, in the profession is a high sense of teacher's or adult educator's self-efficacy.

The concept of self-efficacy theory was first propounded by Albert Bandura in 1997 to refer to individuals with high self-efficacy expectancies as those who had an inner belief system that "one can achieve what one sets out to do". He further observed that those who believed this were healthier, more effective, and generally more successful than those with low self-efficacy expectancies (Bandura, 2012). Similarly, teacher's self-efficacy, according to Blackburn, Bunch and Haynes (2017), has been defined as the teacher's belief in his or her own capability to organize and execute courses of action required to successfully accomplish a Specific teaching task in a specific context. Relating this definition to adult educators, it emphasizes the educator's confidence in their ability to navigate the complexities of teaching adults, demonstrating competence in planning, organizing, and executing instructional strategies tailored to the unique needs and characteristics of adult learners Hence, adult educator self-efficacy in this study is defined as an adult educator's belief in his or her own abilities to perform tasks required to successfully accomplish a Specific teaching or adult education programme task. Certain factors that influence the performance thereby leading to high teacher self-efficacy according to Pederson (2022, include implementation of professional development, ability to self-care, classroom management among others. This understanding of self-efficacy is crucial for adult educators as they work within diverse and dynamic learning environments, requiring adaptability and confidence to carry out adult education programmes thereby ensuring the sustainability of the various programmes.

Although, in Nsukka Local Government Area, different adult education programmes are delivered in adult education centres, yet there is existence of inadequate qualified adult educators which usually leads to the use of unqualified personnel. Tzovla and Kedraka (2020) emphasizes that there is need for facilitators to possess the skills to create a positive learning atmosphere, prioritize learners-centered approaches, and as well as andragogical expertise to enhance the effectiveness of adult education programmes. Chao, Wing., Chow, Forlin, & Ho (2021) noted that adult educators with high levels of self-efficacy who are well paid are more effective in their instructional practices and likely to persist in the face of challenges. Therefore, the phenomenon of turnover among

qualified and unqualified adult educators is attributed to several factors such as unsatisfactory support structures, professional development opportunities, poor rewards, career dissatisfaction, and dearth of recognition of adult education programmes. It is against this background that the researchers sought to find out the extent to which compensation and self-efficacy are utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State.

Statement of the Problem

The retention of qualified facilitators who are inspired to participate in their career ensures the continuity of adult education programmes. The present actualities of adult education in Nsukka Local Government Area exposes that substantial encounters in retaining facilitators of adult education is posing grave threat to the continuity and effectiveness of adult education programmes. The dilemma further exacerbated by the termination of several adult literacy centers due to deficiency of trained facilitators. This is as a result of insufficient support structures, incomplete professional development opportunities, poor rewards, job discontent, and dearth of recognition of adult education programmes. Consequently, the above issues interrupt the delivery of adult education programmes and also results to the loss of invaluable expertise and institutional knowledge which strictly hinders the efficacy of adult education programme across Nsukka Local Government Area. It is against this background that the researchers investigated the extent to which compensation and self-efficacy has been utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State.

Purpose of the Study

The main purpose of this study was to investigate the extent to which compensation and self-efficacy have been utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State. Specifically, the study sought to:

1. determine the extent to which compensation is utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State.
2. ascertain the extent to which self-efficacy is utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent has compensation been utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State?
2. To what extent has self-efficacy been utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State?

Methods

The researchers adopted descriptive survey design. Nworgu (2015) noted that descriptive survey design is aimed at collecting data on and describing in systematic manner the characteristics, features or facts about a given population. This design is appropriate for this study because it aims at assessing the extent compensation and self-efficacy are utilized for the retention of facilitators of adult education programmes in Nsukka Local Government. This was carried out by systematically gathering, analyzing, describing and interpreting information without any manipulation of events. Nsukka Local Government is situated in the northern part of Enugu State and is made up of autonomous communities

such as Agu-Umabor, Opi-Agu, Breme, Edem-Ani, Eha-Uno, Eze-Bunagu, Ajuona - Obimo, Ibagwa -Agu, Ezi- Ani- Obimo, Okpuje, Ibagwa-Ani among others. These communities share many things in common such as culture, religion and values. The people of the area are mostly farmers, artisans, traders and civil servants. It shares boundary with Igalamela-Odolu Local Government Area of Kogi State on the West, East with Isi-Uzo Local Government Area, on the South, with Uzo-Uwani and Igbo-Etiti Local Government Areas of Enugu State and on the North with Udenu Local Government Area. The study of Nsukka Local Government Area of Enugu State is justified because there are very few facilitators working in the 8 (eight) adult literacy centres in the Local Government Area. The population of the study was 19 facilitators in the eight (8) functional Adult Education Centres in Nsukka Local Government Area of Enugu State. The researchers used the entire population because of its manageable size. The instrument used for data collection was a structured questionnaire by the researchers titled Utilization of Compensation and Self-Efficacy for Retaining Facilitators of Adult Education Programmes Questionnaire (UCSRFAEP). The instrument was divided into two clusters, A and B. Cluster A elicited information on the extent compensation is utilized for retaining facilitators of adult education programmes while cluster B elicited information on the extent self-efficacy is utilized for retaining facilitators of adult education programmes in Nsukka Local Government Area, Enugu State. The instrument was organized on a four-point rating scale as follows: Very High Extent (VHE) = 4; High Extent (HE)=3; Low Extent (LE) = 2; Very Low Extent (VLE) = 1. The instrument was face validated by three experts. To ensure the reliability of the instrument, it was trial tested using 8 adult educators in Udenu Local Government Area. The choice of this local government area is based on the fact that they possess similar characteristics with the present target population in terms of shared values and cultures. Cronbach alpha method was used to obtain reliability coefficients for cluster A and B as 0.78 and 0.80 respectively. The grand reliability coefficient for the clusters which is 0.79 shows that the instrument is reliable. The researchers administered and collected the copies of the questionnaire from the respondents at their various adult education centres. At the end, 19 copies of the instrument were rightly completed and returned accounting to 100 percent return rate. The data collected from respondents in research questions one and two was analyzed using mean.

Results

Research Question One: To what extent is compensation utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State?

Table 1: Mean showing the Responses on the Extent to which Compensation has been Utilized for the Retention of Facilitators of Adult Education Programmes in Nsukka Local Government Area of Enugu State

| S/N | ITEMS | VHE | HE | LE | VLE | Total score | Mean score | Decision |
|-----|---|-----|----|----|-----|-------------|------------|-------------|
| 1. | Paying of improved salaries commensurate with the workload of adult educators | 11 | 4 | 2 | 2 | 62 | 3.26 | High Extent |
| 2. | Providing access to | 6 | 7 | 2 | 4 | 53 | 2.78 | High |

| | | | | | | | | |
|-------------------|--|---|---|---|---|----|-------------|--------------------|
| | healthcare insurance for serving and retired adult educators | | | | | | | Extent |
| 3. | Paying adult educators retirement benefits | 6 | 6 | 5 | 2 | 54 | 2.84 | High Extent |
| 4. | Providing accommodation for adult educators | 6 | 6 | 4 | 3 | 53 | 2.78 | High Extent |
| 5. | Giving transportation fare to the adult educators | 5 | 6 | 6 | 2 | 52 | 2.73 | High Extent |
| Grand Mean | | | | | | | 2.87 | High Extent |

Table 1 shows that items 1, 2, 3, 4 and 5 had mean scores of 3.26, 2.78, 2.73, 2.78, and 2.84 respectively, thus the respondents agreed that to high extent the items listed are the extent to which compensation is used for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State. However, ensuring payment of improved salaries commensurate with the workload; and paying of retirement benefits scored the highest with mean score of 3.26 and 2.84 respectively. While giving of transportation fares scored the lowest with a mean score of 2.73.

Research Question Two: To what extent is self-efficacy utilized for the retention of facilitators of adult education programmes in Nsukka Local Government Area of Enugu State?

Table 2: Mean showing the Responses on the Extent to which Self-Efficacy is Utilized for the Retention of Adult Education Programmes in Nsukka Local Government Area of Enugu State

| S/N | ITEMS | VHE | HE | LE | VLE | Total score | Mean score | Decision |
|-----|---|-----|----|----|-----|-------------|------------|-------------|
| 6. | Implementing effective classroom management by the adult educator | 4 | 7 | 6 | 2 | 51 | 2.68 | High Extent |
| 7. | Adopting effective instructional techniques based on the target groups or learners | 7 | 7 | 3 | 2 | 57 | 3.00 | High Extent |
| 8. | Integrating different methods in instructional delivery to carry all the adult learners along | 6 | 6 | 5 | 2 | 54 | 2.84 | High Extent |
| 9. | Copying with changes and challenges of instructing adult learners | 6 | 7 | 2 | 4 | 53 | 2.78 | High Extent |
| 10. | influencing the administrative decisions | 6 | 5 | 4 | 4 | 51 | 2.68 | High Extent |
| 11. | Acquiring needed resources from different source | 7 | 3 | 6 | 3 | 52 | 2.73 | High Extent |
| 12. | Implementing professional development outcomes | 5 | 6 | 5 | 3 | 51 | 2.68 | High Extent |

| Grand Mean | 2.77 | High Extent |
|-------------------|-------------|--------------------|
|-------------------|-------------|--------------------|

Table 2 shows that items 6, 7, 8, 9, 10, 11 and 12 had mean scores of 2.68, 3.00, 2.84, 2.78, 2.68, 2.73 and 2.68 respectively, thus the respondents agreed that to high extent the items listed are extent to which compensation is utilized for the retention of adult education programmes in Nsukka Local Government Area of Enugu State. However, adopting effective instructional techniques based on the target groups or learners and integrating different methods in instructional delivery to carry all the adult learners along scored the highest with mean scores of 3.00 and 2.84 respectively. While implementing effective classroom management by the adult educator; influencing the administrative decisions and Implementation of professional development outcomes scored the lowest with a mean score of 2.68 respectively.

Discussion

The findings of the study in research question one shows that to a high extent compensation such as payment of improved salaries commensurate with the workload; access to health care insurance for serving and retired adult educators, availability of retirement benefits; provision of accommodation and giving transportation fare to adult educators retains facilitator of adult education programmes. The results of the study were in conformity with Shields & Wards (2015) that described compensation as monetary or fiscal benefits in form of pay rates, rewards, impetuses, recompenses' and benefits that is accumulated or given to a worker or a group of workers as reward for work. Michigan Department of Education (MDE) (2021) noted that compensation encompasses additional benefits provided by employers, commonly known as fringe benefits, which are crucial but may not always be effectively communicated to employees which includes retirement benefits, health insurance, and paid time off. Furthermore, Education Resource Strategic Organization (2023) refers to compensation as the annual pay earn combined with benefits, such as health insurance and retirement funds. For instance, a salary is a form of payment from an employer to an employee, which maybe specified in an employment contract. On the other side Amber (2023) stated that healthcare is the process of providing or receiving medical treatment. Receiving healthcare helps to prevent and treat diseases that can impact individuals' quality of life as well as the length of their life which promotes retention of facilitators of adult education programmes.

The findings of the study in research question two shows that to a high extent self-efficacy such as implementing effective classroom management by the adult educator; adopting effective instructional techniques based on the target groups or learners, integrating different methods in instructional delivery to carry all the adult learners along, copying with changes and challenges of instructing adult learners, influencing the administrative decisions, acquiring needed resources from different source and implementing professional development outcomes retains facilitators of adult education programmes. The results of the study were in consonant with the notion that self-efficacy is people's ability to organize their plans, thoughts, or actions, the efforts they make, and the strategy they use to deal with challenges (Alibakhshi, Nikdel. & Labbafi (2020). In support, researchers such as Swan, Wolf & Cano (2021) also noted that high facilitators self-efficacy is usually identified with factors such as: implementation of professional development, ability to self-care, coping with changes & challenges, influencing administrative decisions, acquiring resources, implementing effective instructional strategies for learners, discipline maintenance, involvement with communities, effective

classroom management among others. In a nutshell, Zee and Koomen (2016) found out that teachers, including adult educators, with high self-efficacy tend to be more engaged with their learners, have better relationships with their colleagues, and experience less stress and burnout thereby improving their retention. Conversely, Chao, Wing, Chow, Forlin, & Ho (2017) asserts that teachers with considerably high self-efficacy are likely to implement instructional approaches that encourage learners to learn, even if resources are lacking and learners are low achievers. Persaud (2024) emphasized that instructional approaches are approaches instructors use to deliver their lessons. Professional development on the other side is all about building new knowledge, skills and mindsets that can help you progress through your career Carry (2025). And Samantha (2025) asserted that classroom management promotes learning by establishing and maintaining a positive and safe learning environment.

Conclusion

In conclusion, the study investigated the extent to which compensation and self-efficacy have been utilized for the retention of facilitators of adult education programmes. The study was carried out to increase awareness on the use need for compensation and self-efficacy of facilitators for the retention of adult education programmes. The findings of the study in research question one shows that to a high extent compensation such as payment of improved salaries commensurate with the workload; access to health care insurance for serving and retired adult educators, availability of retirement benefits; provision of accommodation and giving transportation fare to adult educators retains facilitator of adult education programmes. Furthermore, the findings of the study in research question two shows that implementing effective classroom management by the adult educator; adopting effective instructional techniques based on the target groups or learners, integrating different methods in instructional delivery to carry all the adult learners along, coping with changes and challenges of instructing adult learners, influencing the administrative decisions, acquiring needed resources from different sources and implementing professional development outcomes retains facilitators of adult education programmes to high extent.

Recommendations

Based on the findings the following recommendations were made:

1. Federal Government, through the Ministry of Education should guarantee appropriate payment of salaries to facilitators adult educators.
2. Organizers of adult education programmes should from time to time organize conferences, seminars and workshops for the facilitators of adult education programmes for them to upgrade their knowledge especially on the use of different methods for instructional delivery of adult education programmes.

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