INFLUENCE OF NON-FORMAL WORK-RELATED LEARNING ON THE QUALITY OF SERVICE DELIVERY OF COMMUNITY DEVELOPMENT WORKERS IN OYO STATE

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Abstract
This study examined the influence of work-related learning on the quality of service delivery of community development workers (CDWs) in Oyo State. It identified the non-formal work-related learning acquired by the CDWs, investigated the quality of CDWs' service delivery and determined the perception of the executive members of community development associations (CDAs). It also investigated the influence of demographic variables on the quality of CDWs' service delivery. The study adopted survey design using multi-stage sampling procedure to select 137 respondents: 113 community development workers (CDWs) and 24 executive members of community development associations (CDAs). Questionnaire and Interview Guide were used to elicit information from the CDWs and executive members of CDAs respectively. Three research questions were answered and one hypothesis was tested. Data were analysed using Chi-square analysis. Findings showed that the CDWs were exposed to non-formal work-related learning on identification of community issues, needs and problems, creating public awareness and mobilization of community members to form CDAs. It showed that the CDWs delivered the following services promptly and regularly: attending and coordinating CDAs meetings, identifying community issues, needs and problems; mobilizing community members to form CDAs. The results also showed that there was no significant influence of demographic variables such as age (χ^2 = 2.24, df = 4 p>.05); sex (χ^2 = 1.89, df = 2 p>.05); level of education (χ^2 = 14.65, df = 8& p>.05); area of specialization (χ^2 = 5.85, df = 8 & p>.05) and length of service (χ^2 = 2.24, df = 4 & p>.05) on the quality of CDWs' service delivery in Oyo State.
Keywords: Community development workers, non-formal work-related learning, service delivery.

Introduction

The development of communities which is aimed at improving the lives of everyone has been a major concern of governments in the developing nations like Nigeria. Community development is a progressive social activity among people of different cultures and races. Adekola and Oyebamiji (2010) defined community development as a process by which the efforts of members of a community are united with those of governmental and non-governmental bodies for a gradual and positive reconditioning process with much reliance on local initiatives and resources for improvement in the physical and social structures of the community and general well-being of the inhabitants.

Akinsorotan and Olujide (2007) and Akande (2016) considered community development an age-long social activity in African society. They further explained that before the advent of the colonial administration, people had at different times in history, organized themselves into groups and employed communal resources to provide physical

improvement and functional facilities in their respective localities. For example, communal labour was employed in clearing farmlands, constructing homesteads, roads, and some public utility buildings such as palaces, market stalls and town halls.

Eme, Eluwa and Ukah (2012) reported community development efforts in Nigeria as predating the colonial government and that during the colonial era, the government apparatus extorted taxes and compulsory labour from the people, which led to the tax debacle of 1929 popularly referred to as 'Aba Women Riot' which questioned the whole essence of the tax law. They also added that an element of modern community concept in development was introduced in the form of mass mobilization for self-help activities by late 1940s, when Community Development Division was established in Nigeria at the local level of governance which became an important organ charged with the responsibility of channelling and coordinating the efforts of the people towards promoting socio-economic development. This later culminated in the emergence of community development workers (CDWs) in local government areas. One good aftermath of the Nigerian civil war was the enactment of the Local Government Reform of 1976 with a view to creating more growth centres for further spread of spatial development.

Akinsorotan and Olujide (2007) put it more succinctly that the activities of CDAs in Nigeria are important because there seems to be a breakdown of the public institutions that formally catered for the people's welfare in communities across the nation. According to Orija (2013), the CDAs also serve as media through which governmental and non-governmental developmental agencies interface with the communities. They help articulate community needs and make the citizens speak with one voice. Also, for other sundry reasons, the formation and activities of the CDAs are greatly encouraged by development partners. The CDAs educate the people of their communities on how important it is to come together, identify their community needs and problems with a view to meeting those needs and finding solutions to those problems. For the CDAs to be progressively relevant and effective, they must be involved in empowerment programmes for their members with great emphasis on education. The education of adults is also important if communities must be developed.

Anyanwu (2002) noted that community education is a non-formal and integral part of the entire system of education that lies outside the formal school system. He stated further that community education is a product of change and development in the society and covers a wide range of activities, depending on the prevailing social, economic and political circumstances. One can safely state that community education is a medium of advancing the total well-being of individual, community and the socio-economic development of the nation at large and that its scope is somehow limitless considering the myriads of developmental goals to be attained, problems needing solutions and changes to adapt to.

The importance attached to CDAs and community education cannot be fully appreciated without emphasizing the roles played by community development workers (CDWs) who are field officers, state government-employed and domiciled in the local

government areas. They represent the voices and needs of target groups and disadvantaged communities to policy makers at local and national levels. These CDWs are public servants employed purposely to work in the communities to assist in bringing desirable changes. They are not only fieldworkers but social technical innovators who have specific mandate to improve the standard of living and general well-being of members of the communities where they work (Abiona, 2009).

The hallmark of CDWs is their active involvement in the teaching-learning processes. Whatever they learn through seminars, workshops, training and re-training programmes and on-the-job experiences are placed at the disposal of community members in an effort to update them on how best to go about the all-important community development. A corollary of this is that they, in turn, learn from community members. Learning is one vital skill that CDWs use as this helps them in understanding the implications of new information for both current and future problem-solving and decision-making.

Radokovic and Antonijevic (2013) also defined learning as the modification of behaviour through practice, training or experience. This definition is quite apt and germane to CDWs whose behaviours are constantly modified to suit a wide spectrum of clientele and circumstances. This is predicated on their learning and experiences gathered on the field.

For the CDWs who are change agents, it is assumed that their diverse work experiences should add to their technical repository and make them progressively relevant. Also, one of their greatest assets is the ability to learn from every work situation. All these culminate in work-related learning. Work-related learning, according to Quality and Curriculum Authority (2003) is a planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work. On this note, it is expected of the CDWs to be progressively impactful in rendering their services consequent upon their accumulated learning. It must be stated that community members see the CDWs through the eye of continuing quality service delivery. Most times, it also serves as a template for justifying their stay and operations in the community.

Service delivery, according to Chen, Dean, Frant and Kumar (2014), is the provision of services aimed at satisfying the basic needs of the citizens in the community. Service delivery takes cognizance of maximizing the effectiveness of existing budgets and resources while ensuring, as far as possible, an equitable access to the service while also taking account of levels of deprivation and need (Raga, Taylor and Gog, 2012).
Service delivery is partly a reflection of the strength of political leadership and partly that of public social policy, among other factors. For instance, limiting government responsibilities, like funding, has profoundly altered the availability and delivery of community development services. Most times, in developing countries, ascendancy to leadership positions often engender bitterness and unwholesome rivalry thus factionalising the community. This has great implications for service delivery and

ultimately, community development. Also, where policies are not well articulated and blended, service delivery predicated on such policies are most likely to be ineffective.

In community development, there is the provision of a wide range of services like adult literacy, health and reproductive services, political awareness and mobilization, upgrading of basic amenities among several others. However, the presence of visible symptoms of underdevelopment in almost all communities makes the consideration of the activities of development agencies like the community development workers a worthwhile exercise.

Community Development Workers (CDWs) are government employed agents who are expected to bring positive changes to the communities where they work. However, evidence from the literature (Akande, 2010 & Orija, 2013) has shown that stakeholders, especially the executive members of community development associations and funding agencies were of the belief that the CDWs have not been performing up to expectation. This may be attributable to the various combinations of their demographic characteristics like age, sex, educational qualifications among others. There are obvious symptoms of underdevelopment such as poverty, illiteracy, poor infrastructural facilities, abandoned communal projects, communal crises, exclusion from and apathy to community development, all over the landscape. Several studies on CDWs have centred on motivation on job performance (Adisa, 2013), current status (Lee, 2006), problems (Obasi, 2013) and prospects of community development (Onyeozu, 2007). There is therefore the need to examine the influence of work-related learning on the quality of service delivery of the CDWs in Oyo State because of the noticeable synergy between the CDWs and the CDAs.

The main objective of this study was to examine the influence of work-related learning on the quality of service delivery of Community Development Workers in Oyo State. The specific objectives were to:

i.   identify the non-formal work-related learning acquired by the CDWs;
ii.   investigate the quality of service delivery of the CDWs;
iii.   determine the perception of executive members of community development associations on the quality of service delivery of CDWs; and
iv   investigate the influence of demographic variables on the quality of service delivery of the CDWs.

Research Questions
i.   What are the types of non-formal work-related learning acquired by the CDWs?
ii.   What is the quality of service delivery of the CWs?
iii.   What is the perception of executive members of community development associations on the quality of service delivery of the CDWs?

Research Hypothesis
One null hypothesis was tested for the purpose of the study.

There is no significant influence of demographic variables on the quality of service delivery of the CDWs.

Methodology

The survey design was adopted for the study. The population of this study comprised the community development workers (CDWs) and executive members of community development associations (CDAs) in selected local government areas of Oyo State, Nigeria. A sample of 137 respondents including 113 community development workers (CDWs) and 24 executive members of community development associations (CDAs) was drawn using multi-stage sampling procedure. At the first stage, one senatorial district was selected using simple random sampling technique. From the selected senatorial district, six local government areas were selected using simple random sampling technique. One hundred and thirteen CDWs were selected from the six LGAs using simple random sampling technique. Also, four executive members of the CDAs were selected from each of the six LGAs. The research instruments, Community Development Workers Questionnaire (CDWQ) and Community Development Associations Executive Members Interview Guide (CDAEMIG) were used for data collection. The instruments were subjected to validity and reliability test. Frequencies, percentages and Relative Significant Index (RSI) were used to answer the research questions one and two, the responses gathered from CDAs executive members through the structured interview guide were summarised and the hypothesis was tested at 0.05 level of significance using chi-square analysis.

Results of Research Questions

Research Question 1: What are the types of non-formal work-related learning to which the CDWs were exposed?

Relative Significance Index (RSI) was conducted and the ranking of the non-formal work-related learning the CDWs were exposed to is presented in Table 1.

Table 1: Non-formal work-related learning of CDWs

S/N	Non-formal work-related learning	RSI	Ranks
1	Identification of community issues, needs and problems	0.90	1
2	Supervision and evaluation of programmes and projects	0.60	8
3	Effective communication with community members and other stakeholders	0.64	5
4	Public awareness	0.78	2
5	Leadership	0.62	7
6	Mobilization of members of community	0.74	3
7	Facility installation/maintenance	0.57	10
8	Conflict resolution	0.59	9
9	Security	0.52	11
10	Finance management	0.51	13
11	Contact building and fund raising	0.63	6
12	Promotion of self-help	0.70	4
13	Preparation of reports and policies	0.52	11

The results showed that the values of the RSI ranged from 0.51 to 0.90. It also showed that the CDWs were mostly exposed to identification of community issues, needs and problems, followed by creating public awareness and then mobilization of community members. The non-formal work-related learning that were ranked least are finance management, security and preparation of reports and policies.

Research Question 2: What is the quality of service delivery of the CDWs?
The Relative Significance Index (RSI) was conducted and the ranking of the service delivery of the CDWs are presented in Table 2

Table 2: Quality of service delivery of the CDWs

S/N	Quality of Service Delivery of CDWs	RSI	Ranks
1	I identify community issues, needs and problems promptly	0.93	1
2	I always act as a facilitator to promote self-help in the community	0.83	6
3	I develop new community-based programmes and resources regularly	0.48	13
4	I supervise, monitor and evaluate community programmes and projects regularly	0.70	8
5	I help raise public awareness on issues relevant to the community promptly	0.84	5
6	I network to build contacts and raise funds for the community projects	0.62	9
7	I liaise with interventionists like the NGOs, philanthropists to set up new projects in the community	0.49	12
8	I settle disputes among community members	0.59	11
9	I monitor and evaluate existing programmes regularly	0.72	7
10	I mobilise communities to form community development associations	0.91	3
11	I attend CDAs meetings promptly and regularly	0.93	1
12	I communicate effectively with community leaders and members concerning issues relevant to the development of the community	0.86	4
13	I prepare reports and policies promptly	0.48	13
14	I carry out other administrative works	0.62	9

The results showed that the values of RSI ranged from 0.48 to 0.93. It showed that prompt and regular attendance of CDAs meetings; prompt identification of community issues, needs and problems ranked first. This was closely followed by mobilization of communities to form community development associations (CDAs). The least rated services however, were liaising with interventionists like the NGOs, philanthropists to set up new projects in the community" ranked 12th; prompt preparation of reports and policies and development of new community-based programmes and resources regularly ranked 13th. It was however, recommended by Ojo (2002) that a threshold of 0.50 should be set to make decision on the significance of the items under consideration. Therefore, three items do not surpass the threshold of 0.50. The information provided in Table 2 was further processed to give a summary of the level of service delivery of the CDWs. The CDWs' responses were summed and categorized. The scores of service delivery of the CDWs were categorised into three as low, moderate and high. The minimum and maximum scores of the service delivery were 35 and 64 with a mean and standard deviation of 49.96 and 5.07 respectively. Therefore, a score that ranged between the minimum obtained score (35) and scores that are less than the mean score minus one standard deviation (49.96–5.07= 44.89) represent "Low Service Delivery"; scores that ranged between scores that are greater than the mean score minus one standard deviation

(44.89) and the mean score plus one standard deviation represent (49.96+5.07=55.03) "Moderate Service Delivery" while scores that ranged between scores that are greater than the mean score plus one standard deviation (55.03) and the maximum obtained score (55.03 - 64) represent "High Service Delivery". They were categorised as low service delivery (35 - 44.89); moderate service delivery (44.89 - 55.03) and high service delivery (55.03 - 64). The results are presented in Table 3.

Table 3: Services Delivered by Community Development Workers

Levels of Service Delivery	N	Per cent
Low Service Delivery	24	21.2
Moderate Service Delivery	75	66.4
High Service Delivery	14	12.4

Table 3 revealed that a high percentage (66.4%) of the CDWs had moderate service delivery, 21.2% had low service delivery while 12.4% had high service delivery.

Research Question Three: What is the perception of executive members of community development associations on the quality of service delivery of the CDWs?
A structured interview guide was used to collect data from the executive members of community development associations and some of the responses were summarised.

How do you perceive the service delivery of the CDWs?
Executive Member of CDAs One
The CDWs are not prompt in delivering their services at all. They don't attend to us on time, they waste time and keep postponing issues. We beg them whenever we need their assistance.

Executive Member of CDAs Two
The service delivery of the CDWs is very bad and we don't need to hide it. They have not been delivering their services well, although, they too have what they are going through.

Executive Member of CDAs Three
The service delivery of the CDWs is fair but they can do better. They should let us feel the positive impact. Well, I am not saying they are not doing well but there can be improvement.

Executive Member of CDAs Four
Too bad. We are not really feeling their impact again. We held meetings together and discussed vital issues but without fruitful result. I know they are trying but what will I say when there are no positive results. I can say they are not performing their duties well.

The results of the interview showed that the executive members of CDAs had negative perception of CDWs' service delivery as attested to by most of the respondents. They reported that the service delivery of the CDWs was very bad and was not encouraging. The service delivery of the CDWs was summarized and reported as low as attested to by most of the executive members of the CDWs. They further reported that the CDWs implicated poor funding of community work by the government, non-availability of working materials like transportation, inadequate motivation of CDWs to work, delay in payment of salary and arrears as affecting service delivery.

Hypothesis 1: there is no significant influence of demographic variables (age, sex, level of education, area of specialization and length of service) on the quality of service delivery of the CDWs.

To test this hypothesis, chi-square test of association was conducted and the result is presented in Table 4.

Table 4: Influence of demographic variables on service delivery of CDWs

Demographic Variables		Service Delivery			χ^2	df	P
		Low	Moderate	High			
Age	31-40	5	18	4			
	41-50	18	50	10	2.24	4	0.69
	51-60	1	7	0			
Sex	Male	14	39a	10			
	Female	10	36	4	1.89	2	0.39
Edu	OND/NCE	6	8	0			
HND/B.A/B.Sc		16	53	12			
	Master	2	13	1	14.65	8	0.07
	PHD	0	1	0			
	Others	0	0	1			
Area	Adult Edu	2	5	0			
	Comm. Devt.	3	7	1			
	Social Sciences	13	38	7	5.85	8	0.66
	Sciences	6	17	3			
Arts/Humanities		0	8	3			
Length	1-10	4	16	3			
	11-20	19	54	10	1.62	6	0.95
	21-30	1	3	1			
	31 and above	0	2	0			

Table 5 showed the chi-square values (χ^2 = 2.24, df = 4 p>.05) for age; (χ^2 = 1.89, df = 2 p>.05) for sex; (χ^2 = 14.65, df = 8 & p>.05) for level of education; (χ^2 = 5.85, df = 8 &

p>.05) for area of specialization and (χ^2 = 2.24, df = 4 & p>.05) for length of service. This indicates that there is no significant influence of each of the demographic variables on the quality of service delivery of the CDWs.

Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected that there is no significant influence of age, sex, level of education, area of specialization and length of service on the service delivery of community development workers.

Discussion of Findings

Findings of Research Question 1 showed that majority of the CDWs had exposure to some non-formal work-related learning such as: identification of community needs and problems; raising public awareness and mobilization of communities to form community development associations (CDAs). Very fair percentage of the CDWs had exposure to promotion of self-help while very few CDWs had exposure to non-formal work-related learning such as: supervision and evaluation of community programmes and projects; contact building and fund raising; effective communication with community members and other stakeholders among others. Buttler et.al (2004), opined that adequate work-related learning should be organised for every employee from time to time as it improves their capacities and productivities. The opinion of Buttler et.al (2004) was corroborated by Work and Learning Centre (2006) who revealed that work-related learning improves the job performance of every employee. The expected employees' good performance in the study area may not materialise since CDWs were not exposed to adequate work-related learning.

Findings of Research Question 2 showed that the CDWs attended and coordinated CDAs' meetings regularly and promptly; identified community issues, needs and problems; mobilised communities to form CDAs; communicated effectively with community leaders and members concerning issues relevant to the development of the community among others.

The result was further processed and showed that the quality of CDWs' service delivery was moderate as attested to by 66.4% of the respondents (CDWs) while very few CDWs (12.4%) had high service delivery; 21.2% CDWs had low service delivery. This scenario may not be far-fetched from social and economic conditions under which the CDWs in particular and the civil service in general operate. Infrastructural facilities are collapsing, salaries and promotions are being delayed and motivations are inexistence. This corroborated the findings of Onyeozu (2007) that the CDWs performed below expectations in the discharge of their duties sometimes, due to non-conducive environment where they work.

The findings on research question 3 are captured thus:
'The service delivery of the CDWs is very poor. They are not delivering their services well. There are evidences to show for their poor service delivery and they always give excuses to justify themselves.

"The CDWs have not been performing as expected. They have not been delivering their services well. Let us say the truth, their service delivery is low. It is nothing to write home about".

Findings showed that a larger percentage of executive members of the CDAs had negative perception of CDWs' service delivery. The service delivery of the CDWs as attested to by executive members of the CDAs was summarised and reported as being low. This observation is in consonance with that of Adisa (2013) and Orija (2013) that majority of the community development workers perform so low in community development work. It will be recalled that the CDWs rated their service delivery as moderate while the executive members of CDAs, who represented the beneficiaries of these services rated it as low. Therefore one can safely say that the service delivery range between low and moderate. It will not be out of place to support the opinion of the executive members of the CDAs (who, as beneficiaries, knew where the shoe pinches) that the service delivery of the CDWs was low.

No significant influence of demographic variables (such as; age, sex, level of education, area of specialization and length of service) on the quality of service delivery of the CDWs was discovered.

Findings showed that majority of the CDWs were between the ages of 41 and 50. It is assumed that they will be full of experiences which they can combine with strength and energy to carry out their duties in effective and efficient manners. This is in line with one of the findings of Otite (2002) who opined that majority of the CDWs were between 40 and 50 years of age. Findings also showed that majority of the CDWs were males. The males are believed to have ample opportunity and enough time to discharge their duties without challenges of child bearing and other associated family demands. This is contrary to one of the findings of Adisa (2013) who revealed that majority of the CDWs were females. Findings also revealed that most CDWs were educated and the education they had will go a long way in ensuring that they relate well with members of the community and other stakeholders. This is supported by the findings of Adisa (2013) who found out that most of the CDWs had post-secondary education. Findings also revealed that very few CDWs had degrees in adult education or community development while larger percentage of the CDWs had degrees in sciences/social sciences. This is in agreement with the findings of Fasokun (2002) who noted that majority of the community workers were without appreciable training in the field of community development. He further explained that majority of them had degrees in other disciplines like social sciences, sciences and the humanities.

Implications

The CDWs should be better exposed to adequate work-related learning in areas like supervision and evaluation of programmes and projects, conflict resolution, facilities installation and maintenance, security, preparation of reports and policies and finance management.

Prospective CDWs with formal training in relevant fields like Adult Education, Community Development and Sociology should be employed as they are better suited for the job.

The identified problems and challenges being faced by the CDWs should be promptly addressed by relevant authorities.

Recommendations

Priority should be given to community development workers' exposure to adequate non-formal work-related learning which will update their knowledge base, sharpen their skills and improve their attitude thus improving the quality of their service delivery.

Adequate motivation of CDWs should be prioritised by the government and other stakeholders in community development. Enabling and conducive atmosphere should be created for the CDWs and requisite tools should be made available.

Government and development partners like philanthropists, private individuals and Non-Governmental Organizations (NGOs) should provide adequate funding of community development workers.

Monitoring mechanisms should be put in place to ensure that the CDWs deliver quality services to their assigned communities.

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