

Training and Environmental Factors as Determinants of Adult Workers' Mastery of Assignments in Workplace in Ogun State Nigeria.

By

AKINDELE, REMILEKUN SEWANU

Department of Adult Education, University of Ibadan, Ibadan, Oyo State.
(babadeyon@gmail.com)

Abstract

To make sense of the moving towards mastery, literature research was conducted into the fields of Training and Environmental factors as determinants of Adult workers mastery of Assignment in workplace in Ogun State Nigeria. The study begins with an exploration of subjective experience of eleven contemplative workers. Semi-structural personal interviews were conducted with each participant and a small focus group met to discuss the factors affecting training and environment on adults workers in mastery of assignment in workplace. The urgency of expending adult learning to support economic growth and higher living standards has put the focus on "Adult" readiness to engage in learning and mastering a skill in order to be effective and functioning in a particular trade. There is need to develop a better understanding of the factors that determine mastery of assignment in workplace. To this end, this paper examines the factors that determine mastery of particular skill in workplace. It is recommended among others, that, management should provide enabling environment for workers, also endeavour to engage in house training and on-the-job training which will enhance their mastery skill.

Keywords: Training and Environmental, Adult Workers, Mastery of Assignment, Workplace.

Introduction

A quick reasons of "Adult Learning and Skill acquisition" and international policy documents reveals the importance that is attributed to adult learning for promoting the well being of nations and individuals through mastery, this interest in adult learning driven by advances in information and communication technologies. The knowledge of technology skill and information acquired will promote competence, competitiveness, economic growth and innovation. Policy makers all around organization for economic cooperation and development (OECD) countries would agree with Tony Blair that "Education is the best economic policy we have" (Martin, 2003, P.567) it is from this vantage point that canada's innovation strategy was launched in order to position workers' mastery in a workplace the world's most innovative countries through the development of an appropriately skilled workforce. There exists a form or power and intelligence that

represents the high point or human potential. It is the source of the greatest achievements and discoveries in history. However moving towards mastery, it is an intelligence that is not taught in our workplace, schools, nor analyzed by Professors, but almost all of us, at some point, have had glimpses of it in our own experience when we work intensely on a project or under a deadline-under pressure to get results, ideas seems to come to us out of nowhere; we feel more mental active and creative.

Similarly, this power, are something that great masters in all fields experience over long period of time, and it comes to them through a process of learning and experimentation. (Robert Green; 2012). This means that you move toward challenges that will toughen and improve you, where you will get the most objective feedback on your performance and progress. It has been observed to gain attention, you need to improve yourself before you are ready. Instead you must take step further, your goals is to transform yourself into consummate observer. It should be noted that there is a gradual understanding that pursuing a social agenda on Adult mastery assignment may in fact be very good. An equitable distribution of skills had a strong impact on overall economic performance. In the end, low-skilled and under-skill employees avoid taking on extra responsibilities or more demanding roles and as a consequence their skills status remains static, as does their productivity rate and potential earning power.

Training factors of Adult workers

The training influence firms' performance in sustainable development based on research, both training and environmental factors has effects on the performance of adult workers. Assuming the institutional demands in modern societies for environmental protection, implies that (employee) adult workers training consistent with the demands should have a direct and positive effect on firms performance on sustainable development.

To explore the significance and crucial place of Adults mastery of Assignments especially in attainment of organizational set goals, a research has been conducted to look into training and environmental factors are in focus as key determinants of Adults performance (mastery) of assignments in an organization is work performance. As every organization embark on continuous evaluation of workers to determine their mastery of work displayed through good and commendable performances at work or workplace.

Many scholars have attempted conceptualizing the training and environment perhaps it may be defined in simplest form as a training & environmental is a workplace or educational setting designed to assist individuals (Adult workers) in gaining work-related skills or competencies. When an employee is placed in a training, they are provided with instruction and guidance toward mastery or learning how to perform specific tasks.

Training has a great impact on individuals skill; A proper training will include clearly defined goals, instruction, and appropriate feedback will further improve or supplement an employee's existing skills set.

Meanwhile, if the environment that the training will take place is not conducive enough it will hindered training and the trainee. The environment must be one which allows trainees to learn and practice. The desire skills creating such an environment may include bringing together several components such as written and oral instruction and hand-on training. Through intentional employee training in a supportive training environment, can realize enhanced productivity lessen the need for direct employee supervision and decrease the incidence of accidents on the job.

The goal of the mastery of assignments in a work place by Adult workers which is the central theme of discussion in this paper is to shift the design of the usual traditional system into something that better matches the goals of formative assessment and the goal of this study was to evaluate the performance of adult worker's in workplace. Adult workers is also seen in terms of his experiences as a result of contacts and interaction he makes with his environment over period of time. It is also, contended that knowledge is accompanying to experience which is acquired through learning and mastery. It is pertinent to establish that the value of training to adults has an over powering effect. Therefore, the adult workers in Ogun State find one way or the other to learn, and ensure that learning and training is continuous life-long.

There is strong evidence that assisting the adults worker's in Nigeria towards the realization of equal universe opportunities and to facilitate a lifelong educational system for social, economic and civic integration, the following programmes among others are design and provided to accommodate mastery of assignment and workforce of adult work.

1. Continuing education programmes
2. Commercial education
3. Vocational education
4. Apprenticeship education

Workplace Environmental Factors:

Work environments have many properties that may affect both physical and psychological well-being of workers (Briner, 2000) How well they engage with their working environment influences to a great extent their error rate, level of innovation and collaboration with other employees, absenteeism and ultimately, how long they stay in the job (Chand Raskar, 2011) identified twelve factors in work place environment which either lead to engagement or disengagement of workers. This factors include: goal setting, performance feedback, role congruity, define process workplace incentives, supervisor support, mentoring / coaching, opportunity to apply new skills, job aids, environmental factors and physical factors. It seems palpable that these factors are identified along with many others factors refined and compressed into six factors (Kyko, 2005). Kyko identified six factors that have determinant effects on whether workplace environment will be conducive or toxic. These factors are listed thus:

- i. **Opaque management:** This factors consists of such issues as unclear vision, mission, goals or objectives, badly defined systems, policies, regulations or rules; ambiguous roles; violated management principles; idle and inefficiently used of resources; description of unity of command; when people get away cheating or not performing their duty.
- ii. **Boss:** Boss who plays favouritism showing preference for one set of subordinates over others on their functions; boss who does not give recognition for performance; boss who claims credit for subordinate's achievement; boss who breaks employee's self-esteem; boss who fails to give clear instructions and directions; boss who withholds vital information from the employee where information is vital for the efficient performance of the job; boss who blames employee if things go wrong; boss who say one thing and does another boss who is not decisive-subsequently employee does not have a sense of direction, boss who plays "God" with performance appraisal; boss who delegates responsibility without the authority to act – curtailing the employee's self-esteem.
- iii. **Company policies:** Win-lose policies, centralization of power, creating privileged groups in the organization, closed door policy, poor fringe benefits too much red tape.
- iv. **Working conditions:** Hot and noisy working environment, unsafe work, conditions, dirty work environment, insufficient resources, old technology, old machinery.
- v. **Interpersonal Relationship:** Unhealthy politicking, lack of cooperation among workers, back stabbing, empire building rumour mongering, alienation, mistrust, sabotage.
- vi. **Pay:** Pay below the market rate.

The main interest of this research work is to determine which of these environmental factors exert more influence or contribute more to mastery of assignment of adult workers in a workplace. It is also of interest to determine which of them to the organization considered as constituting environmental factors.

Mastery in the workplace:

Two authors are considered in this sample of literature on mastery and personal mastery in the workplace; Peter Senge and Stephen Covey. Personal mastery finds a natural home as one of five disciplines in Senge's (1990) "The fifth discipline: the art and practice of the learning organization" senge's self adaptive characterization of the learning organization as "an organization that is continually expanding its capacity to create its future". Parallels the journey of the individual in

personal mastery: Both assume mastery rests in continual learning and development (P. 14). Stephen Covey's (2014) "The Seven habits of highly effective people: powerful lesson in personal change", is also about the journey of personal learning and development. Covey believes self-mastery leads to interpersonal independence. Independence and self-mastery leads, in turn, to interdependence – mastery in relationship with others. Below, these two authors point a broad picture of the individual in personal mastery in the workplace.

1. **Personal Mastery:**

Though many authors write about personal mastery' few have given it as broad and inclusive a flavour as Senge (2014). As one of Senge's five disciplines "an entire chapter is dedicated to developing the principals and characteristics of "personal mastery" Personal mastery is a process: A way of living, not a state of being Senge (2014), personal mastery is not something you possess. It is a process. It is a life-long discipline (P. 142) it is a series of practices and principles that must be applied to be useful. (P. 147) personal mastery is a belief in one's self worth, in our capacity to achieve what we want. An attitude of success versus failure "(P. 156). It is an open "deeply inquisitive" attitude to life and learning that combines confidence and humility". The journey is the reward" (P. 142)

While mastery in a general term means one of the important components in developing skill competency is the establishment of a mastery – oriented learning environment where all adult workers are challenged. Find success, and start on the road to physical literacy (Bevans, 2011) This environment requires facilitators to carefully plan and sequence deliberate practice tasks that facilitate skill acquisition while promoting adult workers engagement.

Skill mastery increase adult workers engagement and physical activity time through practicing tactics and strategies used at workplace. Integrating tactics and strategies into practice tasks allows workers to problem – solves. Mastery focus on improving skills and use of tactics without the pressure of competitive in a workplace; facilitator can create a mastery environment where skill competency is nurtured and all workers demonstrate their skillful competency.

2. **Creating a mastery environment**

Challenging workers at appropriate levels, nurturing their development and focusing; on continuous improvement is essential for creating a mastery climate. In a mastery climate environment workers achievement is measured in terms of progress toward personal goals, facilitators need to create a learning environment that fosters self-directed learning and where failure is part of the learning process. (Garn, Cothran, & Jenkins, 2011).

In contrast, a mastery environment allows Adult workers to measure success in terms of personal improvement. This environment requires a

workplace where differentiated instruction is the norm; and workers choice is built into the learning environment. Confronted with a range of skills, developmental levels and interests, physical educators must account for these differences by giving workers choices within the learning environment. A mastery climate necessitates that workers with varying skill levels are able to select elements such as entry point, type of equipment, size of progress toward achieving universe opportunities.

Conclusion

Training and environmental factors have some effect on Adult workers' mastery of assignment in workplace. In fact each workplace environmental factors may determine competency among the adult worker. However, Training involves mastery skill by providing enabling environment for the workers to thrive, be effective and functional in their daily tasks. A mastery climate optimizes opportunities for adult workers' learning, training and physical activities, while facilitating achievement of assignment outcomes and the development of physical literacy.

Recommendations

In the light of the research findings, the following recommendations are made.

1. That management should bear in mind that environmental factors affects the level of commitment of Adult workers' in the work place and as such should, at every point in time, provide enabling environment for workers.
2. That workers should also endeavour to engage in-house training and on-the-job training which will enhance their mastery skill.
3. To approach optimal experience "as closely as humanly possible", It is necessary to turn all of life into flow experience by setting out on a personal goal that's compelling enough to order mastery of a skill.

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