

PERSONNEL IN-SERVICE TRAINING AND WORK ENVIRONMENT IMPACT ON ACHIEVING LEARNING OUTCOMES IN LITERACY PROGRAMME, SOUTH-WEST, NIGERIA

BY

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Abstract

Descriptive survey research design was adopted for the study. The population of the study comprised, facilitators of Literacy programme in South West, Nigeria. The sample size of the study was Two hundred (200) respondents selected through a multi-stage sampling technique. Four research questions were raised to guide the conduct of the study. Data was generated through self-structured research instruments by the researchers, titled, "Questionnaire On Personnel in-service Training and Work Environment Impact on Achieving Learning outcomes in Literacy Programme in South-West, Nigeria". It was fashioned on four likert rating scale of Strongly Agreed (SA), Agreed(A), Disagreed(D) and Strongly Disagreed (SD) rated on 4, 3, 2 and 1 points, respectively. The research instruments were validated by two experts in Test and Measurement, while, the reliability of the 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 percentages and mean (\bar{X})). Based on the findings of the study, conclusions were made that; facilitators' salaries were paid very regularly and it would improve their job performance. Also, that in-service training of facilitators has no significant contribution to facilitators' job performance in literacy programme in South-West, Nigeria, and so on. Based on the conclusions, recommendations were made that the providers of literacy programme in Nigeria should make prompt payment of facilitators' salaries and annual bonus top priorities. Moreover, facilitators should be allowed and encouraged to embark on in-service training for optimal service delivery and productivity.

Keywords: *Personnel, In-service training, Incentives, Work environment, Learning Outcomes*

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, progress and development of any nation could only be achieved and 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 downturn 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 with it antecedence input on achieving learning outcomes. 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 at 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 to enable people who can continuing with formal system of education due to one challenges or the other do so. Also, to widen access to education.

Literacy programme is a consciously planned programme to develop the cognitive and intellectual capacity of its beneficiaries to be able to decode graphic symbols of sound (reading) (Sarumi, 2001). 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 learning outcomes of the programme/personnel in-service training, incentives and work environment have been identified as important factors. These have also attributed to many factors in which appraisal is one of those factors. Facilitators' appraisal has been good sources of carrying out studies by many academics. Observably, from the extents studies many of the studies had been self-reported by the researchers, with

little or non-empirical study on its impact on achieving learning outcomes in literacy programme in South West, Nigeria. The observed gap therefore, motivated the researchers to carry out this study.

Statement of the Problem

Education is a key and hallmark of individual's and nation growth and development. Hence, widening access to education is a priority of the nations of the world, Nigeria, inclusively. However, formal education system alone could not cater for the teeming population that are yearning for education thus, necessitated implementation of literacy programme in Nigeria. However, achieving learning outcomes of the programme becomes major concern of the stakeholders, especially government, based on the available reports on the programme. It was against this backdrop this study was conducted by the researchers.

Purpose of the Study

The broad purpose of the study was on personnels' in-service training, incentives and work environment impact on achieving learning outcomes in South-West, Nigeria while, the sub-objectives are as follows:

- i. examine whether facilitators' salaries are paid on time;
- ii. determine whether in-service training by facilitators can improve their job performance;
- iii. establish whether prompt payment of salaries and annual leave bonus can motivate facilitators to be regular at literacy programme centre in South-West, Nigeria; and
- iv. examine the impact of conducive work environment on facilitators' job performance.

Research Questions

The following four (4) research questions were raised to guide the conduct of the study;

1. Are facilitators' salaries paid on time at Literacy Programme of South West, Nigeria?
2. Will in-service training have influence on job performance of facilitators in literacy programme in South West, Nigeria?
3. Can prompt payment of salaries and leave bonus have impact in facilitators' regularity in literacy programme in South West, Nigeria?
4. Will conducive work environment have influence on facilitator job performance at Literacy programme in South-West, Nigeria?

Significance of the Study

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

1. The result of the study will establish whether facilitator in Literacy Programme in South-West Nigeria are paid promptly or not.
2. Moreover, findings of the study will also help the providers of Literacy Programme to the importance of conducive working condition for the facilitators.
3. Also, the results of the study will enable providers of Literacy Programme to establish the relationship between incentives and facilitators' job performance.
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 researchers in future.

CONCEPTUAL FRAMEWORK

Literacy Programme in Nigeria

The commitment of governments and other 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.9 Nations, other members are: Egypt, China, Pakistan, 24 Indonesia, Brazil and others. According to Egunyomi (2015) "E-9 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 a 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 programe 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 study was generalized on the entire population of the study. The population of the study comprised, all facilitators of Literacy programme in South West, Nigeria. A total of Two hundred (200) constituted the sample size of the study. Multi-stage sampling technique was used to select the sample size for the study. Firstly, five (5) centres from each of the six states (Lagos, Ekiti, Ondo, Osun, Oyo and Ogun) of the South-West, Nigeria, based on the numerical strength of facilitators. Then, a simple random sampling technique was used to select the respondents.

PRESENTATION OF RESULTS AND DICUSSION OF FINDINGS

Presentation of Results:

Research Question One: Are facilitator, salaries paid on time at literacy programme in South-West Nigeria?

Table 1: Showing Frequency Counts, Simple Percentage and Mean (\bar{X}) on are facilitators' salaries Paid on time at Literacy Programme in South-West, 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 increasing	7 3.5%	26 13%	33 16.5%	134 67%	3.47	Accepted
	Total Weight	321 26.7%	151 12.5%	166 13.8%	562 46.8%	2.8	Accepted

Table 1 above, 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 (17.500) 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: Does in-service training have influence on job performance of facilitators of literacy programme in South-West, Nigeria?

Table 2: Showing Frequency Counts, Simple Percentage and Mean (\bar{X}) on are facilitators' salaries Paid on time at Literacy Programme in South-West, Nigeria?

S/N	Items	SD	D	A	SA	Mean	Remark
7	My efficiency on job is due to my regular in-service training that I undergo	155 77.5%	23 11.5%	13 6.5%	9 4.5%	1.38	Rejected
8	My not undergoing in-service training has negative influence on my job performance	7 3.5%	20 10%	23 11.5%	150 75%	3.58	Accepted
9	In-service training is the best way to have professional growth and development on job	144 72%	30 15%	14 7%	12 6%	1.47	Rejected
10	In-service training contributes nothing to my job growth and development	18 9%	22 11%	36 18%	124 62%	3.33	Accepted
	Total Weight	324 40.5%	95 11.5%	86 10.7%	295 36.8%	2.4	Rejected

Table 2 above 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 salaries and leave bonus have impact on facilitators' regularity in Literacy programme in South-West, Nigeria?

Table 3: Showing Frequency Counts, Simple Percentage and Mean (\bar{X}) on Impact of prompt payment of leave bonus and facilitator regularity in Literacy Programme in South –West, Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remark
11	I do receive my leave bonus, annually and that motivate me to come to literacy centres 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 literacy centres 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 Weight	404 50.5%	116 14.5%	96 12%	184 23%	2.0	Rejected

Table 3 above, 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 Percentage and Mean (\bar{X}) on influence of Conducive work environment on facilitator's job performance at Literacy Programme in South-West, Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remark
15	Conducive work environment makes me to perform my job very well	160 80%	12 6%	18 9%	10 5%	1.39	Rejected

16	If working environment is not conducive, my productivity will be very low	12 6%	16 8%	20 10%	162 81%	3.61	Accepted
17	Provision of necessary resources enhance my job performance	141 70.5%	23 11.5%	20 10%	16 8%	1.55	Rejected
18	If necessary resources to enhance my job performance are not made available at literacy centre, I will not teach well	7 3.5%	25 12.5%	36 18%	132 66%	3.46	Accepted
	Total Weight	320 40%	76 9.5%	84 10.5%	320 40%	2.5	Accepted

Table 4 above 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.

Discussion of Findings

The findings on research question one indicates that the average rating scale of four ($\bar{X} = 2.5$) is lesser than the mean of average scale of four ($\bar{X} = 2.8$). Thus, indicates that payment of facilitators' salaries are done on time in South-West Literacy programme in Nigeria. This agrees with the assertion of Oyekan (2000), that teachers' motivation in terms of regular payment of salary is one factor that could spur teachers' to achieve optimal job performance and productivity.

Also, the findings on research question two states that the average rating scale of four ($\bar{X} = 2.5$) is greater than the mean of average scale of four ($\bar{X} = 2.4$), thus portends that in-service training do not have significant impact on job performance in literacy programme in South-West, Nigeria. This negates the opinion that teachers or facilitators from time to time should be giving opportunity to be embarking on professional in-service 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 rating scale of four ($\bar{X} = 2.5$) is not greater than or lesser the mean of average scale of four ($\bar{X} = 2.5$). Also, this shows that prompt payment of facilitators' annual leave bonus may not necessarily result into their regularity at literacy programme in South-West, Nigeria. 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' or facilitators' job performance which are functions of many factors that giving incentives to facilitators could enhance and improve their job performance in literacy programme in South-West, Nigeria. This result is corroborated by Ajayi (1997) opinion that incentives when given to facilitators or personnel in any organization could spur them towards optimal job delivery, performance and productivity.

Furthermore, the result on research question four shows that the average rating scale of four ($\bar{X} = 2.5$) is not greater than the mean of average scale of four ($\bar{X} = 2.5$), also, thus, denotes that work environment could influence job performance of personnel in any organization. This agrees with the opinion of Anthony and Kristonis (2006), that conducive work environment is a factor that could increase work performance of employees in any organization.

Conclusion

Based on the findings of the research, conclusions were made that if, facilitators' salaries were paid on time, it would improve their job performance. However, contrarily, prompt payment of annual bonus to facilitators did not have significant impact on their regularity in literacy programme in South-West, Nigeria. Also, in-service training programme has no positive correlation with facilitator job performance. However, conducive work environment could impact positively on facilitators' job performance.

Recommendations

Based on the conclusions, the following recommendations were made;

- (1) The providers of literacy programme should prioritize prompt payment of facilitators' salaries and annual leave bonus
- (2) Facilitators work environment should be made more conducive at literacy programme in Nigeria.
- (3) The providers of literacy programme should be encouraging the facilitators of literacy programme to be undergoing in-service training at a regular interval.
- (4) Facilitators of literacy programme should be allowed to undergo in-service training programme to enable them to improve on their skills for an enhanced and improved service delivery

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