

## DETERMINANTS OF LITERACY FACILITATORS' JOB PERFORMANCE IN SOUTH-WEST, NIGERIA

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### Abstract

*This study investigates the determinants of literacy facilitators' job performance in Ondo and Osun states, Nigeria. The study used the descriptive survey research design of the ex-post facto type. Stratified random sampling technique was used to select 791 basic literacy facilitators, Ondo (491) and Osun (300). Respondents mean age was 35±5.17 years with 65.0% males; 47.0% first degree graduates, 41.0% master degree graduates and 12.0% NCE/OND graduates. Their working experience spanned: 1-5 years (27.0%), 6-10 years (46.0%) and 11 years and above (27.0%). Basic Literacy Job Determinants Scale ( $\alpha=0.82$ ) and Facilitator Performance Rating Scale with 7 sub-scales were used for data collection. Data were analysed using descriptive statistics, linear correlation and multiple regression at 0.05 level of significance. Results demonstrated the joint significant prediction on basic literacy facilitators' job. Performance of facilitators ( $F(4,786) = 53.84$ ,  $R = .67$ ,  $R^2 = .55$ ,  $Adj. R^2 = .54$ ,  $p < .05$ ). About 54 % of the variation in the job performance of facilitators was accounted for by the independent variables. The relative contribution of the independent variables to the dependent variables. Remuneration ( $\beta = .50$ ,  $t = 8.48$ ,  $p < .05$ ), provision of facilities ( $\beta = .37$ ,  $t = 4.23$ ,  $p < .05$ ) and funding ( $\beta = .32$ ,  $t = 3.11$ ,  $p < .05$ ) on job performance of facilitators. However, exposure to training was not significant. Therefore, it was recommended that there is the need to ensure adequate funding, improved facilities, provision of constant training and re-training as well as provision of material incentives for both learners and facilitators.*

**Keywords:** Adult literacy, Basic literacy facilitators, Literacy centres

### Introduction

Illiteracy still remains the bane of Africa right from the colonial era. Recent disclosure by the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) (2014) show that forty eight thousand, six hundred and fifty seven (48, 657, 00) or thirty eight point two (38) percent of Nigeria's one hundred and eighty (180) million people still wallows in non-literacy a situation indeed disturbing and worrisome. The 2015 Education for All (EFA) Global Monitoring Report (GMR), by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), declared that Nigeria lacked progress in almost every target towards achieving Education for All (United Nations Educational, Scientific and Cultural Organisation, 2015). Nigeria rank 103rd in the Education Development index. Nigeria has made far less progress than would be expected given their initial starting points on enrolment ratios and current per capital income (UNESCO, 2015). These demonstrate that major policies regarding adult and non-formal education were not achieving their set goals.

At present, Nigeria has over thirty five (35) million illiterates, without the basic literacy skills to contribute their quotas meaningfully to national development (NMEC, 2014). Keeping such a large percentage of the population outside the radiance of literacy and education makes the task of national development more complex and burdensome. Fundamentally, the Federal Ministry of Education seeks to reach out to twenty five (25) million illiterates to ensure that they have functional literacy skills within the next four years that will terminate in 2015 (Nwakaudu, 2012). The remaining percentage of the non-literates will be covered in the years after 2015, using clear-cut principles that have been laid

out for the attainment of Education for All (EFA) (Nwakaudu, 2012). Thus, job performance is the product of a combination of literacy facilitators' motivation, ability and resources. From this view, it could be said that the success or failure of the national literacy objective largely depends on performance of the basic literacy facilitators throughout the federation.

Campbell (1999) concluded that work performance is a feature of awareness, expertise, skills and the determination of roles and responsibilities. Rothmann and Coetzer (2003) saw job performance as a cross-sectional construct, which shows how well employees carry out their tasks. The initiative they take. Employment output involves the job (as in-role), situational and counter-productive actions (Borman, 2004). From the perspective of literacy facilitators, the job performance should be seen as the outcome of a facilitating or ability performance. Adult education facilitators are known by different names by different authors. They are sometimes called instructors, adult educators, motivators and animators (Ani, 2003; Omolewa, 1981). Ani (2003) referred to adult education facilitators as those who help an adult or adults to learn anything useful to them. He may be a leader, a consultant, a community educator or a specialist who works with the adults.

Ani (2003) further categorized adult facilitators in three groups. The first group is called part-time facilitators of adults, leaders of adults, agents or volunteers and who have little or no training in working with adults. The second group are specialists in adult education but trained in other disciplines other than adult education. The third group are those trained in adult education to act as full-time adult educators or help to develop research for the adult education field. This third group is also called academics. They are usually found in tertiary institutions as lecturers, researchers or educators in adult education. Aderinoye (2005) submits that problems of adult literacy could be attributed to role conflicts among fairly responsibility, financial obligation and the burdens of teaching the adults. While some others assert that level of training opportunities is the major reason while literacy facilitators are not performing as expected. In the study, we focused on those institutional and organisational factors contributing to this decline. These include; Remuneration, exposure to training opportunities, provision of facilities and funding.

Training refers to the planned intervention that is designed to enhance the determinants of individual job performance (Chiaburu, & Teklab, 2005). Training, as used in this context, refers to acquisition of skills and information directly required for the performance of a specific role. Training is related to the skills. The availability of training is important to facilitators' job performance. Provision of training is thus suggested will play a significant role in facilitators' job outcome (Chiaburu, & Teklab, 2005; Oduwusi, 2018; Njeri & Waithaka, 2019; Truitt, 2011).

Remuneration defined as the activity of giving reward for employment in the form of pay, salary, or wage, including allowances, benefits (such as company car, medical plan, and pension plan), bonuses, cash incentives, and monetary value of the noncash incentives (Adelabu, 2005). Many of the Adult literacy facilitators are poorly paid and they don't receive much benefit for their work. It was noted that poor remuneration is one biggest challenges facing managers of adult literacy centres (Aderinoye, 2005). The contribution of this to their current level of performance was also be assessed as poor remuneration have been implicated in literacy facilitator job performance outcome in literacy centres (Hassan, 2009; Hussain, 2013; Nnazor, 2005).

In adequate funding, although basic literacy education is relatively under-funded, its sources for funding are many and varied. The bulk of basic literacy funds come from regular allocation by the Federal Government through its annual budget (Aderinoye, 2005). Funding and support for Adult literacy is said to be grossly inadequate and on the decline (Hassan, 2009; Hussain, 2013). Also, Adult basic literacy classes in Nigeria generally lack essential materials, basic facilities and infrastructure for effective teaching and learning to take place (Hassan, 2009; Hussain, 2013; Ukwuaba, 2015). Facilities

in use in learning centres vary according to providers (Hassan, 2009; Hussain, 2013; Ukwuaba, 2015; Oyelami, 2017). Based on these, this study also investigates the contribution of poor funding to literacy centres job performance.

Despite the importance of motivating, equipping and supporting adult basic literacy personnel a lot still need to be done in the aspect of facilitators. However, there are limited studies that have extended these discussions on factors influencing basic literacy facilitators (personal, social and school) as major determinant for the success of adult basic literacy programmes. Previous studies have concentrated on the use of only one random variables approach to determining the problem of low performance among basic facilitators. Besides, they had focus more on institutional and environmental factors. Hence the need for a study like this to critically determine the impacts of such factors as remuneration, exposure to training opportunities, lack of facilities, inadequate fund on the performance of the basic literacy facilitators. To this end, whether these factors combined to affect the facilitators' job performance have not been empirically tested.

The specific objectives of the study include the following

1. establish the relationship between the level of remuneration and job performance of basic literacy facilitators,
2. assess the relationship between exposure to training opportunities and job performance of basic literacy facilitators,
3. ascertain the relationship between level of funding and the job performance of basic literacy facilitators, and
4. Determine the relationship between the provision of facilities and the job performance of basic literacy facilitators.

### **Research Question**

To what extent do determinant factor influence job performance of basic literacy facilitators in two states (Ondo and Osun,) Nigeria?

### **Hypotheses**

**Ho<sub>1</sub>:** There is no significant relationship between Exposure to training opportunities and job performance of basic literacy facilitators.

**Ho<sub>2</sub>:** There is no significant between level of remuneration and job performance of basic literacy facilitators.

**Ho<sub>3</sub>:** There is no significant relationship between level of funding and job performance of basic literacy facilitators.

**Ho<sub>4</sub>:** There is no significant relationship between provision of facilities and job performance of basic literacy facilitators.

### **Methodology**

The descriptive survey research design of the *ex-post facto* type was adopted for this study. The target population for the study comprised of all basic literacy facilitators, supervisors and learners in all basic literacy centres in Ondo and Osun state. The multi stage sampling technique was utilised in the study to select the sample size of eight hundred and seventy three. At stage I the study adopted the purposive sampling technique to select two states (Ondo, andOsun) out of the six states that are in South-west, Nigeria. At Stage II all the three hundred and seventy two literacy facilitators and their assistants in thirty two local government of Osun and Ondo state has five hundred and one literacy facilitators in the eighteen local governments. From each local government, the total literacy facilitators are eight hundred and seventy three was used for the study.

A self-report questionnaire served as the main instrument for the study. Section A, dealt with demographic information on the respondents like, age, Educational level, occupation, years of experience and marital status. Perception of remuneration was measured using an 18-item PSQ scale developed by Heneman and Schwab, (1985). The 18 items were scored on a 5-point scale range from 1- Strongly disagree, to 5 - to Strongly Agree. High scores on each of the item indicate perception of underemployment. The authors reported a Cronbach alpha of 0.83 for this scale was 0.76 Cronbach alpha was reported in the present study. Exposure to training opportunities was assessed with a 10-item scale adapted from Cooke and Meyer (2005) "Knowledge and Skills development climate factor questionnaire" using a Likert response format with responses ranging from strongly agree = 1 to Strongly Disagree = 5. The dimensions of the scales were dimensions of need to learn ( $\alpha = .77$ ), opportunity to improve ( $\alpha = .88$ ), and exposure to new technology ( $\alpha = .78$ ) were modified to measure training. The reliability of the instrument was predetermined using cronbach alpha and reliability coefficient of 0.80 was obtained. The scale items were anchored on 5-point Likert response format ranging from strongly agree = 1; to Strongly Disagree = 5.

The reliability co-efficient of 0.79 was obtained. Provision of facilities for adult education in the location was captured on a 10-item scale adapted from Oyelami (2017). The scale was anchored on a Likert response format with responses ranging from Strongly agree = 1; to Strongly Disagree = 4. The reliability was 0.79 alpha. Literacy facilitators' job performance adapted from 10-item scale developed by Mawoli and Babandako (2011) and 25-item Hanif and Pervez (2004) Teacher performance scale. The respondents expressed their degree of agreement on a 4point Likert-type scale ranging from very strongly disagree (score-1) to very strongly agree (score-4). High score on this measure indicated high job performance, while low scores indicated low job performance. Reliability was 0.82 alpha.

The researchers had administered the questionnaire personally to the targeted respondent population with the assistance of at least four trained research assistance and basic literacy facilitators and directors. 900 questionnaires were distributed however the researchers were able to retrieve 876 copies back were used for data analysis. For the purpose of data analysis, the quantitative information collected through the questionnaire were analyzed using the descriptive statistics, Pearson Linear correlation analysis, and multiple regressions at  $p < .05$ .

## Results

Based on gender, 65% of the respondents were male compared to 35% female respondent. (47%) were graduates, while (41%) possess master's degree certificates and (12%) were NCE/OND. holders. (9%) fell between the age group of 25-30 years, (28%) were between the age bracket of 31-35 years, (24%) belong to age group between 36-40 years, (19%) were between the age range of 41-45 years, (9%) fall between the age group of 46-50 years, (7%) belong to age bracket between 51-55 years and (4%) fall between the age bracket of 56-60 years.

**Research Question 1:** To what extent do determinant factor influence job performance of literacy facilitators in two states (Ondo and Osun,) of South-West Nigeria?

**Table 1: Summary of Multiple regression analysis showing the influence remuneration, exposure to training opportunities on job performance of basic literacy facilitators in public basic Adult literacy centers.**

Model	b	S.E	$\beta$	t	Sig	R	R <sup>2</sup>	F-ratio	Sig.
(Constant)	24.32	1.35		18.06	.000				
Remuneration	.269	.032	.467	8.489	.000				
Exposure To training	.201	.103	.118	1.946	.053	.67	.54	53.84	.000
Provision of Facilities	.481	.114	.365	4.219	.000				
Funding	.432	.139	.315	3.110	.000				

Table 1 shows that the joint contribution independent variables (remuneration, exposure to training opportunities, provision of facilities and funding) on job performance of facilitators was significant ( $F(4,786)=53.84$ ,  $R=.67$ ,  $R^2=.54$ ,  $P<.05$ ). About 54 % of the variation in the job performance of facilitators was accounted for by the independent variables. This indicates that remuneration, exposure to training opportunities, provision of facilities and funding had cumulative effect on job performance of facilitators in public basic Adult literacy centers. Table 2 shows the relative contribution of the independent variables to the dependent variables. Remuneration ( $\beta=.50$ ,  $t=8.48$ ,  $p<.05$ ), provision of facilities ( $\beta=.37$ ,  $t=4.23$ ,  $p<.05$ ) and funding ( $\beta=.32$ ,  $t=3.11$ ,  $p<.05$ ) on job performance of facilitators. However, the contributions of exposure to training was weak and negligible ( $\beta=.12$ ,  $t=1.94$ ,  $p>.05$ ). The research question is thus supported.

### Hypotheses Testing

**Hypothesis I:** There is no significant relationship between Exposure to training opportunities and job performance of basic literacy facilitators.

**Table 2: Linear Correlation on the relationship between Remuneration and Job performance of basic literacy facilitators**

	N	Mean	S.D	df	Pearson r	Sig.
Remuneration	790	11.35	2.81	788	.57**	<.01
Job performance of facilitators	790	43.75	5.84			

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The results on relationship between remuneration and job performance of basic literacy facilitators obtained from the analysis as shown in the Table 2, reveal that there was significant positive relationship between remuneration ( $r=.57$ ,  $df=788$ ,  $p<.01$ ) and work Job performance of basic literacy facilitators. The hypothesis was rejected.

**Hypothesis II:** There is no significant between exposure to training opportunities and job performance of basic literacy facilitators.

**Table 3: Linear Correlation on the relationship between Exposure to training opportunities and Job performance of basic literacy facilitators**

	N	Mean	S.D	df	Pearson r	Sig.
Exposure to training opportunities	790	11.35	2.81	788	.24**	<.01
Job performance of facilitators	790	37.12	5.81			

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The results on relationship between Exposure to training opportunities and job performance of facilitators obtained from the analysis as shown in the Table 3, reveal that there was significant positive relationship between Exposure to training opportunities ( $r=.24$ ,  $p<.01$ ) and work Job performance of basic literacy facilitators. The hypothesis was rejected.

**Hypothesis III:** There is no significant between funding and job performance of basic literacy facilitators.

**Table 4: Linear Correlation on the relationship between Funding and Job performance of basic literacy facilitators**

	N	Mean	S.D	df	r	Sig.
Funding	790	12.15	2.81	788	.35**	<.01
Job performance of facilitators	790	37.11	4.64			

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The results on relationship between funding and job performance of basic literacy facilitators as perceived by supervisors obtained from the analysis as shown in the Table 4, reveal that there was significant positive relationship between funding ( $r = .35$ ,  $df = 788$ ,  $p < .01$ ) and work Job performance of facilitators. The hypothesis was rejected.

**Hypothesis IV:** There is no significant relationship between provision of facilities and job performance of basic literacy facilitators.

**Table 6: Linear Correlation on the relationship between Provision of facilities and Job performance of basic literacy facilitators as perceived by supervisors**

	N	Mean	S.D	df	r	Sig.
Provision of facilities	790	24.03	3.20	790	.34**	<.01
Job performance of facilitators	790	37.11	5.82			

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The results on relationship between Provision of facilities and job performance of basic literacy facilitators as obtained from the analysis as shown in the Table 6, reveal that there was significant positive relationship between provision of facilities and work Job performance of basic literacy facilitators ( $r = .34$ ,  $df = 788$ ,  $p < .01$ ). The hypothesis was rejected.

## Discussion

Results confirmed the cumulative effect on job performance of facilitators in public basic Adult literacy centers as it was responsible 54 percent of the variance observed in job performance. Remuneration, provision of facilities and funding predicted job performance of facilitators' job performance. However, the influence of exposure to training was non-significant. Findings indicated that an increment in facilitator salaries can motivate them towards improve performance, this is in line with research studies by Amstrong (2003), who observed that external motivational practices like wages and salaries have a powerful effect on employee performance .

According to Farazmand (2007), employees who receive the same wages regularly are more likely to perform poorly than employees who receive some incentives. Increasing wages motivates employees in the organization and makes it easy for them to perform well However in schools where remuneration is on equitable grounds based on performance indicators of individuals, derive attraction, participation, commitment and improved performance (Mingat, 2002). Heyman (2005), Prendergast (2002) and turner and Jackson (2009), however, concluded that the relationship between remuneration gap and labour productivity (performance) is stronger when employees are more skilled academic staff.

The results on relationship between remuneration and job performance of basic literacy facilitators were confirmed. The findings supports According to Farazmand (2007), employees who receive the

same wages regularly are more likely to perform poorly than employees who receive some incentives. Increasing wages motivates employees in the organization and makes it easy for them to perform well. However, in schools where remuneration is on equitable grounds based on performance indicators of individuals, derive attraction, participation, commitment and improved performance (Mingat 2002). Heyman (2005), Prendergast (2002), Turner and Jackson (2009), however, concluded that the relationship between remuneration gap and labour productivity (performance) is stronger when employees are more skilled academic staff.

The results on relationship between exposure to training opportunities and job performance of basic literacy facilitators were supported. The findings support several studies which have demonstrated the positive relationship between Exposure to training opportunities and job performance of literacy facilitator. This finding supports the earlier findings on centre funding. Several studies have demonstrated that centre performance is directly linked to quality and quantity of the facilitators remuneration and performance. The findings support the Awang, Ismail, & Mohd Noor (2010) who found that training programs improve employee knowledge, skills, works behavior and job performance. The results demonstrated that there was significant positive relationship between Provision of facilities and work job performance of basic literacy facilitators. The results is similar to the study with Ellis and Dick (2002) who found that working conditions of teaching had to be improved in ways compared to other college graduates.

The findings also found significant relationship between funding and job performance. This finding is in agreement with Hassan (2009) and Hussein (2013) who reported that the poor funding of Non-formal literacy centres significantly affect the job performance of literacy facilitators. Also, remuneration significantly associated with poor performance as poorly remunerated facilitators performed poorly. This finding is similar to the findings from Adelabu (2005), and Nnazor, (2005) who demonstrated that remuneration and salaries were significantly associated with teachers and facilitators job performance.

### **Conclusion**

Remunerations, funding, training and provision of facilities were the most important factor in determining the future success or failure of adult learners, now and in the nearest future. In serving adult learners today, both high-quality instruction and superior customer services are required. When adult learners' service needs are not being adequately met, they vote with their feet and migrate to better-served and better-supported institutions of learning.

### **Recommendations**

1. The government should provide adequate funding and personnel to the National Commission for Mass Literacy, Adult and non-formal Education (NMEC) to be able to deliver its statutory mandate effectively.
2. There is the urgent need for the formulation of efficient and effective strategies aimed at improving programme delivery to the teeming population in Nigeria. The application of local and international support should be continued because of the advantage of broadening participation and job performance.
3. There is the need to strengthen the capacity of NMEC and State Agencies of Mass Education by employing capable professionals who understand how to go about implementing literacy for all.
4. Increased community participation in basic literacy centres management: management committees and learners association should be used to identify and address barriers to adults' access education through promotion and alternative, and finally, minimum wages should be paid to the basic literacy facilitators.
5. The responses of the questionnaires create a benchmark for centre leaders to measure these same variables over time. This questionnaire could be administered to the same population of facilitators

after a given period of time to monitor the change of these variables over time. Furthermore, over a given period of time, individual centres could use their own measures of learner academic achievement to investigate the relationship to the variables facilitator professional development, basic literacy facilitator working conditions, and basic literacy facilitator job performance.

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