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Nexus between Expertise of Facilitators and Impact of Training Brokerage in Ondo State, Nigeria

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The rate of floating training programmes among male and female citizens in the informal sector of the economy called for the investigation into the nexus between expertise of facilitators and impact of training brokerage in Ondo State, Nigeria. The descriptive survey research design method was adopted, using population sample of training participants and organizers/facilitators in Ondo State. Two instruments design by the researchers, "questionnaire on training brokerage for participants (QTBP)" for clientele and "questionnaire on training brokerage for organizers and facilitators (QTBP)" for organizers and facilitators (r=0.81 and 0.75), using Pearson Product Moment Correlation of test retest method were use for data collection. Data were analyzed inferentially. Findings revealed that training brokers' qualifications influenced clientele acquisition of knowledge ($f=494.117$, $p<0.05$) and competence of brokers significantly influences learning impartation at training centres ($f=0.822$, $p<0.05$). Based on the findings, it was concluded that clientele patronizing private individuals most times do not have value for their money as brokers are more profit oriented than learners' gain. Hence, it was suggested that the department of adult education in recognized universities should take up training brokerage programmes from the profit oriented private individual to restore it lost glory and develop young vibrant entrepreneurs.

Keywords: Expertise, facilitators, impact, nexus, training brokerage.

INTRODUCTION

Every society needs one form of education or the other in modern time in order to function effectively. According to Omolewa (2001), education is viewed as the process of receiving or giving systematic instruction, especially at school or organized institution. It is also the process of facilitating learning or acquisition of knowledge, skills, values, beliefs and habits through storytelling, discussion, teaching, training and direct research. Put differently, education is the tapping of qualities and potentialities of an individual in a society and the acquisitions of skills, attitudes and competencies necessary for self-actualization and for coping with day to day challenges. In the opinion of Hassan and Oyebamiji (2012), adult and non-formal education is conceived as process whereby persons who no longer attend school on a regular and full-time basis (unless full-time programs are especially designed for adults) undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skill appreciation and attitudes; or for the purpose of identifying and solving personal or community problems. Training brokerage is the facilitation of meeting process between trainers and trainees by an intermediary known as broker for training purpose and economic gain in return.

The need for training becomes necessary in view of changes that are taking place in technology, production processes and the ways things are done. Jegede, (2010) opines that challenges of the twenty-first century require the creativity and competence of citizens of all ages in

alleviating poverty, consolidating democratic processes, strengthening and protecting human rights, promoting a culture of peace, encouraging active citizenship, strengthening the role of civil society, ensuring gender equality and equity, enhancing the empowerment of men and women, recognizing cultural diversity (including the use of language, and promoting justice and equality for minorities and indigenous peoples) and a new partnership between state and civil society. Therefore to reinforce social development, one can perceive the need to strengthen learning environments, which will reinforce the participation of citizens, and create contexts where the productivity of people will be enhanced and the culture of equity and peace can take development root (Ajala, 2007).

Also, Poverty, hunger and starvation are common problem in Nigeria that may have caused the increase in the activities of training brokers. Training brokerage has also been a panacea to social unrest, as opined by Anasis, (2010) that youth who are not gainfully employed participate in antisocial activities. Also Folorunsho, (2015) noted that youth restiveness is a social vice with divergent courses, which can be solved by gainful employment. Typical example of this is the situation in Niger-Delta region of Nigeria where for several years there had been youth restiveness but with the introduction of amnesty by Y'ardua led administration there had been relative peace and tranquility in the area. Hence, to raise young risk takers, there is the need for university authority not to focus on only the few admitted, but also to reach out to those who could not scale through admission huddle for entrepreneurship opportunities.

Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing expertise attainment (Hassan and Oyebanji, 2012). Competencies define the applied skills and knowledge that enable people to successfully perform their work while learning objectives are specific to a course of instruction. Competencies are relevant to an individual's job responsibilities, roles and capabilities (Webster, 2006). Learning objectives describe what the learner should be able to achieve at the end of a learning period. Learning objectives should be specific, measurable statements and written in behavioural terms. In short, objectives say what we want the learners to acquire and competencies say how we can be certain they know it.

Mitchell, (2004) identified four key enablers of effective networks (coherence between learning objective and competence): high level facilitation skills and a thorough knowledge of the vocational education training system; processes for sharing ideas; processes for accessing information and resources; and evaluation of network outcomes using a range of strategies. Given that effective broking is about building and utilizing networks, these enablers are key attributes of the brokerage model at a broader policy level, in addition to the need for dissemination of good practice, training and career development for brokers and adequate and dedicated resourcing for brokerage (Thomas *et al*., 2004 and Yarnit *et al*., 2005).

Training brokerage delivers a range of benefits for each of the stakeholder groups involved, namely clientele, broking organizations and training providers (facilitators), and in the case of the current study, for the informal sectors. Overall, findings confirm that brokerage contributes to the development of a learning culture within and between those involved in the broking process. This idea is supported by Kilpatrick and Bound, (2001) and Yarnit et al. (2005).

As Hassan and Oyebamiji, (2012) observed that training need exists when there is a gap between the present performance of an employee or group of employees, and the desired performance. Growing business performance is a journey, not an end. The success of business operations depends upon the ups and downs of the employee performances. Hence, the human resource managers started looking for the methods to boost the performance and efficiency of its workforce to carry out the work today, and to train them for meeting tomorrow's goals. Training programmes were developed many years ago, but now-a-days, it has become a crucial factor in companies with certain objectives in mind. Training and development practices should boost up performance and develop the skills, knowledge and expertise of the employees (Sort, 2000). The vital objective of training is to build-up right ability and capability in the labour force so that they can perform to meet the needs, wants and expected returns of the employers. The need for Training may generally arise to improve the efficiency of employees, to reduce wastage of time and money, to have quality output, to bring down supervision, to have preventive maintenance, to achieve optimum performance, to boost morale of employees, to prepare workforce for future challenging work, to reduce absenteeism, to bring down the grievances and to build career by personal growth.

Statement of the problem

School enrolment at all levels has steadily been on the increase with much population not admitted. The products from the school system are also high. This has led to unemployment in all the sectors of the economy because of saturation in the labour market graduates and non-graduates. Consequently, many of them are unable to secure job in the formal sector of the economy, then look forward to the informal sector with a view to becoming self-employed. Therefore, in order to perform well in their jobs, many of them resort to training programmes organized by consultants in the private sector. From observations, many organizations involved

Table 1. Hypothesis 1: Brokers' qualifications have no significant relationship with their impact on clienteles' acquisition of knowledge.

Qualification					
	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	196.683	1	196.683	494.117	0.000
Within Groups	130.162	327	0.398		
Total	326.845	328			

P<0.05

Table 2. Hypothesis 2: There is no significant relationship between competence of brokers and clientele learning outcome.

Competence					
	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	1033.238	9	114.804	15.521	0.000
Within Groups	2359.474	319	7.396		
Total	3392.711	328			

P<0.05

in training programmes may not have competent and adequate man power to meet the needs of clientele. Worse still, people rush to patronise these training brokers for economic empowerment.

Hypotheses

1. Brokers' qualifications have no significant relationship with their impact on clienteles' acquisition of knowledge.
2. There is no significant relationship between competence of brokers and clientele learning outcome.

METHODOLOGY

The research design used in this study is a descriptive survey design. The method was adopted with a view of enabling the researcher to select respondents by convenient sampling in an attempt to capture large representative sample of respondents from the population and gather information for the study, with the purpose of describing and interpreting existing conditions in Ondo State.

Population

The population for this study consists of clientele of training programmes in Ondo State Nigeria, particularly in 2008-2018.

Sample

Cluster sampling techniques was used to select respondents among clientele and facilitators of training programmes in Ondo, Nigeria. A sample of 329 (281 clientele and 47 facilitators) respondents were selected from the large population of clientele and facilitators in Ondo State.

Instrument

The instruments used in collecting data for the study were self-constructed questionnaires. Two instruments were designed, one for trainees titled "questionnaire on training brokerage for participant" and the other for facilitators titled "questionnaire on training brokerage for organizers and facilitators". The questionnaire for clientele have two sections; section "A" contained four (4) items seeking information on bio data of the respondents while section "B" consisted of five sub-sections with four items on each, seeking information on the topic of research. The questionnaire for brokers and facilitators also contained two sections, section "A" contained four (4) items seeking information on bio data of the respondents while section "B" consisted of two sub-sections with four items on each, seeking information on the topic of research.

Data analysis

The Statistical Packed for Social Science (SPSS) was used for data analysis. Hypotheses were tested with the use of Anova inferential statistics.

RESULTS AND DISCUSSION

Based on the outcome of the test on hypothesis one, in which the calculated value f=494.117 at the significant level of 0.00, where (P<0.05) which implies that Brokers' qualification and competence have significant influence on clientele's acquisition of knowledge. Therefore, hypothesis one above is hereby rejected (Table 1). The Anova result on hypothesis two shows that the calculated value (f=15.521) at the significant level of 0.00, where (P<0.05) which means that brokers abilities affects their impacts on clientele in Ondo State, Nigeria. Hence, hypothesis two above is not rejected (Table 2).

The rejection of the first hypothesis was firmly supported by Hassan and Oyebamiji, (2012) who posits that competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment(Webster, 2006). Competencies define the applied skills and knowledge that enable people to successfully perform their work while learning objectives are specific to a course of instruction. The non rejection of hypothesis two is premised on the idea put forward by Kilpatrick and Bound, (2001) and Yarnit et al. (2005) that training brokerage activities gives participants a wide range of benefits ranging from skill development and other knowledge relevant to efficient performance when such training programmes are delivered by capable hands. Hence, organisers should as a matter of fact improve on their academic qualification, participate regularly in training programmes at international levels, establish a demonstrative farm, design a feedback mechanism for their clientele and employ a more practical and experimental method of training rather than the usual abstract means (Mitchell, 2004).

Conclusion

Sequel to findings and observations, we can thus summit that majority of people who participated in training brokerage programme lost, interest and further confidence in the scheme because of their salient discovery at the training centres owing to lack of monitoring and regulations which make people to miss the prospect and benefit of the scheme in Ondo State, Nigeria.

Recommendations

1. Recognized institution such as universities and polytechnics should take over training programmes from individual and private organizations whose major purpose is profit.
2. In particular, the Department of Adult Education in Universities should embark on training brokerage in order to serve members of the public and generate revenue (IGR) to the University.

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